

## Unit 9 From Glorious Revolution to the '45: how united was the kingdom?

### About the unit

In this unit pupils learn about the causes of the Glorious Revolution and the diverse reactions to it from within Ireland and Scotland. Pupils have the opportunity to assess the impact of the Act of Union 1707 in Scotland and to examine the reasons for the final defeat of the House of Stuart in 1745.

This unit is expected to take 6–8 hours. There is scope to adjust some of the teaching activities to take account of time constraints in different schools.

### Where the unit fits in

This unit builds on political, religious and social issues raised in unit 8 'The civil wars'. It also builds on areas of study that consider the relationships between England, Wales, Scotland and Ireland, and the progress towards the United Kingdom.

### Expectations

#### At the end of this unit

**most pupils will:** describe how both the Irish and Scottish people responded in different ways to the deposition of James II; investigate the reasons for, and reactions to, the Act of Union; give several reasons for the failure of the 1715 rebellion; begin to explain the different interpretations of Bonnie Prince Charlie; present findings in a variety of well-structured accounts, including individual written work and an oral presentation to the rest of the class

**some pupils will not have made so much progress and will:** recognise some of the main differences in the attitude of various people in both Ireland and Scotland towards the Stuart family; describe some of the reasons for the Act of Union; suggest some valid reasons for the failure of the 1715 rebellion; describe different interpretations of Bonnie Prince Charlie; make appropriate use of dates and some period terms when describing the Jacobite rebellions; have taken part in a presentation to the rest of the class

**some pupils will have progressed further and will:** draw parallels between the diverse responses of the Scottish people to the union with England, and the responses of people in Ireland to their links with England; recognise that attitudes within England towards Scotland also varied, and that even individuals within identified social groups will hold different views; identify and explain the causes of the failure of the 1715 rebellion; begin to analyse the different interpretations of Bonnie Prince Charlie; have selected, organised and used relevant information to prepare, either individually or within a group, an oral presentation to the class

### Prior learning

It is helpful if pupils have:

- knowledge of the major political, religious and social issues influencing the British Isles in the seventeenth century
- knowledge of the relationship between Scotland and England in previous areas of study
- some understanding of the nature of a political party
- experience of extracting and recording information from documentary and visual sources
- considered the question of significance and interpretation
- carried out oral presentations, individually or in groups, and have mounted wall displays

### Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- Scottish society, *eg clan, chieftain, laird, kirk*
- political activity, *eg manifesto, election, act, parliament*

Reading – through the activities pupils could:

- understand information that is not explicitly stated or that the reader is assumed to understand

### Resources

Resources include:

- documentary and visual source material on Scottish society and the way of life during the first half of the eighteenth century, and on the 1715 and 1745 Jacobite rebellions
- *Optional Tasks and Tests* (unit 1) SCAA
- the CD-ROM *The making of the United Kingdom, crown, peoples and parliaments* (British Library)

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## Out-of-school learning

Pupils could watch the BBC film *Culloden*, which is available on video. They could use their local library for further research.

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## Future learning

Pupils could further their knowledge and understanding of Irish history through unit 17 'Divided Ireland'. The evolution of the United Kingdom in the nineteenth century could be explored through unit 11 'Industrial changes', unit 14 'The British Empire' and unit 16 'The franchise'. The pupils' experiences of using a range of sources could be developed through the historical contexts provided by other units.

Pupils should learn:

Pupils:

### Why did the birth of the Warming Pan Baby cause so much controversy?

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| <ul style="list-style-type: none"> <li>• about the background to the succession issue in the reign of James II</li> </ul> | <ul style="list-style-type: none"> <li>• Tell pupils the story of the Warming Pan Baby, noting its importance as a trigger for the Glorious Revolution.</li> <li>• Pupils work out whether the story, if true, was likely to benefit Catholics and, therefore, whether Catholics or Protestants would have been more likely to have started the rumour. <i>But was it rumour?</i> Pupils decide how likely it was that a baby was smuggled into the royal childbed and draw up a case for, or against, the story being true. Pupils compare findings, reach a consensus, and decide why it mattered.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate an understanding of the religious tensions surrounding the monarchy and the succession</li> </ul> | <ul style="list-style-type: none"> <li>• Links can be made to the issues raised in the pupils' study of the English civil war.</li> <li>• The family tree and Stuart succession information sheet (pupil sheets 13,14) in Optional Tasks and Tests may help to clarify relationships.</li> <li>• Key skills: these activities provide opportunities for pupils to demonstrate evidence of communication (listening, discussion, presenting a point of view).</li> </ul> |
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### What was the Glorious Revolution?

