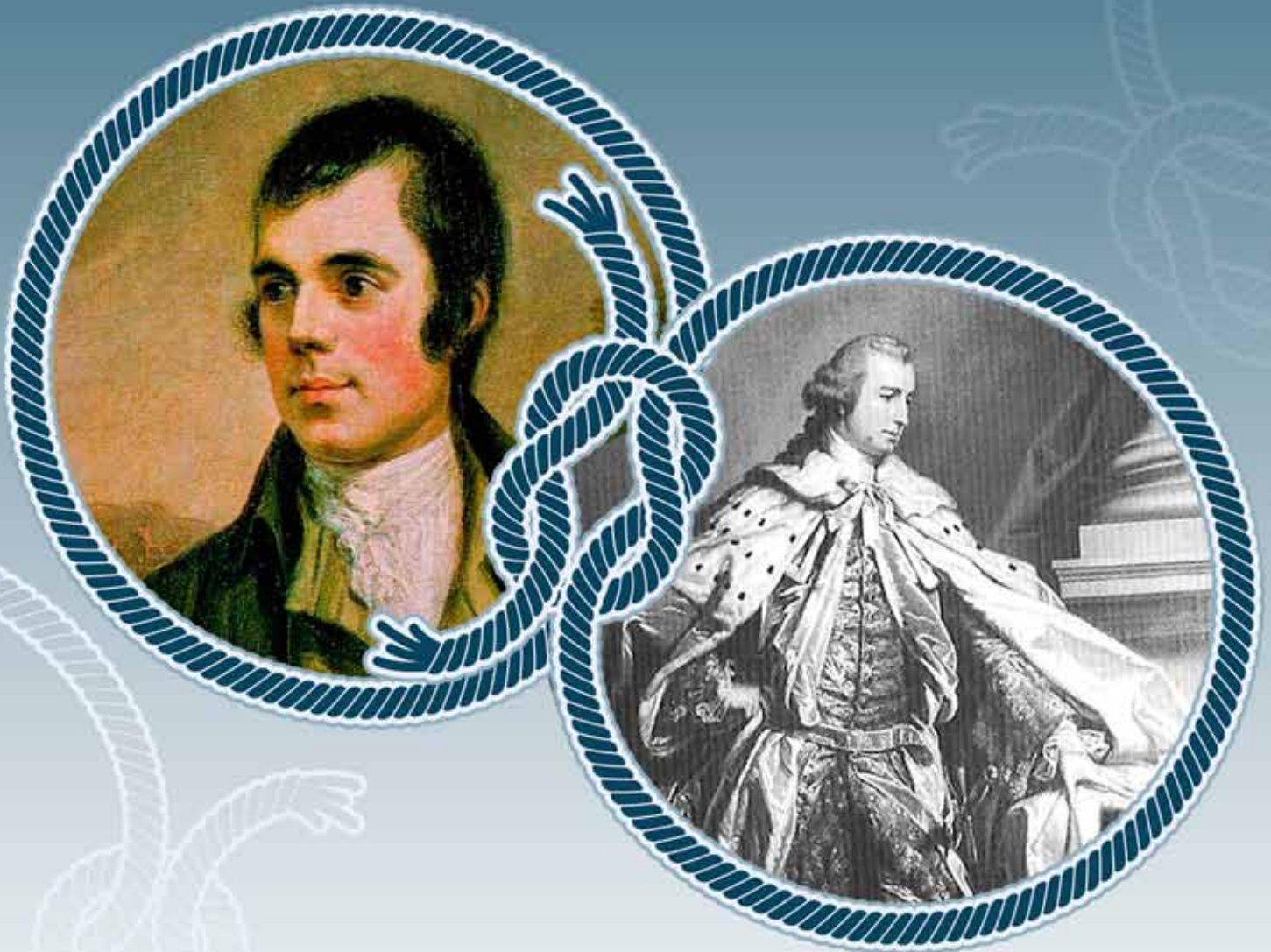


# The Poet, the Politician and the Rope Maker:

Scotland at War in the 1790s



*A project using historical sources from Aberdeenshire,  
showing how the lives of three different men  
connected during wartime.*

# It is 1795, and Britain is at war with France.

## Using historical sources from Aberdeenshire's collections, we will explore what the war was about, and how it affected people in Scotland at the time.

### How can historical sources help us to find out about history?

There are 2 types of sources: **primary sources** and **secondary sources**.

**Primary sources** are original documents. They include old newspapers, letters, diaries, school and church records, birth certificates and so on.

**Secondary sources** are books which contain or refer to primary sources. They sometimes interpret them as well.

Aberdeenshire Council has many historical collections, which are mainly stored at Old Aberdeen House in Aberdeen; at the Libraries' Headquarters at Oldmeldrum; and in Registrars' offices throughout the area. These collections have been used throughout this booklet.

### To find out more, contact:

- **Aberdeenshire Registrars** at [www.aberdeenshire.gov.uk/registrars/offices](http://www.aberdeenshire.gov.uk/registrars/offices)
- **Aberdeen City and Aberdeenshire Archives** at:  
Old Aberdeen House, Dunbar Street, Aberdeen, AB24 3UJ  
Tel: 01224 481775  
[www.aberdeencity.gov.uk/archives](http://www.aberdeencity.gov.uk/archives)  
[www.facebook.com/aberdeencityandshirearchives](https://www.facebook.com/aberdeencityandshirearchives)
- **Local Studies Department**, Aberdeenshire Libraries,  
Meldrum Meg Way, Oldmeldrum AB51 OGN Tel: 01651 871219

### To get more copies of this resource:

All of the pages in these booklets are printable through the North-east Folklore Archive website under the 'Paper Treasure' heading. This can be found at – **[www.nefa.net](http://www.nefa.net)**

### If we want to find out about the past we have to get used to unusual handwriting.

People in the past did not write the way we do now. As you go through this pack, you will notice that the pictures of original handwriting may look a bit strange, and perhaps be difficult to read.

