

FROM ULSTER TO NORTHERN IRELAND, 1600–1925

UNIT 1: 1600–1700

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UNIT DESCRIPTION

The activities in this unit aim to help pupils learn about and evaluate the relative importance of each of these three historical episodes:

- Plantation of Ulster
- The 1641 Rebellion
- 1689–1691: Derry, Aughrim, Enniskillen and the Boyne

This unit allows pupils to explore the origins of the deep roots of division in Ulster and in Ireland by introducing them to the relevant developments of the 17th century. It begins with a description of the significance of the Plantation of Ulster in bringing Scots and English Protestant settlers into the last Irish province to be conquered by English armies. Next, pupils learn about the native Irish rebellion of 1641 against the settlers and Cromwell’s revenge in 1649, before they go into the tumultuous events of 1689–1691, particularly the Siege of Derry/Londonderry and the Battle of the Boyne.

UNIT INTENTIONS		UNIT OUTCOMES	
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. Discuss the events of the 17th century in Ulster in relation to later social and political divisions. 2. Explain how each of the three featured episodes contributed to a legacy of mistrust and resentment. 3. Demonstrate an understanding of the changes which took place during the century by using digital media. 		<p>Pupils will:</p> <ul style="list-style-type: none"> • Be able to discuss how the Plantation and the events of the 1640s and 1689–1691 created divisions in Ulster and in Ireland. • Employ ICT skills to express an understanding of the topic. 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Key Information • Task Sheet • Comic Template • PowerPoint 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Comic Creation Software, such as Comic Life • Image Editing Software such as GIMP • Timeline Software such as Tiki-Toki 	<ul style="list-style-type: none"> • Whiteboard • PCs/Laptops



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ACTIVITY	LEARNING OUTCOMES
<p>Starter</p> <p>Starter – Play <u>Resource 1: BBC Study Ireland episode 5: The Plantation of Ulster</u></p> <p>This video will provide students with an explanation of the Ulster Plantation.</p>	<p>This will introduce students to how the Plantation came about, how it was intended to work, and the changes that came about in Ulster as a result of it.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to consider some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternative Task allows students to work in groups to research and discuss whether and for whom the Plantation of Ulster can be considered a success.</p> <p>If possible, allow students to research the topic on the internet – See suggested Additional Resources or search online.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q & A.</p> <p>The questions on the task sheet are designed to meet the learning objectives through the pupils' understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – discuss with students the reasons why the Plantation took place, how it worked, and how it affected the native Irish people, as well as the settlers.</p>	<p>The plenary discussion will focus on exploring how Ulster was different by 1700, and the legacy the events of the century left for the native Irish and the Protestant settlers.</p>

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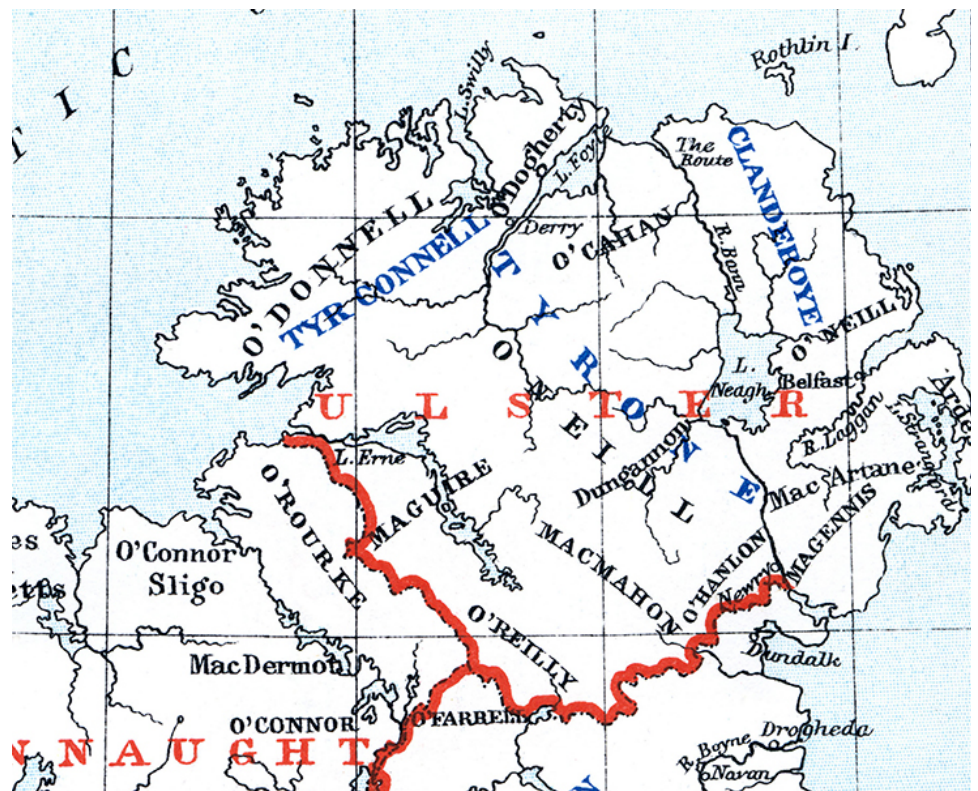
The Plantation was designed to extend British control over Ireland by settling ('planting') as many loyal citizens as possible among the native Irish. The English Tudor monarchs had previously tried to establish plantations in Munster and elsewhere in Ireland, with little success.

