

# The Normans & Ireland

## Using an advance organiser

... as a structural tool for a research project

*by*

Janet McCooey, Beacon Hill High School, Business & Enterprise College  
&  
Rachel Lomas, Bispham High School, Arts College

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Advance organiser for use during each lesson, or as required

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## About this unit

### Advance organiser

This unit of work introduces the use of an advance organiser. This is a device to enable pupils to orientate themselves around a topic using what they already know. It should help pupils to access their prior knowledge of a topic and focus them on new information.

Advance organisers can be used to great effect in history because it is a subject which requires pupils to sift through extensive information and evidence to undertake research and to analyse complex relationships.

Pupils benefit from having an appropriate visual/graphic representation on which to hang their developing historical knowledge and understanding. This strategy requires teacher and pupils to decide together on the best way to move through new information.

### Graphic organiser

The organiser employed here is a graphic one, the representation of a tree, which is used to orientate pupils' progress through the topic.

Teacher and pupils together decide which questions to ask of the information provided, and these will direct the sections which will shape the eventual piece of writing, whether it be in essay or project form.

If preferred, the topic can also be broken down into sections, with a 'tree' used to direct each section. Key points will be recorded on the graphic organiser to then be used as a plan for writing.

### Why a tree?

The imagery provides the idea that the 'roots' are prior knowledge of the topic, or what has 'gone before', so to speak. For example, in this case it can be presumed that new learning will take place after a study of the Norman conquest of England. Therefore,

- the 'roots' will record the main issues, e.g. claims to the English throne; Battle of Hastings; establishment of Norman control by use of castles, feudal system. etc.;
- the 'trunk' of the tree provides the space to record the main objective of the topic, and then along the main branches (in bold) pupils will record the title of the section.; and
- the sub-branches provide the space to write key facts on one side and possibly a source of evidence on the other side.

*This kind of work is best done collaboratively, with pupils in pairs or triads. It is also advisable to enlarge the image from A4 to A3 for pupil use.*

### Links with Secondary National Strategy - Assessment for Learning

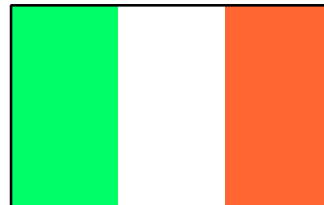
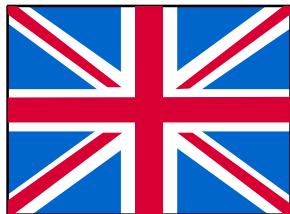
The strategy used in this unit of work delivers examples of good practice in assessment for learning, as it requires teachers to:

- share learning objectives with pupils;
- identify precise success criteria, which can be used for teacher, peer and self-assessment and be accessible for reference throughout the task;
- model what the finished product will look like; and
- provide a frame of reference for shared review on completion to show how future improvements can be made.

# Ireland - basic facts

Country	Northern Ireland	The Republic of Ireland
Population	1.5 million 66 per cent Protestant 34 per cent Roman Catholic	3 million 10 per cent Protestant 90 per cent Roman Catholic
Currency	Sterling	Euro
Government	Northern Ireland is part of the United Kingdom governed from Westminster. There has been (since 1972) a British government minister known as the Secretary of State for Northern Ireland responsible for policy in the area.	The government is based in Dublin. The parliament consists of the Dail Éireann, which means the Assembly of Ireland, and the Senate. There is an Irish President. Unlike Northern Ireland, the Republic is not a member of the Commonwealth but is a member of the European Union.

Flag



## Nationalist

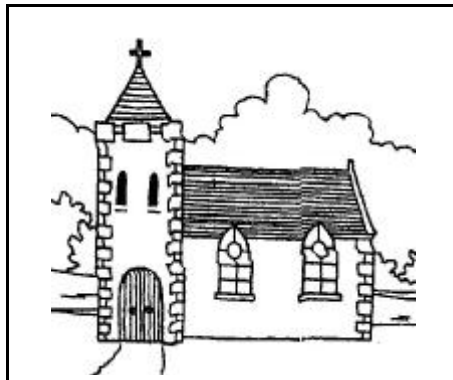
### Beliefs

Nationalists believe that Ireland is one country and should not be divided in two. They would like Dublin to be the capital of an undivided island.



### Religion

Most nationalists are Catholics. The Catholic Church is very powerful in the south of Ireland. Nationalists say that all religions would be treated fairly in a united Ireland.