You could try copying the writing, or making up your own document in the style of the old writing. As you read (and write) more, you will find that it becomes a lot easier to understand.







## Look at Card 1

This is a list of names, jobs and ages, written in 1795.

The list shows some of the men in the Macduff area who signed up to be “Loyal Volunteers”. They then became part-time soldiers, who promised to defend their country if an invasion took place.

A document like this can raise many questions, such as:

- *why were Loyal Volunteers needed in Macduff at this time?*
- *who did they think might invade?*
- *did an invasion ever take place?*

You will find answers to these questions as you work through this booklet.



For now, look at the list and

### **A) find at least 8 different jobs in Macduff in 1795**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

### **B) What was the work of James Ross?**

**How old was he when he joined the Macduff Volunteers?**

Most harbours at this time had rope works. Making rope was hard work and sometimes dangerous, as dust from hemp (the fibre used for making rope) could easily catch fire.

A sailing ship in 1795 needed 20 miles of rope.

### **C) List three uses of rope on a sailing ship at this time:**

- 1.
- 2.
- 3.

### **D) See how rope is made, using the instructions on Card 2**

**When James Ross the Rope Maker trained as a Volunteer soldier, aged approximately 16, he was one of about 70 men who made up a Company.**

Each Company had a drill sergeant on permanent pay, and a drummer.

There were 9 Companies in the area: 5 in Banff, 1 in Macduff, 1 in Portsoy, 1 in Cullen and 1 in Grange. These made up a Battalion.



- ◆ How many men, approximately, were Volunteers in the area?

Training as a Volunteer included how to use weapons. Most Volunteers were armed with pikes, but about one third were given firelocks. James wore a uniform, which typically included:

- a red or blue short jacket, with metal buttons and yellow trim;
- a **stock**, usually black or white;
- white cross belts;
- white knee-length trousers;
- white stockings or black gaiters;
- a stovepipe hat with a cockade (a knot of ribbons);
- shoes tied with black ribbon

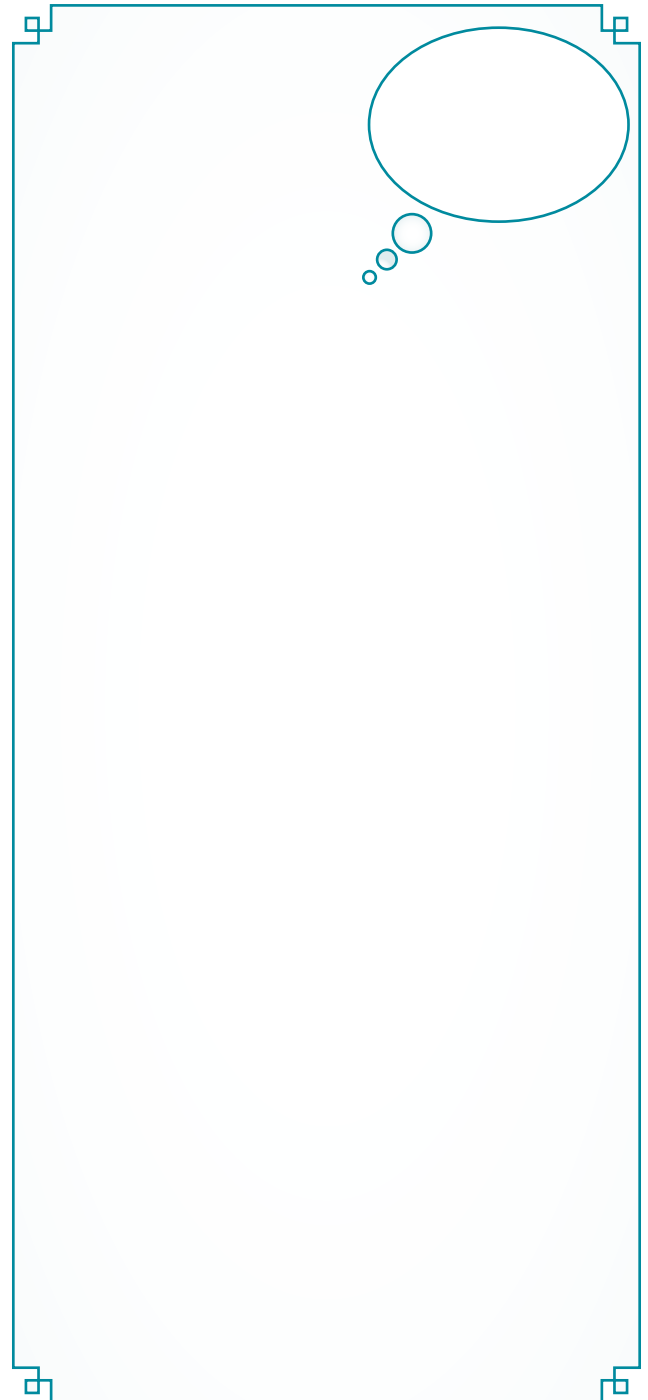
To see more photographs of Volunteers in uniform, go to [www.loyalvolunteers.org](http://www.loyalvolunteers.org) or look at the picture on Card 3.