Key Information

A. The Plantation of Ulster

Most historians agree that the seeds of division in Ireland and Ulster were sown in the 17th century, when thousands of English and Scottish Protestants landed in largely Catholic Ulster. These settlers were part of the English government policy of 'plantation' during the reign of King James I. In James's own words, as a Protestant King, he had a religious motive. He said: 'We will establish the true religion of Christ among people who are almost lost in superstition.'

Ulster had always been different from the other three Irish provinces due to its closeness to Scotland, with constant movement by Ulster and Scots people across the North Channel over the centuries. It was the last of the provinces to be conquered by the Tudor armies with the defeat of O'Neill's rebellion in 1603.



Map of Pre-Plantation Ulster

In the words of one of the leading organisers of the Ulster Plantation, Sir John Davies, 'the Irish in the province of Ulster live in the most primitive part of Ireland, the very seat and nest of the last rebellion'.

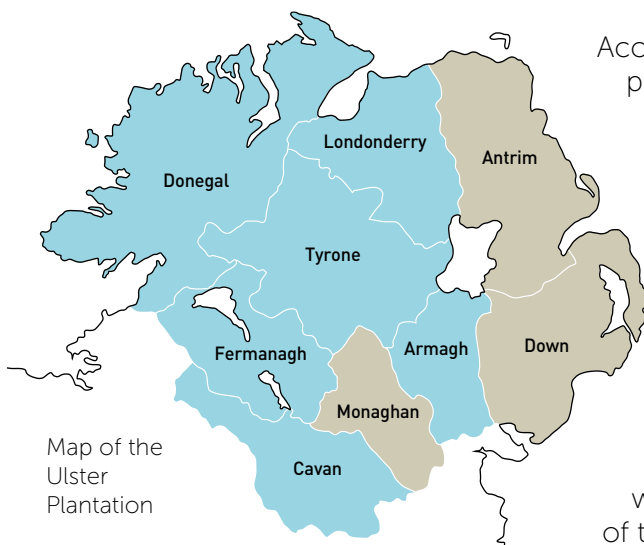
This failed rebellion by the Gaelic lords of Ulster led to their eventual departure from Ireland in 1607 in the 'Flight of the Earls', sailing from the beach at Rathmullan on Lough Swilly.

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Lord Deputy Sir Arthur Chichester, and Sir John Davies, the other key organiser of the Plantation, saw their opportunity and began the official Plantation. Writing to James in 1607, Chichester had predicted good times ahead for Ulster:

'If your Majesty will take over these lands, divides them among the inhabitants and men of worth here and brings in civil people from England and Scotland, the province will ever after be happily settled.'

As well as the official Plantation in most of Ulster, there was already an unofficial one taking place in counties Antrim and Down, led by two Scots adventurers and former secret agents of James, Hamilton and Montgomery. The settlers here were mainly from lowland Scotland and the wild border country with England, whereas in the rest of Ulster, English and Scots settlers were mixed.



According to an historian, 'in the course of the 17th century the proportion of the population of Ulster with English or Scottish blood rose from 2% to 27%'.

In many areas, the Protestant newcomers and the Catholic native Irish lived side by side, but much of the land had been taken from the Gaelic leaders. Although James had wanted to separate the settlers from the original inhabitants, the native Irish were too useful to the settlers as labourers and tenants, and they also paid high rents to avoid eviction. Their landlords had changed from their Gaelic lords to English and Scottish settlers. The status of the native Irish had been greatly reduced and they were not happy. They yearned for a return of their land and of the old Gaelic system.



