

## Second Level Activity Pack

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# Robert Burns Birthplace Museum

*Scots language, poetry and 18<sup>th</sup> century life for second level*



Curriculum for Excellence Level: Second (Primary 5 –  
Primary 7)



## How to use this resource

### *Scots language, poetry and 18<sup>th</sup> century life for second level*



Hello and welcome to your Robert Burns Birthplace Museum Activity Pack for teachers. Everything you will need is explained in this document. In here you will find interesting activities for you and your pupils designed to help you find your way around Robert Burns Birthplace Museum.

We hope you enjoy your visit!

## Aims and achievements:

### **What your pupils will achieve:**

- Develop knowledge of Robert Burns' life and the period he was living in.
- Develop knowledge of the poems/songs of Robert Burns
- Gain understanding of what a museum is, and what we can learn from certain objects and texts
- Develop awareness of our position in history, and the differences between life in the 18<sup>th</sup> century and life in the 21<sup>st</sup> century

### **What skills your pupils will develop:**

- Teamwork skills
- Use of sources to answer questions or back up arguments
- Familiarity with Scots language
- How to convey information logically and accurately
- Analysis of poetry in close-reading exercises



# Primary 5 – Primary 7

## Activity 1: The whispering gallery



*Learn about Robert Burns' life and what else was happening in the eighteenth century.*

### Lesson objectives:

- Develop knowledge of Burns' life and work
- Increase understanding of our own place in history.

### Curriculum for Excellence:

SOC 2-03a

## Activity

Split the class into groups of four pupils, and give each group a worksheet. Tell the groups that they will need to complete their worksheets by working together and by finding information in the museum gallery.

Tell the class that they will need to use information from the Robert Burns timeline in the Whispering Gallery to complete the Robert Burns timeline on their worksheets.

Tell your class that they now need to complete their own timeline, and that they should use the blank timeline on the worksheet to write key years or events from their own lives.

## Plenary

Go round the class and find out what people have put on their timelines, see if anyone has put the same year or event.

*End of Activity 1 – Take your class into the Man O' Pairs section*



## Primary 5 – Primary 7

### Activity 2: Get inside Burns' heid

*Find out more about what and who inspired Burns' poetry.*

#### Lesson objectives:

- Learn about how Robert Burns was inspired by different things

#### Curriculum for Excellence:

LIT 2-10a

LIT 2-04a



## Activity

Take your pupils to the Man O' Pairs board in the centre of the space and explain that the different sections of his brain represent different things he was interested in, and that these things helped him write his poetry.

Tell the pupils that they should now look around the museum to find objects or quotations that show the different things that Burns was inspired by. If they find an object, draw the object. If they find a quotation, write the quotation. They should do this without looking at the 'What Inspired Burns?' display (The big picture Robert Burns' brain).

Pupils should draw their objects or write their quotations in the thought bubbles on the 'Get inside Robert Burns' heid' worksheet.

## Plenary

Get each group to read out the quotation in one of their thought bubbles, or to explain what object is shown in their thought bubbles. The other groups must try to guess what influence this object/quotation is referring to. Continue until all categories have been covered or until all groups have contributed.

## End of Activity 2





# Primary 5 – Primary 7

## Activity 3: Make your own museum



*Learn about Robert Burns by examining objects in a museum setting.*

### Lesson objectives:

- Gain a deeper understanding of the objects we use to learn about the past.
- Use knowledge of Robert Burns to 'curate' an imagined exhibition.

### Curriculum for Excellence:

EXA 1-04a – EXA 2-04a

## Activity

Explain to your class that everything in this museum has been selected for a reason, and that there are lots of things in the museum stores that visitors don't see, simply because there would be too much to look at!

This activity requires your pupils to choose which objects they would put in a Robert Burns museum. Give your pupils time to have a look around the museum exhibits and choose the objects they would put in their museum, they should choose one animal, one book, and one painting. Once pupils have decided which three objects will go in their museum, they can draw that object in one of the 'display cases' on the 'Make your own museum' worksheet. Pupils should also provide a short sentence to explain the object to visitors.

## Plenary

Go round the groups and find out what objects they have chosen for their museum, the group may also show the rest of the class their drawings. Now ask the groups which one of their objects would go in the class 'mega-museum' of the very best Robert Burns objects.