## Unionist

### Beliefs

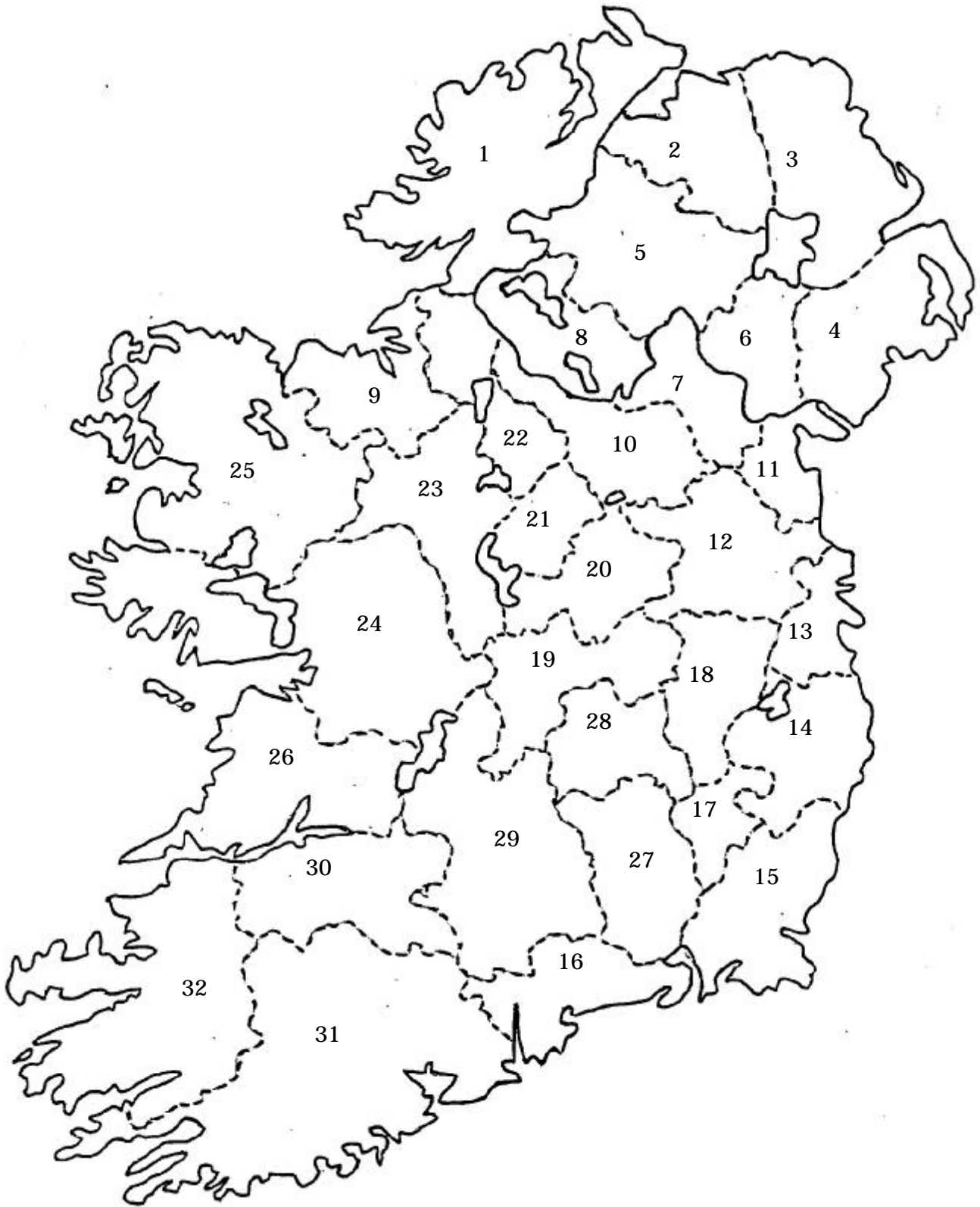
Unionists see themselves as British and want Northern Ireland to stay united with Britain.

### Religion

Most Unionists are Protestants. Some of them feel that the Catholic Church is wicked. Many fear that in a united Ireland they would be told what to do by the Catholic Church.

