

Learning About US

Teaching and Learning Resources for
Ulster-Scots Language, Culture and Heritage



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Foreword

I am very pleased to have the opportunity to introduce this range of resources aimed at providing teachers with stimulus and support materials to help introduce aspects of Ulster-Scots language and culture in schools.

The resources are the result of collaboration between CCEA and the Ulster-Scots Agency and activities likely to result in their use in schools are closely linked to the Northern Ireland curriculum.

A key objective of the curriculum is helping develop young people as individuals, as members of our society and economy. An important aspect of this is to encourage them to explore and appreciate diversity and the richness of cultures and traditions in this region.

Flexibility in the Northern Ireland curriculum allows teachers scope to develop teaching and learning activities that meet the needs of their pupils. These resources provide the basis for teachers to design such activities and programmes for learners.

Approaches adopted by teachers are likely to vary but opportunities exist in areas of learning such as Personal Development and Mutual Understanding, The World Around Us and Language and Literacy.

I would also expect that teachers choosing to develop programmes are likely to include teaching and learning activities related to The Arts such as Music, Dance and Drama.

These resources are a valuable addition to the wide range already available and I trust that they will help teachers develop engaging learning opportunities.



Richard Hanna
Director of Education Strategy
CCEA

Curriculum Overview

The following table provides an outline for the learning opportunities that exist within this resource and illustrates how it has been closely aligned to the Northern Ireland Primary Curriculum.

Curriculum Aim	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives ...		
Curriculum Objectives	<p>To develop the young person as an individual:</p> <ul style="list-style-type: none"> explore how they and others live. <p>(Personal Development and Mutual Understanding)</p>	<p>To develop the young person as a contributor to society;</p> <p>To develop an awareness and respect for:</p> <ul style="list-style-type: none"> similarities and differences in families and people in the wider community; and their own and others' cultural traditions. <p>(Cultural Understanding)</p>	<p>To develop the young person as a contributor to the economy and environment:</p> <ul style="list-style-type: none"> work independently and as a member of a team. <p>(Employability)</p>
Areas of Learning			
Language and Literacy	<p>The Arts</p> <p>Look at and talk about the work of artists, designers and craft workers from their own and other cultures.</p> <p>Appreciate methods used in their resource materials and use their appreciation to stimulate personal ideas and engage with informed art making.</p> <p>Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.</p> <p>(Art and Design)</p> <p>Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations.</p> <p>Develop a range of drama strategies including, freeze frame, tableau, hot seating, thought tracking and conscience.</p> <p>(Drama)</p>	<p>Personal Development and Mutual Understanding</p> <p>Value and celebrate cultural difference and diversity.</p> <p>Play an active and meaningful part in the life of the community and be concerned about the wider environment.</p>	<p>The World Around Us</p> <p>Understand the interdependence of people and the environment.</p> <p>Consider the consequences, positive and negative, of movement and its impact on places, people and interdependence.</p>

SECTION 01

Heritage



Activity One

The Plantation of Ulster

Suggested Learning Intention

Children are learning:

- about what the Ulster Plantation was and when and why it took place.

Suggested Learning and Teaching Activities

Introduce the words **Ulster** and **Plantation**. Ask the children what they understand by the term **Ulster**, and where they may have heard it used. Invite them to work in small groups of three or four pupils to come up with as many suggestions as possible. Share the responses as a whole class.

Some examples may include:

- Ulster Rugby
- Ulster Bank
- University of Ulster
- Ulster Orchestra
- Ulster fry
- Red Hand of Ulster
- Radio Ulster
- Ulster Television (UTV).

With reference to a map of Ireland, explain that Ulster is one of four regions or provinces of Ireland, along with Leinster, Munster and Connaught.

Locate on the map, the nine counties that make up Ulster:

Fermanagh, Antrim, Tyrone, Londonderry, Armagh, Down, Donegal, Cavan and Monaghan.

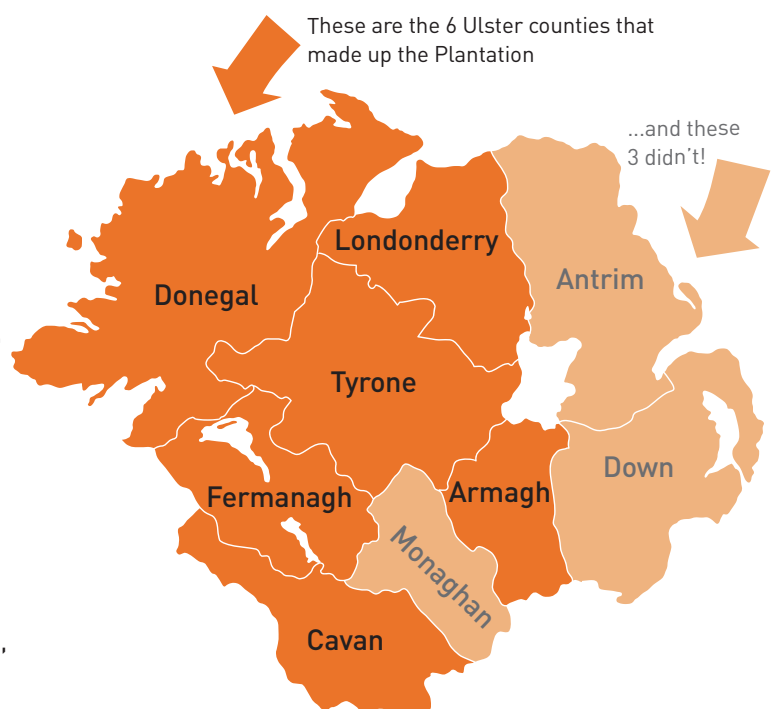
Ask the children about the word **Plantation**. Have they heard of it before? What does it sound like? Prompt them to think about gardening and planting, for example, seeds, bulbs, flowers, trees.

