

Teacher Guide to Aftermath lesson

Learning Intention: To understand and appreciate the cultural and social impact of the aftermath of the battle.

Success Criteria:

1. **Identify the repercussions of the battle that were specific to the Highlands of Scotland;**
2. **Understand how this affected Highland culture and the social environment;**
3. **Appreciate how artefacts can teach us about past and present ideas in Scotland.**

Activity 1:

Present the images in the object images file to the class and ask what they can see and if any of these could be banned or restricted after the uprising.

Students should identify the following:

1. **Wearing of tartan plaid** wearing of tartan was banned; arrested if caught with tartan; punishments as far as deportation; women could continue to wear tartan as well as men who joined the Government army.
2. **Bagpipes** bagpipes may have been considered by some as a weapon. They can be used on a battlefield to instruct regiments to begin certain manoeuvres.
3. **Carrying of weapons** On August 1st 1746 in the aftermath of Culloden the Proscription Act was brought into place which restricted the carrying of weapons. This was banned for all; a Proclamation was brought in two months before the battle in demanding all weapons be handed in or face serious repercussions.
4. **Use of Gaelic** - listen to the film found here in the Aftermath folder where the importance of Jacobite song is discussed.

There were heavy restrictions on the use of Gaelic language which was the first language for many people; schools and churches could not use it. However, music became a conduit for sharing stories and keeping traditions alive.

5. **People gathering in groups** If people can gather in groups they have the power to spread ideas, cause upheaval and organise rebellious acts; the government wanted to ensure that there would not be another rising.

Activity 1 continued:

In a nutshell: All of these things together means that people could not identify each other (tartan), speak to one another (Gaelic), hear messages in music (bagpipes) or communicate in groups (gatherings).

There are TWO handouts, reading material for Pacification of the Highlands and Comprehension Questions sheet to follow up.

Activity 2:

Using the Culloden lined paper provided, prepare students to write a creative account, in first person, describing:

What do you think it would have been like to experience the impact of the new regulations after the battle of Culloden.

Students should be as specific as possible, approx. 250 words.

Sample: before, we wore plaid every day and now we dress in trousers and waistcoats only; before, we enjoyed the company and support of friends but now we can be arrested and sent to the colonies if caught with them; before, we spoke Gaelic and now we are learning and using English everywhere; it feels...etc...)

Activity 3:

Using the PowerPoint, present photos of objects in the NTS Culloden exhibition and ask students to inquire and investigate each one, independently/ or in groups.

Sample to get started: the Sgian Dubh (at this point, the purpose of it is a secret and there are no wrong answers).

- **What is it and how would it have been used?** A dagger, from everyday uses like cutting vegetables and cutting the children's hair, to fighting in battle and formal ceremonies.
- **Who do you think would own something like this?** Men and women alike, from a young age perhaps 11 years old and throughout all their life.
- **Is it decorative or utilitarian?** Utilitarian first, it even has a knife and fork! But also decorative on the handle.
- **Why would someone have this?** An everyday useful tool in the household and farm. Everyone they know has one.
- **Where does it come from?** Scotland.

Activity 3 continued:

A. Reflection Task: Scroll down the Powerpoint to reveal descriptions of these objects.

- - **Have their impressions now changed?** If so, how?
- **What does it say about the perception in the community?** (its social/ cultural/ political/ economic message)

(Sample: Today, some people might find this an intimidating object to have all the time, it can be dangerous, but maybe it tells us that their lifestyle was tougher than our own and they needed something like this to help them, we still see them owned by men today but for formal ceremonies and weddings, etc.)

Activity 4:

Debate:

- **Option 1: Should they or should they not rebel?** (Judgement)
- **Option 2: Should the Jacobites have turned back at Derby?** (Hypothetical, strategic, logic)
- **Option 3: Is Scotland still affected by the Jacobite Rising?** (Current climate)
- **Option 4: Should the English government repay the Scottish government?** (Other nations have done this like Germany for WWI/II)
- **Option 5: Was it right for Prince Charles Stuart to start an uprising? / To flee after the battle?** (Ethics/ morals)
- **Option 6: Would King James have been fit to be a leader?** (Reasoning, assessment)