**Answer the following questions on Ireland using an atlas and any other information to help you:**

1. What is the capital city of Northern Ireland?
2. What is the capital city of the Republic of Ireland?
3. Name any 3 counties in Ireland.
4. Off which coast of Britain is Ireland found?
5. Which sea lies between Britain and Ireland?
6. Which ocean is to the west of Ireland?
7. Name any 2 mountain ranges in Ireland.
8. What is the population of Northern Ireland?
9. What is the population of the Republic of Ireland?
10. What is the climate like in Ireland?
11. What is the unit of currency in Northern Ireland?
12. What percentage of the population in Northern Ireland are Roman Catholic?
13. What percentage of the population in the Republic of Ireland are Roman Catholic?



It was to be a century after the Battle of Hastings before the Normans came to Ireland. Unlike England, the Anglo-Saxons had not settled in Ireland. Its population was a mixture of Celts and Vikings. Most Irish people spoke the Gaelic language and followed Gaelic laws. Trade was largely controlled by the five Viking ports.

## Kings

Celtic society was very complicated. Ireland was divided into about eight main territories each ruled by its own King. Each of these was divided further into sub-kingdoms each with its own ruler, who was subject to the main king. The most powerful of the eight kings was called the High King. The High King was rather like a champion boxer. He only remained High King as long as he was unbeaten. In 1166 the King of Tyrone, who was High King, was overthrown and killed in a rebellion by his sub-kings who then gave their support to Rory O'Connor, King of Connaught. O'Connor then became High King.



The main Irish Kingdoms and Viking settlements in 1166.

## Religion

Ireland was famous for its Celtic monasteries. Compared to Norman monasteries their buildings were very simple, consisting of several small stone beehive shaped cells for monks to live in, clustered around a small stone church. A wall for protection surrounded the whole settlement and a tall round tower was used to store holy treasures and protect monks if the Vikings attacked.

The Irish kings were generous patrons of the church. In 1134 Cormac McCarthy, King of Munster, built the lovely church on the Rock of Cashel.

## The People

Unlike England, which had settled farming villages with people growing crops, Irish people mostly made their living by raising cattle. This meant that in some areas, particularly Ulster, the people were semi-nomadic. Most warfare consisted of cattle raiding, often over long distances, into another kingdom. Irishmen fought without armour, using short spears, javelins or large axes. The Irish had no towns, apart from the Viking trading ports. Because they did not live in towns or farms, the Irish were often despised by English writers.



This map shows Ireland in the first half of the twelfth century.

Unlike England, there was not just one king. There were instead a number of lesser kings.

Each lesser king was in charge of a small area of land.

They were often at war with each other and each wanted to be called the **High King**.



**Fill in the chart below using the information sheet to help you.**

Aspect of life	Ireland before the Normans	England
<b>People</b>		Anglo-Saxons
<b>Language</b>	Gaelic	
<b>King</b>		One king - ruling England, part of Wales, and part of France, Normandy
		Norman monasteries. Designs were quite complex and advanced.
<b>Farming</b>	Irish people mostly made their living by raising cattle.	
<b>Warfare</b>		Normans focused on conquering other countries. They had more advanced weapons, such as archers and mounted knights.

**Questions:**

1. How many kingdoms were there in Ireland before the Normans arrived?
2. How many counties are there in the Republic of Ireland today?
3. How many counties are there in Northern Ireland today?