Explain that the Plantation of Ulster was about *planting people*.

Read background information *What?, When?* and *Why?* sections within **The Plantation of Ulster and Ulster-Scots: What's it all about?** resource booklet and discuss key vocabulary.

Extension Activities:

- Research geographical features of Ulster, for example, roads, waterways, cities and towns.
- Create a map of Ulster using conventional symbols and provide a key.
- Describe various routes in Ulster with accuracy, using a scale to estimate distances.
- Make up a mnemonic to remember the counties in Ulster.



Activity Two

Why go to Ulster?

Suggested Learning Intentions

Children are learning:

- why people left Scotland to come to Ulster in the 1600s; and
- about the difficult choices migrants have to make.

Suggested Learning and Teaching Activities

Read the *Why go to Ulster?* section of the resource booklet **The Plantation of Ulster and Ulster-Scots: What's it all about?** Discuss key vocabulary.

Pose the question: Why do people move? Responses might include:

- work/jobs
- war
- weather
- family
- famine.

Ask the children to imagine they are moving to a new country. Divide the class into pairs and encourage them to list ten things they would take with them. Invite the children to arrange their lists in a Priority Pyramid and to give reasons for their choices and decisions.

As a class, sort these items into NEEDS and WANTS using a Venn diagram and discuss the following:

- What would you miss from your old home and why?

Recap on the previous activity and ask the children to imagine they are a member of a Scottish family moving to Ulster in the early 1600s. (Remember no electricity, no technology!) Discuss what essentials these settlers might have brought with them and why.

Prompt the class to think about the intangible things that travel with us, such as, language, names/ surnames, stories, history and culture. Ask whether they think these things are important? Why?

The Scottish settlers coming to Ulster throughout the 1600s brought these things with them, and survive today as Ulster-Scots surnames, language, music and heritage.

Extension Activities:

- Immerse the children in the Ulster-Scots experience (past or present) through role-play, such as freeze-frame, conscience alley or hot seating and creative writing activities, for example, diary entries or letter writing.
- Find out whether any of the children's friends or family members have migrated or immigrated and ask them to interview them about their experiences.
- Immigration is topical today – use news stories to explore the modern day issue.



Activity Three

Who are the Ulster-Scots?

Suggested Learning Intentions

Children are learning:

- that many families in Ulster originally came from Scotland; and
- that there are different categories of surnames.

Suggested Learning and Teaching Activities

(These can be carried out over a series of lessons)

Read the *Who?*, *Where?* and *Legacy* sections of **The Plantation of Ulster and Ulster-Scots: What's it all about?** resource booklet.

Ask the children what is the first thing they usually ask/tell someone they meet for the first time. Consider what can be learned from a name.

Surnames (Resource 1)

(A) Examine the surnames that come from Scottish places and discuss the following:

- Are any of these names familiar?
- Find and label some of these places on a map of Scotland.
- Is there a pattern to where these places are on the map? (Lowland Scotland)

(B) Examine the surnames that originate from geographical features:

- Are any of these familiar?
- Play Pictionary: a child chooses a name from this list and draws a pictorial representation of it on the board. Repeat until all the names have been guessed.

(C) Look at the vocational/job related surnames

- Play charades: the children pick different surnames from the list and act out the associated profession.
- Imagine that a law is passed where all surnames must reflect a family profession or hobby. Ask the children to generate possibilities for their new surname.

(D) Study the descriptive surnames

- The children take it in turns to draw a picture to represent a name from this list on the board. The rest of the class must guess which name it is.
- If the children had to come up with a new descriptive surname for themselves and their descendants, what would they be known as? (Think about sport, hobbies, physical appearance, characteristics, and ask them to give reasons for their choice.)

(E, F, G) Examine the remaining surnames: Patronymic, Border Reiver and Miscellaneous Scottish and ask:

- Are any of these names familiar?
- Can you think of any famous people with these surnames?
- Can you think of any local shops/businesses with these surnames?



SECTION 02

Ancestry



Activity Four

Heraldry

Suggested Learning Intentions

Children are learning:

- that surnames have origins and meanings;
- that surnames link us with our families and the past; and
- about the significance of clan crests and mottos.

