

## Who needs Florence Nightingale?

*alias Granuaile, chieftain, trader, pirate queen*

The story of Grace O'Malley is one of Ireland's rich store of stories which help to provide a 'sounder map of the past' and increase 'choice, range and fun in our teaching'.

At Naseby CE Primary School the excited curiosity of Years 1 & 2 at the prospect of studying an Irish pirate became almost irrepressible when it gradually dawned on them that the pirate was a woman - the fearless Grace O'Malley, also known as Granuaile (pronounced Gran-oo-ale) - a refreshing alternative to Florence Nightingale.

### Granuaile

More than the 'pirate queen' of Irish legend, Granuaile was a courageous woman who stood up for her rights during the turbulent Tudor conquest of Ireland. When young, it is said she cut off her hair and wore male clothes to go to sea.

More than a woman, Granuaile was a Gaelic chieftain. She commanded a fleet of war and merchant ships, trading with France, Spain, England and Portugal, dominating the waters off Western Ireland, resisting and then treating with the invading Tudors. By land Granuaile stormed and defended castles, engaged in the then favourite Irish practice of cattle-rustling, gave birth to four children and generally showed she was the equal if not the better of any man.

According to one horrified Tudor official, she '*hath impudently passed the part of womanhood and been a great spoiler and chief commander and director of thieves and murderers at sea*'. Such was Granuaile's power that in 1593 Elizabeth I agreed to meet her in London to consider requests for money and permission '*to invade with sword and fire*' the queen's enemies.

The only Gaelic woman ever to appear at court, '*the wild grandeur of her mien erect and high, before the English Queen she dauntless stood ... well used to power [and] dominion over men of savage mood*'. Her petition was successful, but Granuaile died ten years later outwitted and impoverished by Tudor officials who never forgave her earlier 'betrayals'.

### Approach

The teaching scheme (*page 3*) used key questions, storytelling and visual sources. Consisting of five 40-minute sessions (plus storytime, music and assemblies), it was based upon a longer scheme devised by Maria Wykes of NIAS (*page 2*). The topic was introduced with tales of pirates in general and then Granuaile's life was revealed in a series of stories.

### Resources

Thanks to the help of 'Ireland in Schools', resources were readily identified. *My Very First Book of Pirates* (R. Walker, Barefoot Books, 1-84148-304) provided the introductory tales of European, Moroccan and Japanese pirates.

Historical information on Granuaile came from a textbook, *Time Traveller 2* (by R. Day *et al.*, C.J. Fallon, 0-71441-129-9, pp 83-8, main text, 49-51, 78-9, teacher's handbook); various internet sites, including [www.omalley-clan.org](http://www.omalley-clan.org); a resource pack produced by 'Ireland in Schools' and NIAS (iS CD-ROMs K01 Primary Pathway and H03 Granuaile); and two biographies (by M. Moriarty & C. Sweeney, O'Brien Press, 0-86278-62-0, and A. Chambers, Wolfhound Press, 0-86327-631-8). Both are well-illustrated; Moriarty's is shorter with modern drawings which are excellent for sequencing Granuaile's life.

Storytelling was assisted by the existence of an historical novel, *Granuaile* (by M. Llywelyn, O'Brien Press, 0-86278-578-2) and *Granuaile*, a CD of atmospheric songs (by R. Connolly, Tara Music Company Ltd, Tara CD 3071).

### Impact

Granuaile's enthralling story, rehearsed repeatedly in the playground, developed the children's historical skills, stimulated productive cross-curricular work, and raised challenging questions about both the choices facing individuals and the nature of sixteenth century society and politics. Was she simply a political realist, compromising in face of Tudor might? Or, is popular tradition right to celebrate Granuaile as 'a nationalist heroine and ... a feminist icon'?