- ◆ Draw James in uniform here, holding a pike.
- ◆ What is he thinking?
- ◆ Why did he decide to become a Volunteer?

**Points to remember:**

Loyal Volunteers didn't have to join the Navy or the regular army (in which there was a risk of being posted overseas). BUT – the Volunteers were sometimes unpopular with the public, in their role as unofficial “police”.

- ◆ What is the main difference between uniforms of the 1790s and army uniforms today?



- ◆ Birthday maths: how old was James Ross really? Do the maths on Card 4.

## Why was Britain at war with France, and why were so many Volunteers needed?

While James Ross was growing up in Macduff, there was a Revolution in France.

In 1792, France decided not to have a monarchy (a Royal Family) but to become a republic instead.

One part of the French Revolution, from 1793 to 1794, was known as the Reign of Terror. Thousands of people, who were thought to be “Enemies of the Revolution”, were put to death then. This included members of the *aristocracy*, as well as thousands of peasants and working people.

James had just become a teenager at the time, and would have heard what was happening in France. You can find out too, by reading **Card 5**.

Card 5 shows a newspaper report about an event in France during the Reign of Terror.

It is taken from the *Aberdeen Journal*, January 1793.

**Read it to answer these questions:**



◆ What time did the King arrive at the place of execution?

◆ What fashionable clothes was the King wearing?

◆ What were his last words?

◆ Find out about “the awful apparatus” (the guillotine) which was used to kill him. Write a few notes about it here:

Meanwhile, just 2 days before the King of France's execution, a wealthy Scottish aristocrat from Banff was writing:

*War we must certainly have, now ... the poor King (Louis XVI) is found guilty...*

The wealthy man was James Duff, 2nd Earl of Fife, owner Duff House in Banff.

The Earl was a politician. We will be hearing more about him soon.



*King Louis XVI of France*

## France declared war on Britain on February 1st, 1793.



Once the war with France had started, support for the Revolution by anyone in Britain was seen as treason. This didn't stop people taking action - people who wanted major changes to happen. Some of them started societies such as "The Friends of the People", to spread their message.

The French Revolution had led citizens all over Europe to question the power of their monarchs and their churches. People wanted more freedom, and greater equality. Most people in Britain were disgusted by the Reign of Terror. But the ruling classes were still very afraid that a Revolution could take place here.

Just before war was declared, at the end of December 1792, a meeting of the nobility in Banff wrote this in their minutes:

*The meeting having taken into consideration the present state of this country, find themselves happy in being able to announce to the public, that in so far as concerns this county, there is not the smallest cause to dread any disturbance or tumult.*

BUT, they went on:

*if any person shall, by open or secret means, attempt anything in this county to subvert this happy constitution, they will exert their utmost power to bring such persons to due punishment.*

AND

*if any person shall be discovered, dispersing seditions publications or holding illegal meetings, the Members of this Meeting will instantly adopt the most vigorous measures, to prevent such illegal practices, and bring the authors to punishment.*



**Now look at Card 6**, an excerpt from a letter written in Macduff, in **July 1794**, to the Earl of Fife at Duff House

- ◆ Did the writer agree with "The Friends of the People"?
- ◆ What does the writer think that "The Friends of the People" should, really, be called?
- ◆ Can you imagine what the Earl would feel about this letter?

## Liberté! Egalité! Fraternité! Ou le Mort

The words *Freedom, Equality, Brotherhood or Death* became the national motto of France and were first heard there during the Revolution.

The words spread like wildfire around Europe, and many people began to question whether the wealthy ruling classes should have so much power.

In Scotland, the poet Robert Burns heard the words too.



Burns was a farm labourer and then an Excise Officer (a sort of tax collector) as well as a poet. Many of his poems show his support for ordinary people, for liberty and for equality. He was (at first) a supporter of the French Revolution. In 1792, he was suspected of being a Friend of the People and was investigated by his employers, the Board of Excise.

Then, in 1795 – just like James Ross in Macduff, and thousands more – Robert Burns joined his local regiment, the Dumfries Volunteers, and took an oath to defend Scotland should France invade.



**Read 2 of his poems on Card 7 and answer these questions:**

### **A Man's A Man**

Burns at first published this song anonymously in 1795, as he felt that he could have been arrested for writing it

- ◆ What does Burns say about lords and knights in this poem?
  
  
  
  
  
  
  
  
  
  
- ◆ Who, does Burns believe, is the “king o' men”?

### **The Dumfries Volunteers**

Gaul is an old name for France. Notice that Burns mentions Volunteers on the shore. This song was popular in Britain throughout the war.

- ◆ What were “the wooden walls upon our seas”?
  
  
  
  
  
  
  
  
  
  
- ◆ Who, does Burns think, must put right the wrongs in Britain?

Burns died in 1796, aged 37. He was given a soldier's funeral, attended by other soldiers besides his own Dumfries Volunteers. His uniform hat and his sword decorated the coffin, and a military band played the funeral march. The solemn ceremony ended with guards firing 3 volleys over Burns' grave, a mark of great respect.



# “It is much easier to do mischief than to do good”

**James Duff, the Earl of Fife, a politician, writing in November 1795.**

James Duff, the owner of Duff House (and several more properties around the country, including one in London) wrote these words to his Prime Minister, William Pitt.