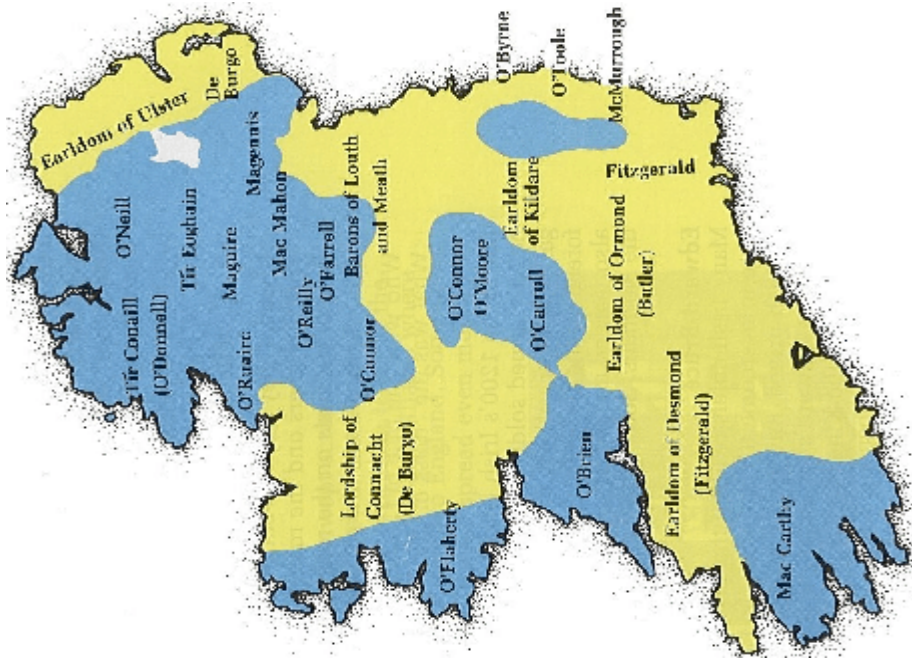
**Extension task:**

Using an atlas, name as many counties as you can.

# What changes can we find by looking at a map of Ireland?

## Lesson 3

The maps show the most powerful families in Ireland in the thirteen century (Map A) and in the fifteenth century (Map B).



Map A. Norman power in Ireland, c. 1260  
P. Cremin, Footprints 3, C.J.Fallon, Dublin, 1991, p. 71

1. Underline the names of the Normans

2. What differences can you see

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Map B. Power in Ireland in the 15th century  
In the area controlled by the English Crown (the Pale - yellow on map) was very small compared with the land controlled by the Gaelic (red on map) and Anglo-Irish lords (blue on map).

M.E. Collins et al., New History in Context 1, The Educational Company, Dublin, 1995, p. 147

Irish



A medieval Irish woman, wearing a great cloak or mantle, made from wool with a fringed edge.

P. Cremin, *Footprints 3*, C.J.Fallon, Dublin, 1991, p. 90

Norman



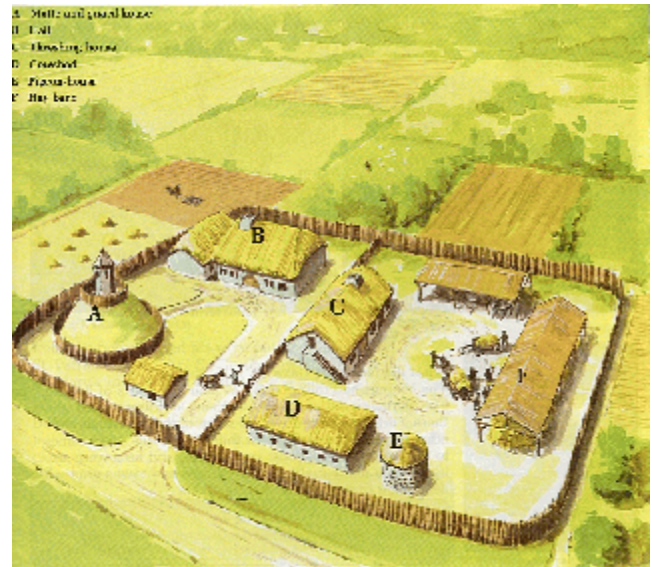
A medieval Norman woman, from the Pale, with tailored dress and wimple.

P. Cremin, *Footprints 3*, C.J.Fallon, Dublin, 1991, p. 90



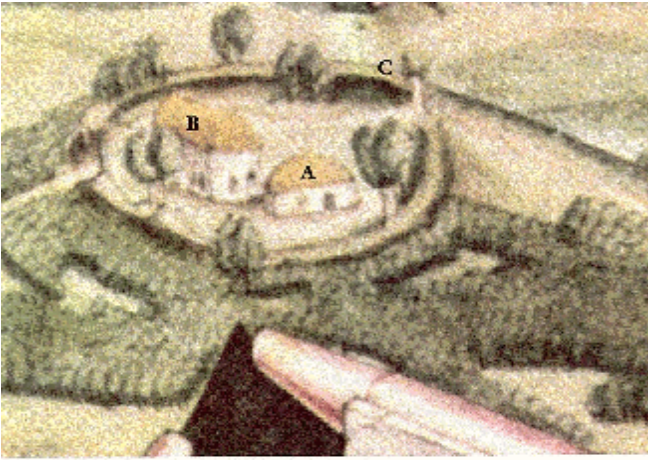
The Irish economy: cattle-raiding, 1581.

C. Ó Loingsigh, *Pathways in History 3*, The Educational Company, Dublin, 1984, p. 82



The Norman economy: the Manor of Cloncurry, County Kildare.