Suggested Learning and Teaching Activities

Use relevant websites such as www.surnamesdb.com and www.behindthename.com

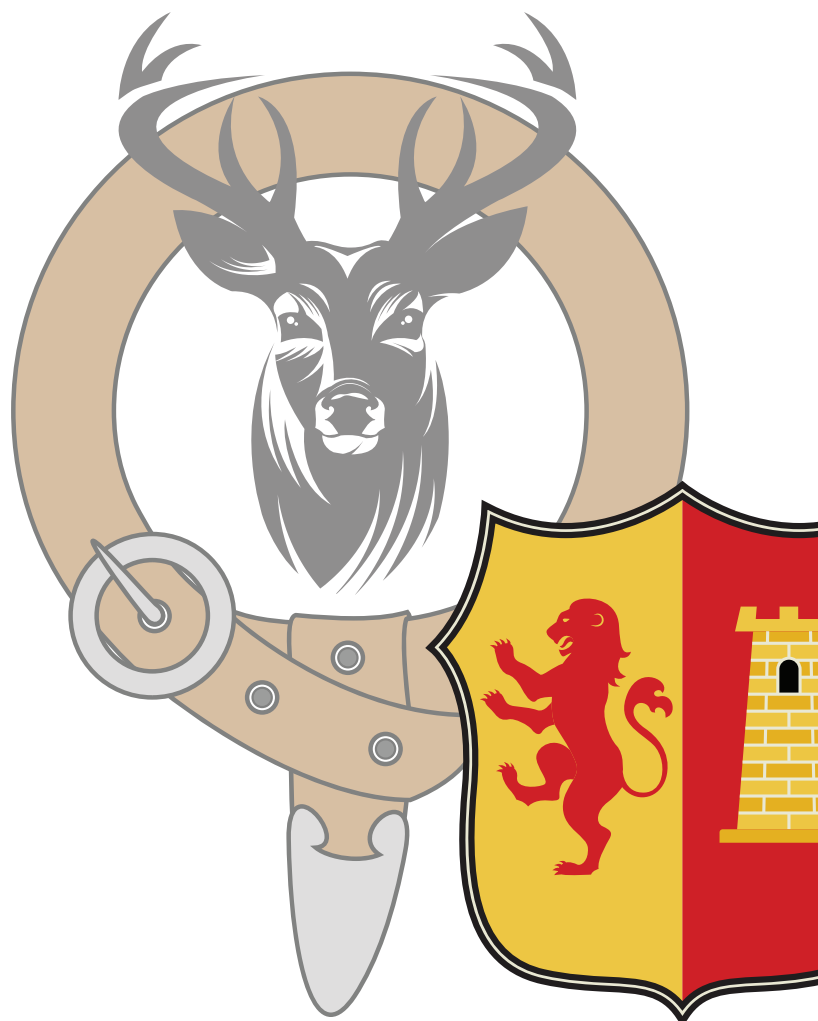
Research information about surnames in the class. If unsuccessful on these sites, try a Google search entering the name and the words 'origin' or 'meaning'.

- Ask the children to write a short statement on their surname, including where it is from, what it means and any other relevant information.

Many surnames have a *coat of arms*, which was once a logo or design on a knight's shield so he could be easily identified on the battlefield. Many Scottish surnames have a traditional clan crest, which is a bit like a family badge, with a picture and a motto.

- Go online to look at several examples of clan crests, such as Campbell, Kirkpatrick and Wallace.
- Suggest reasons why these particular pictures and mottos were used by each family. In groups, the children could create a storyboard or write a script/short story about how one of these families earned their crest; for example, the story behind how the Campbells ended up with a boar's head as their family insignia.

- Using the blank template provided in Resource 2 ask the children to design their own personal clan crest. Encourage the children to think about:
 - pictures that best represent them as individuals; and
 - what their personal motto or slogan would be. Remind them it has to be short and catchy, and should reflect something about their personality or interests.



Activity Five

Tartan

Suggested Learning Intention

Children are learning:

- that different Scottish families have their own tartan.

Suggested Learning and Teaching Activities

Display an image of a person in a kilt on the whiteboard. Ask the class the following questions:

- What is it called?
- Who wears it?
- Where is it from?
- Where have you seen it being worn?

Visit www.tartanregister.gov.uk and read the history page. Prompt discussion of the Scottish Government's definition of tartan within the Scottish Register of Tartans Act (2008) Section 2: **'A tartan is a design which is capable of being woven consisting of two or more alternating coloured stripes which combine vertically and horizontally to form a repeated chequered pattern.'** *Note: this definition may need to be simplified for pupils.*

On this site, look at various examples of tartan from familiar Scottish names, and display the pictures on the whiteboard. Invite the children to describe each tartan pictured using the following appropriate mathematical language associated with lines and pattern, for example:

- different types of lines, such as, vertical, horizontal, diagonal;
- relationships of the lines to each other, such as, perpendicular, parallel;

- different shapes which can be identified in the pattern, such as squares and rectangles; and
- properties of shapes, sides, corners, symmetry.

Ask the children to design a personal or class tartan. Encourage each child to choose their colours for a specific reason (up to a maximum of four colours). Designs can be created using sugar paper, textiles (weaving/fabric dyeing), paint or an ICT software package. Whichever medium is chosen, remind the children to ensure they have:

- one section for a base colour;
- different coloured strips of varying thicknesses to arrange on the base, thinking about the mathematical language discussed earlier; and
- a repeating pattern.



SECTION 03



**a when
o nummers**

**Fergie an
freens oan
tha fairm**

Language

Activity Six

Ulster-Scots: Descriptive Words

Suggested Learning Intentions

Children are learning:

- that many Scots words are used in everyday speech here in Ulster;
- that these words have been passed on in Ulster for over 400 years; and
- that Ulster-Scots is a language.