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| <ul style="list-style-type: none"> <li>• about the rival claims of James and William to the throne of England</li> <li>• to select, organise and use relevant information to prepare an oral case for either William or James</li> <li>• that the Glorious Revolution changed the balance of power between monarch and parliament</li> </ul> | <ul style="list-style-type: none"> <li>• Tell pupils that things got so bad, and James II was so mistrusted, that leading politicians invited William of Orange, Mary's husband, to be king.</li> <li>• Pupils, in groups, take on either William's cause or James's cause. Using textbooks, they investigate the claims each man had to be king.</li> <li>• Each group presents its case to the rest of the class.</li> <li>• The class votes on who should be king.</li> <li>• Tell pupils about James's flight to France and William's peaceful takeover.</li> <li>• Build on pupils' work on James's case and William's case to explain that William, as king, had the same powers as James had when he was king, but the basis of William's power was parliament, not the divine right of kings. Explain the importance of the Bill of Rights.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate knowledge of the events leading to the Glorious Revolution</li> <li>• show an understanding of the legitimacy and validity of William's cause and James's cause</li> <li>• understand the consequences of the Glorious Revolution</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils should consider James's cause and reign, <i>eg primogeniture, divine right of kings, his actions as Duke of York, religion, likely loyalty of people, army and parliament.</i></li> <li>• Pupils should also consider William's cause, <i>eg the invitation from leading politicians, his actions as Prince of Orange, the likelihood that his reign would be acceptable to people and parliament, the international situation, religion, likely loyalty of army.</i></li> <li>• Citizenship: links with work on legal and human rights and responsibilities.</li> <li>• Extension: pupils could consider whether there should now be a Bill of Rights in the UK and, if so, what it should contain.</li> </ul> |
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### What was the impact of the Glorious Revolution on Ireland?

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| <ul style="list-style-type: none"> <li>• to relate prior knowledge of Catholics and Protestants to a different context</li> <li>• that peoples' attitudes are based on many factors, including beliefs</li> </ul> | <ul style="list-style-type: none"> <li>• Using sources, pupils find out how the Irish Catholics were treated under James's rule and why the Protestants would have felt threatened by this.</li> <li>• The class discusses how the accession of the Protestant William could have reversed the situation as far as fear and expectations were concerned.</li> <li>• Tell pupils the story of the siege of Londonderry and the Battle of the Boyne.</li> <li>• Pupils research events surrounding the Articles of Limerick and explain why Limerick is called 'the City of the Broken Treaty'.</li> <li>• Pupils create spidergrams of the outcomes of the Glorious Revolution for Irish Catholics and Irish Protestants. <i>Which group had most reason to fear the future?</i></li> </ul> | <ul style="list-style-type: none"> <li>• relate prior knowledge to a different context</li> <li>• show an understanding of the attitudes of the Irish Catholics and Protestants and how these resulted in different responses to the Glorious Revolution</li> </ul> | <ul style="list-style-type: none"> <li>• Links could be made with unit 17 'Divided Ireland'.</li> <li>• Citizenship: concerning the diversity of the UK and the need for mutual respect and understanding.</li> <li>• Pupils could be reminded of work on religious difference in England in unit 5 'Elizabeth I'.</li> </ul> |
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Pupils should learn:

Pupils:

### What was the impact of the Glorious Revolution on Scotland?

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| <ul style="list-style-type: none"> <li>• to examine and begin to evaluate the impact of the Glorious Revolution on Scotland</li> </ul> | <ul style="list-style-type: none"> <li>• Tell pupils about the effect the accession of Protestant William had on the Catholic Highlanders.</li> <li>• Pupils find out what happened at Killiecrankie, using a range of sources.</li> <li>• Tell pupils about William's reaction to Killiecrankie and the advice given by Sir John Dalrymple.</li> <li>• Pupils decide whether or not William should have taken Dalrymple's advice.</li> <li>• Using a range of sources, pupils research what happened at Glencoe in 1692 and explain what happened from the Campbells' and from the Macdonalds' viewpoints.</li> <li>• Pupils discuss how the Highland massacres were used by William's enemies.</li> </ul> | <ul style="list-style-type: none"> <li>• describe the events at Killiecrankie</li> <li>• identify and begin to evaluate the differences in various accounts of the events at Glencoe</li> <li>• discuss and begin to explain the actions of William's enemies</li> </ul> | <ul style="list-style-type: none"> <li>• Citizenship: concerning the diversity of the UK and the need for mutual respect and understanding.</li> </ul> |
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### What was the reaction in Scotland to the Act of Union in 1707?