P. Cremin, *Footprints 3*, C.J.Fallon, Dublin, 1991, p. 90



The O'Hagan hill-fort, Tullaghoe, Ulster

P. Cremin, *Footprints 3*, C.J.Fallon, Dublin, 1991, p. 106



Hugh de Lacy's castle, Trim, County Meath

P. Cremin, *Footprints 3*, C.J.Fallon, Dublin, 1991, p. 65



The MacSweeneys dining, 1587.

A woodcut from an English book, it emphasises the barbarity of the proceedings - the lack of a proper table, the proximity of the slaughtering and cooking, and the less than delicate manners of all concerned (as in the strategic use of a fire to warm frozen posteriors.)

R. Foster (ed.), *The Oxford Illustrated History of Ireland*, Oxford, 1989, p. 281



Impression of the Fitzgerald family dining in the Great Hall of Maynooth Castle, County Kildare

P. Cremin, *Footprints 3*, C.J.Fallon, Dublin, 1991, p. 86

The sources showing the Irish dining and cattle raiding were drawn by a hostile English visitor, John Derrick. He wanted to show to people in England in the sixteenth century that the Irish were violent, uncivilised and unreformable, and thus should be ruled by armed force.

His picture of the Irish chief dining was an unfair representation of the Irish pastoral practices. During the winter months a leading Irish chieftain might live in a stone fortress but in the summer would leave his permanent residence and with his clan live in a temporary summer residence called a 'booley' for the purpose of grazing their cattle herds in the upland.

John Dunton, an English traveller, later gave a more charitable and understanding glimpse of the lifestyle of a Gaelic chieftain while booleying:

*'They had newly put up this for a "Booley" for summer habitation, the proper dwelling or mansion house being some miles farther neare the sea, and such a one they commonly built everie yeare in some one place or other, and thatched it with rushes. I had sheets and soft white blankets . . . and they assur'd me no man ever gott cold by lyeing on the green rushes, which indeed are sweet and cleene, being changed everie day if raine hinders not.'*

Dunton was treated well during his stay:

*'We had at dinner no less than a whole beef boyl'd and roasted, and what mutton I know not so profewsly did they lay it on the table. At the end where the lady sate was placed an heap of oaten cakes above a foot high, such another in the middle and the like at the lower end; at each side of the middle heap were placed two large vessells filled with Troandor or the whey with buttermilk and sweet milk . . . We had ale (such as it was) and Bulcaan, and after dinner myn host ordered his doggs to be gotten ready to hunt the stagg. He had his horse saddled and one for me too . . . Eighteen long greyhounds and above thirty footemen made up the company.'*

	Gaelic lords	The people of the Pale
Names	The names of the Gaelic Irish began with Ó or Mac.	No distinctive names.
Ancestors	Their ancestors had been in Ireland since the Celts came, about 500 BC.	Like the Anglo-Norman lords, they were descended from Norman lords who first went to Ireland in the middle of the twelfth century.
Leadership	Gaelic lord ruled over a clan, a group of people who shared a common name. The man who ruled over the clan was known by the clan name. He was called The O'Neill, The O'Connor etc. In theory, all the freemen in a clan elected the lord from among the recent descendants of a lord. In practice, the new lord was often the brother or son of the previous lord.	They recognised the king of England as their overlord but unlike the Anglo-Norman lords they kept close ties with England.
Language	Ordinary people in the Gaelic areas spoke Irish.	They spoke mainly English.
Dress	They had their own style of dress: <ul style="list-style-type: none"> <li>■ men wore (i) a knee-length tunic, (ii) an Irish mantle - a very thick coat, and (iii) a long moustache and a fringe which was called a glib;</li> <li>■ women wore a long tunic like a dress with an Irish mantle over their shoulders;</li> <li>■ both men and women often went barefoot.</li> </ul>	They wore English-style dress. Irish mantles were forbidden and richer people wore shoes, hats and stockings. Men were either clean-shaven or wore full beards.

# Different Irelands?

## Lesson 3

Fill in the chart below, using the sources to help you.

Way of life	Irish description	Norman description	Similarities	Differences
Dress				
Economy				
Architecture				
Dining				

## 1. Permanent effects

The Normans left a permanent mark on Ireland.