James Duff was a successful politician for 36 years.



- ◆ Do you agree with what he wrote?
- ◆ Why do you think he said this in 1795?



*Duff House in Banff*



*James Duff, 2nd Earl Fife*



- ◆ Compare this portrait of the Earl with the portrait of King Louis XVI of France. What similarities can you spot?

While James Ross was making rope a mile or so away in Macduff, the Earl was running his vast estate in Banffshire and Moray, and making frequent trips to Parliament in London, where he lived much of the year.

Interestingly, without the help of the Earl, James Ross might not have had a job. James Duff had had a harbour built at the small village of Doune, to bring prosperity to the place, which he then re-named Macduff. This was about 20 years before James was born.

The Earl collected paintings and, in one of his regular letters to his estate manager William Rose, he says that some of these

*“were smuggled over from France since the beginning of the Revolution there.”*

He also said in one of his letters:

*“It is full time for this country to be watchful at home, and to be prepared in Arms to combat against those who wish to overturn everything sacred to God and regulated for the order of society.”*



- ◆ What do these statements tell us about James Duff's character?
- ◆ Who was he willing to fight, and why?

## The Earl in Banff was not alone with his fears of “mischief” being afoot.



Other politicians of the day, and King George himself, shared the same view.

In May 1794, His Majesty had made 15 special appointments. These were the Lord Lieutenants of Scotland who had responsibility for raising troops in their area. All of them were wealthy land owners, and they were expected to raise volunteers from their estates all over Scotland. James, Earl of Fife was appointed Lord Lieutenant for Banffshire.

So, in July of the same year, a meeting of the nobility and gentlemen of Banff met and decided to raise some companies of soldiers. James, Earl Fife (and now a Lord Lieutenant) led the meeting.

According to the minutes taken at this meeting, and later published in the Aberdeen Journal, they planned to raise Six Companies of Infantry; and that

*The said Companies shall be called “The Banffshire Volunteers”;  
that the raising, training and and exercising thereof, shall be under the management of the  
Lord Lieutenant;  
that the Companies will not be removed (from Banffshire) except in case of an actual invasion,  
or in case of riots or tumults within the neighbouring counties of Aberdeen or Murray;  
and  
that the said Companies shall be completed with all possible speed*

By 1796, the same newspaper reported that

*On Saturday last, the four companies of Banffshire Volunteers ... were reviewed by the Earl of Fife, Lord Lieutenant of the County, and his Lordship was pleased to express his entire approbation of the order, discipline and good appearance of the whole corps”.*



◆ Did the Earl of Fife manage to raise his six Companies of soldiers?

◆ What were the TWO main duties of these soldiers?

◆ How did the lives of ordinary people, like James Ross - a rope maker- and James Duff- a wealthy lord - connect at this point?

## Britain's long war with France (it lasted for 22 years) was hugely expensive.

It was mainly paid for by the Government, by taxing people throughout Britain - including the Earl of Fife of course, and James Ross.

Wealthy people also helped the war effort by offering to pay bounties, which encouraged men to join the Navy.



Here is an advert which appeared in the Aberdeen Journal at the start of the war, in February 1793:

### **By authority of the Honourable the Magistrates of Banff.**

**Whereas His Majesty's service at this time requires a speedy supply of Seamen to man the fleet, these are hereby offering a reward of two guineas to every able-bodied seaman, not under twenty, nor above fifty years of age, and residing in or belonging to the Burgh of Banff.....who shall voluntarily enter himself to serve in any of his Majesty's ships of war...**

and another advert, which appeared later in the war, in September 1795:

### **Volunteers for the Navy.**

**Every able-bodied man, in good health and capable of serving his Majesty at sea, not under the age of 16, nor above 45, will receive a bounty of twenty guineas...to be paid him, on his being examined by a proper surgeon, by him being found fit for service...**

**James Duff, Banff, September 8th 1795**



- ◆ What is a bounty?
- ◆ How much bigger was the bounty offered in 1795?
- ◆ What important factor had changed, for a man to qualify for the navy in 1795?

**For more information on money in 1795, see Card 8.**

At this time, the Earl of Fife wrote:

*I hear there is to be a considerable Fleet always in the Firth of Forth to protect us – the Dutch and French will certainly visit our coast.*

Building up a strong Navy was extremely important during the war with France and its allies.

Many important battles were fought at sea, and the British Navy became the strongest in the world.

Find out 5 facts about Horatio Nelson, a famous Admiral in the Navy at this time.



## More about bounties

Sometimes a man would accept a bounty, join the Navy or Army; and then, later, run off. So, bounties were also offered to anyone who could give information about these deserters.

Here are 2 examples of deserters from the Aberdeenshire Regiment, which appeared in the *Aberdeen Journal* of September 1794:



**George Still, by trade a labourer, born in the parish of Foveran, and county of Aberdeen, aged 28 years, 5 feet 9 inches high, of a brown complexion, with brown hair and grey eyes; he is well known about Ellon, is much pitted by the small pox, and commonly wore trowsers. He deserted the 11th inst.**

**Charles McQueen, by trade a labourer, born in the parish of Peterhead, and county of Aberdeen, aged 19 years, 5 feet 4 inches high, brown complexion, round visage, blue eyes and brown hair; and is well known about Cumminestown or Byth. He deserted on the 19th inst. NB he plays on the pipes very well.**

Two guineas, over and above his Majesty's bounty, will be given to any person who will lodge any of the above deserters, or cause them to be lodged, in any of his Majesty's jails.



