

NEW YORK
archives Jr!
Teaching Guide

Topic: From the Highlands to the Adirondacks

Issue: Winter 2026

NYS Social Studies Framework:

4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.

4.7a Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations

NYS Social Studies Practices:

A Gathering, Interpreting, and Using Evidence (2, 6)

C. Comparison and Contextualization (2, 4, 5)

D. Geographic Reasoning (1)

NYS Next Generation ELA Learning Standards:

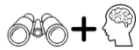
4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.

4R6: In informational texts, compare and contrast a primary and secondary source on the same event or topic.

Notes about icons:



This icon is paired with observation questions to help students remember that to observe is to just look at what is in the document.



This icon is paired with inference questions to help students remember that to infer is to use what they observed paired with their own background knowledge to draw a conclusion.



This icon is paired with questions that require thinking about the worldview of those involved. This is to remind students to put on their “Worldview Glasses” and see things from the point of view of the people involved.



This icon is paired with questions that ask students to synthesize information from more than one source.

Big Ideas in this Issue: Scottish soldiers of the Highland Black Watch were sent to the British Colonies. In New York, The Black Watch fought in the French and Indian (Seven Years) war. They were granted land around the Adirondacks for their service. They settled near one another, forming communities that helped other Scots and preserved their traditions.

Activities in This Issue:

Page 3 – “Take a Closer Look”

Students will look at a land patent from King George to Allen Campbell, a member of the Highland Black Watch. A land patent is an official document granted by a government, in this case King George of England, granting ownership of a specific parcel of land. A transcription of a part of the document is provided.

Students may need some assistance in reading through this text. From this document students will determine who granted the land, who received the land, why the land was received and note what military group the person served in. The goal is for students to understand what kind of basic information can be learned from this type of document.

Next, students will return to the text and underline the information pertaining to the location. They will then look at a map from the Library of Congress that has been uploaded to Consider the Source NY. The entire map is there, along with a close-up showing the area around Mr. Campbell’s land grant. Students will need to use the information in the text to help them locate Mr. Campbell’s land on the map (his name is on the map).

Page 4 – “Learning Activity”

The first part of the page has students going to the St. Andrews Society website to determine what kind of help the organization can provide to Scottish Immigrants. This organization began in 1754 and has helped immigrants for over 200 years. This meets NYS SS Framework 7a.

Next, students will learn what a tartan is and then create their own pattern to represent their own families. They can think about the pattern of lines and colors. This could be tied to geometry as students should use parallel and perpendicular lines.

Online Extras:

Take a Closer Look Online Extras:

More of the transcript of the land patent is provided, along with the questions on their own page with more writing space to allow students to answer in complete sentences with details from the document.

Learning Activity Online Extras:

- Create Your Own Tartan – a full page with directions, an image of tartans and a space for students to create their own tartans.
- Hogmanay – students will read a short text about Hogmanay, answer two comprehension questions and make a personal connection.
- Auld Lang Syne- Students will look at the message behind the traditional Scottish song Auld Lang Syne and create their own song with the same message.



Connections

ELA

Books about the French and Indian War for Children:

- Struggle for a Continent by Betsy Maestro
- Living History: French and Indian War by Historical Conquest
- French and Indian War by Mary James

Books about Scottish History for Children:

- Scottish Legends for Kids by History Brought Alive
- The Story of Scotland by Richard Brassey
- Amazing Scotland Facts for Kids by TH Sunflower
- A Scottish Year by Tania McCartney
- The Great Book of Scotland by James K Mahi

Websites

Background on the French and Indian War:

- The French and Indian War (1754-1763): Causes and Outbreak by William R Griffith IV posted at American Battlefield Trust. <https://www.battlefields.org/learn/articles/french-and-indian-war-1754-1763-causes-and-outbreak>
- Scottish Highland Regiments in the Mohawk Valley 1758-1760 from the National Park Service. <https://www.nps.gov/articles/000/scottish-highland-regiments-in-the-mohawk-valley-1758-1760.htm>
- The Black Watch (Royal Highlanders) from National Army Museum. <https://www.nam.ac.uk/explore/black-watch-royal-highlanders>
- Capital District Highland Games - <https://scotgames.com/>
- Examples of Tartans - <https://www.scribd.com/document/347317906/All-Tartans-Scottish-Tartan-Finder-pdf>

Video

- The War that Made America from PBS. <https://www.pbs.org/show/the-war-that-made-america/> This four-part series would be for teacher background or older students.
- Bagpiper - <https://www.youtube.com/watch?v=COfaXp9VjXg>
- Scottish Dancers - <https://www.youtube.com/watch?v=UAHcEWP0Qjw>
- Taber Toss - <https://www.youtube.com/watch?v=aDz7ys9REv4> (note the idea is that the contestant can pick up the 175 pound, 19 feet 6 inches tall pole, run with it, then toss it so that it flips over.