# Planning 1 - general framework for Key Stages 1 & 2 (Maria Wykes)

Learning objectives - Children should learn:	Possible teaching activities	Learning outcomes Children should	Points to note
<p>to identify people from the past and present who are famous;</p> <p>to locate historical sites on a map;</p>	<p>How many Irish people can you name? Encourage children to listen to a range of Irish music from jigs and hornpipes to the music of Bono and U2, the Corrs, Sinéad O'Connor, Enya and any other Irish music you like in order to discuss personal preference. Promote a class discussion by asking the question: Why do you think there are so many famous Irish musicians? Place pupil's answers on the stimulus display. <i>(You will return to this question at the end of the study unit.)</i></p> <p>Make a class concept map of the number of famous Irish people known to the pupils.</p> <p>Use a large scale map of the British Isles to locate the island of Ireland, England, Wales and Scotland.</p>	<p>identify Irish people who are famous today, for example, pop stars, artists, writers, musicians, and sports personalities;</p> <p>identify Ireland and Britain on an outline map of the British Isles.</p>	<p>A starting point could be a stimulus display of music, posters, photographs and other memorabilia of famous Irish singers, groups and bands performing today in order to underline the rich musical heritage of such a small nation. <i>Use activity sheet 1 (concept mapping) as a model for this activity.</i></p> <p>Large scale map of Ireland and Europe could be used to:</p> <ul style="list-style-type: none"> <li>trace the journeys made by Granuaile and her family when trading with Scotland and Spain;</li> <li>trace the trading routes used by the Galway trading ships preyed upon by Ganuaile and her family;</li> <li>locate places mentioned throughout this study.</li> </ul>
<p>about the life of a famous person from the past and why she acted as she did;</p> <p>to infer information from a written or visual account of a person's life.</p>	<p>Who was Granuaile, Grace O'Malley? How did Granuaile get her nickname? Tell children they will find out about a famous Irish person who lived a long time ago, before their parents/carers and grandparents were alive. Tell them the story of Granuaile's childhood focusing on the 'hair cutting incident'. Look at the picture of the shorthaired Granuaile with her father, describe the sequence of events that led up to the scene, and use speech or thought bubbles to explain their actions/describe their thoughts or emotions. Some children may be able to explain why shorthaired females at this time were unusual.</p>	<p>extract some information about the early life of Granuaile from a story;</p> <p>give one reason why Granuaile wanted to become a seafarer like her father;</p> <p>explain that journeys in the past used to take longer and were more dangerous.</p>	<p>A word bank will help children to appreciate that people are famous for their qualities as well as their actions. This idea could be developed in the context of SMSC education, by considering the contribution made to society by individuals with certain qualities.</p> <p>Incidents from Granuaile's life can be downloaded from the www. BAREFOOT books have a story book and CD-ROM entitled <i>Pirates</i> - <a href="http://www.barefootbooks.com">www.barefootbooks.com</a>.</p>
<p>to use pictures to help them ask and answer questions about Granuaile to sequence the main events of her life.</p>	<p>What adventures did Granuaile undertake throughout her life? Read a number of stories, for example, about Granuaile's seafaring/trading activities, marriage, raising a family, her battles at the castle in Lough Corrib, her visit to Howth Castle and her arguments with the English. Which pictures help us tell Granuaile's story? Show children pictures of Granuaile's life. Help them recount her story by choosing the most appropriate pictures and putting them in sequence. Encourage them to discuss their choices.</p>	<p>select appropriate pictures to illustrate the main events in Granuaile's life.</p>	<p>This activity ensures that the children know the main events of Granuaile's story.</p> <p>This activity could be extended by asking children to discuss what information can and cannot be obtained from pictures and stories.</p>
<p>to use sources of information to help answer questions about Granuaile;</p>	<p>What was Granuaile like? Use this information to select a number of adjectives to describe the personality of Granuaile. Provide the class with two contrasting descriptions of Granuaile, (half to use a positive source, half to use a less positive source). Discuss who might have made these comments by asking, 'Did a friend or an enemy make this comment?'</p>	<p>identify positive and negative descriptions from sources of information.</p>	<p>This could be a whole class activity where the teacher creates a web on a large sheet of paper/whiteboard with the statement 'What was Granuaile like?' in the centre and a circle of arrows pointing outward. Pupils will suggest answers, until they realise they are looking at two different sources of information. The teacher lists the descriptors and uses these to discuss the main question.</p>
<p>to identify some of the reasons for her actions;</p> <p>to infer information from a written or visual source;</p>	<p>Why did Granuaile meet Queen Elizabeth I? Tell the pupils the background to the petition to meet with Queen Elizabeth I, and the outcomes. Use speech bubbles/puppets to enter into a dialogue between Granuaile and Elizabeth I. Ask the pupils to write a letter to Queen Elizabeth I. Discuss the range of languages spoken by Elizabeth I and Granuaile, then ask pupils to suggest a reason for them communicating in Latin. Give the children a picture of Granuaile. Work with the children to make a list of questions that they could answer by looking at the picture, e.g., What is she wearing? Was this clothing worn by a rich/poor woman? Would all Irish women dress like this? (Use vocabulary cards to support labelling the image.) Repeat this activity with a portrait of Queen Elizabeth I. Use a recording sheet to compare and contrast the clothing of the two women.</p>	<p>identify/describe clothes worn a long time ago;</p> <p>make comparisons between the clothing of an Irish /English queen;</p> <p>give a reason why the two women wear different dress.</p>	<p>The Ditchley Portrait or the Armada Portrait would be good examples to use.</p> <p>Posters of Elizabeth I are available from the National Portrait Gallery - <a href="http://www.npg.org.uk">www.npg.org.uk</a></p> <p>Enlarging a picture would make it easier to point out items of clothing.</p>
<p>suggest reasons for people's actions in the past.</p>	<p>Did this meeting with Queen Elizabeth make a difference to Granuaile's life? Tell pupils the story of the final outcome of the meeting, and how Granuaile died a very poor woman.  Ask them to discuss reasons why Bingham did not return the riches belonging to her dead husband.  Ask them to decide if the widow's settlement laws were fair or unfair.</p>	<p>describe how poorly the English Governor in Ireland treated Granuaile.</p>	<p>The children could draw together what they have learned from different sources of information and communicate their learning in a different way. For example the story can be made into a book and be the basis of a class assembly or a school display.</p> <p>This activity could be extended by asking the pupils to order events in Granuaile's life using a suitable WP package, e.g., Clicker plus, or use a CD-ROM encyclopaedia or other suitable reference sources to find additional information about Granuaile.</p>