- ◆ Draw “Wanted” posters for these 2 men, based on the above descriptions

**George Still**



## **Charles McQueen**

**Subscriptions were another common way of raising money to pay for certain items.**

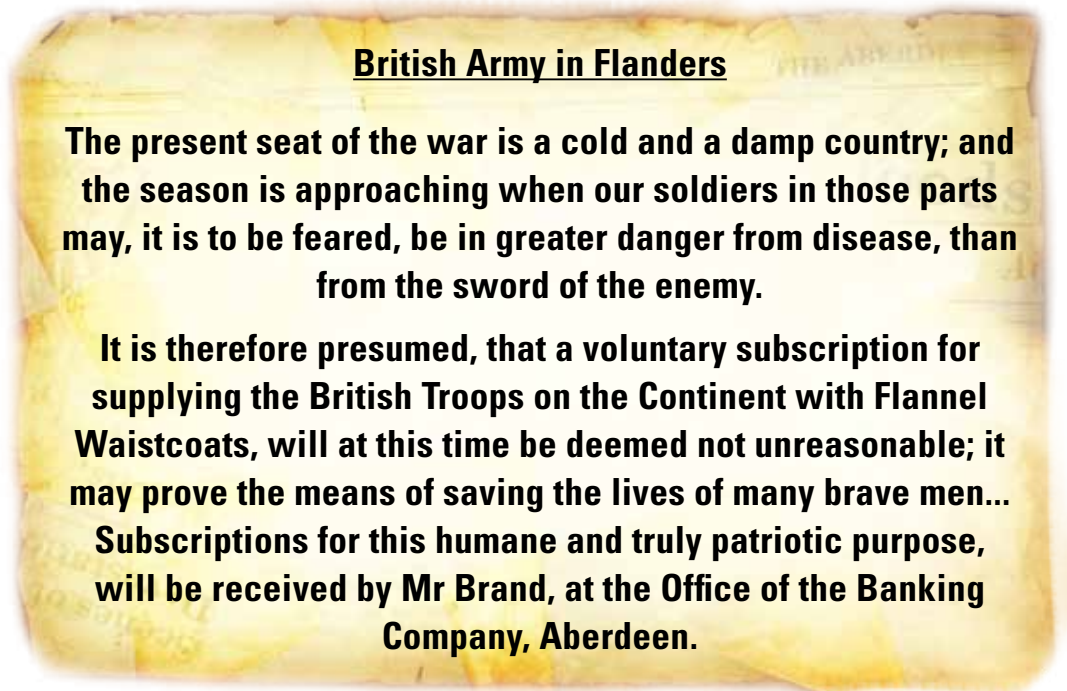
For example, the expense of raising the Banffshire Volunteers was partly met by subscriptions, paid by local wealthy men.

- ◆ Why would raising large Companies of soldiers be expensive? What would money be needed for, to do this?



**Here is another call for subscriptions.**

This advert appeared the *Aberdeen Journal* in October 1793:



- ◆ What would we call a subscription these days?
- ◆ What was most likely to kill the men fighting in Flanders?
- ◆ How could waistcoats “save the lives of many brave men”?
- ◆ Find out where Flanders is

## As the war with France progressed, more Loyal Volunteers came forward.

By 1798, there were around 116,000 Volunteers, like James Ross, in Britain.



Read these extracts, from a variety of documents of the 1790s, to discover more about the work of the Volunteers:

*We will turn out one day each week, to be armed and cloathed by Government, and to receive one shilling of pay for each day's duty*

The Loyal Volunteers of Keith

*(We will) serve in case of actual invasion or imminent danger of it*

The Loyal Volunteers of Newmill

*(We will) co-operate with His Grace the Lord Lieutenant...in using every legal and constitutional exertion for suppressing internal commotion and repelling external invasion*

The **Commissioners of Supply** in Banff

*Volunteers should assist in the suppression of riots and the quelling of all illegal or tumultous meetings tending to disturb the peace and tranquility of the country*

Henry Dundas, Secretary of State for War, in a letter to the Earl of Fife

*The only part of the coast on which you will see there is no troops is at Gardenstone, which belongs to Mr. Garden, Troup. Very luckily, it is very rocky, and no Dutch or French ship will ever attempt it*

James Duff, Earl of Fife, Lord Lieutenant of Banffshire



◆ What are the two most important duties of the Loyal Volunteers?

◆ What is a volunteer in modern times?

◆ What are the main differences between volunteering in the 1790s and now?



So, the Loyal Volunteers had to suppress riots and any “tumultuous meetings” (mentioned on page 11)- as well as to fight the French, if they invaded.

## What was this “internal commotion” all about?

Some background information:

- May 4th was King George III's birthday. Usually, people held celebrations on this day; but, in 1792, when people gathered in Edinburgh, there was a riot instead of a party. The riot lasted for 3 days. During the riot, an effigy of Henry Dundas was burned (Dundas was unpopular and had been given the nickname “The Uncrowned King of Scotland”).
- One month later, Thomas Muir, a lawyer, set up the Scottish branch of The Friends of the People. One of their aims was for every man to have a vote in elections for MPs. (At the time, only wealthy land owners were allowed to vote, and to be MPs). Thomas Muir was one of several men who were later found guilty of sedition, and were deported to Australia.
- In 1791, Thomas Paine wrote “The Rights of Man”. Paine had lived in France during the revolution. His book criticised Europe's monarchs (such as George III) and he argued that all men should be represented in Parliament, not just the rich.