Woodkerne (Gaelic warrior)

They were now ruled by Protestants from elsewhere. Former Gaelic soldiers known as woodkerne attacked the settlers on many occasions, but one historian argues that the greatest threat to the settlers was the smouldering resentment of the native Irish who worked and farmed alongside them.

It was not unusual for Gaelic families to drop the 'O' and 'Mac' from their names and become Protestants, especially in Antrim and Down. Likewise, in the west of Ulster many Protestant settlers married local women and became Catholic and Gaelic speaking after a generation or two. However, religion rather than background remained the main badge of division.

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Massacre of settlers at Portadown 1641

B. The 1640s: Rebellion and Revenge

In October 1641 the worst fears of the Protestant settlers became reality when native Irish Gaelic leaders began a well-organised rebellion against the Protestant settlers in many places around Ulster. There was little bloodshed at first but then the leaders lost control over the native Irish, who 'threw themselves with merciless ferocity on the settlers', according to one historian.

There had been hunger among the natives because of harvest failures, and also there were rumours that Protestants were about to attack them. Many settlers were killed or starved to death. Eighty men, women and children died at Portadown.

One of the victims who survived, Elizabeth Price, made a statement which is preserved in Trinity College, Dublin:

'Manus Roe O'Cahan forced about 80 people off the bridge into the River Bann and instantly and most cruelly drowned most of them. When those who could not swim came to the shore they were knocked on the head and drowned, or else they were shot to death in the water. I had the soles of my feet burnt at the fire and was whipped severely.'

In Fermanagh, the Maguires killed the garrison of Tully Castle after promising mercy, while Sir William Cole killed about 200 Irish captives near Enniskillen. Neither side showed any mercy. In 1642 an English and Scots army slaughtered many Catholics in revenge.

After winning the English Civil War and executing King Charles I in 1649, Oliver Cromwell brought his victorious army to Ireland for further revenge. He slaughtered thousands in Drogheda and Wexford and used brutal tactics to regain control of Ulster for the Protestant settlers.



Cromwell then confiscated millions of acres of land from the native Irish in Ulster, and gave it to the settlers. By the end of the century the native Irish owned only a tiny proportion of the land.

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C. 1685–1692: Derry, Aughrim, Enniskillen and the Boyne

In 1685 James II became King of England, the first openly Catholic monarch since Mary Tudor in the 1550s (known as 'Bloody Mary' to Protestants). James's religious policies favoured Catholics in England and Ireland. This alarmed Protestants in both countries, including those in Ulster, and the Irish Catholics who had lost so much land under Cromwell began to feel hopeful.

By late 1688 leading Protestants in England had had enough of James and invited William of Orange, the Dutch figurehead for the Protestant cause in Europe, to replace him. James travelled to France to seek help from the leading European Catholic monarch, his ally Louis XIV. Meanwhile, William and his wife Mary were declared King and Queen of England in February 1689. In March, James arrived in Ireland with his largely French army.

Protestants in Ulster and the rest of Ireland remembered the events of the 1641 rebellion. They feared a repetition, and organised some resistance, but had little success at first. Thousands sought refuge in the walled city of Londonderry. A commander of James's army tried to enter through one of the city gates in December 1688, but it was locked by several young apprentice boys.



Apprentice Boys Banner



Derry Walls

A siege lasting for 105 days began in April 1689, when shouts of 'No surrender' greeted James II from behind the walls. The inhabitants suffered disease, deaths and starvation. The siege ended in July when a ship from William's navy broke through a barrier on the River Foyle with supplies for the survivors.

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William's army, led by the Duke of Schomberg, landed in Ballyholme Bay near Bangor on 13 August 1689. William himself landed in Carrickfergus with more troops on 14 June 1690. Marching his armies south, William defeated James and his army at the Battle of the Boyne on 1 July.

William's overall victory against James's forces was confirmed at the Battle of Aughrim on 12 July 1691. For many Ulster Protestants, the successes at Derry, Enniskillen, the Boyne and Aughrim have remained vitally important, helping to create a distinct identity and symbolising the importance of 'No Surrender' in politics – a determination to preserve for ever what they had seemed to achieve, namely security and freedom.

*It is old but it is beautiful, and its colours they are fine
It was worn at Derry, Aughrim, Enniskillen and the Boyne
My father wore it as a youth in bygone days of yore
And it's on the Twelfth I love to wear the sash my father wore.'*

The chorus from an old Orange (Protestant) song.