## Planning 2 - Years 1 & 2 (Sandra Kirkland)

The teaching scheme was based upon the NIAS scheme. It used key questions, storytelling and visual sources and consisted of five 40-minute sessions (plus storytime, music and assemblies). The topic was introduced with tales of pirates in general and then Granuaile's life was revealed in a series of stories.

Learning objectives - children should learn to:	Activities	Learning outcomes
<p>identify people from the past and present who are famous; Locate historical sites on a map.</p>	<p><b>How many Irish people can you name?</b> Listen to a range of Irish music, identify performers where possible and discuss preferences. Use large scale map of British Isles to locate island of Ireland and England, Wales and Scotland. (<i>More able Y2 children use a range of maps from atlases and identify cities, rivers, mountain ranges, etc.</i>)</p>	<p>Identify Irish people who are famous today.  Identify Ireland on maps of British Isles.</p>
<p>develop an understanding of the life of a famous person from the past and why she acted as she did;  infer information from a visual and oral account of a person's life.</p>	<p><b>Who was Granuaile?</b> How did Granuaile get her nickname - <i>Grainne Mhaol</i> (Bald Grace)? Tell children they are going to find out about a famous Irish person who lived a long time ago, before their grandparents were alive. Tell story of Granuaile's childhood focussing on the 'hair cutting incident'. Look at picture of shorthaired Granuaile, describe events using speech bubbles to explain emotions. (<i>With Y2 children use freeze frame/hot seating – Granuaile and parents – to focus on gender expectation issues.</i>)</p>	<p>Extract information about the early life of Granuaile. (<i>Y2 explain relevance of gender and why Granuaile's experience might be considered unusual.</i>) Give a reason why Granuaile wanted to be a seafarer like her father.</p>
<p>use pictures and stories to help them ask and answer questions about Granuaile;  sequence the main events of her life.</p>	<p><b>What adventures did Granuaile undertake throughout her life?</b> Listen to a number of stories e.g. seafaring/trading activities, marriage, raising a family, battles in Lough Corrib, visit to Howth Castle. Which pictures help us tell Granuaile's story? Show children pictures of Granuaile's life. Use to recount her story choosing most appropriate pictures and sequence them. Encourage discussion of choices. (<i>Y2 given limited number and encouraged to draw own pictures to add to their sequence.</i>)</p>	<p>Select appropriate pictures to illustrate the main events in Granuaile's life. (<i>Y2 add own illustrations of key stories/events.</i>)</p>
<p>use sources to help answer questions about Grace.</p>	<p><b>What was Granuaile like?</b> Use information (and previous knowledge) to describe the personality of Granuaile. Sort adjectives into positive and less positive and discuss who might have made comments.</p>	<p>Identify positive and negative descriptions from sources. (<i>Y2 recognise that comments/descriptions could vary according to those who made them.</i>)</p>
<p>identify some of the reasons for her actions.</p>	<p><b>Why did Granuaile meet Queen Elizabeth I?</b> Tell children background to the petition to meeting Queen Elizabeth and the outcomes.</p>	<p>Decide if Granuaile was fairly treated by the English following the meeting at Greenwich. (<i>Y2 identify different reasons for the treatment of Granuaile.</i>)</p>