In a letter to Henry Dundas, the Earl of Fife wrote:

*In many parts of the country, people are yet employed privately to send about Thomas Paine's and other infamous publications*



*Henry Dundas, Secretary of State for War*



- ◆ What, do you think, was worrying the Earl of Fife and Henry Dundas?
- ◆ Why would they not like people to read “infamous publications”?
- ◆ Write a definition of sedition:

### Here is one example of trouble in the Banff area:

*An action was lately brought before the Justices of the Peace in Banff by George Gellie against James Shand his servant, complaining that Shand was riotous, disobedient and insolent; that he was in the practice of forming parties among the other servants, with a view of raising up a spirit of disobedience to their master's orders.*

(an extract from the *Aberdeen Journal*, 1796)

Shand was fined, had to go without 6 months' wages, and was jailed in Banff.



- ◆ Imagine that you are a Friend of the People. You really believe that changes are needed in Britain. How would you persuade people that this would be a good thing? Write a “seditious pamphlet” (a short document) to explain your views.

Note: the radicals wanted political change; they did not agree with the Reign of Terror, when thousands of people were executed, including the French King.

## More on James Ross's duties as a Loyal Volunteer

Look at Card 9, a letter written to the Captain of the Macduff Volunteers in 1796.

This document is full of clues about James' role as a Volunteer.

Tick the boxes when you find the main points of the letter.

(Please try to read the original letter first! There is a typed version on the back of the card, if you get stuck).

**Can you pick out the following:**

- that in 1796 there were "some riots in Macduff" ?
- that James and the other Loyal Volunteers of Macduff were being thanked?
- that they had kept "the public peace"?
- and that, because of the Volunteers' good work, "all will be now quiet and orderly" ?



◆ Why was there a riot in Macduff, do you think?

Write some ideas here:

## More troubles in Banff ...

The Church (Kirk) at this time had great authority. It acted as a kind of court, and it was also responsible for helping the poor of the Parish. The Kirk kept records of all its meetings (Sessions).

Here is an extract from the Kirk Session in Banff, from **April 1797**:

*The Session having been this day informed of the indecent and disorderly behaviour of some young Women of bad fame, presently residing in a tenement of houses belonging to James Laing, Mason...resolve to make application without delay to the Procurator Fiscal of the Town, to summon all such suspicious persons before the Magistrates, in order that they may be examined – and that the Neighbourhood may be relieved of such a Nuisance*



- ◆ Who was being a nuisance in Banff?
- ◆ What does the Kirk intend to do about this?

The Kirk Session Minutes also tell us that many different regiments of soldiers were stationed in Banff during the war. They report that some unmarried women became pregnant, from affairs with soldiers. The Kirk had the authority to make fathers support their children – otherwise, the baby would become “a burden on the Parish” and need to be supported by it.

Here is one example:

*November 30th 1794*

*Christian McIntosh, a widow woman, confessed that she brought forth a Child about 10 days ago, and gives Alexander Nalson, a soldier in the Hopeton Fencibles, as the Father. The Session desired her to apply to the said Nalson for a letter confessing his guilt.*

The Kirk would also give food to the poor and, in the winter of 1795, something equally essential...

Read Card 10, and answer these questions:



- ◆ What did the Kirk give to the poor this time, besides meal?
- ◆ How did the Kirk come by the funds for this?
- ◆ What does this document tell us about the weather at the time?



## Many people in Britain went hungry during the war.

Bread became very expensive, as wheat became scarce; and oatmeal (meal) in Scotland was also in short supply.

The meal which the Kirk gave to the poor was paid for by the congregation (including soldiers stationed in the town).

For example:

*March 8th 1795*

*Collected £7.14 –6 being an extraordinary Collection for purchasing Meal for the Poor*

A short piece in the Aberdeen Journal shows that food was already becoming scarce in 1793. Some oatmeal, which had been intended for the Army, was sold to hungry people in the city instead:

*Last week was brought here, from the Moray Firth, 600 **bolles** of Oatmeal, which had been purchased by Sir James Grant of Grant, Baronet, for the Strathspey Fencibles; but, as the regiment marches soon to Glasgow, we hear the meal is to be sold in town, which must be a great benefit to labouring people, considering the late high price of grain.*

Strangely - given that flour was in short supply - many people were using it for something other than food. MPs in the House of Commons discussed this in January 1795. Again, this was reported in the *Aberdeen Journal*:

### Starch and Hair Powder

**Mr Robinson informed the House, that next week he should make a motion for the purpose of *ascertaining* the quantity of flour usually mixed with starch. The present dearness of bread, he thought, was in some measure to be attributed to this.**

**Mr Sheridan gave his hearty assent to the inquiry. It was astonishing the quantity of flour, he said, that was used by the military in place of hair powder, which should be put a stop to, when corn was so scarce.**

As a result of this enquiry, a law was passed, and people had to pay a tax if they wanted to use hair powder. Some people were let off, such as the Royal Family and the military (including Volunteers – so, James Ross didn't have to pay the tax!).

Fashionable men at this time often wore wigs, which were powdered also.

Look again at the portraits of King Louis XVI, the Earl of Fife and Henry Dundas.



◆ Do you think they were wearing floury hair powder?