The events of the 17th century left the native Irish Catholics in Ulster with very different feelings.



King William III:
Orange Banner



Wall mural in Belfast of King William III

Perspectives

For the Protestants of Ulster the epic defence of Londonderry during the siege of 1689 gave inspiration for more than three centuries to come.'

'For Ulster Protestants, the Battle of the Boyne ensured the survival of their plantation and a victory for their liberty to be celebrated from year to year.

Dr Jonathan Bardon,
The History of Ulster.

The Ulster Plantation proved to be the most significant and successful plantation in Irish history.

Ulster-Scots Community
Foundation, *The Plantation
of Donegal.*

Cromwell's confiscation of land in Ulster remained a clear example of discrimination and cruelty in the minds of Ulster Catholics long after it ceased to be an issue in the rest of the country.

In rural areas of Ulster, references to the suffering of Catholics during the Plantation, and accusations that the current descendants of the Protestant settlers are not Irish and have no right to be here, have fuelled the equally strong Protestant fear, even in recent years, of another 1641 massacre.

Dr Marianne Elliott, *The Catholics of Ulster.*



[After the Plantation] the province will ever after be happily settled.

Sir Arthur Chichester.

Questions

1.
Explain three motives for the English Plantation of Ulster.

2.
Explain how the Plantation affected the native Irish people of Ulster.

3.
Explain how the events of the 1640s left both the native Irish and the Protestant settlers fearful and angry.

4.
Explain why the Siege of Derry/Londonderry and the Battle of the Boyne were important for both Catholics and Protestants in Ulster.

Extension Activity

Read the song lyrics from the text box on page 7 of this unit. They are from the chorus of a famous old Orange (Protestant) song called 'The Sash my Father Wore'.

Read the quotations from the Perspectives on page 8. Next, research what the song is about, including what is meant by the 'sash'. Then try to write some lyrics for a song which an Ulster Catholic might have written at the end of the 17th century, after all the events described in this unit.

Task

In pairs or in groups, discuss the three episodes described in this unit:

1. The Ulster Plantation
2. The 1641 Rebellion, and Cromwell's revenge in 1649
3. The events of 1689–1691, especially the Siege of Derry/Londonderry and the Battle of the Boyne.

Which episode do you think has had the greatest influence on Northern Ireland today? As a group or in pairs, decide on which one is the most important, and explain why.

Be prepared to explain to the rest of the class why you think that one of these is more important than the other two. Think about and explain why you are making your choice – what reasons can you give for it?



Alternative Task

- Get into groups. Using the evidence in this unit, your own research, and the information found on the Perspectives page, try to answer this question:

'Was English policy in Ulster during the 17th century a success?'

Write your answers on the Task Sheet, which should be printed.

- In your groups, decide how to judge whether English policy was successful. You can do this by first agreeing on what success criteria you will use, for example:
 - Sir Arthur Chichester predicted in 1607 that Ulster would be 'happily settled' if King James I carried out the policy of Plantation. What evidence is there that he was right?
 - Also, did success for the English government mean success for the Protestant settlers, or for the native Irish Catholics, or for neither?
- Once your group has done the research, you all must agree on an answer. One pupil from each group can then share the conclusions you have reached together with the class.
- Next, each group should try to consider whether the events of the 17th century might have contributed to the reasons why Ireland was partitioned and Northern Ireland was created in 1921.

The following additional resources may be useful for this research task.

Suggested Additional Resources

Resource 1: [BBC Study Ireland episode 5: The Plantation of Ulster](#)

Resource 2: [BBC Study Ireland episode 6: Rebellion and Retribution – 1641 and Cromwell](#)

Resource 3: [BBC Study Ireland episode 7: Derry's Walls – Siege of Derry 1689](#)

Resource 4: A straightforward KS2 account of the Plantation: [Was the Plantation of Ulster a good idea?](#)

Resource 5: A more advanced website, useful for further exploration: www.bbc.co.uk/history/british/plantation/

Resource 6: This brief audio clip, from [The Protestant Plantation of Ulster](#) describes the journey of the McIlveens, an Ulster-Scots family, who move from Scotland to County Down during the Plantation. There are links to further clips of their experiences, including attacks from woodkerne.

Digital Task 1

Comic Creation Task



TASK DESCRIPTION

Teacher: You may wish to source images and information for the pupils prior to the task.

Create a comic book version of the Siege of Derry/Londonderry.