'Upset when her father refused to take her on a [sea] trip because she was a girl, the story goes that Grace cut off her hair and donned male clothes.'  
*Granuaile* by M. Moriarty & C. Sweeney, O'Brien Press, 0-86278-62-0, p. 15

**Year 1**

Look at the picture above of the shorthaired Granuaile with her mother, brother and father in the background.

Describe the events using speech bubbles to explain emotions.

**Year 2**

Freeze frame or hot seat the picture above of the shorthaired Granuaile with her mother, brother and father in the background.

Focus on how differently males and females are expected to act.



'GRANA UILE [sic] introduced to QUEEN ELIZABETH'  
 Frontispiece to *Anthologia Hibernica*, Vol. II, 1793  
 There is no contemporary account of this meeting which took place in 1593.

1. Look at the picture above and the list of phrases below. Which phrases do you think apply to Granuaile and which to Elizabeth I?

<i>linen saffron smock</i>	<i>gown richly embroidered</i>
<i>lace handkerchief</i>	<i>weather-beaten face</i>
<i>chalk-like face</i>	<i>large woollen sleeveless cloak</i>
<i>sober dress</i>	<i>ornamental style.</i>

(Year 2: Suggest a reason why the two women would be dressed in clothing that was so different.)

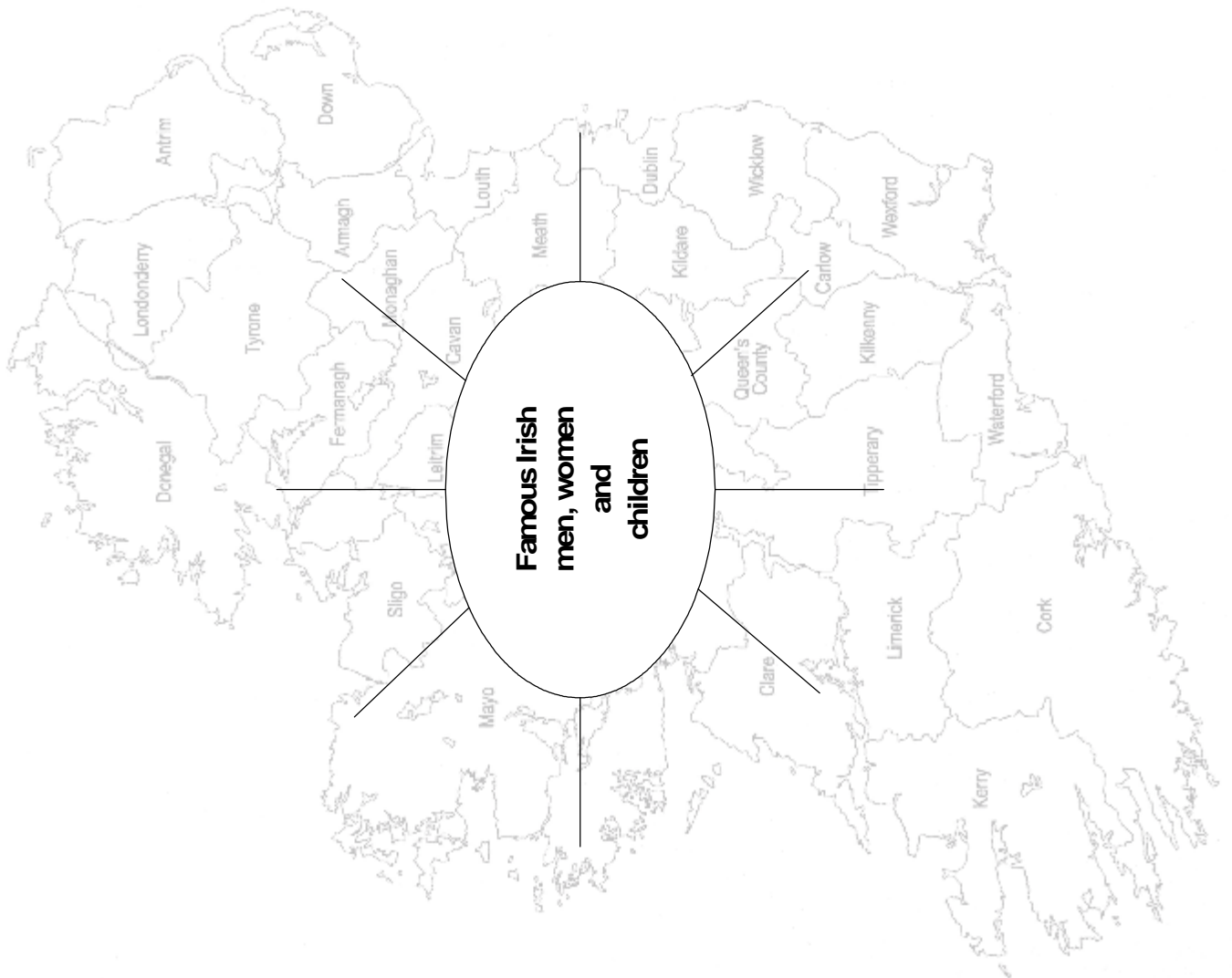
2. Do you remember the reasons why Granuaile met Elizabeth I?  
 Can you imagine what they said to each other?  
 Use Drama conventions to reconstruct the picture above, then try to reconstruct the conversation between the two women, e.g., 'Still image' and 'Thought tapping'.  
*Or*  
 Use hand puppets to act out the imagined conversation.

