

The American connection  
UNIT 4

# The Ulster-Scots And American Independence



**TEACHER'S BOOK**

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## TEACHER NOTES

# Unit 4: The Ulster-Scots and American Independence

This unit of work on American Independence gives pupils the opportunity to:

- Consider the concepts of ‘justice’, ‘freedom’ and ‘independence’
- Write your own story or a letter
- Learn about the causes of the American War of Independence
- Find out about the Boston Tea Party and undertake some creative work about it
- Look at the American Declaration of Independence
- Extend your vocabulary
- Use your imagination to write an “eye witness account”
- Write your own song
- Look at the Great Seal of the United States of America
- Analyse and evaluate a leaflet
- Play the ‘Road to Revolution’ game
- Design a menu/leaflet/brochure

### KEY STAGE 3 CURRICULUM

The activities in this unit would fit into work on Learning for Life and Work - Local and Global Citizenship and also into aspects of the General Learning Areas of The Arts, including Art and Design and Music; English including Media Education and Drama; Environment and Society (History).

The unit provides opportunities to teach, practise and assess some of the following skills and capabilities:

- Critical and Creative Thinking Skills—creativity; managing information; problem solving/ decision making
- Personal and Interpersonal Skills—self management, working with others
- Communication
- ICT

## TEACHER NOTES

# Aim and Objectives of the NI Curriculum

### Aim

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible choices and decisions throughout life.

### Curriculum Objectives

The Northern Ireland Curriculum should provide learning opportunities for each young person to develop as:

1. An individual
2. A contributor to society; and
3. A contributor to the economy and the environment

The Ulster-Scots and American Independence provides opportunities for pupils to :

#### As an individual

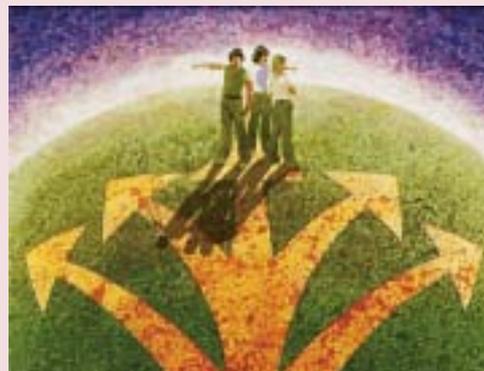
- Learn how to learn and be committed to learning (personal understanding)
- Be aware of their creative potential (personal understanding)
- Respect and cooperate with others (mutual understanding)
- Be reliable and committed to tasks (moral character)

#### As a contributor to society

- Respect the equal rights of others (citizenship)
- Recognise the richness and diversity of cultural influences in contemporary society (cultural understanding)
- Be critically aware of the range of print sound, moving image and graphic media (media awareness)

### LEARNING EXPERIENCES

- Challenging and engaging
- Linked to other curriculum areas
- Media rich
- Skills integrated
- Active and hands on
- Offers choice
- Varied to suit learning styles



## BACKGROUND NOTES

# Unit 4: The Ulster-Scots and American Independence

At the outbreak of the American War of Independence or the Revolutionary War, as it was also known, around 20% of the white population of the 13 colonies were either Scots or Scots-Irish in ancestry. The Ulster-Scots (or Scots-Irish) were acknowledged by George Washington to be an important element in the patriot army which fought in the American War of Independence but this was not their only role. Many of them were also very influential in the Continental Congress which effectively ran America during the war.

The Revolutionary War was fought over 3 fronts—along the eastern coastal states where the Americans fought the British army and navy directly; in the Carolinas where American ‘rebels’ and American ‘loyalists’ opposed each other; and along the outer frontier where the settlers fought the Indian tribes who supported the British. It was in this latter, the wild frontier, that the Scots-Irish were most significant and even the British acknowledged this. The Prime Minister, Horace Walpole, is quoted as saying: “I hear that our American cousin has run off with a Presbyterian parson.”

The Scots-Irish had already built up voluntary bands of frontiersmen called rangers to defend their own homes from Indian attack. Now with the outbreak of war they rallied to the cause of freedom. American historian Isaac Sharples says: “The Scotch-Irishman did not waver, he now had the chance for which he was waiting. The revolution was at least three-fourths a Presbyterian (Scotch-Irish) movement.” In all the colonies the Scots-Irish volunteered. In Pennsylvania they were the largest ethnic group among the rebels. The town of New Londonderry in New Hampshire - first settled by Ulster Presbyterians from around Coleraine and Ballymoney - sent more soldiers to George Washington’s army than any other colonial town.