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| <ul style="list-style-type: none"> <li>• about the diversity within Scottish society in the early eighteenth century</li> <li>• the main terms of the Act of Union</li> <li>• the likely responses of different social groups to the Act of Union</li> <li>• to make oral and visual presentations on historical topics</li> </ul> | <ul style="list-style-type: none"> <li>• Outline the Act of Union and list its key elements.</li> <li>• In groups, pupils investigate the reasons behind the Act of Union. <i>What were the benefits to the English? What were the benefits to Scots?</i> Pupils present their findings on large posters.</li> <li>• Ask pupils, in groups, to use selected 'character cards', eg <i>Catholic Highlander, Presbyterian Lowland landowner, merchant/trader</i>, to interpret the likely response of different characters to the Union.</li> <li>• Ask groups to give oral presentations of their interpretations to the class.</li> <li>• Reinforce through class teaching the pupils' understanding of the differences in attitude towards England, and raise the question of whether the Union was secure.</li> </ul> | <ul style="list-style-type: none"> <li>• describe the diversity within Scottish society in terms of religion, social rank, the Highland/Lowland divide, the urban/rural divide, and occupation</li> <li>• explain the likely diversity of response of different social groups to the key terms of the Act of Union through oral presentation</li> </ul> | <ul style="list-style-type: none"> <li>• The diverse attitudes of English society towards the union with Scotland offer an extension area for pupils capable of higher-level work.</li> <li>• It is important to avoid stereotyping, and the use of real characters should aid this.</li> <li>• The task may be made more accessible by asking pupils to link prepared statements to characters.</li> <li>• ICT: after investigating the various systems, eg <i>political, educational, legal</i>, in England and Scotland, pupils use e-mail to ask precise questions about Scottish systems of pupils in a Scottish school. Pupils and teacher discuss in detail how to ask further questions of the Scottish pupils, eg <i>about their perceptions of the Act of Union and how far Scots may have thought the Union was secure</i>.</li> </ul> |
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Pupils should learn:

Pupils:

### Why did the rebellion of 1715 fail?

- to formulate questions on a historical topic which deal with cause and effect, motivation, etc
- to conduct an interview and record findings in note form
- Pupils use the Stuart family tree to work out who, in 1714, had the best claim to the throne.
- Ask pupils to investigate the story of the rebellion and to make a timeline of events. Ask them to prepare, in groups, a set of questions they would like to ask James Edward Stuart, to throw light on his experience of the rebellion and the reasons for its failure.
- Allow pupils to question you, in the role of James Edward Stuart, on the conduct of the rebellion.
- Pupils write up notes explaining why the 1715 rebellion failed for either a Scottish Catholic journal or an English Protestant newspaper.

- produce a simple questionnaire designed to elicit information from a contemporary figure on the 1715 rebellion
- identify key points in an explanation of the rebellion
- write an article in journalistic style from a biased point of view

- As an alternative activity, pupils may prepare a letter from James Edward, or one of his advisers, to Charles Edward explaining the failure of the rebellion.
- Language for learning: in pairs pupils could share their work in order to check spellings and appropriate use of subject-specific vocabulary.

### Was the rising of 1745 a real threat to the Hanoverian succession?

- the reasons for, and the story of, the rising in 1745
- to explain the reasons for the defeat of the Jacobites
- to identify and explain the different interpretations of Bonnie Prince Charlie
- Identify the key events leading to the landing of Bonnie Prince Charlie at Moidart.
- Ask pupils to compile a calendar or diary of the main events of the 1745 rebellion to establish the sequence, using textbooks to check details.
- Ask pupils to identify the reasons for the defeat of the Jacobites. They can draw on a range of documentary sources to assess whether Bonnie Prince Charlie was an effective leader.
- Provide pupils with a range of sources, all of which represent Bonnie Prince Charlie. They investigate these interpretations and suggest why the 'myth' of Bonnie Prince Charlie grew up.

- demonstrate knowledge of the 1745 rising and identify reasons for its failure
- evaluate and select information from sources to support their investigation
- assess the qualities of Bonnie Prince Charlie as a leader
- make a judgement on whether the defeat of the Jacobite cause was inevitable

- Language for learning: pupils understand information that is not explicitly stated or that the reader is assumed to understand.

### How united was the kingdom by the mid-eighteenth century?

- to consider the significance of events relating to the uniting of the kingdom
- to reach a substantiated conclusion and communicate it through structured writing
- Use question and answer or a class timeline to remind pupils of the main events and people covered in this unit. Pose the question *How united was the kingdom by the mid-eighteenth century?* Tease out some key issues.
- Ask the pupils to take on the role of advisers to George II towards the end of his reign in 1760. The king wants to know how united a kingdom he will be passing on to his son. Provide pupils with headings, *eg government, law, religion*, and ask them to prepare a summary and key advice for the king based on what they know of events since the Glorious Revolution.
- Provide an opportunity for pupils to share their conclusions and advice.

- demonstrate knowledge of key events from the unit
- select and organise relevant information into a well-reasoned summary

- The comparisons of pupils' work provides an opportunity for misunderstandings to be corrected and accurate use of terms and understanding of key points to be reinforced.
- This activity provides an opportunity to summarise the relationship between England, Ireland, Scotland and Wales at a point in time. Teachers will need to make some links to events from earlier history, especially to those that cover relations between England and Wales.