

Lesson 1 - The Highland Scots

Standards	<p>8.B.1.2 Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.</p> <p>8.G.1.4 Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.</p>
Warm Up	<p>Students will view a painting that depicts the Battle of Moore’s Creek Bridge. They will share what they notice, make predictions, and ask questions. It may be helpful for the teacher to allow students to look at the image with no context and discuss their first impressions, then give students more information or ask more questions. Questions might include:</p> <ul style="list-style-type: none"> ● What do you notice the men in the painting wearing? (Point out the kilts and hats--traditional Scottish attire.) ● What is the man on the left doing? (Playing the bagpipes, a Scottish instrument) ● What weapons do they have? (Swords and muskets) ● What is in the background? (A bridge with the planks removed)
Key Vocabulary	Highlanders, immigrate, push and pull factors, naval stores, pitch, tar
Instruction/Activities	Students will learn about the Highland Scots’ immigration to North Carolina by reading a passage and completing two charts (one showing the push/pull factors that led to immigration and one comparing/contrasting the Highlands and North Carolina).
Differentiation	The article provided is modified from an article on NCPedia. Advanced students might be able to read the unmodified article (https://www.ncpedia.org/highland-scots) and explore some of the links in the article.
Wrap Up	Students will participate in a class discussion on what it was like to be a Scottish immigrant in the 1700s and how it was like or unlike the modern immigrant experience. The teacher may draw a Venn diagram on the board and fill it in as students discuss.