Another writer said: “It was the Scotch-Irish people of the colonies that made the Declaration of 1776. Without them it would not have been thought of except as a fancy. The actions of the Continental Congress voiced the teachings of the Scotch-Irish people of the land.....In the valley of Virginia, in North Carolina, in Cumberland and Westmorland counties of Pennsylvania, the Scotch-Irish had declared that these colonies are, and of right, ought to be free and independent. They had taught this not only in their public speeches, but at their altars, in their pulpits, at their firesides, and it was from these that came that outburst of rugged and determined people that made the Declaration of 1776 possible.”

The skilled riflemen of the Scots-Irish made their mark in the war early on. They made a significant contribution to the defeat and surrender of the British forces under General John Burgoyne at the battles of Saratoga in late 1777. Two of the most important battles of the war were the Battle of Kings Mountain and the Battle of Cowpens. Not only are they celebrated but they are also regarded as crucial turning points in the war. At Kings Mountain which took place on 7 October 1780, Colonel William Campbell, Colonel James Williams, Colonel Benjamin Cleveland, and Colonel Isaac Shelby were all Presbyterian elders and most of their troops were collected from Presbyterian settlements. The Revolutionary forces at the Battle of Cowpens were organised by General Andrew Pickens, an Ulster-Scot Presbyterian from South Carolina and nearly all his force were Presbyterians.

## **THOMAS PAINE**

The famous 18th century author, Thomas Paine was born on January 29th, 1737 in Thetford, England. By the age of 12, he had left school and was apprenticed to his father, a corseter or staymaker, but did not like the work and so instead, at the age of 19, he went to sea. In 1762 he became an excise (customs) officer. During his time in this post he took part in debates at the local Whig Club and published *The Case of the Officers of Excise* (1772), arguing for a pay raise for officers. In 1774 he met Benjamin Franklin in London. Franklin helped him emigrate to Philadelphia providing him with letters of introduction to many of the leaders in the growing resistance to English rule in America.

Once in America, Paine turned to journalism. In 1776, he published the pamphlet *Common Sense*, which supported American Independence from England. He argued for separation from the mother country and the setting up of a republic. The pamphlet was widely read and, in fact, the independence movement may be dated from its publication. George Washington said that it “worked a powerful change in the minds of many men.” Paine served in the Continental Army but his more important contribution to the war was the series of pamphlets *The Crisis* (1776- 83), which helped inspire the Army. He went on to become secretary of the Congressional committee of foreign affairs but in 1779 had to resign after publishing information gained from his official position.

Paine then moved back to England with his design of an iron bridge. In 1791-92, he wrote *The Rights of Man* in response to Burke’s criticism of the French Revolution. The government tried to suppress the work as they feared its huge readership. Paine was regarded as a criminal for his anti-monarchist views. He was on the point of arrest when he fled to France to join the National Convention.

However, things did not go well for him there either. By 1793, he was imprisoned for not endorsing the execution of Louis XVI. During his imprisonment, he wrote and distributed the first part of his anti-church text, *The Age of Reason* (1794-96). He was freed in 1794 (narrowly escaping execution) thanks to the efforts of James Monroe, then U.S. Minister to France. Paine remained in France until 1802 when he was invited to return to America by Thomas Jefferson. Paine discovered that his contributions to the American Revolution had been superseded because of his religious views. He died on June 8th, 1809 at the age of 72 in New York City and was buried in England.

## **THE BOSTON TEA PARTY**

The Sugar Act [1764], the Stamp Act [1765] and the Townshend Acts [ 1767] which put taxes on sugar, glass, paints, paper and tea, had raised the issue among colonists of having to pay tax to the Westminster parliament without having the right of any representation there. One of the leaders of the protest was John Hancock. He was charged with smuggling in 1768 although the charges were dropped. Hancock went on to organise a boycott of the tea sold by the East India Company. As a result of this, sales fell drastically so that by 1773 the company had accumulated huge debts and was on the verge of bankruptcy.

To try to save it, the English government passed the Tea Act of 1773, which gave the East India company the right to export its merchandise directly to the colonies without paying any of the regular taxes that were imposed on the colonial merchants, who had traditionally served as the middlemen. This meant the company could undersell the American merchants and so monopolize the colonial tea trade.

