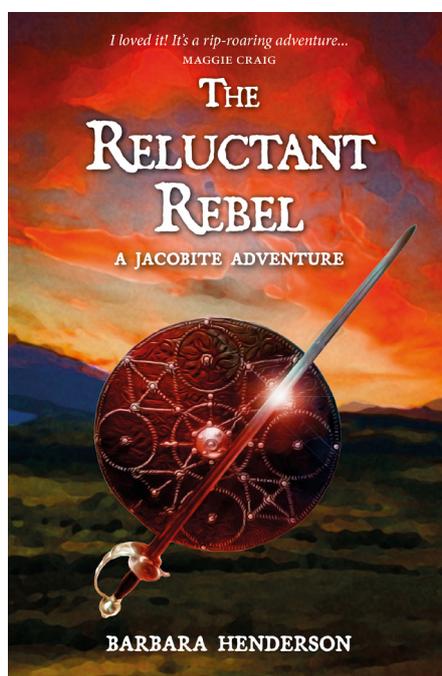


TEACHING RESOURCES

THE RELUCTANT REBEL

A JACOBITE ADVENTURE

TEACHING THE JACOBITES



ABOUT THESE RESOURCES

These resources have been assembled in co-operation with the National Trust for Scotland and come in three parts:

- **Part 1: Preliminary activities and historical background to the Jacobite Rebellions**
- **Part 2: Novel study *The Reluctant Rebel* – discussion, reflection, evaluation and analysis questions for each chapter**
- **Part 3: Activities**
- **Part 4: Useful links**

NOTE TO TEACHERS

Feel free to be selective. We have sought to include many options, but only do what you think will work for your class.

PART I

Preliminary activities and historical background to the Jacobite Rebellions

Before you start:

1. Discussion: Cover

Look at the cover of *The Reluctant Rebel*. What type of story do you think it is?

What is a Rebel? What does 'reluctant' mean?

2. Map and Collage Wall Display

Brainstorm some key words like Jacobite, Jacobite rebellions, Glenfinnan, Battle of Culloden, Battle of Killiecrankie, Battle of Prestonpans, Highland clans etc and print images or cut up tourist leaflets. Print off a picture of Charles Edward Stuart, add it to your display.

Also find a map of Scotland and either glue it in your jotter or if you have a big one, display it on the classroom wall. As you begin the book, pin a flag on Glenfinnan (Prologue). As other places are mentioned in the book, pin a flag on those too.

3. Understanding the Big Picture – Timeline Display

What was the Jacobite uprising in 1745? What was the aim of the rebellion? To understand what the Jacobites were fighting for, you need to create a timeline. Put the following events in order along it.

Teachers: The National Trust for Scotland team at Culloden put together a comprehensive resource for teachers which you can access at

<https://www.nts.org.uk/stories/schools-and-learning-guide-to-culloden>

The following text boxes contain simplified content from this excellent resource.

ONE Orange Revolution 1688

King James VII of Scotland & II of England was a Catholic and became increasingly unpopular. A group of leading nobles invited the protestant William of Orange (James's nephew and son-in-law) to land an invasion army in England, which he did to popular support. James fled to France.

TWO 'Bonnie Dundee'

In 1689, 'Bonnie Dundee' (1648–89), called upon supporters to fight for the Jacobite cause (James is Jacobus in Latin). His army won a resounding victory at the Battle of Killiecrankie on 27 July 1689, but Dundee was killed during the battle. Without their charismatic leader, the Jacobite Rising in 1689 officially ended at the Battle of the Boyne on the 1 July 1690.

THREE Glencoe Massacre 1692

After the defeat at the Battle of the Boyne clan chiefs were required to swear allegiance to the new king and queen, William and Mary. On the 28 December 1691, a messenger arrived in the Highlands with the news – leaving little time to swear allegiance.

Alastair Maclain, 12th Chief of Glencoe, made his way to Fort William but was told on arrival that he would have to travel some 70 miles to see a sheriff at Inveraray, in Argyll. After a series of unfortunate events, Maclain arrived and swore his oath of allegiance. However, on the 13 February 1692, 38 men, women and children were killed by a regiment of government soldiers - soldiers who had received hospitality from the very families they killed.

FOUR Queen Anne and George, the Elector of Hanover

In 1702, the thrones of Scotland, England and Ireland passed to Anne. The Act of Union in 1707 combined the parliaments of Scotland and England. When Anne died in 1714, the crown passed to the Elector of Hanover, George. This was rejected by the Jacobites, as there were more than 50 people who stood ahead of George in the traditional hereditary order of succession.

FIVE Mar and Sheriffmuir 1715

King George I was crowned in 1714 amid rioting in favour of James Francis Edward Stuart.

James Francis Edward Stuart applied to the Pope for help to fund a Jacobite Rising. In 1715, The Earl of Mar started a Jacobite rebellion.

On 13 November 1715, Mar and his Jacobite army of 10,000 men met government forces at Sheriffmuir, near Perth. The fighting was confused: Mar thought he had won, but the government commander was able to regroup his much-depleted forces. More Jacobites were defeated at Preston in Lancashire the next day.

