

## Jacobites Unit: Unit 16

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: Jacobites	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>Describe some features of societies, people and events from the past and suggest why they might be considered significant – C.</li> <li>Suggest a variety of sources of information about the past and what use they might be to someone studying a particular topic – D.</li> <li>Explain the meaning of the word heritage and give some examples, eg castles and literature – D.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to describe some of the hierarchical structures of society within the Highland clan system.</li> <li>To know that some people in Scotland, chose to support Bonnie Prince Charlie whilst others supported King George and the Red Coat army.</li> <li>To be able to research a variety of sources to help them understand the differences between the Highlanders and Lowlanders in Scotland – language/clans/tartans.</li> <li>To be able to discuss the changes that took place when the rebellion failed (restrictions placed on Highland culture/playing of bagpipes/language).</li> <li>To be able to discuss the impact of the Jacobite rebellion on culture and heritage today – value placed on Scottish traditions, music, tartans, etc.</li> </ul>		<p>Level D Skills Pupils are able to:</p> <p>Preparing for the task:</p> <ul style="list-style-type: none"> <li>plan a sequence of tasks or procedures, adapting as required</li> <li>choose a variety of straightforward sources from which relevant information might be collected.</li> </ul> <p>Carrying out the task:</p> <ul style="list-style-type: none"> <li>select and use known enquiry methods and/or equipment to access, select and record relevant information from a variety of straightforward sources.</li> <li>select techniques to process/classify information in a variety of ways, for example, the results of a questionnaire.</li> <li>make simple judgements about the usefulness/reliability of information/evidence, eg by reference to bias.</li> </ul> <p>Reviewing and reporting on the task:</p> <ul style="list-style-type: none"> <li>present findings in an organised and appropriate manner.</li> <li>present conclusions and justify these with reference to evidence.</li> </ul>		

## Jacobites 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 on escape of Bonnie Prince Charlie, poster 'Wanted the Pretender... ' a day in the life of ... a cotter, clan chief, red coat ... New rules for Scottish people after the 1745 rebellion. Speaking/listening – put children in groups, to organise their own clans, elect a leader, design a tartan, choose a name.</p> <p>Music Scottish folk songs.</p> <p>Art Designing tartans, highland costumes, red coats, portraits of Highlanders.</p> <p>Drama Daily life of Highlanders – meetings/for against the rebellion? Battle of Preston pans/capturing castles, Charlie's escape.</p>	<p>Frances Baker – Drama Workshop at City Arts Centre 2 Market Street Edinburgh EH1 1DE Tel: 0131 529 3915</p> <p>Drama Workshops Water of Leith Centre Tel: 0131 455 7367 www.waterofleith.edin.gov</p> <p>Royal Museum Contact: Elspeth MacKay Tel: 0131 225 7534</p> <p>Parks for Visits are available: Ask: Jacqueline Cuthbertson pack</p>	<p>Jacobites – Level D page 3 Jacqueline Cuthbertson Jacobites test, Level D (Long Activity)</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>			

## Assessment on the Jacobites Level C/D

1 Use the table on the back to describe briefly what life was like as part of the clan system (Cottars, Sub – Tenants, Tacksmen and Chiefs).

2 How were the lives of Highland and lowland Scots different? (Culture, dress, language, loyalty to the crown, jobs.)

HIGHLANDER

LOWLANDER

3 Why did James Stuart the 6<sup>th</sup> of Scotland become James the 1<sup>st</sup> of England in 1603, so forming the 'Union of the Crowns'?

4 The Stuart line of kings continued on the throne up to the reign of James the 2<sup>nd</sup> (7<sup>th</sup> of Scotland). Why was he forced to give up the throne and who succeeded him?

5 Who were the Jacobites?

- 6 From James the 2nd's second marriage he had a son called James Edward and a grandson called Charles Edward (Bonnie Prince Charlie). In what ways were these two men so important?
  
  
  
  
  
  
  
  
  
  
- 7 Explain why the Jacobites fought the Red Coats and name their most famous battle.
  
  
  
  
  
  
  
  
  
  
- 8 Describe some of the changes that occurred in the Highlands after the 1715 and 1745 rebellions failed.
  
  
  
  
  
  
  
  
  
  
- 9 Which side would you have fought on and why?

People in the Past			Sense of History	Jacobites D		
	ISBN	Author	Title	Price		
*	1841581291	Anderson, Scoular	1745 And All That	£6.00		
*	1858815495	Brassey, Richard	Story of Scotland	£5.00		
	0114957533	Douglas, Elizabeth	Scottish Kings and Queens	£5.00		
	1860070043	Guy, John	Georgian Life	£4.00		
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		National Trust	Culloden	£2.00		
		Prince, Alison	Acts of Union	£4.00		
*	0431078734	Rasmusen, Barbara	Bonnie Prince Charlie	£8.00		
	075021516X	Rose, Iain	Jacobite	£10.00		
	086241654X	Rose, Iain	Union of 1707	£11.00		
			Hanoverians 1714–1837	£5.00		