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The following day some 3000 Jacobites gathered at Ruthven Barracks to wait for the arrival of the Young Pretender, but he never arrived. Instead, he sent word that every man should 'save himself as best he could. He also said that any money left in the Jacobite coffers should be forwarded to him. After months of hiding in the heather and 'behind the skirts of women' the Young Pretender escaped by boat to France.

The Hanoverian government severely punished the rebels, to discourage the Highlanders from ever again rising. As he rode into London, the Duke of Cumberland was hailed by cheering crowds for his suppression of the rebellion. The composer Handel wrote a piece of music — *GYMNASIUM* — in celebration of the event.

Gavin Mitchell finishes with two questions that seem to cast doubt on some of what the Hanoverian presenter said. He asks

- Was Bonnie Prince Charlie nothing more than a coward?
- Wasn't the Duke of Cumberland nicknamed the Butcher?

Words in bold type are used the programme. The other words are useful for explaining the concepts being taught.

bias

historian

oral tradition

primary sources

secondary sources

Ask the children, working either individually or in pairs, to write down as much information as they can about Bonnie Prince Charlie and note information they would like to know about him. A KWL grid would be ideal for this. The children can then feed their work back to the class and their statements can be categorised as either fact or opinion. Talk with the children about where their information came from (for examp

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- 1 Complete Worksheet 1 questions 2, 3 and 4 using the notes taken during the programme. This could be done in pairs or as a whole class activity.
- 2 Complete Worksheet 1 question 5 on *My Uncle Mungo's Back*. Resource sheet 1 gives the words of the song.
- 3 Complete Worksheet 1 question 6 using a dictionary or the website  
[http:// dictionary.reference.com](http://dictionary.reference.com)
- 4 Complete Worksheet 2 questions 1-5 using the notes taken during the programme. This could be done in pairs or as a whole class activity.
- 5 Have a class brainstorming session on reasons why Bonnie Prince Charlie is still such a popular symbol today. Children can then write about this phenomenon giving their own views on the reasons.
- 6 Children could create a Hanoverian 'wanted' poster for the Young Pretender using a variety of media.
- 7 Children could write and deliver a news bulletin about the approach of the Jacobite army to Derby, and then present a follow-up bulletin about the retreat from the town.

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1           Ye Jacobites by name, lend an ear, give an ear!  
Ye Jacobites by name, lend an ear,  
Ye Jacobites by name,  
Your faults I will proclaim,  
Your doctrines I maun blame — you shall hear!

2           What is Right, and what is Wrang, by the law, by the law?  
What is Right, and what is Wrang, by the law?  
What is Right, and what is Wrang?  
A short sword and a lang,



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1 The presenter of programme

1 Why was it important for the Jacobites to take London?

1 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_  
 \_\_\_\_\_

2 Why did the Highland chiefs not want to progress to London?

1 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_  
 \_\_\_\_\_

3 Why did Charles Edward Stuart want to continue to London?

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

4 Who do you think was correct? Why?

\_\_\_\_\_  
 \_\_\_\_\_

5 Culloden is often portrayed as a battle between the Scots and the English but that is an oversimplification. Match the groups with the reasons that they may have been fighting for the Jacobite cause. There may be more than one answer for a group.

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|---------------------|-------------------------------------------------------------|
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| · =]g\ j .          | · j cfXfgZca h\ YWb W]Yg                                    |
| · : fYbWj .         | · j Xg] YZf h\ Yi b]cb `cZdLf `]Ua YbhgZ Xg]fYZf `]bXdYbXbW |
| · 9b[ `]g\ j .      | · j Xg] YcZZfY] b `]b[                                      |
| · :@ck UbXGWhg; .   | · j fY]] ]cb                                                |
|                     | · j hc g ddcfhi\ YU] \hU] Ujghi\ Y6f]hg\ Ufa m]b 9i fcdY    |

6 If, as the presenter claims, the Young Pretender was a calculating, deceitful and inept young man, why is his story still celebrated on tea towels and shortbread tins?

\_\_\_\_\_





At this point the presenter surveys the site of the battle of Prestonpans, and notes that the sites of important historical events like battles often change dramatically due to the passing of time and the needs of the people in the area.

For the next five weeks, the Prince held a royal court at Holyrood. He gathered new recruits. Money, cannon and soldiers arrived from France. The union with England was declared ended and the national debt rejected. However, the Prince refused to order any celebrations because of the slaughter at Prestonpans.

The Jacobites headed south again. The Prince wanted to go via Newcastle to halt the supply of coal to London but his commanders recommended taking Carlisle. The siege of Carlisle lasted a week and then the city fell. As winter set in the Jacobites took Manchester, but instead of raising a thousand troops, as they had hoped, they raised only two hundred and fifty.

Lord George Murray was continuing to use his skills to avoid the two government armies that were hunting for the Jacobites. The Jacobite army walked into Derby unopposed. An advance party of cavalry took the bridge before Hanoverians could destroy it. The road south was open. London was only one hundred and thirty miles away.

Although there were large Hanoverian forces in England, none were nearby. Yet the Jacobite commanders refused to advance further. They had no official news of further support via an invasion force from France. A Hanoverian spy, Captain Dudley Bradstreet, had managed to gain their confidence and persuade them that another Hanoverian army was about to trap them if they didn't withdraw northwards at once. The Prince was horrified at their decision but there was nothing he could do.

The Prince spent Christmas at Holyrood. He was joined by the Duke of Cumberland and the Duke of Devonshire. The Duke of Cumberland was the only Hanoverian officer to join the Jacobite army. He was a brave and able soldier, but he was a cruel and arrogant man. He was a member of the House of Hanover and he was a member of the House of Hanover. He was a member of the House of Hanover and he was a member of the House of Hanover. He was a member of the House of Hanover and he was a member of the House of Hanover.