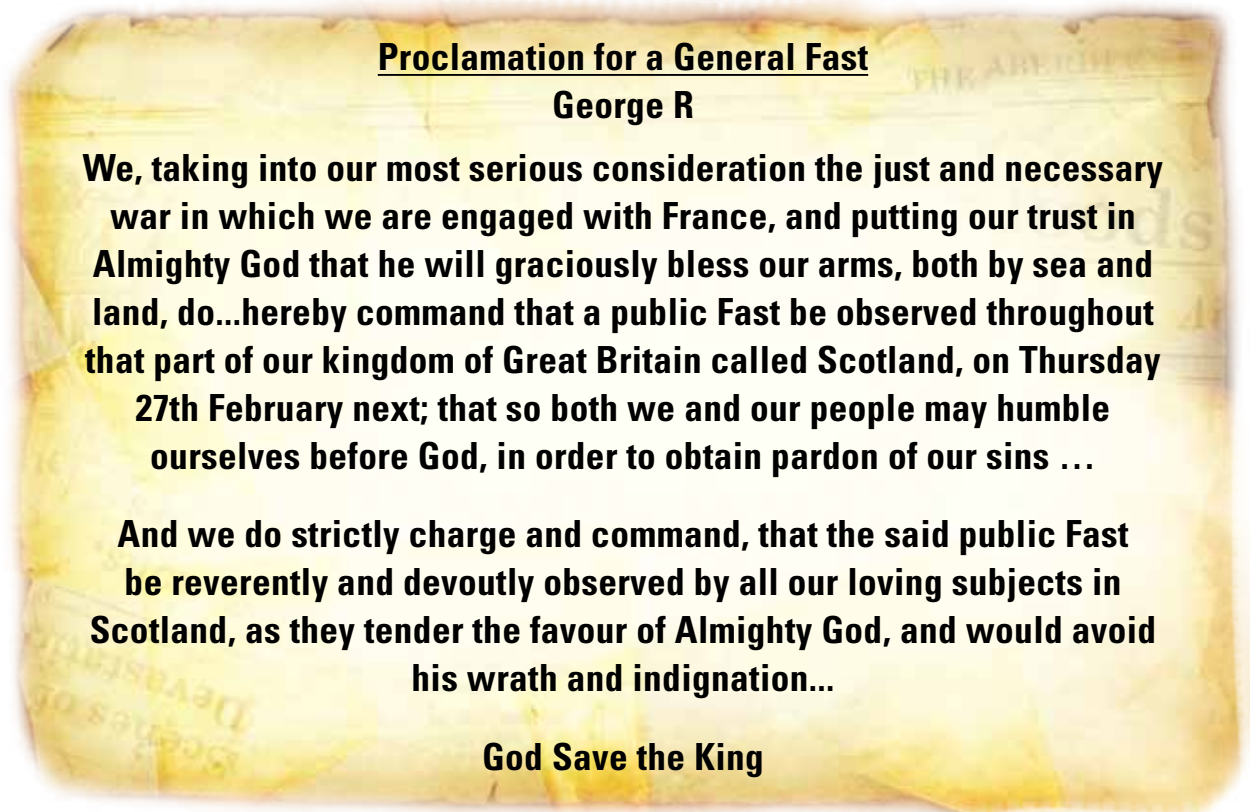
**Have a look at Card 11, a record of tax paid on hair powder in Aberdeen County.**



## One day, more than any other, the people in Scotland were hungry.

This was because the King, George III, had ordered a fast. Everyone had to go without food for a day: from James Ross in his rope works in Macduff, to the Earl of Fife and his servants in Duff House; from Henry Dundas, the Secretary of State for War in Edinburgh, to the “nuisance” young women in Banff.

The Order to do this was given to all newspapers, Parishes, public places, Bailiffs and Sheriffs, so everyone would hear about it and “none pretend ignorance”. This is what appeared in The Aberdeen Journal on January 20th 1794:



This Gazette contains a similar Proclamation for a fast in England on Friday 28th February.



- ◆ Why did the King think that it was necessary for everyone to fast?
  
- ◆ What date did the fast take place?
  
- ◆ For what reasons do people fast these days?

## During the 1790s, the Aberdeen Journal was full of reports of battles and warfare, and what was being discussed in Parliament.

However, there were many other items featured as well; such as:

- adverts for rat powder: "They prefer it to all other food, yet no cat will touch it"
- a large meteor seen at Strichen
- lottery tickets for sale
- houses and farms to let
- adverts for "worm medicine" (for human use)
- adverts for manservants, brickmakers, coppersmiths
- free inoculation against smallpox offered to children of the poor in Aberdeen
- dung for sale (in small lots) produced by the Cavalry horses camped at Old Aberdeen



**Choose one of these and write a short article about it**

There were no photographs in the newspapers of course, but occasionally there were small illustrations added.

Include a black and white drawing in your writing.

## Life for children in Banffshire went on much as usual during the war.

Many children worked in fishing and farming. School was not compulsory and most children had 4 years of schooling at the most. Many girls never went to school.

There were 2 schools in Banff at the time.

**Look at Card 12**, an advertisement for Banff Academy from the Aberdeen Journal.

The Academy was for young gentlemen and charged fees.



◆ Which subjects are *not* taught in school today?

◆ Why was Banff thought to be a good place for a boy's school?

◆ How many teachers were there at the Academy?

◆ Why do you think "a native of France" was teaching in Banff, when Scotland was at war with France?

The other school in Banff was the Charity School, run by the Kirk. Poor children were taught to read and write there.