The 'king over the water' or the 'Old Pretender', James Francis Edward Stuart arrived in Peterhead, Aberdeenshire, in the hope of claiming his throne. But he and the Earl of Mar fled to France.

SIX Glenshiel, 1719

The least known of the Jacobite rebellions is the brief 1719 Rising, which was sponsored by the Spanish government. It ended with The Battle of Glenshiel (10 June 1719). The government army defeated the Jacobites using their Coehorn mortars which fired directly up to the Jacobite position.

SEVEN The 1745 Rising

The British government in a very weak position and taken by surprise by the Jacobite Rising in 1745. There was war in Europe and the French had been deliberately encouraging Jacobite plotting by Charles Edward Stuart and other leading Jacobites on the Continent.

Charles Edward Stuart arrived in the Highlands in summer 1745. His charm and promises of French help persuaded local clan chiefs and on 19 August, before around 1,500 men, Charles raised his father's standard at Glenfinnan and the 1745 Jacobite Rising began. Less than a month later the Jacobites took Edinburgh by surprise and seized control of the city.

EIGHT Prestonpans

On 21 September 1745, Cope's government troops suffered a disastrous defeat at the Battle of Prestonpans where they were skillfully outmaneuvered by the Jacobites. Cope's men finally gave way when they were faced with the Highland charge. This victory was a huge morale boost for the Jacobites and Prince Charles Edward Stuart. Following the battle, Prince Charles held court at the Palace of Holyroodhouse in Edinburgh for nearly six weeks.

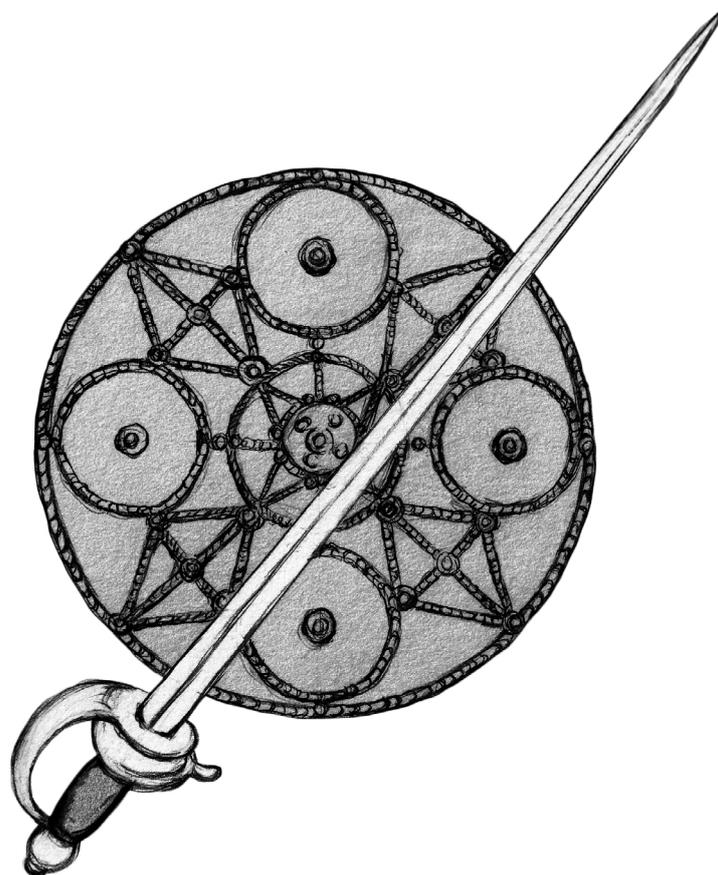
NINE Derby

By early December 1745, and showing astonishing speed, the Jacobite army had reached Derby, just 125 miles from London. But with little support, the Jacobite commanders had lost confidence in their strategy, and in their Prince. They decided to turn round and retreat to Scotland.

TEN: Road to Culloden, 1746

William Augustus, Duke of Cumberland, commander in chief of the government army, rushed north to take charge. Morale was high as they camped at Nairn on 15 April – Cumberland's 25th birthday.

The Jacobites hatched a desperate plan to surprise the sleeping government forces at night. However, the hungry and exhausted Jacobites made slow progress and had to turn back – a complete disaster. As dawn broke on 16 April 1746, bitter arguments broke out between the senior commanders about the best course of action. The Prince took the decision to fight there and then. On the morning of 16 April many of Charles's soldiers were asleep, exhausted from the night march, while others were away looking for food or had yet to arrive in the area. With Cumberland's army approaching, the Jacobite army was in disarray as they struggled into position and was defeated in battle.



Part 1 Curriculum Links

SOC 2-01a I can use primary and secondary sources selectively to research events in the past.

SOC 2-02a I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.

SOC 2-03a I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

SOC 2-06a I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-14a To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

LIT 2-14a Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

TCH 2-03b Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

PART 2

Novel study The Reluctant Rebel – discussion, reflection and analysis questions for each chapter. Includes VCOP activities (Vocabulary, Connectives, Openings and Punctuation)

ENG 2-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

LIT 2-16a To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.

ENG 2-17a To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.