Words in bold type are used the programme. The other words are useful for explaining the concepts being taught.

bias

primary sources      secondary sources

Ask the children, working either individually or in pairs, to write down as much information as they can about Bonnie Prince Charlie and note any information they would like to know about him. If they used a KWL grid for the preparation of Programme One, they can continue to work on that.

Explain to the children that they are going to watch a second programme about Bonnie Prince Charlie, but this time from the Jacobite point of view. They will be asked to differentiate between facts and opinions in the presenter's view of characters and events of the '45. Revise with the children the b!                                          em                                          o wop

- 8 Ask the class to discuss Worksheet 4 question 3 in pairs and feed their thoughts back to the rest of the class. Children can then choose what they believe to be the strongest reasons and write them down.
- 9 Ask the class to discuss Worksheet 4 question 4 in pairs and feed their thoughts back to the rest of the class. Children can then choose what they believe to be the strongest reason and highlight it.
- 10 Ask the children to use research materials to create labelled diagrams of both a Highlander and a redcoat. These could be done as small figures or as full size figures, using a variety of media.

1 Twas on a Monday morning  
 Right early in the year  
 When Charlie came to our town  
 The Young Chevalier

*7\cfi g˘ 7\Uf`Y]g'a mXUf`]b[ ža mXUf`]b[ ža mXUf`]b[  
 7\Uf`Y]g'a mXUf`]b[ žh Ynai b[ 7\y U]Yf*

2 As he cam' marchin' up the street  
 The pipes played loud and clear  
 And a' the folk cam' rinnin' out  
 To meet the Chevalier

3 Wi' highland bonnets on their heads  
 And claymores bright and clear  
 They cam' to fight for Scotland's right  
 And the young Chevalier

4 They've left their bonnie highland hills  
 Their wives and bairnies dear  
 To draw the sword for Scotland's lord  
 The young Chevalier

5 Oh, there were many beating hearts  
 And mony a hope and fear  
 And mony were the pray'rs put up  
 For the young Chevalier

1 The presenter of programme is a supporter of the Jacobites so we must expect her information be biased. How will that affect what she says and how we think about it?

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2 The presenter calls what happened 'romantic'. Write a definition of what she means by this word.

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3 Look carefully at the words of 'Charlie is My Darling'. How is this song pro-Jacobite propaganda?

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4 How does the Jacobite presenter add to the impact of what she is saying by using outside broadcasts? How does it differ from the Hanoverian presenter's style?

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5 Write a definition of the Divine Right of Kings in your own words.

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6 How would Charles Edward Stuart justify his arrival in Scotland and his determination to take the throne using the Divine Right of Kings?

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How would the Hanoverians refute this?

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## Programme Three

— *Transmission date Monday 2 February 2009*

Gavin Mitchell interviews an archaeologist, Jill Harden, at the site of the battle of Culloden. She tells him that new archaeological evidence has shown that the old view of where and how the battle was fought was wrong. She explains how they had been using documents and maps as their main sources of information the battle but the physical evidence has proved some of these to be wrong. She shows him some musket balls and paints a strong image of how they were used and the damage they might have caused.

Gavin Mitchell then interviews two Jacobite re-enactors who explain where they get their information about the replica weapons they use. They explain what the targe was made from and how it was used in battle. They also demonstrate the Highlanders' way of fighting using the targe, dirk and basket sword. The error of choosing Culloden as the site of the battle is shown — the state of the ground was poor at the time, and the terrain

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 s encb\_ thca` u HQ  
 s un uR \_I` ! x o

Words in bold type are used the programme. The other words are useful for explaining the concepts being taught.

bias      culture      fact  
 genocide      opinion      primary sources      propaganda  
 secondary sources      sources      symbol

Once again, ask the children, working either individually or in pairs, to write down as much information as they can about Bonnie Prince Charlie and note information they would like to know about him. If they used a KWL grid for the preparation of Programme One, they can continue to work on that.

Explain to the children that they are going to watch a third programme about Bonnie Prince Charlie but this time from an archaeologist's and historian's point of view. The children should be aware that, as archaeologists and historians, these presenters should be unbiased — but they should still listen closely, jy W      st

9 Have a class brainstorming session on arguments for and against the Jacobite cause



1 What song is played over the opening credits? \_\_\_\_\_

Look carefully at the words. Is this song pro- or anti-Jacobite? Explain your answer:

\_\_\_\_\_

\_\_\_\_\_

2 Write a job description for an archaeologist.

\_\_\_\_\_

\_\_\_\_\_

3 What kind of physical evidence has been found on the Culloden battlefield?

\_\_\_\_\_

What special name is given to found objects like these? \_\_\_\_\_

How does seeing these objects help in our understanding of historical events?

\_\_\_\_\_

\_\_\_\_\_

4 Match the objects to their descriptions. Some might match more than one. Remember to use a ruler and use a different colour for each line!

<p>· Hf  Yj .</p> <p>· Xf_ j .</p> <p>· Uġ Yhg cfXj .</p> <p>· VhcbYhj .</p>	<p>· i \UgUM Y' _ Y\UbXYh\UhWb' Wy gXXZf Vch\ UHUWUbXXZbW</p> <p>· j Zf XZbW</p> <p>· i XU    Y! _ YghY' k Ydcb UHUWX'c' h YVffY' cZU  i b'</p> <p>· i i gXX b UgUg\ b  'a chcb'</p> <p>· j Zf UHUW</p>
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5 Describe the sequence of fighting actions of the Highlanders.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

6 Describe the new fighting style of the government army.

\_\_\_\_\_

\_\_\_\_\_

Why did this fighting style require more discipline?

\_\_\_\_\_

\_\_\_\_\_