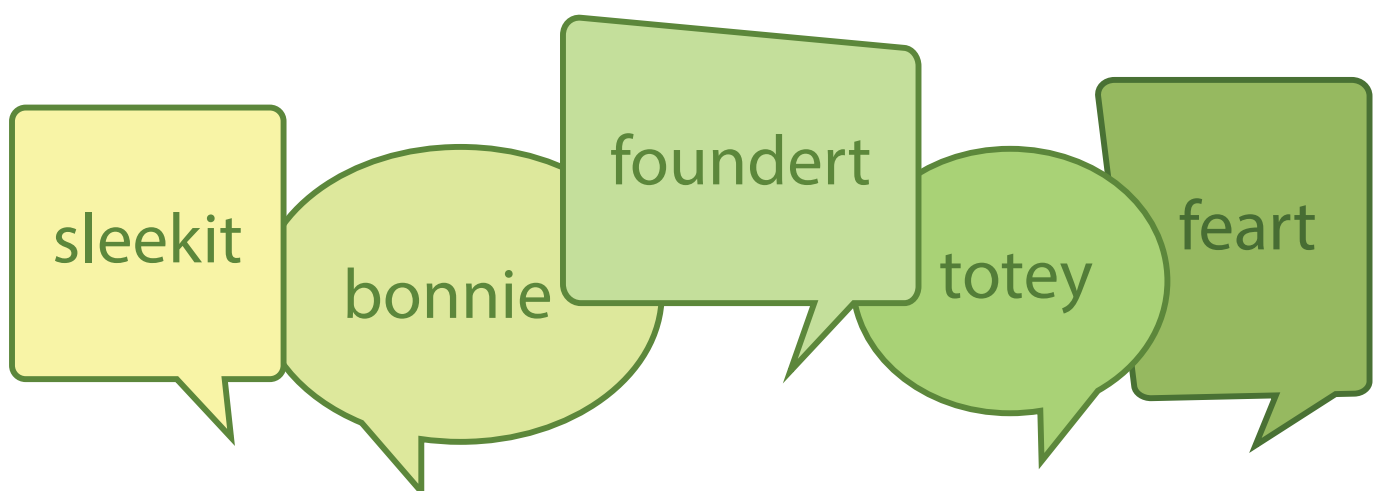
Suggested Learning and Teaching Activities

Scottish settlers coming here since the Plantation didn't just bring their family names with them. They also brought their speech to Ulster, introducing new words and phrases from their own Scots language. These words have survived here for hundreds of years, despite never being taught in schools. In some areas of Northern Ireland, such as North Antrim or the Ards Peninsula in County Down, people are often mistaken as coming from Scotland because they sound Scottish and use so much Ulster-Scots vocabulary in their everyday speech.

The Ulster-Scots vocabulary lists (Resources 3 and 4) can be photocopied, cut up, shuffled and placed face-down on the table. With the children playing in teams of two, one child with the Ulster-Scots words and the other with the English, the children have to match the Ulster-Scots words with their corresponding English words as quickly as possible against the clock.

Introduce the children to the Ulster-Scots descriptive words from Resource 3:

- Divide the children into groups or pairs and see how many of the Ulster-Scots descriptive words they can translate into English. Challenge the children to use the word in a sentence in the proper context.
- Compare responses as a class and discuss any differences in interpretation.
- Survey the class to see how many of the Ulster-Scots words they know the meaning of or use in their everyday life.
- Challenge the children to describe characters from books/films using Ulster-Scots vocabulary, for example, Draco Malfoy, Darth Vader, Mr and Mrs Twit, – and to think up new names for characters, for example, different Mr Men/ Little Miss characters or the dwarves from Snow White.



Activity Seven

Ulster-Scots: Action Words

Suggested Learning Intention

Children are learning:

- relevant Ulster-Scots vocabulary.

Suggested Learning and Teaching Activities

Introduce the children to the Ulster-Scots action words from Resource 4.

- Divide the class into groups or pairs and see how many of the Ulster-Scots action words they can translate into English. Challenge the children to use the word in a sentence in the proper context.
- Compare responses as a class and discuss any differences in interpretation.
- Divide the class into two teams, and play charades. Either the teacher or a child acts/ mimes an Ulster-Scots action word at the front of the class. Each team gets a chance to guess in turn.



Activity Eight

Using the Posters:

A When o Nummers

(A **when** is the Ulster-Scots term for **several**)

Suggested Learning Intentions

Children are learning:

- to count in Ulster-Scots; and
- to verbally respond to simple mental maths problems using Ulster-Scots numbers words.

Suggested Learning and Teaching Activities

- As a class, count in rote to 20 (twuntie) in Ulster-Scots. If you are unsure of the correct pronunciation, listen to the relevant online audio clips.
- After several group attempts, cover the poster and attempt to count backwards from 20 (twuntie) down to 0/zero/nothing (nocht).
- Introduce 30 (thurtie), 40 (foartie), 50 (fartie), 60 (saxtie), 70 (seiventie), 80 (echtie), 90 (ninetie), 100 (a hunner) and 1000 (a thoosan). Now introduce 23, 45, 221 (twa hunner an twuntie-yin)
- Try some simple mental maths problems, for example, 'What is twa less than twuntie-seiven?' or 'I am the number after seiven, if you multiply me by twa you get saxtaen. What number am I?'
- Play bingo. The children use a 3 x 4 grid and write numbers, for example, between 1 and 20, 20 and 40 or 40 and 60 and so on. The teacher randomly calls out numbers in Ulster-Scots and the winner is the first to cross out all the numbers on their grid.

- Play buzz. Practise times tables, for example counting and replacing multiples of 6 with the word 'buzz'.
- Data Handling: carry out surveys in the class, for example, most popular games console or measuring rain over a period of time, and display results on a graph. Discuss the numerical findings orally in Ulster-Scots.