1. They put an end to the possibility of Ireland being united under one Irish High King.
2. They brought about many changes, many innovations, including
  - new ways of fighting (*organised, using horses and chain mail*)
  - new ways of farming (*manorial system*)
  - new kinds of people (*Normans and Anglo-Saxons with a new range of skills*)
  - a new kind of law and government, feudal system (*a new administrative system, with Dublin as the centre of government and the division of Ireland into counties - by 1200, there were eight counties, Dublin, Louth, Waterford, Cork, Kerry, Limerick, Tipperary and Connacht; new laws enforced by sheriffs and a jury system*)
  - the English language.
3. They also developed further existing things, particularly
  - building inland towns, usually around a castle (whereas Viking towns were in coastal areas).

## 2. Limitations

However, the Normans never won complete control over Ireland as they had done in England. There were powerful Irish leaders in the north and west who were never conquered and during the 1300s the Normans began to lose their power in many parts of Ireland.

By 1500 there were three distinct areas in Ireland, often with different customs and loyalties.

1. People were loyal to the King of England in *the Pale*, an area around Dublin, and in major towns.

In the other areas, *the Gaelic and Anglo-Irish areas*, the king's government had no control.

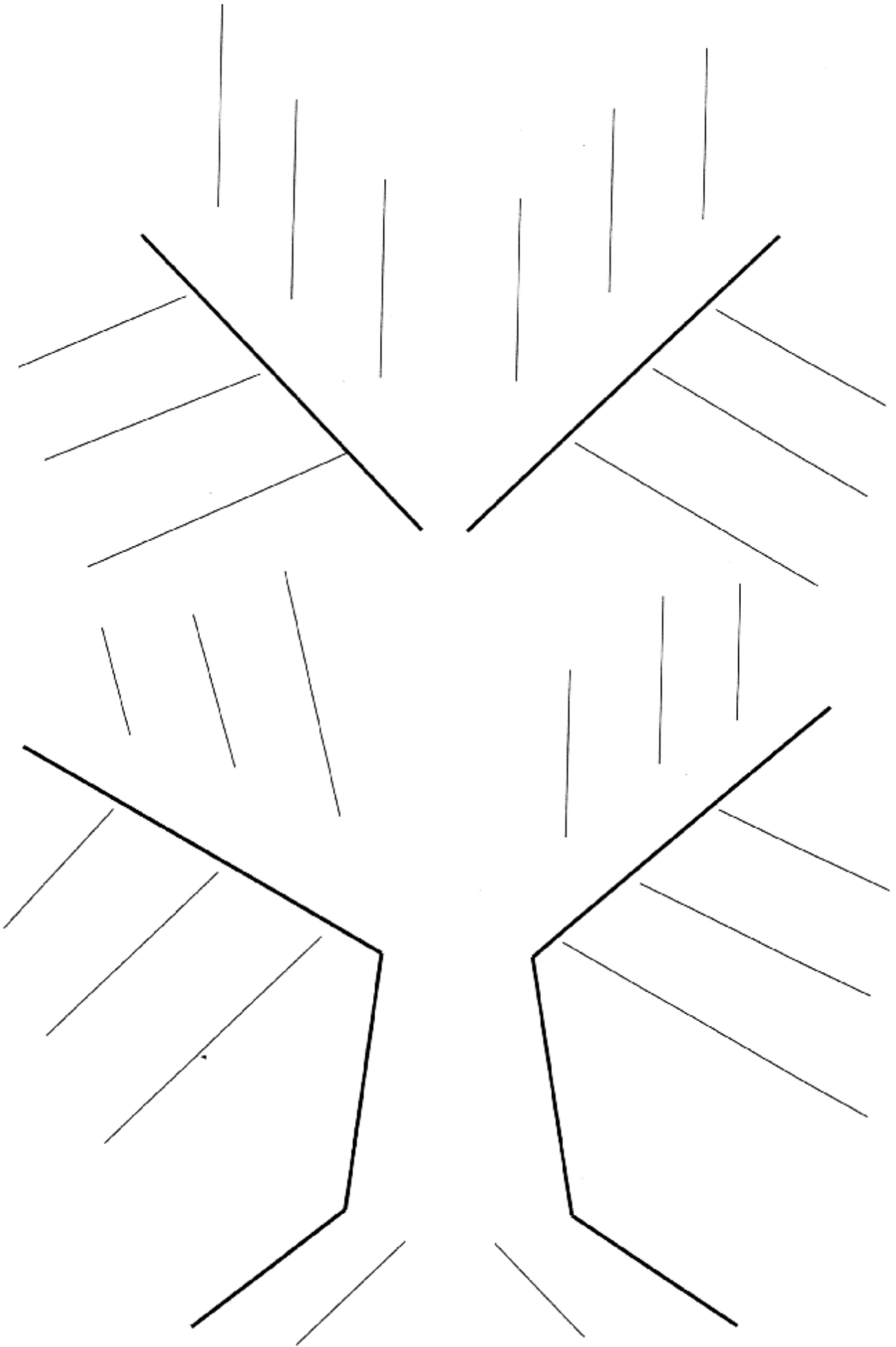
2. The Gaeli were the Irish, the descendants of the Celts. They spoke Irish.
3. The Anglo-Irish were the descendants of the Normans. There was some inter-marriage.