This act angered influential colonial merchants, who feared being replaced and bankrupted. The East India Company's decision to grant franchises to certain American merchants for the sale of their tea created further resentment among those excluded from this arrangement. More importantly, however, the Tea Act revived renewed opposition to taxation without representation. The Prime Minister, Lord North, had assumed that most colonists would welcome the new law because it would reduce the price of tea by removing the middlemen. But the colonists responded by boycotting tea. Unlike earlier protests, this boycott involved large numbers of colonists. It also helped link the colonies (separate 'states') together in a common experience of mass protest. It is interesting to note that one group who were particularly important were the women, who were the principal consumers of tea and now became the leaders of the boycott.

Various colonies made plans to prevent the East India Company from landing its cargoes in their ports. In some ports, agents of the company were "persuaded" to resign, and shipments of tea were either returned to England or put into warehouses. In Boston, the agents refused to resign and, with the support of the royal governor, preparations were made to land tea cargoes. After failing to turn back the three ships in the harbour, local patriots known as the Sons of Liberty, led by Samuel Adams staged a dramatic protest. On December 16th, 1773, three companies of fifty men each, masquerading as Mohawk Indians and watched by a huge crowd, left the Old South Meeting House and made their way to Griffin's Wharf. There they boarded the three ships, the *Dartmouth*, the *Eleanor* and the *Beaver*, broke open the tea chests, (some 342 chests containing 45 tons of tea worth approximately £10,000) and threw them into the harbour. Afterwards they brushed the ships' decks and made the ships' mates agree that they had damaged nothing other than the tea. The next morning some of them even returned to repair the padlocks which had been broken.

As news of the Boston "tea party" spread, other ports followed their example and staged similar acts of resistance of their own. When the Bostonians refused to pay for the property they had destroyed, the king, George III, and Lord North decided on a policy of force (just against Boston). In four Coercive Acts [1774], (also sometimes known as the Intolerable Acts or Punative Acts) parliament closed the port of Boston, reduced the powers of self government in the colony, permitted royal officers to be tried in other colonies or in England when accused of crimes, and provided for the quartering of troops in the colonists' barns and empty houses. The acts sparked new resistance up and down the coast and may be said to be a catalyst for the American War of Independence.

# The Declaration of Independence

The original Declaration of Independence is in the Rotunda for the Charters of Freedom in Washington, DC. It has faded badly, largely because of poor preservation techniques during the 19th century. The document measures approximately 30" by 24".

Those who signed the original declaration were: (Those of Ulster-Scots origins in red)

## John Hancock

### New Hampshire:

Josiah Bartlett, William Whipple, Matthew Thornton

### Massachusetts:

John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry

### Rhode Island:

Stephen Hopkins, William Ellery

### Connecticut:

Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott

### New York:

William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

### New Jersey:

Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark

### Pennsylvania:

Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross

### Delaware:

Caesar Rodney, George Read, Thomas McKean

### Maryland:

Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton

### Virginia:

George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton

### North Carolina:

William Hooper, Joseph Hewes, John Penn

### South Carolina:

Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton

### Georgia:

Button Gwinnett, Lyman Hall, George Walton

For more information go to : <http://www.ushistory.org/declaration/>

# The Ulster-Scots and The Declaration of Independence

The American Declaration of Independence was signed on 4 July 1776 in Philadelphia. At least 8 of the 56 signatories were Scots-Irish.

Charles Thompson who hailed from Upperlands near Maghera in Co Londonderry was the Perpetual Secretary to the Continental Congress and the task fell to him to transcribe the declaration.

The 8 who signed were:

**John Hancock -** His family was from Banbridge and he served as President of Congress. He was the first person to sign the declaration.

**William Whipple -** His parents arrived in Maine in 1730.

**Robert Paine -** His grandfather was from Dungannon.

**Thomas McKean -** His grandfather was from Ballymoney.

**Thomas Nelson -** His grandfather was from Strabane.

**Matthew Thornton -** He was from Londonderry and settled in NewHampshire in 1718.

**George Taylor -** Was the son of an Ulster Presbyterian minister

**Edward Rutledge -** He was from an Ulster Presbyterian family.

*Extra*

*Fact*

The declaration was printed by John Dunlop from Strabane.

He went on to print America's first daily paper, the Pennsylvania Packet.



# The Battle of Kings Mountain

The Battle of Kings Mountain took place on 7th October 1780 on the border between North and South Carolina. The American Continental army (the patriots or rebels) had suffered a series of defeats at Charleston, Waxhaws, and Camden, South Carolina, in the summer of 1780. By the autumn only the voluntary militia units remained to oppose the army of Cornwallis.