Prologue

1. How would you describe the mood in this prologue? Is the narrator sad? Happy? Nervous? Excited? Give reasons for your answer.
2. Is the relationship between father and son a close one? Give a reason.
3. What may the ‘raising of the standard’ mean? Try to work it out from the context.
4. How would you describe the young narrator of the prologue in three words?

Chapter 1

1. The mood in this chapter is very different from the prologue. How much time has passed? Why is the mood so different?
2. How would you sum up events in chapter one in one sentence? Make sure you focus on what is most important.
3. ‘Tearlach is leaving’ Why is this significant? Why does it matter so much? How do you think the Jacobite army will be feeling at this moment? Why?
4. Look at the last sentence of chapter 1 – is this an effective ending? Why/ why not?

Chapter 2

1. Put flags into Borrodale, Prestonpans and Ruthven Barracks on your map. After this chapter, can you guess a reason why Archie is not as keen on the Jacobite Cause anymore? Hint: it is to do with someone in his family.
2. How do you feel about the riders, including Roderick Mackenzie? Give a reason why you like or dislike them?
3. Why does the outrider think better of asking more?
4. There is repetition in the second last sentence. Which word is repeated and what does it achieve?

Chapter 3

1. The soldiers at Ruthven 'part for him like butter' – what does this suggest about Lord George Murray's status? Why?
2. How do you think the messenger Sawnie is feeling? How do you know? Give reasons for your answer.
3. Can you think of people nowadays who have to be messengers of bad news? If someone has to break bad news, how can this be done well?
4. There is a flashback at the end of the chapter. What are the two ways that you can tell this is a flashback, giving information of what went before?

Chapter 4

1. In this chapter we meet Old Seamus. Find a quote in this chapter which shows that he is a likeable character. You may want to add it to your character card
2. Can you think of other old and likeable characters in books you have read, or films you have seen?
3. What are some of the advantages of being old? It is obvious that Meg and Archie respect Seamus. How can you show respect to the elderly today?
4. What does Stoirm's name suggest about her temperament? You can look the meaning up in the glossary at the back of the book.

Chapter 5

1. There is another flashback near the beginning of this chapter. What new information do we find out in it?
2. What words would you use to describe Archie's family's relationship with the Master and the Lady of Borrodale?

3. In what way do Meg and Archie's lives differ from yours? List as many ways as possible. Are you jealous of their lives? Do you think they would be jealous of yours?
4. 'I believe in Master Angus, and the clan. It would be wrong to take the kindness and protection of the clan, but not to fight when the clan is raised. It's the way of things. I'm mighty sorry for how it's all turned out, but it is the way of things.' Can you explain in your own words how the clan system worked? What was good about it? What was not so good? Are there groups today which work on this principle?

Chapter 6

1. The flashback near the beginning of chapter six gives us an insight into what kind of person Lady Borrodale is. Choose some words to describe her and add them to your character card.
2. 'I am astonished to find the door wide open, footprints in the damp mud and low voices talking agitatedly inside.' What other explanations could there be for this? Were you surprised when you read on?
3. Find three quotes from the text to explain what Archie's mother is like. Is she a good mother?

Chapter 7

1. Archie is sent to run messages. 'Don't get caught, don't be seen, don't let this message fall into the wrong hands. Die rather than divulge what you know.' – Do you think that the cause is more important than a life? What is the most important cause that you can think of?
2. 'What kind of man can order his government soldiers to kill wounded men on the ground? Is there no honour in the Duke of Cumberland's soul at all?' – Research the term 'No quarter given' – what does it mean?
3. The Prince 'seems like any other young man genuinely seeking, and taking, advice from an elder. An older and wiser man who has no other motive than seeking what may be best to do.' – Is there an older person you would take advice from? Who? And why do you trust them? Who is the wisest person you know?

Chapter 8

1. Lady Borrodale says: "Your Royal Highness, may I present you with a suit of new Highland clothes, the better to disguise you and make you pass for one of the country." Lady Borrodale's words are adapted from witness accounts in *The Lyon in Mourning*, a book of collected Jacobite accounts of what

happened. Can you translate it into your own words?

2. Pilot is another word for sea-navigator. What does the Prince mean when he says: 'We put out tonight and entrust our fate to the eternal pilot in heaven. Onward.'
3. Knowing what the weather may be like is very important in seafaring. Read <https://kids.nationalgeographic.com/nature/article/predict-the-weather> . What is the most interesting fact you learned?

Chapter 9

1. 'No place here for men or boys' Master Angus says when Archie's mother goes into labour. Do you agree? Do you think there are certain jobs that should only be done by men, or by women?
2. 'A sister. Someone to grow old with, to remember with. Someone to laugh and cry with until I die. Someone I can care for, and who will care about me in turn. Someone to love.' Whether you have siblings or not, make a list of the advantages and disadvantages of having or not having siblings. You can then stage a debate in class!
3. In your opinion, how effective is the cliffhanger at the end of the chapter?

Chapter 10

1. Why does it make a difference whether the ships sail under English or French flags? Do some research into a flag you are not familiar with and feed back to the class.
2. Find an example of a French word in this chapter. Can you still make sense of what happens? Can you think of words in any other languages? Is it an advantage to know several languages like the Prince does? Why/why not.

