



Exploring Battles

A learning resource suitable for:

Key Stage 3

This learning resource was produced as a legacy output of the Battles Bricks and Bridges project run by Killesher and Cleenish Community Development Associations in 2014.

For further information visit:
www.battlesbricksandbridges.org



Exploring Battles

Learning Intentions

The following activities will encourage and facilitate pupils to:

- Learn about the Battle of the Ford of the Biscuits, and its significance.
- Use English and IT skills to prepare reports describing the Battle.
- Use visual arts and drama to re-enact the key moments in the story of the Battle.
- Debate the tactics used in the battle.

1 - Watch The Film 'Battle Of The Ford Of The Biscuits'

Activity:

Group activity

Time required:

60 minutes

Method:

Play the film called 'Battle Of The Ford Of The Biscuits' that is located on the website www.battlesbricksandbridges.org.

Afterwards split the class into teams and have a quiz with the following questions:

- a. Who was besieging the English garrison in Enniskillen Castle?
Answer = Hugh Maguire
- b. How did the Government in Dublin know the Enniskillen garrison was under siege?
Answer = runners came out at night carrying letters.
- c. What did the Dublin Government decide to do?
Answer = send up a relieving force.
- d. Who was in command of the English force?
Answer = Sir Henry Duke
- e. How many soldiers were in the English column?
Answer = about 600

f. In what month and year did the Battle of the Ford of the Biscuits take place?

Answer = August, 1594

g. Where did the English column camp the night before the battle?

Answer = Knockninney

h. Why did the English have a restless night's sleep?

Answer = Maguire ordered his men to fire musket shots into the camp at intervals during the night.

i. Name three types of weapons used in the battle?

Answer = caliver, musket, pike, bow and arrow, sword.

j. Why is it unlikely that archaeologists will find weapons or armour buried in the ground?

Answer = the battlefield was stripped of anything valuable when the fighting was over.

k. The wives and old folk of the Irish soldiers watched the battle from a vantage point called, in Irish, Mullinabhan. What does this word mean?
Answer = hill of the women.

l. What major period of fighting in Anglo-Irish history did the Battle of the Ford of the Biscuits lead into?

Answer = the Nine Years' War.

m. What two events happened at the end of the Nine Years' War that was of great significance to Anglo-Irish history?

Answer = the Flight of the Earls and the Plantation of Ulster.



2 - Write And Enact A Drama

Activity:

Small and Whole Group activity

Time required:

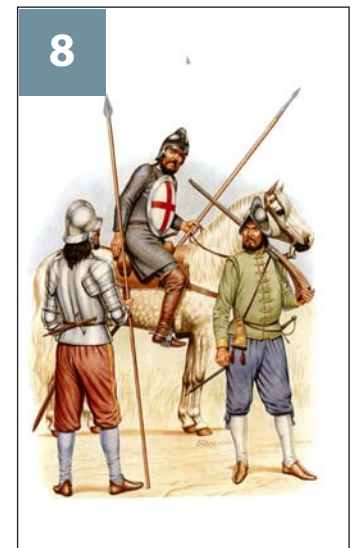
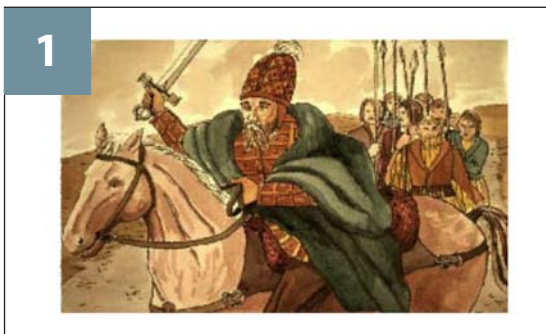
Multiple sessions

Method:

Divide the class into three groups. Ask each group to write one act of a drama depicting the story of the Battle of the Ford of the Biscuits. The three acts suggested are:

1. The siege of the English garrison in Enniskillen Castle.
2. The Knockninney camp.
3. The battle at the Arney river.

The groups should rehearse and come together to produce a three act performance. Students might wish to make props of armour and weaponry, or create sounds effects. The following images are available to download from the Educational Resources section of the website www.battlesbricksandbridges.org



IMAGES

1. Hugh Maguire
2. Hugh O'Neill
3. Irish soldiers
4. English column
5. English caliverman
6. English Musketeer
7. English pikeman
8. English soldiers

3 - Make A Television Report

Activity:

Small and Whole Group activity

Time required:

Multiple sessions

Method:

Divide the class into smaller groups. Ask students to imagine they are a news team transported back in time. Make a three minute news report for television, detailing the events of the battle. Students might like to include:

Map and graphics

Interviews with eye witnesses

Comments from politicians

Footage of the battle scene

To help the students, ask them to analyse a modern day news report of a war going on in the world today. What are the key components and the structure of a typical television news report covering a war story?

Ask students to film and edit their news reports, and then show to the rest of the class. Explain that each film will be assessed by the rest of the class using agreed criteria. Suggested criteria are:

On a scale of 1 to 5, where 1 is low and 5 is high;

1. How clearly was explanation given as to why the battle took place?
2. How clearly were the events presented in chronological order?
3. How effectively were facts, and opinions, dealt with?
4. How effectively were graphics and visual images used?
5. How accurately did the film fit the three minute time slot?

4 - Tribunal Court For Sir Henry Duke

Activity:

Whole Group activity

Time required:

One hour

Method:

Divide the class into:

A judge

A jury of five

A defence group

A prosecution group

Explain that a tribunal court is being held against Sir Henry Duke, the English commander. The question to debate is;

Was Sir Henry Duke at fault, and could the defeat have been avoided if different tactics had been used?

Give the defence and prosecution groups 20 minutes to prepare their arguments. Then, ask the judge to hold the tribunal court. The prosecution and defence have ten minutes to present their case. The jury may then ask questions of either camp. Finally, the jury must leave the room and take five minutes to agree on their decision. A split majority vote will be accepted. The judge asks the jury to return to the room and give their verdict.