Ulster-Scots: A When o Nummers



1 gin	2 twa	3 thrie	4 fower	5 five
6 sax	7 seiven	8 echt	9 nine	10 ten
11 leiven	12 twal	13 thurtaen	14 fowertaen	15 faftaen
16 saxtaen	17 seiventaen	18 echtaen	19 ninentaen	20 twuntie
21 twuntie-yin	22 twuntie-twa...	30 thurtie	31 thurtie-yin	32 thurtie-twa...
40 foartie	41 foartie-yin	42 foartie-twa...	50 fartie	51 fartie-yin
52 fartie-twa...	60 saxtie	61 saxtie-yin	62 saxtie-twa...	70 seiventie
71 seiventie-yin	72 seiventie-twa...	80 echtie	81 echtie-yin	82 echtie-twa...
90 ninetie	91 ninetie-yin	92 ninetie-twa...	100 a hunner	1000 a thoosan

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Pairs o the Boadie

Suggested Learning Intention

Children are learning:

- Ulster-Scots names for parts of the human anatomy.

Suggested Learning and Teaching Activities

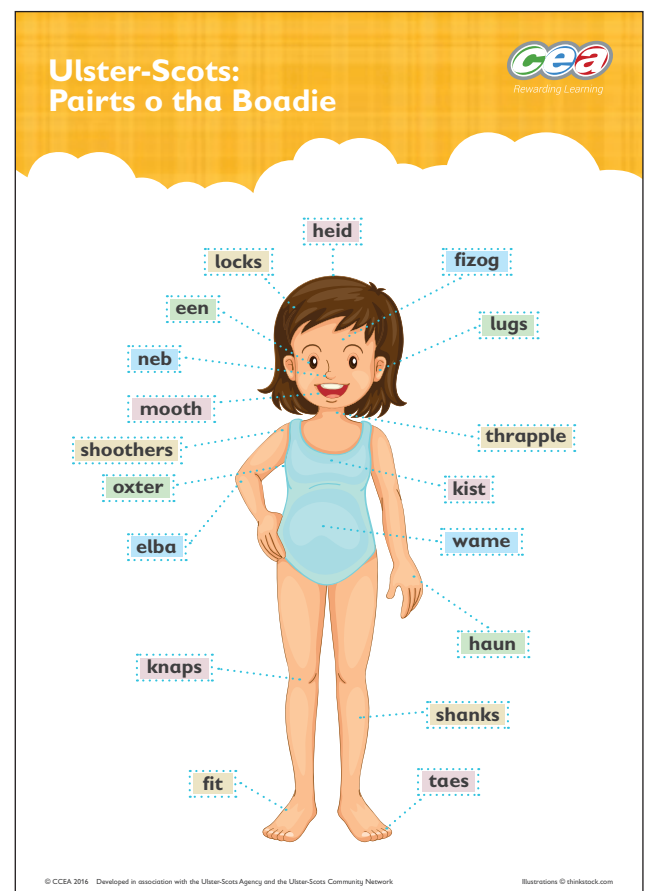
The teacher points to his/her head and asks 'What is this called?'

See how many different colloquial terms for *head* the children can come up with. Suggestions may include:

- bonce, noggin, bap, dome etc.

The teacher introduces the Ulster-Scots term 'heid' and refers children to the **Pairs o the Boadie** resource poster.

- Discuss the different body parts listed. How many of these terms have the children heard of before?
- Translate the song 'Head, Shoulders, Knees and Toes' into Ulster-Scots. This can be done in groups. Then perform the song and carry out the actions.
- Play a game of Simon Says (or Baxter Blethers/Gordon Guldres/Scottie Scraichs) touch your heid, show your oxters, close your een, open your mooth, hold your neb etc.
- In pairs, the children draw an outline of a child on a large sheet of paper, for example, wallpaper. Using sticky labels, they label the location of the parts of the body.



Wather Wurds

Suggested Learning Intention

Children are learning:

- Ulster-Scots vocabulary associated with the weather.

Suggested Learning and Teaching Activities

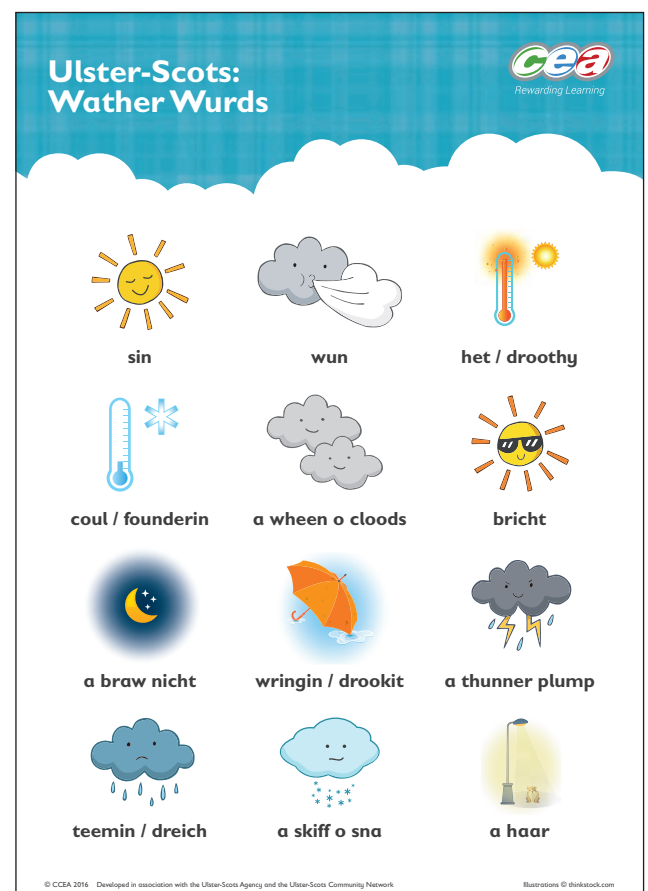
Ask the children if anyone has seen the weather forecast for the rest of the week and discuss. Alternatively, watch a recent weather report online. The class is then directed to the **Wather Wurds** resource poster.