Chapter 11

1. 'Will they remember the Prince at all, and the battle and the rebellion? Will there be anyone who knows what a white cockade means?' – This is an example of irony. Why?
2. This chapter is included because the French gold brought by these ships is not accounted for. It is rumoured to be hidden somewhere around Loch Arkaig. Some people think it's still there; others believe it was recovered and taken back to France at a later date. Create a treasure map for some hidden Jacobite gold! You can even hide some chocolate coins in the grounds of your school and make a map to find it.

3. Why is it a bad idea to smoke next to gunpowder? What do you think may happen next?

Chapter 12

1. Like much in *The Reluctant Rebel*, the Battle of Loch nan Uamh really took place. Can you think of other novels which are based on real events?
2. 'That does it!' Do you think Archie has a right to be angry at this point?
3. The simile 'like too many nettles stinging the skin too many times' describes emotional pain here. Can you think of some good alternative similes?

Chapter 13

1. The praying scene in this chapter is part of a historical record – a farmer prayed loudly for the safety of his goats. How does the writer create humour here? (hint: Who does this refer to: 'Oh, Lord, preserve them. Keep them safe from enemy fire. I beg you, oh Lord, protect them in their hour of need.')
2. 'Master Angus's face rumbles with imminent thunder.' This is a metaphor. What does it mean? Is it effective?
3. Do you think Red Sandy deserves what happens to him?

Chapter 14

1. Look at the chapter heading. How would a ship named HMS Furnace make its enemies feel? Why? Can you invent other ship names which would be equally intimidating?
2. 'Fear curls itself around my tightening throat' – Is this an effective metaphor? Why?
3. This is a tense chapter full of suspense. Draw a graph and mark the tension for the following events out of ten: The lady spots the ship, Archie recognises the government standard, Archie sent for gunpowder, laying the fuse, the enemies land their boat, Archie's mother flees, the flint doesn't work, explosions, gun barrel to head.
How tense is each, out of ten? How is tension built up and released?

Chapter 15

1. Captain Fergusson is a bit of a story villain – what hints does this chapter give you that he is not likeable? Gather as much evidence as possible.
2. Imagine a villain walked into your classroom right now. How would he or

she enter? What would they say? Create a short paragraph describing such an entrance and giving lots of hints that your villain is evil.

3. Explain why Meg and Archie exchange a 'panicked glance'.

Chapter 16

1. The Burning of Borrodale by Captain Fergusson really happened in May or June of 1746, although the exact timing is unsure. Fire can be so destructive, and even nowadays we are often powerless. Research which world famous building in France burned down on 15th April 2019 by watching this clip: <https://www.youtube.com/watch?v=rcGjyjs2Kk>.
2. How would you describe the atmosphere/mood in this chapter?
3. VCOP: Make a list of vocabulary which describe Archie's or Meg's movement in this chapter, for example 'wriggle'.

Chapter 17

1. 'The cook has gone to Fort William. Lady Catriona has returned to her girlhood family home, to be cared for by her nieces.' Can you think of places and situations today where people flee from their homes to keep themselves safe?
2. Why does Master Angus smile when he sees the swallows' nest?
3. Connecting with nature can help us when we are struggling with difficult issues in our lives. Read this: <https://www.bbc.com/ownit/its-personal/nature-can-help-your-mental-health>. Where is a place outside where you feel at peace?

Chapter 18

1. 'The lion's den of Lochaber' – what does this image imply about the danger to the government soldiers? Who are the lions?
2. 'Were any of these soldiers to blame for what happened to my father?' is an example of Archie's thoughts, sometimes called interior monologue. Can you find another example in the book where Archie asks himself a question?
3. The phrase 'price of a prince' is a catchy expression. What does it make you think of?

Chapter 19

1. How would you respond if there was an unexpected knock in the night. Should the characters be scared? Why/why not?

2. Is the last sentence a good ending to the chapter?
3. VCOP: Find a connective word in this chapter.
4. VCOP: Copy this sentence with the right punctuation. Master Angus I whisper right into his ear Master Angus please wake up

Chapter 20

1. Most of the dialogue (direct speech) in this chapter is taken directly from historical sources. Is it difficult to understand? Give an example of an old-fashioned word.
2. Do you think Master Angus of Borrodale makes the right decision about helping the Prince?
3. 'Master Angus looks like years have dropped off him.' Why do you think this is? Explain the transformation in your own words.

Chapter 21

1. Flora MacDonald is one of the most famous faces of the Jacobite rebellion. Research her (<https://www.bbc.co.uk/scotland/education/as/jacobites/std/?p=factip5> is a good start)
2. Why does a Jacobite heroine like Flora really appeal to Meg?
3. One of Scotland's most famous songs is associated with this journey. Research it at <https://www.classical-music.com/features/works/skye-boat-song-lyrics/>

Chapter 22

1. VCOP: Find the word that means 'very soon, straightaway' on the first page of the chapter.
2. 'MacKinnon, here only yesterday and delivering the Prince into our safekeeping. Arrested. Possibly dead already.' What does this mean for Master Angus and all at Borrodale?
3. What does the simile 'his eyes are like iron' suggest about Master Angus's attitude?