In the Pale English laws were enforced by royal sheriffs. In Irish areas, however, such as Ulster, the old Irish laws, the Brehon laws, were still kept and the royal sheriffs seldom ventured.



Gaelic and Anglo-Irish lordships in the late fifteenth century  
M.E. Collins et al., *New History in Context 1*, The Educational Company, Dublin, 1995, p. 147





# Plenary - what & how have we learned?

## Thinking words

You will need to consider, discuss, look up, or ask about the following words:

adapt		evaluate		link	
apply		explain		negotiate	
assess		hypothesise		organise	
assumption		identify		prioritise	
compare		interpret		reflect	
contrast		interrelate		sequence	
convert		judge		structure	
decide		justify		summarise	
differentiate		juxtapose		visualise	

Working with a partner:

*(Tick the boxes where you have used those skills in this piece of work.)*

- ❖ Choose any 3 skills from this list that you think you have used in this task, and be able to explain how and at which points you have used them.
- ❖ Choose any 3 different skills from this list that you have used both in this task and in other subjects, and explain how and where you have used them in other subjects.
- ❖ Choose any 3 different skills from this list that you have used both in this task and in other situations in your life and, again, explain where/ when/ how.

# The Normans & Ireland

Bispham High School, Blackpool

School-developed unit; Year 7; summer term (after work on castles); 3-4 hours

Content/ Key questions	Knowledge, skills & understanding	Learning objectives	Class & homework activities	Resources	Learning outcomes	Time (hrs)	T&L styles	ICT links	WS Lit objectives/ AFL
What is Ireland like today?	1, 2a, 4, 5	To know what Ireland is like today. To use an advanced organiser to summarise & present findings.	Thought shower in class. Quiz using source sheets and atlas ( <i>group</i> ). <i>Whole class</i> modelling of advanced organiser (sheets).	Atlas Quiz Source sheets Advance organiser sheets PowerPoint material.	To be able to present a basic overview of a modern & divided Ireland.	1	V & A.	PowerPoint presentation.	
What was Ireland like before the Normans invaded?	2a, 2c, 4, 5	To see what Ireland was like before the Normans. To present findings in an advanced ortganiser.	Table to fill in using map/atlas ( <i>pair work</i> ). Map work. Advanced organiser ( <i>pair work</i> ).	Atlas Table/questions sheet Advanced organiser sheets PowerPoint material.	To explain the main geographical, social and economic features of Ireland using an advanced organiser	1	V, K.	PowerPoint presentation.	
What was the impact of the Normans?	1, 2a, 2c, 3, 4, 5	To assess & evaluate the impact of the Normans on the Irish & Ireland.	Spot the difference (map work). Source investigation & grid filling in on aspects of life ( <i>groups</i> ). Fact sheet. Questions ( <i>pairs</i> ). Presentation on findings ( <i>groups</i> ). Plenary - key skills discussion ( <i>pairs</i> ).	Map sheets Source sheets Grid sheets Thinking words sheets Advanced organiser sheets PowerPoint material.	To come to a conclusion on the impact of the Normans on Irish life in the Middle Ages. To present findings to the group & to use advanced organiser to summarise the main features of the Norman impact.	2	V, K.	PowerPoint presentation.	AFL ( <i>peer assessment</i> ) .

# Note for teachers: the Normans & Ireland

Adapted from *A Timeline of Irish History* by R. Killeen, Gill & MacMillan, pp 26-7,34

The arrival of the Normans in Ireland in the late 1160s was a revolutionary event. Gaelic Ireland may have been politically fractured - with many competing kingdoms and no single ruler commanding the allegiance of the whole Ireland - but it was culturally homogeneous. Its cultural integrity - its common systems of law and language - even absorbed and survived the introduction of the alien Christian religion.