Discuss:

- Are any of the phrases familiar?
- Who have you heard using these terms?

Ask the children to do the following:

- In pairs describe today's weather conditions using Ulster-Scots.
- Prepare and deliver weather forecasts for different seasons, using relevant Ulster-Scots vocabulary and weather symbols.



Claes

Suggested Learning Intention

Children are learning:

- Ulster-Scots names for different items of clothing.

Suggested Learning and Teaching Activities

Together describe the school uniform. How many different names/ types of jumper can they come up with? Suggestions may include:

- pullover, sweatshirt, jumper, hoodie, fleece etc.

The class is directed to the **Claes** (rhymes with maze) resource poster. Each item of clothing is discussed.

Ask the children:

- to describe their school uniform using Ulster-Scots;
- to describe their favourite sports team's strip;
- to suggest suitable clothing (in Ulster-Scots) for different weather conditions;
- what they would wear on a dreich day;
- what they should wear during a skiff o snaw; and
- to describe different cartoon characters' clothes, such as Homer Simpson, Where's Wally? Elsa and Anna (from *Frozen*), Woody (from *Toy Story*) etc.



Activity Nine

Using the Story:

Fergie an Freens

Suggested Learning Intentions

Children are learning:

- to read and follow Ulster-Scots prose;
- to interpret Ulster-Scots words in a text using semantic, syntactic and pictorial clues; and
- that Ulster-Scots is an aural language – it's easier to listen to it being spoken than to read it.

Suggested Learning and Teaching Activities

The teacher introduces **Fergie an Freens oan the fairm** resource on the interactive whiteboard, and asks the children what they think the story is about.

- The teacher gives the children a few moments to silently read the text from the first page to themselves, then asks for volunteers to read aloud sentence by sentence.
- The teacher asks: Did anyone find this difficult? What do you notice about the text?

The teacher suggests that so far, the class has examined lots of Ulster-Scots words and phrases, but has used perhaps only one or two Ulster-Scots words per sentence at a time. Now, in this story, nearly every word is written in Ulster-Scots. (Very good for sight reading skills)

- The class listens to the accompanying audio. The teacher asks: Did it make any more sense when you heard the text being spoken?

The teacher explains that most people are used to hearing and speaking some Ulster-Scots, but are unfamiliar with reading it. Continue to read the text and listen to the audio. The teacher asks questions relating to various words and phrases, asking the children to use the illustrations as clues to guess the meaning of unfamiliar words. (Remember at the back of the hard copy of the book there is an English translation of each storyboard.)

Extension Activities:

- The book can be used as a class reader.
- The whiteboard resource can act as illustrations for a class choral speaking presentation at a school assembly.
- Discuss how farming methods have changed in Ulster since the 1950s.
- The children can research the inventor of the Ferguson TE-20 tractor – Harry Ferguson, an Ulster-Scot from near Hillsborough, County Down.



Resource 1(a) 1 of 3

Surnames from places in Scotland and the Borders

People often took the name of the place they were from as their surname. These surnames can all be found in Ulster today.



Abernethy	Barr
Biggar	Blair
Boreland	Carlisle
Clyde	Coulter
Dunbar	Dundee

Resource 1(a) 2 of 3



Dunlop	Galloway
Girvan	Glasgow
Gordon	Hamilton
Harris	Irvine
Johnston	Kelso

Resource 1(a) 3 of 3



Kirkpatrick	Leith
Lewis	Linton
Moffat	Murray (Moray)
Paisley	Pollock
Stirling	Tweed

Resource 1(b)

Surnames that originate from geographical features

People often took the name of a geographical feature of the land as their family surname. This may give a clue as to where someone in the family once lived.



<p>Burns/Burnside (burn is a Scots word for stream)</p>	<p>Cairns (a mound of stones)</p>
<p>Craig (a hill)</p>	<p>Crawford (ford of the crows)</p>
<p>Dodds (a round hill)</p>	<p>Glen (a valley)</p>
<p>Hill</p>	<p>Kirk/Kirkwood (kirk is the Scots word for church)</p>
<p>Ross (a headland)</p>	<p>Woods</p>

Resource 1(c) 1 of 3

Vocational/job-related surnames

Many people have surnames that are associated with a particular job or profession such as; Baker, Butcher, Carpenter, Cook, Mason, Singer, Harper, Potter, Skinner etc. Below are some Scottish surnames found here in Ulster that are associated with particular jobs.