Chapter 23

1. VCOP: Find two connective words on the first page of this chapter.
2. 'The thick fog hangs over the mountain tops like a blanket.' Now have a

go yourself: create a spooky story opening with thick fog. Three or four sentences are enough to set the atmosphere. Read the most atmospheric ones out in class.

3. 'I have to risk it' – do you think Archie is brave or foolhardy?

Chapter 24

1. VCOP: Find the exclamation mark on the first page of the chapter. What does it suggest about how the speaker is feeling?
2. 'Yes, you can count on me too.' What motivates Archie to help?
3. Archie is amazed that the young master still talks of hope – and he cannot help but hope too. What are you hoping for, even though it doesn't seem likely?

Chapter 25

1. VCOP: Insert punctuation and replace the last word with your own alternative: He bears all this hardship with such fortitude
2. 'I commit the lie of the land to memory – the camps, the sentry posts, the line of patrol. The gully, the length and breadth of it and the colour of the vegetation beside. The position of the river, the shadows of the hills as they will protect the fugitives from moonlight.' Draw a picture or map of how you imagine this area and label everything mentioned in the quote.
3. 'Neither she nor I have any intention of returning to Borrodale just yet.' Why? What are they waiting for?

Chapter 26

1. 'Like a chessboard' – is this an effective image? What does it suggest?
2. In this chapter, Meg is very unfortunate to be bitten by an adder. Research this reclusive snake and report to the class: <https://www.nature.scot/plants-animals-and-fungi/amphibians-and-reptiles/adder>
3. Meg's white cockade is a symbol of the Cause. Find the description of it in this chapter, which echoes how it's going for the Jacobites.

Chapter 27

1. In this chapter Archie looks after the horses. Make a list of all the tasks he mentions in this chapter. Do you have a pet? What is involved in looking after your animal?

2. VCOP: 'and suchlike' – what would be a modern way of saying this? Can you think of your own word or expression?
3. What does the ending of this chapter suggest about what has happened to Roderick?

Chapter 28

1. VCOP: Read the opening sentence. Can you think of another opener to replace this?
2. How will the reader feel in the first half of the chapter about Roderick? How does the mood change later on?
3. Research Roderick Mackenzie at <https://www.westhighlandmuseum.org.uk/blogitem.jsp?id=24> – you can even visit his grave if you find yourself in Glenmoriston.

Chapter 29

1. In the times of the Jacobites, it was hard to know who to trust. Meg's white cockade is a signal to the visitors. What does it mean?
2. Secret signals were very important so that Jacobites could recognise each other. Here are some: <https://www.westhighlandmuseum.org.uk/collection.jsp?collection=jacobite>
3. Why is Meg convinced that the visitors can be trusted in the end?

Chapter 30

1. Before reading the chapter, predict what Master John's gift is going to be, and to whom. Were you right?
2. How does Archie feel about the fact that the Prince is finally escaping? Find the sentence that proves it.
3. '*There he goes. And left us all in a worse state than he found us.*' According to witnesses, John MacDonald really said this as the Prince departed. Is he right?
4. New laws were swiftly introduced to dismantle the ancient clan structure. Highlanders were forbidden to carry weapons such as muskets, dirks, or the famous broadsword. Highland dress was outlawed. The playing of the bagpipes was banned. Prayers for the government's monarch and his family were imposed before school lessons every day. Fines, imprisonment, and exile awaited anyone who dared defy the new laws. Despite all this, is it a hopeful ending? Did you like the book?

PART 3

ACTIVITIES

THROUGHOUT: READING THE TEXT AND DISCUSSING THE QUESTIONS

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a

THROUGHOUT: CHARACTER CARDS

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

At the end of each chapter, pupils should add information to the character cards. Any new information or quotes build up a picture and also prepare pupils for the Top Trumps task at the end. The best ones should be displayed in the classroom. Alternatively, they can be completed as a class and used for wall display.

A suggestion for a possible layout is included overleaf, but pupils may want to create their own layout, and use the back of the card for quotes and page references. The more detail they add to these cards during the reading, the easier the tasks at the end will be.

Character Traits

Name: _____ Date: _____

External (Outside) Traits

What you see on the outside.

Internal (Inside) Traits

Thoughts, feelings, actions, and dialogue.

Character's Name:

Character's
Picture:

AT KEY POINTS THROUGHOUT: HOT-SEATING (DRAMA ACTIVITY)

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a

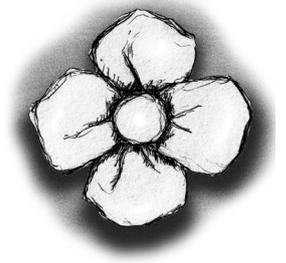
When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a

At key points in the book, the teacher can choose somebody to be interviewed as Archie, Meg and other characters, as if on TV or radio. This may involve dressing up with a key costume item or prop and if you have a spotlight available, it really helps to add to the occasion. The actor should improvise answers while classmates can create questions for the interview after the reading of the relevant chapters.