*End of Activity 3 – Take your class to the 'Fame!' cabinet*



## Primary 5 – Primary 7

### Activity 4: Fame!



*Learn about the impact Robert Burns had on Scotland and the world.*

#### Lesson objectives:

- Use a variety of objects to learn about Burns' fame
- Learn about the international appeal of Burns' poetry

#### Curriculum for Excellence:

SOC 2-06a

MLAN 2-11b

## Activity

Take pupils to the 'Fame!' display cabinets, explain that all these objects show how famous Robert Burns became. In the first activity on the 'International Man of Poetry' worksheet, the pupils will need to find objects associated with Burns in a number of different categories.

The categories are: Something you can eat (Shortbread); Something unhealthy (Possible answers include: Tobacco tin/cigarette packet); Something from the First World War (Recruitment poster); Something that went to space (Miniature book of poetry).

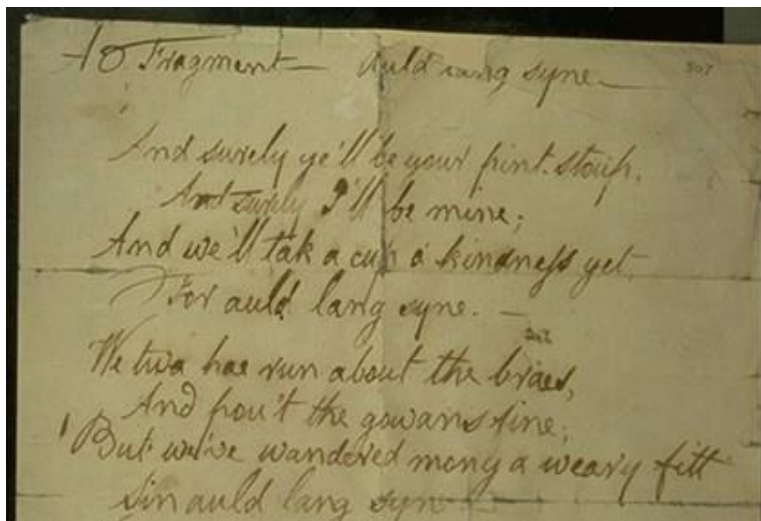
Pupils now need to look in the cabinets in this area and find the different translations of Robert Burns' poetry in different languages. Pupils should write five different languages they can see, and write the title of the book in each language.

*End of Activity 4 – Take your class to one of the poetry phone stations around the perimeter of the gallery*



# Primary 5 – Primary 7

## Activity 5: The Poetry Perimeter



*Find out more about some of the poems and songs that Robert Burns wrote*

### Lesson objectives:

- Learn about the poems and songs written by Burns
- Increase understanding of genre and grammar

### Curriculum for Excellence:

LIT 2-07a  
LIT 2-14a  
ENG 2-12a

## Activity

Tell your pupils to read or listen to the poems/songs that they can find around the gallery. The poems/songs each have a phone that pupils can listen to the poem on, and each have written versions of the poem for pupils to read.

Pupils should find one poem that fits into each of the categories provided. Pupils should then write the title and first line of each poem on the worksheet, and also see if they can find an adjective/noun/verb in the poem.

## Plenary

Ask the groups to give you one example of poetry for every genre. You may then ask for the other sub-headings, such as first line or noun, or you may choose to ask a group to read a first line, and then to identify any nouns/verbs/adjectives/onomatopoeia/rhymes, or any other forms that you wish to teach the class about.

*End of Activity 5 – Take your class to the Tam o' Shanter cabinet*



# Primary 5 – Primary 7

## Activity 6: Tam o' Shanter



*Find out more about Tam o' Shanter*

### Lesson objectives:

- Learn the story of Tam o' Shanter and what inspired Robert Burns to write it
- Use storyboard techniques to understand the text

### Curriculum for Excellence:

EXA 2-05a

LIT 2-06a

## Activity

Tell your pupils to find the Tam o' Shanter cabinet. Pupils can use the objects in the display case as well as the text and audio recording of the poem to find out what happens in Tam o' Shanter. Pupils should then use the four boxes provided on the 'Tam o' Shanter: Tall Tale' worksheet to draw a comic strip telling the story of Tam o' Shanter.

Due to the size of the Tam o' Shanter cabinet, large groups will not all be able to carry out this activity at the same time.

## Plenary

Carry out a quick vote to see who believes the story of Tam o' Shanter. Then carry out another vote to see who thinks that Kate would have believed the story. Ask for pupils' reasons for their opinions.

*End of Activity 6 – You may now wish to give your class some time to explore the museum themselves*