The Battle of Kings Mountain was pivotal in the struggle for independence. Many historians regard it as a turning point. In *The Winning of the West*, Theodore Roosevelt wrote "This brilliant victory marked the turning point of the American Revolution." The rebels or patriots' victory over the forces under Cornwallis destroyed a large part of his army and halted its advance into North Carolina on its way to Virginia and within a year the British were surrendering to Washington's forces.

Over half the men who took part in the battle were Tennessee "Overmountain Men" (frontiersmen experienced in Indian fighting). In fact the battle was really Americans fighting Americans for only one British regular soldier took part - he was the leader of the loyalist forces. His name was Patrick Ferguson and he was the son of a Scottish judge.

Ferguson and his force of 1100 well-trained men were sited on top of Kings Mountain. About 1000 militia men on the patriot side had marched all night in the pouring rain to face them. The patriots encircled the mountain at dawn. Among them was John Crockett, father of the more famous David (or Davy) Crockett. The patriots formed eight groups of 100 to 200 men. Two parties, led by Colonels John Sevier and William Campbell, attacked the highest point of the mountain, while the other six groups, led by Colonels Shelby, Williams, Cleveland, Chronicle, McDowell, and Winston, attacked the main loyalist position around the base.

The patriots crept up the hill Indian-fashion using their experience and skill as frontiersmen and Indian fighters. They fired on the scarlet-clad loyalists from behind rocks and trees. Ferguson rallied his troops and launched a bayonet charge against Campbell and Sevier's men. With no bayonets of their own, the rebels retreated down the hill and into the woods. But Campbell rallied his troops, returned to the base of the hill, and resumed firing. Two more times, Ferguson launched bayonet attacks against the rebels. During one of the charges, Colonel Williams was killed and Colonel McDowell wounded. But after each charge, the frontiersmen returned to the base of the hill and resumed shooting. It was hard for the loyalists to find a target as the patriots were constantly moving.

After several hours, loyalist casualties were heavy. Ferguson rode back and forth across the hill, blowing a silver whistle to signal charges. As the patriots overran the loyalist position, Ferguson was shot and killed. Seeing their leader fall, loyalists lost heart and surrendered.

The patriots had no formal military training, no uniforms and little in the way of orders yet the battle had lasted only one hour and five minutes and in that time about 700 loyalists were captured and Ferguson (along with 156 others) was killed. Only 28 were killed on the patriot side.

# Words Words Words

The language of the American Declaration of Independence is formal, sometimes legal type language and the vocabulary is often difficult and old-fashioned.

Your task is to find the meaning of the following words which appear in the declaration. Sometimes you will be able to use context clues from their use in the passage to work out their meaning; sometimes you may need to use a dictionary.

WORD	MEANING
impel	push, force, drive
self-evident	obvious, plain
unalienable	not capable of being transferred
prudence	good sense
transient	passing, temporary
usurpations	using without having the right
evinces	reveals
despotism	tyranny, dictatorship, repression
constrain	force, compel
tyranny	dictatorship, domination
assent	agreement, approval
relinquish	give up, hand over
abdicated	neglected his duty
redress	compensation, amends
magnanimity	fairness, generosity of spirit
consanguinity	relationship by blood, close connection
acquiesce	agree, concur
rectitude	correctness, morality
absolved	relieved of an obligation
mutually	equally, communally, commonly

# Extension Activity

## AMERICAN DECLARATION OF INDEPENDENCE EXTENSION ACTIVITY ANSWERS

1. All men are created equal; all have certain God-given rights; right to life; right to liberty; right to pursuit of happiness.
2. When the government destroys these rights.
3.
  - He refused to give his approval to laws they wanted to pass
  - He forbade governors to pass any laws until he gave his permission and then did not attend to them
  - He refused to pass laws unless the colonists would give up their right of representation
  - He declared the colonies were no longer under his protection
  - He (through Crown forces) has destroyed towns; killed colonists and plundered the best of the resources
  - He has encouraged rebellions in the colonies
4. They have warned them how the parliament has tried to impose laws on them without the right to do so; reminded them of the reasons the colonists went to the America in the first place; appealed to their sense of fairness and called upon them as fellow countrymen.
5. God.
6. To be able to declare war; make peace settlements; form alliances; set up trade and all other rights of an independent state.



# **ASSESSMENT GRID FOR LETTER OR STORY**

# **ASSESSMENT GRID FOR NEWS AT TEN REPORT**



**ORAL ASSESMENT GRID  
FOR FREEDOM CHARTER**

**ASSESSMENT GRID FOR  
THEME RESTAURANT  
ACTIVITY**