AFTER CHAPTER 1: CREATING THE WHITE COCKADE

I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a

Meg wears a 'white cockade' with pride. Wearing a white ribbon in this way was a sign of being a Jacobite, a supporter of the Stuart family. It marked those people who wanted to see the Stuarts on the throne instead of the Hanoverian King George. Make your own white cockade. You can find instructions on <https://www.rct.uk/sites/default/files/resources/Make%20A%20White%20Cockade.pdf>



AFTER CHAPTER 1: SHADOW PUPPETRY BATTLE OF CULLODEN (DRAMA/ART)

All you need is a large picture frame or even a cereal box with a window cut out. Cover the frame with a thin light cloth or thin paper. Now cut your figures out from black card – only the shapes will be seen, so you can draw the outlines in pencil and cut around it without being too precise. Shine a light source onto your screen from behind and gently hold your puppets against the screen from behind. This works best if you mount them on sticks using masking tape. There are loads of YouTube clips on how to do shadow puppetry.



Royal Collections Trust: DAVID MORIER (1705?-70) An Incident in the Rebellion of 1745, <https://www.rct.uk/collection/401243/an-incident-in-the-rebellion-of-1745>

AFTER CHAPTER 3: RE-ENACTMENT GROUPS

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a

Culloden, Ruthven and Glenfinnan are all sites you can visit today. At times, they even stage re-enactments. Search online for Historical Re-enactment groups. Perhaps you can contact somebody who is involved in bringing history alive in this way and interview him/her about their experience, and how they got into this in the first place. Then feed your results back to class.

AFTER CHAPTER 6: BEREMEAL BANNOCKS

I am developing dexterity, creativity and confidence when preparing and cooking food. TCH 2-04a

I enjoy eating a diversity of foods in a range of social situations. HWB 3-29a

Archie says: 'Mother is cooking bannocks over the fire.'

Here is a **recipe** for the type of food Archie would have eaten regularly:



You'll need:

- **2 cups of beremeal (from health food shops or online)**
- **1 cup of plain flour**
- **1 teaspoon baking soda**
- **1 teaspoon cream of tartar**
- **pinch of salt**
- **(1 tablespoon of sugar if desired)**

Mix thoroughly, add milk, water or buttermilk to make a stiff but soft dough, roll out on a floured (mixture of flour and beremeal) board to form the bannocks (this will make 2 or 3, or more mini ones for small portions), then cook on a hot, ungreased girdle 5 minutes or so each side until both sides are browned and the middle is cooked. Alternatively, bake in a hot oven for 15-20 minutes. Practice will make perfect. Consume with copious amounts of butter and cheese, or jam!

AFTER CHAPTER 7: ART ACTIVITY - LADY BORRODALE'S TARTAN

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a

Out of paper strips, weave the Borrodale Tartan described by Meg with such enthusiasm (a helpful video may be https://www.youtube.com/watch?v=fX3Mk_p7yxY0) – or you could paint or weave it in wool if you prefer. It should look something like this:



<https://www.tartanregister.gov.uk/tartanDetails?ref=2351>

AFTER CHAPTER 9: MOCK DEBATE: MOTION - THIS HOUSE BELIEVES IT IS GOOD TO HAVE SIBLINGS!

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

Allow pupils a realistic amount of research/preparation time to debate the motion above. They can cite personal experiences or find statistics and evidence elsewhere. The class should then vote, and the motion should be declared 'carried' or 'defeated'. A proponent (a pupil who agrees with the motion) and an opponenet (someone who disagrees) should make introductory short speeches to persuade the audience and get the debate going. The teacher may need to chair the debate. There are plenty of resources on how to conduct a class debate online.

AFTER CHAPTER 11: ART ACTIVITY: THE BATTLE OF LOCH NAN UAMH

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a

Here is a painting depicting the beginning of the rebellion in 1745. It is of a Jacobite sea battle, like the Battle of Loch nan Uamh. Can you create your own artwork based on the battle described in the book?



*Action between HMS Lion and Elizabeth and the Du Teillay, 9 July 1745 by Dominic Serres,
<https://www.rmg.co.uk/collections/objects/rmgc-object-11856>*

AFTER CHAPTER 13: DRAMA ACTIVITY - SLOW MOTION EXPLOSION

All the men are busy on the beach, trying to make the goods from the French ships safe in small groups, re-enact this. A few seconds into your scene, use a sound effect of a large explosion (e.g. <https://www.youtube.com/watch?v=RgEbJKWV0Vo>) and create an interesting slow motion sequence with high and low movement, exaggerated facial expressions etc. Perform to the class.

AFTER CHAPTER 16: FIRE SAFETY FACT FILE

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

Borrodale House burns down completely in this chapter. Research fire safety and create a poster with some tips of how to keep yourself safe in case you are unlucky enough to find yourself in such a situation. There are lots of fire safety resources, but this video is a good start: <https://www.youtube.com/watch?v=S9Uky6wacwI> .

AFTER CHAPTER 18: THE REWARD NOTICE

I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

In this chapter, Meg and Archie see the notice offering £30,000 reward for information which leads to the capture of the Prince. Recreate the notice (or your own version of such a poster) using old fashioned writing, perhaps a drawing of the Prince, and any other creative flourishes you'd like to add. How about ageing the paper by tearing or crumpling it, or even using tea to make it look older?