- Use an app such as Comic Life, Book Creator or Adobe Spark (if available.)
- Alternatively, you can use the Comic Template PowerPoint.

Create a two-page comic layout.

- If you are using the PowerPoint template, this will be over **two** slides.
- Your layout should include at least **eight** images/panels and caption boxes/speech bubbles.
- Your captions and speech bubbles should include evidence directly from the Siege.
- Research images and information from the internet to use in the comic.

PLAN

Teacher: Give the pupils search terms to source appropriate information from the internet. Ask them to consider the reliability and objectivity of the information that they have found.

- Design a storyboard using the images and information you have sourced from the internet.
- Identify and select images/text to use, and save them appropriately in a dedicated folder with a meaningful filename.
- Keep an account of the sites you have visited in a saved document.
- Use the images and information you have sourced to design your comic on a storyboard.

DO

Teacher: Remind pupils to save their work in a dedicated folder with an appropriate filename.

- Use images and speech bubbles/caption boxes to detail information from the Siege. You should use at least **three** images you have sourced. Complete your piece of work by exporting it in a suitable file format (such as JPEG).
- Consider:
 - the size and style of fonts;
 - the size and cropping of images;
 - the colours used; and
 - the tools available to you within the software package.
- Save your work in a dedicated folder with an appropriate filename.

REVIEW

Teacher: Give pupils the opportunity to view one another's work. You can do this by displaying the best work on the whiteboard, or pupils may circulate the room. Taking other pupils' feedback into account, ask them to justify their choices and decisions, including any difficulties they encountered when creating their comic. Pupils may complete this in the form of a saved document.

- Review each other's work. Discuss the choices you have made, and why.

Digital Task 2

Timeline Task



TASK DESCRIPTION

Teacher: You may wish to source images and information for the pupils prior to the task.

- You will use Tiki-Toki web-based digital timeline software (or similar) to design a timeline showing the pivotal events of the 17th century in Ulster.
- Your timeline should have at least eight **entries** and a background image. Each entry should have a date, and a short summary of the event.

PLAN

Teacher: Give the pupils search terms to source appropriate information from the internet. Ask them to consider the reliability and objectivity of the information that they have found.

- Sign up for a Tiki-Toki account from the [Tiki-Toki website](#). Then, begin to source information from the internet to use in your timeline.
- Identify and select which text to use and save it appropriately in a dedicated folder with a meaningful filename.
- Keep an account of the sites you have visited in a saved document.

DO

Teacher: Remind the pupils to save their timeline as they progress.

- Log into your Tiki-Toki accounts and begin to create your timeline.
- Using the information you have sourced, insert at least **eight** entries into your timeline.

REVIEW

Teacher: Give pupils the opportunity to view each other's work. You can do this by displaying the best work on the whiteboard, or students may circulate the room. Taking other pupils' feedback into account, ask them to justify their choices and decisions, including any difficulties they encountered when creating their timeline. Pupils may complete this in the form of a saved document.

- Review each other's work. Discuss the choices you have made, and why.



Task Sheet

Was English policy in Ulster during the 17th century a success?
Was Ulster 'happily settled'?

Success criteria – how do we judge?

Success for the Protestant settlers?

Success for the native Irish Catholics?

Did the events of the 17th century contribute to the reasons why Ireland was partitioned and Northern Ireland was created in 1921?



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Copyright

Page 1:
Derry's Walls
Credit: PacoLozano/iStock/Getty Images Plus

Page 3:
Map of Pre-Plantation Ulster
Credit: Selected Images/Alamy Stock Photo

Page 4:
Map of the Ulster Plantation *Credit: CCEA*
Woodkerne (Gaelic warrior) *Credit: Public Domain*

Page 5:
Massacre of settlers at Portadown 1641
Credit: The Granger Collection/Alamy Stock Photo
Oliver Cromwell *Credit: IanDagnall Computing/Alamy Stock Photo*

Page 6:
Apprentice Boys Banner *Credit: Alain Le Garsmeur "The Troubles" Archive/Alamy Stock Photo*
Derry's Walls *Credit: LuckyTD/iStock/Getty Images Plus*

Page 7:
King William III: Orange Banner *Credit: Mark Winter/Alamy Stock Photo*
Siege Mural *Credit: ©Rijikk: This file is licensed under the Creative Commons Attribution-Share Alike 4.0 International license.*

Page 8:
Arthur Chichester *Credit: Abbas Acastra/Alamy Stock Photo*

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