## Invitation

After their conquest of England in 1066, the Normans displayed no immediate interest in Ireland, nor did anyone in Ireland show much interest in them. However, in 1166, the king of Leinster, Dermot MacMurrough, was ousted following a dynastic row. He solicited help from King Henry II of England, who eventually approved his raising an invasion party among the Norman knights of Wales. The first Normans landed in Co. Wexford in 1169 and their superior military technology made itself felt immediately.

The Normans has also been invited into Scotland. The difference was that whereas in Scotland they were invited to bolster the forces of a more-or-less centralised kingdom, in Ireland they were enlisted in an internecine fight.

## Lordship of Ireland

The Normans quickly imposed themselves on Ireland, capturing the key towns of Waterford and Dublin. Indeed, so successful were they that the king - whose principal interests lay in England and western France and for whom Ireland was distraction - was obliged to take control. In 1171, Henry came to Dublin to accept the submission of both its new Norman rulers and of many leading Gaelic princes.

Four years later, the Treaty of Windsor secured the allegiance of Rory O'Connor, the latest disputed claimant to the title of high king of Ireland and the strongest individual Gaelic king. Henry claimed lordship over the kingdoms of Leinster and Meath including the towns of Dublin, Wexford and Waterford; Rory was confirmed as king of Connacht and overlord of the areas not claimed by Henry, but subject to a tribute payable to Henry.

## Different views of submission

It may be doubted that Henry and the Gaelic kings understood this submission to mean the same thing. The whole structure of European feudalism which was essential to the Norman understanding of legal obligation was unknown in Gaelic Ireland. Henry now regarded the Gaelic kings who had submitted as his liege-men; they probably understood a tactical and provisional retreat in the Gaelic manner.

## Two Irelands?

The fluid circumstances on the ground in Ireland made the Treaty of Windsor impossible to enforce. The dynastic disputes between the Gaelic kings continued, while there was simply too much juggling for position among the new Norman landowners struggling to stake their claims. They came to dominate the south and east of the island. The rich limestone plains and river valleys were their strongholds: they introduced feudalism, primogeniture and patronised reforming church orders like the Cistercians. They had no presence in Ulster west of the Bann and their numbers in Connacht were low.

Nevertheless, the Norman incursions became part of the traditional dynamic. As with the Vikings, there were alliances across ethnic lines: it was not a simple matter of Norman versus Gael. For instance, Dermot MacMurrough married his daughter to Strongbow, one of the first Normans to arrive in Ireland, while Rory O'Connor married his daughter to Hugh de Lacy, the greatest of the new Norman lords. In time, such inter-marriage and cultural mixing produced a hybrid society in which differences between the two ethnic groups were diluted without ever completely disappearing.

## Royal power?

Only two English kings - John in 1210 and Richard II twice in the 1390s - ever visited Ireland. Given the problems of distance and communication, it was easier to govern through lords deputy chosen from one of the old Norman families. The king's own writ ran only in a limited area in and around Dublin, the Pale.

However, whatever the limitations on their actual power, the kings of England regarded themselves as overlords of all Ireland, with good legal title to the claim. It was the basis of the later Tudor conquest of Ireland.

A Norman view of Ireland

Gerald of Wales, c. 1200

From an old and evil custom they always carry an axe in their hand as if it were a staff. In this way, if they have a feeling for any evil, they can the more quickly give it effect.

Wherever they go they drag this along with them. When they see the opportunity, and the occasion presents itself, this weapon has not to be unsheathed as a sword, or bent as a bow, or poised as a spear.

Without further preparation, beyond being raised a little, it inflicts a mortal blow. At hand, or rather, in the hand and ever ready is that which is enough to cause death.

From the axe there is always anxiety. If you think that you are free from anxiety, you are not free from an axe. You admit a risk, if you admit an axe, and are free from anxiety.



For further information, please see [http://journals.aol.co.uk/kha200/Ireland in Schools](http://journals.aol.co.uk/kha200/Ireland%20in%20Schools)  
or contact:

Professor Patrick Buckland, Chairman, 'Ireland in Schools'  
19 Woodlands Road, Liverpool, L17 0AJ. Tel: 0151 727 6817; email: kha200@aol.com



Irish nationalist view of Norman intervention  
*The Marriage of Strongbow and Aoife* by Daniel MaClise, 1854