◆ How did the Kirk raise money for the school? (see below)



March 5<sup>th</sup> Collected £1. 5. 0  $\frac{3}{4}$   
March 9<sup>th</sup> Being a Fast day there was collected for the benefit of the Charity School £8. 2. 2  $\frac{1}{4}$

## Epilogue

Britain's wars with France lasted from 1793 until 1815.

The later battles were with Napoleon's forces, and ended with his defeat at Waterloo.

The Prime Minister, William Pitt, resigned in 1801, and James Duff (2nd Earl Fife) gave a speech in the House of Lords in which he criticized the terrible waste of public money spent on the wars, and the funds given to the Allies to carry it on. James died in 1809.

His nephew, also called James, inherited Duff House and went on to become a hero in the Peninsula Wars, fighting against Napoleon.

As we have seen, Robert Burns was given a soldier's burial on his death, after 18 months as a Loyal Volunteer.

History does not record what became of James Ross. Perhaps he continued as a rope maker in Macduff? Or maybe he joined the regular army, or the Navy, and went to fight the French abroad.

Certainly, he was never required to fight them on British soil.

# Paper Treasure and Learning Across the Curriculum

## LITERACY ACROSS LEARNING

- The projects ensure that pupils *encounter a wide range of different types of text in different media*
- the texts frequently contain specialised words which *extend and enrich vocabulary*
- pupils have the opportunity to *make notes rather than take notes*
- the project materials recognise the 3 organisers – *listening/talking, reading, and writing* – and provide a range of activities for each

In particular, the projects promote the following experiences and outcomes:

### Creating texts:

*When listening and talking with others for different purposes, I can:*

- *share information, experiences and opinions*
- *explain processes and ideas*
- *identify issues raised and summarise main points or findings* **(Lit 2-09a)**

### Understanding, analysing and evaluating:

- *To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail* **(Lit 2-16a)**

### Tools for writing:

- *throughout the writing process, I can check that my writing makes sense and meets its purpose* **(Lit 2-23a)**

## NUMERACY ACROSS LEARNING

The projects recognise that numeracy is a life skill and incorporate tasks which develop and reinforce numeracy skills, and specifically relate to the organiser *number and number processes*.

The materials include practice in reading information from charts.

They contain numeracy concepts and skills applied in a different, relevant context.

The main experiences and outcomes addressed are:

*My learning in numeracy enables me to:*

- *develop essential numeracy skills which will allow me to participate fully in society*
- *apply skills and understanding creatively and logically to solve problems, within a variety of contexts*

## HEALTH AND WELLBEING ACROSS LEARNING

*Paper Treasure* is an example of partnership working: it draws on the expertise of outside agencies and resources, to provide an engaging context for learning.

The projects maximise the contributions of the wider community (Archives, Registrars and Libraries).

They use learning and teaching methodologies which promote effective learning: that is, they encourage self-motivated learning at the pupil's own pace and the materials include activities appropriate to different learning styles.

Pupils are supported and guided in their learning throughout the workbooks and some pupils will be able to work through them independently.

The subjects lend themselves to transition projects which can provide coherence and progression, in that they present complex and multi-faceted subjects, which lend themselves to being "re-visited" at deeper levels as pupils progress.

## SOCIAL STUDIES AND PAPER TREASURE

The projects encourage learning about other people and their values, in different times and circumstances.

They illustrate some of the historical, social and political changes that have shaped Scotland.

Paper Treasure projects help pupils towards specific outcomes and experiences; namely to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- establish firm foundations for lifelong learning and for further specialised study and careers

The projects are cross-curricular, with emphasis on the organiser People, Past events and Societies. They use a mix of approaches, including:

- use of relevant contexts and experiences
- an interdisciplinary learning experience
- opportunities for discussion (listening and talking)

Paper Treasure topics help pupils develop core skills through:

- exploring and evaluating different types of sources and evidence
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- developing reasoned and justified points of view
- using maps in a variety of contexts
- developing an awareness of sequence and chronology

In particular, pupils are supported in achieving the following outcomes:

- *I can use primary and secondary sources selectively to research events in the past* (SOC 3-01a)
- *I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology* (SOC 2-02a)
- *I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society* (SOC 2-03a)
- *I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence* (SOC 2-06a)





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- Rachel Wilson's P6 class at Banff Primary for piloting this project;
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*Pupils are welcome to contact the Society with any questions about The Loyal Volunteers during the wars with France. Email Majorpaul1803@aol.com*

*For more information on Loyal Volunteers, go to [www.loyalvolunteers.org](http://www.loyalvolunteers.org)*

*Portrait of James Duff, 2nd Earl Fife: image used courtesy of Aberdeenshire Council.*

*For opening times etc of Duff House please go to [www.duffhouse.org.uk](http://www.duffhouse.org.uk)*

*The Charity School extract on page 23 from National Records of Scotland CH2/1109/4 page 217.*

*The Hair Powder Tax extract from the Assessed Tax Records, courtesy of Aberdeen City and Aberdeenshire Archives.*

**This booklet was based on the following sources:**

- Macduff Burgh Council Minutes, from Aberdeen City and Aberdeenshire Archives;
- "The Aberdeen Journal", from Aberdeenshire Libraries, Local Studies Department;
- Old Parish Registers of the Church of Scotland, from Aberdeenshire Council Registrars;
- Kirk Session Minutes from the National Archives of Scotland
- "Lord Fife and his Factor", in the collections of Duff House



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