Archer/Fletcher/Bowyer (shoots arrows/makes arrows/ makes bows)	Armour (makes armour)
Bailie (town official)	Barbour (cuts hair)
Baxter (baker)	Clarke (a clerk or someone who keeps records)
Cooper (makes barrels)	Faulkner (falconer)
Fisher (fisherman)	Foster/Forrester (woodsman)

Resource 1(c) 2 of 3



Fullerton/Fowler (keeps birds/poultry)	Gardiner (gardener)
Glover (makes gloves)	Hunter (hunter)
Marshall (steward/estate manager or military leader)	Millar/Miller (makes flour)
Piper (musician)	Pottinger (chemist)
Smyth/Smith (as in blacksmith)	Stewart (steward/estate manager)

Resource 1(c) 3 of 3



Surgenor
(doctor)

Taylor
(makes clothes)

Walker
(tramped earth into
cloth to thicken it out
or make it 'fuller')

Wright
(makes carts or wheels)

Resource 1(d)

Descriptive surnames

These Scottish surnames describe someone's appearance or characteristics.



Armstrong (strong arms)	Black (hair colour)
Boyd (Gaelic for yellow/blonde)	Brown (hair or eye colour)
Cameron (Gaelic for crooked nose)	Campbell (Gaelic for crooked mouth)
Cruickshank (Scots for bent legs)	Kennedy (Gaelic for grim head/ helmeted head)
Reid (red hair)	White/Whyte (hair colour or complexion)

Resource 1(e) 1 of 4

Patronymic surnames

A patronymic surname is derived from the name of a father or ancestor. Surnames with Mac or Mc (meaning son of) before them are Gaelic in origin, and are very common in Scottish and Irish surnames. However, the O prefix (meaning grandson of) in Irish names like O'Neill, O'Hara and O'Donnell isn't very often used in Scottish names.



McAllister	McAuley/Macaulay
McBurney	McCartney
McClelland	McClintock
McConnell	McCullough
McDonald	McFetridge

Resource 1(e) 2 of 4



McGregor	McIlroy
McIlveen	McIntyre
McKendry	McKinney/McKenzie
McKinstry	McLean
McLoughlin	McNeill/McNeilly

Resource 1(e) 3 of 4

In many Scottish and Northern English names, instead of having the Gaelic Mac/Mc before the name, they have son after it.



Adamson	Anderson
Atkinson/Acheson	Davidson (Davison)
Dickson/Dixon	Donaldson
Ferguson	Gibson
Harbinson/Herbison	Henderson

Resource 1(e) 4 of 4



Jackson	Morrison
Patterson	Robinson/Robson
Robertson	Simpson
Stevenson	Williamson
Thompson (Thomson)	Wilson

Resource 1(f) 1 of 3

Border Reiver (meaning raider) names

Many of the people who came to Ulster during the Plantation period were from the Scottish Borders. Living on the fringes of Scotland and England, two countries that had often been at war, meant that these people had to be tough to survive. They organised themselves into clans, who often feuded with each other and maybe didn't always respect law and authority. They didn't identify as being English or Scottish, but rather saw themselves as Borderers – a separate identity. King James I offered many of these families a fresh start in Ulster by giving them land in the Plantation.



Armstrong	Beattie
Bell	Crothers
Crozier	Dodds
Douglas	Elliott

Resource 1(f) 2 of 3



Fenwick

Graham

Gray

Hall

Heron

Hume

Hunter

Johnston

Kerr

Little

Resource 1(f) 3 of 3



Maxwell	Nixon
Oliver	Scott
Storey	Trotter
Turnbull	

Resource 1(g) 1 of 3

Miscellaneous Scottish names

Other Scottish names found in Ulster.