Circle the words that describe Grace.

*Time Traveller 2* by R. Day et al., C.J. Fallon, 0-71441-129-9, p.79, teacher's handbook

<i>brave</i>	<i>quiet</i>	<i>fearful</i>	<i>honest</i>	<i>clever</i>	<i>strong</i>
<i>cowardly</i>	<i>weak</i>	<i>courageous</i>	<i>tough</i>	<i>sympathetic</i>	<i>soft-hearted</i>
<i>determined</i>	<i>easygoing</i>	<i>skilful</i>	<i>law-abiding</i>		

# Concept map



## Granuaile: timeline

1530 Granuaile is born.

Granuaile cuts off her hair and goes to sea with her father.

1546 marries Donal O'Flaherty.

Donal captures small castle in Lough Corrib from the Joyces. Donal is killed by the Joyces. The Joyces attack the castle but Grace maintains control.

1566 marries Richard ('Iron Dick') Bourke.

1577-1579 Granuaile is imprisoned in Rockfleet.

1588 Granuaile is granted a pardon by Queen Elizabeth I.

1593 Audience with Elizabeth I in London.

1603 Dies in poverty.

Granuaile: key vocabulary

Chieftain	Chieftainess
Queen	Pirate
Ballininch	Mayo
Connacht	Galway
Gaelic	Elizabeth I
Gallowglasses	Granuaile O'Malley
hospitality	Caravel
Dubhdara (Black Oak)	Bingham
Donal O'Flaherty	Richard Bourke (Iron Dick)
Ireland	England
Hostage	Prisoner
Hospitality	

## The O'Malley fleet

1591 Grace O'Malley was reported to be 'preparing herself with some Xxte (20) boats in her companie to repaire after them' (the Scots)

“Granuaile O'Malley is gathering a fleet of twenty boats ready to chase and catch us and our treasures.”

December 1559

Reports of the O'Malley fleet found in English State papers.

“There are three very good galleys with Tibbot ne Longe, sone to Grany O'Malley, his brother and O'Malley will carry 300 men apiece. These if employed by Her Majesty, would do much good in the north, and the O'Malleys are much feared everywhere by sea. There are no galleys in Ireland but these.”

1601 an encounter with an O'Malley galley was recorded:

“We had a skirmish with an O'Malley galley rowed by thirty oars and on board ready to defend her 100 good shot.”

Captain Plessington