

## Highland Clearances Unit: Unit 12

Class:	Teacher:	Study Title:	ES Outcome	People in Past	Level C/D
Term:	Date:	Duration:			
Knowledge and Understanding Attainment Targets Level C/D	Learning Outcomes for: Highland Clearances Unit	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		Skills Attainment Targets Highlight the Emphasis for Teaching Level C	
<ul style="list-style-type: none"> <li>• Make a comparison between present and past lifestyles/ circumstances/features. (What is different/What is the same?) – C.</li> <li>• Describe ways in which people can remember and preserve the past – C.</li> <li>• Give some reasons for the differences and for aspects of continuity – C.</li> <li>• Describe some features of societies, people and events from the past and suggest why they might be considered significant – D.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to describe the life of Highlanders between the late 18<sup>th</sup> and the early part of the 19<sup>th</sup> centuries.</li> <li>• To understand the key issues surrounding the clearance of the Highlands (ownership by wealthy lairds, more money to be made from sheep farming).</li> <li>• Understand the impact of the clearances – people moved to the big cities or emigrated to Canada/ Australia/New Zealand.</li> <li>• Be aware of how people remember these events both here in Scotland (museums, books, reconstructed crofts, songs, poems) and abroad (place/street names of Scottish origin, maintain traditions such as Burns' suppers).</li> </ul>		<p>Level C Skills Pupils are able to:</p> <p>Preparing for the task:</p> <ul style="list-style-type: none"> <li>• plan a sequence of activities for tackling an enquiry, class or homework task.</li> <li>• suggest relevant sources of information that might assist in a particular enquiry task.</li> </ul> <p>Carrying out the task:</p> <ul style="list-style-type: none"> <li>• select and record specific information for a given purpose from a variety of sources available in the school or local community.</li> <li>• select simple techniques to process/classify straightforward information in a variety of ways.</li> <li>• distinguish in an elementary way between fact and opinion, fact/truth and fiction.</li> </ul> <p>Reviewing and reporting on the task:</p> <ul style="list-style-type: none"> <li>• present findings in a report, communicating key points clearly.</li> <li>• present conclusions giving reasons.</li> </ul>		

## Highland Clearances Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)	Evaluation
<p>Language Reading for information/research, writing news article/poems on Burning of the crofts, read 'The Desperate Journey' by Kathleen Fidler – discuss life on the croft/in the mills of Glasgow/the plains of Canada/a new land.</p> <p>Music Gaelic songs/instruments – listen to harp/pipe music.</p> <p>Art Tartans/kilts/sporan designs/models of a croft village, watercolours of Highland scenes.</p> <p>Drama Life in the croft/confronting the factor/the burnings/the journey to Glasgow/life in the city/mill/sea journey/a new land.</p> <p>Mapwork Farmland/use in Scotland now, places names in Canada/Australia.</p>	<p>Royal Museum of Scotland Contact Elspeth MacKay</p> <p>The Desperate Journey – novel</p> <p>New BBC 3 part programme to be made. (Look out for it 2002–2003)</p> <p>Drama Workshop Water of Leith Centre Tel: 0131 455 7367 www.waterofleith.edin.org</p> <p>Jacqueline Cuthbertson Level C Unit New Lanark</p>	<p>Highland Clearances page 4</p> <p>Jacqueline Cuthbertson 'Consequences of the choices made by families who lay their crofts' Skills Level C</p>	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, presentation to class, brain storming, annotated diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focussed on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal booklet or file on a topic.</p>			

## Worksheet for Highland Clearances

Work in pairs to promote discussion.

### Changes in the Highlands

Back in the 17<sup>th</sup> and 18<sup>th</sup> centuries over half the population of Scotland lived in the Highlands and spoke Gaelic. Between 1762–1886 major changes took place. There were many different reasons (or CAUSES) for the changes and many different results (or EFFECTS). What actually happened was that Highlanders had to move out of their crofts and many villages were destroyed and burned.

Decide from the statements below which ones are CAUSES and which ones are EFFECTS of the Highland Clearances.

- 1 1745 rebellion – many Gaels supported Bonnie Prince Charlie (known as Jacobites) when the rebellion failed chiefs lost a lot of power.
- 2 People move to lowlands and big cities to work in mills.
- 3 1603 – James 6<sup>th</sup> of Scotland becomes James 1<sup>st</sup> of England, strong English influence. Some rich Scots bribed to vote for the two countries to be united. James didn't think much of the Highlanders.
- 4 Highlanders couldn't wear tartan, own weapons or play the pipes, clans began to disintegrate.
- 5 People emigrate to Canada and Australia.

- 6 Chiefs sell land to rich landowners, eg The Duke of Sutherland, money making important.
- 7 New breeds of sheep introduced, eg Cheviot – good wool. Land owners need the Highland areas for sheep.
- 8 Loss in clan loyalty and decline in use of Gaelic language.
- 9 Power taken from the Tacksman, no land for cottars, small farms made into large sheep farms.
- 10 Highlanders didn't fight back because they were frightened of the soldiers, police and they had no weapons.
- 11 Landowners like the Duke of Sutherland get rich on profits from sheep farming.
- 12 Population decline in the Highlands.

Make a poster showing on one side CAUSES of change, in the centre WHAT HAPPENED and on the other side the EFFECTS of the change.

## Highland Clearances – Assessment Level C/D

1 What were the main reasons for the Highland Clearances?

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2 Describe how your life would've been as a crofter (jobs, daily routine, clothes, food, etc).

Use the back of this sheet.

3 List ways in which your real daily routine different from a crofters?

Give a reason for ONE difference.

		Reason
1	.....	or .....
2	.....	or .....
3	.....	or .....

4 Imagine that Patrick Sellar has just given your family an eviction order.

a) List some words which would describe how you would feel.

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.....  
.....

b) Why would you feel like this?

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5 What is the evidence that many Scots emigrated to countries such as Canada and Australia? (Use the back or more pages to answer.)

## People in the Past

## Sense of History

## Highland Clearances C/D

	ISBN	Author	Title	Price		
	1858815495	Brassey, Richard	Story of Scotland	£5.00		
	185561362X	Darian-Smith, Kate	Exploration Into Australia	£10.00		
	1874488398	Davies, Kath	USA: A First Guide	£9.00		
	0750219629	Foley, Kathryn	Victorian Scotland	£11.00		
*	0749625813	Hirst, Mike	Scotland – History of Emigration from...	£11.00		
	043105648X	Isaacs, Sally	Westward Expansion 1801 to 1850	£7.00		
*	0114953015	Jarvie, Gordon	Clans	£5.00		
*	0582262659	Lawson, Douglas	Emigration from Scotland	£8.00		
	0340532823	Madden, Craig	Changing Life in Scotland and Britain	£8.00		
	0192718479	McAllister, Margaret	Ghost at the Window	£6.00		
	0340669861	Ouston, Hugh	Union Issues: Scotland 1550–1750	£7.00		
*	0750217898	Rose, Iain	Children of Coal and Iron	£12.00		
*	0750215321	Stephen, Margaret	Life During the Highland Clearances	£9.00		
	0340655380	Wood, Sydney	Victorian Scotland	£5.00		
		Donald, Gunn and Spankie, Mari	The Highland Clearances (Wayland)			
		Hunter, Mollie	Pistol in Green Yards			