AFTER CHAPTER 26: JACOBITE SONGS

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a

I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. EXA 2-16a

Flora MacDonald's daring rescue of the Prince inspired the famous Skye Boat Song, written by an Englishman named Sir Harold Boulton (1859-1935) long after the Jacobite Risings. There are other famous Jacobite tunes too, so why not put on a mini concert in school? Any instrumentalists can join in too! Here are some you may wish to try: <https://www.rct.uk/resources/video-music-and-memory-jacobite-songs>

AFTER CHAPTER 27: MEMORIALS

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a

There is a little-known memorial for Roderick Mackenzie in Glenmoriston. It means that visitors can find out more about the man and his courage.

Read <https://www.westhighlandmuseum.org.uk/blogitem.jsp?id=24> and take a look at the images at the bottom of the page at <https://canmore.org.uk/site/12164/mackenzies-grave-and-cairn-glen-moriston>.

Now, can you create your own memorial to the brave Jacobite, or one of the others? Use your imagination! Do you think memorials are useful?

AT THE END: PERSUASIVE SPEECH ABOUT GAELIC

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a

Prince Charles Edward Stuart was often called Bonnie Prince Charlie – but

the Gaelic-speaking Highlanders referred to him as Tearlach. You might be surprised at Gaelic words which have made their way into English: trousers, whisky, bog, capercaillie, galore to name but a few.

In the aftermath of Culloden, the Highland way of life was violently suppressed to prevent another rebellion. As a result, much of the clan culture (wearing tartan/playing bagpipes/speaking Gaelic) was punished.

With a partner, create a speech rousing modern Scotland to embrace Gaelic again.

Some of the techniques you may want to use: Lists of three, alliteration, repetition, rhetorical questions, addressing your audience directly... the choice is yours. But your speech does not have to be long to have an impact.

AT THE END: PHOTO STORY COMIC

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

Pupils should brainstorm the 10-12 main events in the novel *The Reluctant Rebel*. Once they are in the right order, pupils can be given minimal dressing up/props and a camera to take freeze-frame photographs of these key dramatic moments.



Once printed, the photographs can be displayed with captions and speech bubbles. Don't forget the sound effects either!

AT THE END: AMAZON BOOK REVIEW

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a

Pupils should write a short online book review to post up on Amazon, Waterstones and/or Goodreads. They should check their work throughout the process, making sure that it makes sense at first reading.

AT THE END: TOP TRUMPS CARDS

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 1-20a / LIT 2-20a

Pupils should list as many characters as they can for *The Reluctant Rebel*. Using their own judgment about format, allow each group to create a **Top Trumps card game**. Each character should get a score for four categories. Possible categories include:

Courage

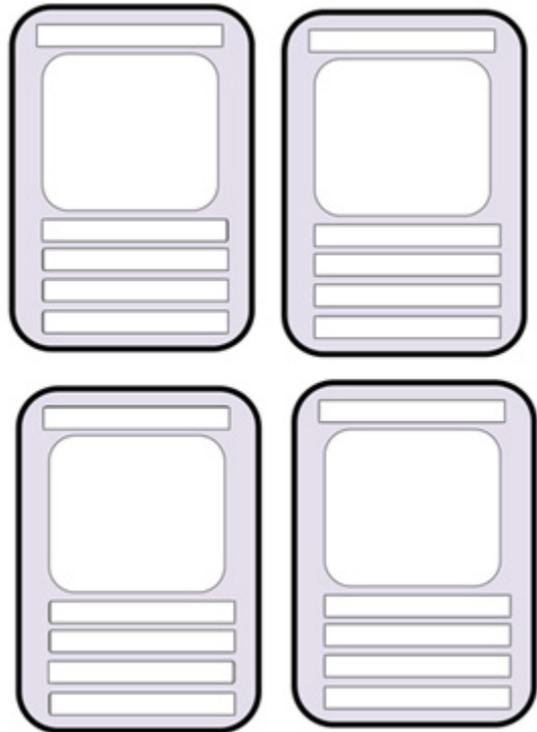
Strength,

Wisdom

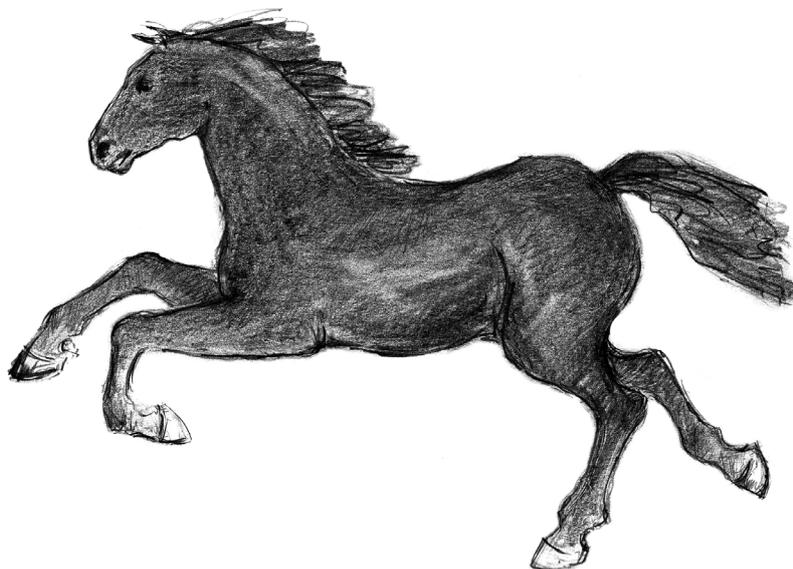
Kindness

Wealth

Likeability



Source TES. Image can be enlarged.
<https://www.tes.com/teaching-resource/blank-educational-top-trumps-template-6036598>



A yellow rounded rectangular template with a thick black border. It features a horizontal header box at the top, a large central box with rounded corners, and four smaller horizontal boxes stacked vertically at the bottom.

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AT THE END: DRAMA ACTIVITY: A TABLEAU BATTLE OF CULLODEN

Instructions: The script consists of the narrator voices. I'd suggest a very dramatic piece of music, looped, to play throughout. Something like <https://www.youtube.com/watch?v=eYj8ciqAPcA> works well. If you have the means to have lights up and down, it's perfect if the stage is only lit for about 8-10 seconds for each tableau (which you can devise with the kids based on the narrator text).

We used red gym bibs to show the Redcoats (government forces - the term 'Redcoats' only came into use later but is now commonly used when discussing the Jacobites) and tartan cloth or blue bibs for the Jacobites. The final text was spoken by all. Perfect for an assembly.

SCRIPT: The Battle of Culloden - Tableau tale

Narrator 1: The Jacobite army, led by Bonnie Prince Charlie, were outnumbered by 1,000 government soldiers, and slaughtered in numbers. It had been a long, hard campaign for the Jacobites. Tired and hungry, they finally met their match on a wet, cold day on Culloden battlefield.

Narrator 2: The night before the battle took place, the Jacobite general decided that their best move would be to sneak up upon the Government Redcoats in the dead of night. **Tableau**

Narrator 3: Meanwhile, the Redcoat army were well fed, watered and rested. It was the Duke of Cumberland's 25th birthday, so the Redcoats had a party - leaving many of their men in high spirits. **Tableau**

Narrator 4: 3,000 Jacobites set out across the swampy moors and thick woodlands, making the 20-mile hike to where the Redcoat army had set up camp. In the dark of night, weary with a long campaign, the men grew disorientated from hunger and exhaustion. **Tableau**

Narrator 5: After a heated discussion, the general decided to give up on the plan and turn back. The Redcoat scouts got wind of the approaching Jacobites and prepared to set out after them. **Tableau**

Narrator 6: The Jacobites were hungry and fed-up by the time they returned to Culloden. Many simply settled down in ditches to catch a few hours' sleep. **Tableau**

Narrator 7: By 8am, in the morning, the Jacobite army were told of the approaching Redcoats. The Jacobites struggled to assemble, many going on less than an hour's sleep. **Tableau**

Narrator 8: By noon, the Jacobites spotted the Redcoat army in the distance and gradually began to move into position. **Tableau**

Narrator 9: Around 12.30pm, the first cannon was fired, from the Jacobites who were trying to destroy the Redcoat cannons, without much success.

Tableau

Narrator 10: Even the wind was working in the government army's favour, with the smoke from the Jacobite cannon fire blowing back towards the Jacobite army, concealing the Redcoats from view. **Tableau**

Narrator 11: Five minutes after the first cannon fire, the call was given to charge, and the Jacobites advanced upon the government soldiers. **Tableau**

Narrator 12: The battle was fierce. **Tableau**

By one o'clock, the Jacobite soldiers began to retreat, and Bonnie Prince Charlie was escorted away from the fighting. **Tableau**

All: In less than an hour, Culloden saw the deaths of 1,500 Jacobites, and officially 50 government men.



Part 4:

USEFUL LINKS

National Trust for Scotland - Information about visiting NTS Culloden:

<https://www.nts.org.uk/stories/schools-and-learning-guide-to-culloden>

Chronology: <https://www.historic-uk.com/HistoryUK/HistoryofScotland/The-Jacobite-Revolts-Chronology/>

Highland Archive Centre Jacobite Research Pack including original sources, samples of Bonnie Prince Charlie's letters written at Borrodale etc:

<https://www.highlifehighland.com/archives-service/learning-and-outreach/resources-for-teachers-2/jacobite-resource-pack/>

National Archives material: <https://www.nationalarchives.gov.uk/education/resources/jacobite-1745/>

A varied collection of Jacobite teaching resources: <http://www.jacobites.org.uk/teachers.html>

White cockade instructions:

<http://www.jacobites.org.uk/ipad/docs/Cockade.pdf>

National Museums Scotland: <https://www.nms.ac.uk/explore-our-collections/stories/scottish-history-and-archaeology/the-jacobite-challenge>

BBC resources, now archived but still helpful:

<https://www.bbc.co.uk/scotland/education/as/jacobites/std/>