Adair

Agnew

Bruce

Buchanan

Cunningham

Currie

Erskine

Drummond

Fleming

Fraser

Resource 1(g) 2 of 3



Gilmore	Grant
Hanna	Houston
Knox	Leslie
Lindsay	Logan
Montgomery	Moore

Resource 1(g) 3 of 3



Morrow

Murdoch/Murdock

Nesbitt

Orr

Patton

Ramsay/Ramsey

Ritchie

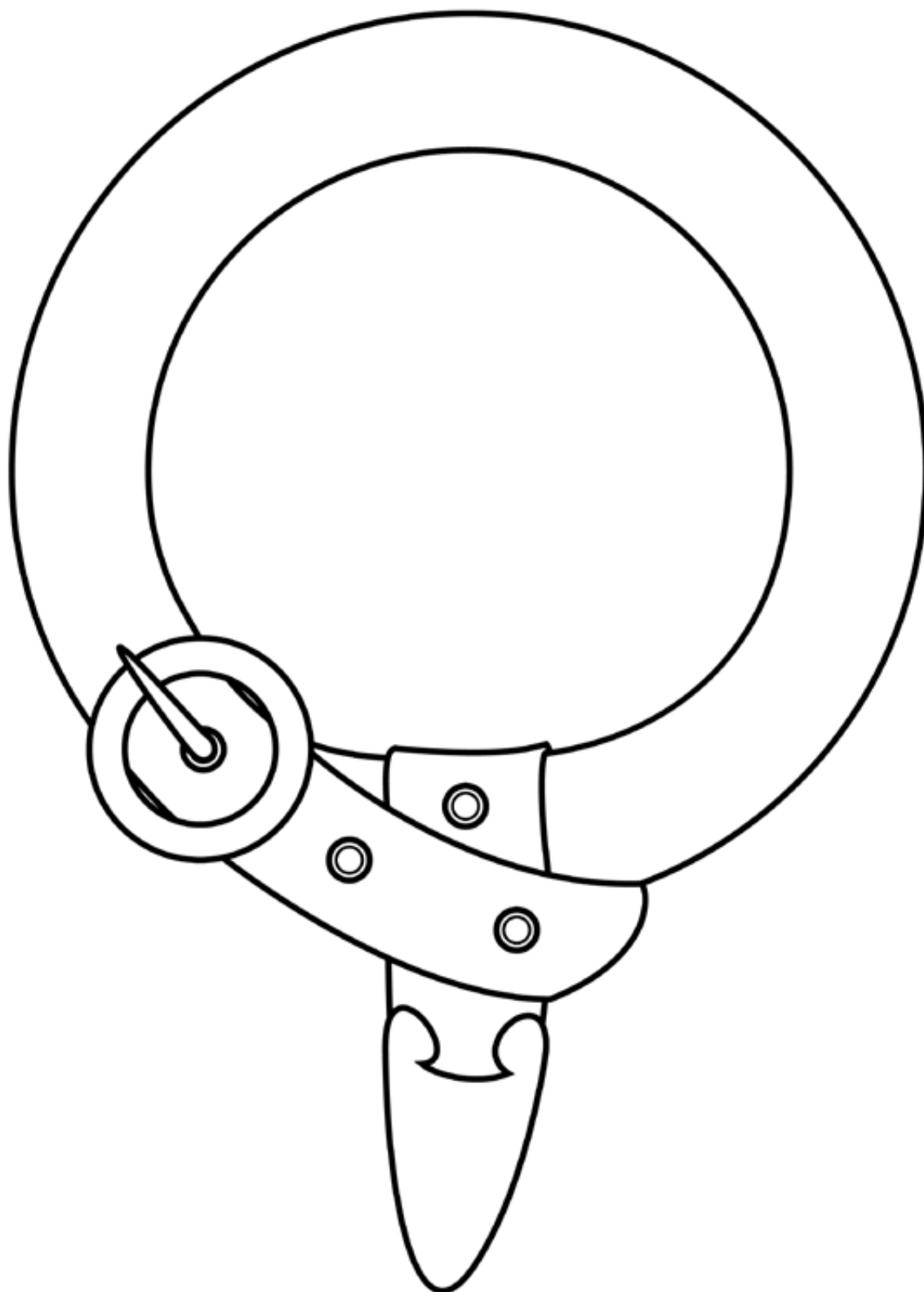
Sinclair

Wallace

Young

Resource 2

Clan crest template



Resource 3(a) 1 of 2

Descriptive words



muckle

middlin

wee

totey

throughither

crabbit

carnaptious

blootert

Resource 3(a) 2 of 2



average	big
tiny	small
grumpy	untidy
tired (or drunk)	angry

Resource 3(b) 1 of 2



wabbit

foundert

sleekit

scunnert/scundert

thran

thaveless

feart

canny

Resource 3(b) 2 of 2



cold/miserable

tired

**fed up/
embarrassed**

sly/sneaky

useless/clumsy

stubborn

cautious

afraid

Resource 3(c) 1 of 2



quait

mingin

boggin

manky

pernickety

dour

bonnie

brave/powerfa

Resource 3(c) 2 of 2



disgusting	quiet
dirty/unclean	very dirty
stern/serious	fussy
considerable	pretty

Resource 4(a) 1 of 2

Action words**dander****gulder****scaich****greet****girn****cowp/cope****blether****footer**

Resource 4(a) 2 of 2



shout

walk/stroll

cry/weep

screech/howl

tip/fall over

whinge/complain

fidget/fiddle

talk nonsense

Resource 4(b) 1 of 2



hirple

shoogle

fissle

scrab

skelp

thole

blatter

dunch

Resource 4(b) 2 of 2



wobble/shake

walk with a limp

scratch

rustle

tolerate/endure

slap/smack

butt/charge

to hit/knock

Resource 4(c) 1 of 2



clod

boke

hoke

scunge

coggle

flit

sprachle

redd up

Resource 4(c) 2 of 2



vomit	throw
explore/roam	search for/dig out
move	rock unsteadily
tidy up/finish off	sprawl/scramble

Useful Websites

www.ulsterscotsagency.com

The website of the Ulster-Scots Agency, with information on history, language, culture, events and their Flagship Schools outreach program.

<http://discoverulsterscots.com>

Contains historical information, media clips and downloadable apps concerning a wide range of Ulster-Scots places of interest.

www.plantationofulster.org

Useful website about the Plantation of Ulster, including maps, biographies and audio clips.

www.ulster-scots.com

The website of the Ulster-Scots Community Network, featuring various Ulster-Scots online publications.

www.surnamesdb.com / www.behindthename.com

Searchable databases containing information on the meanings and origins of surnames.

<http://gbnames.publicprofiler.org>

This website shows in which parts of England, Scotland and Wales certain surnames are most commonly found, cross referencing information from different census records.

www.tartanregister.gov.uk

The Scottish Register of Tartans was established by an act of the Scottish Parliament in 2008, to protect, promote and preserve tartan. The Register is a database of tartan designs, maintained by the National Records of Scotland.

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COUNCIL FOR THE CURRICULUM, EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

Tel: +44 (0)28 9026 1200 Fax: +44 (0)28 9026 1234

Email: info@ccea.org.uk Web: www.ccea.org.uk

