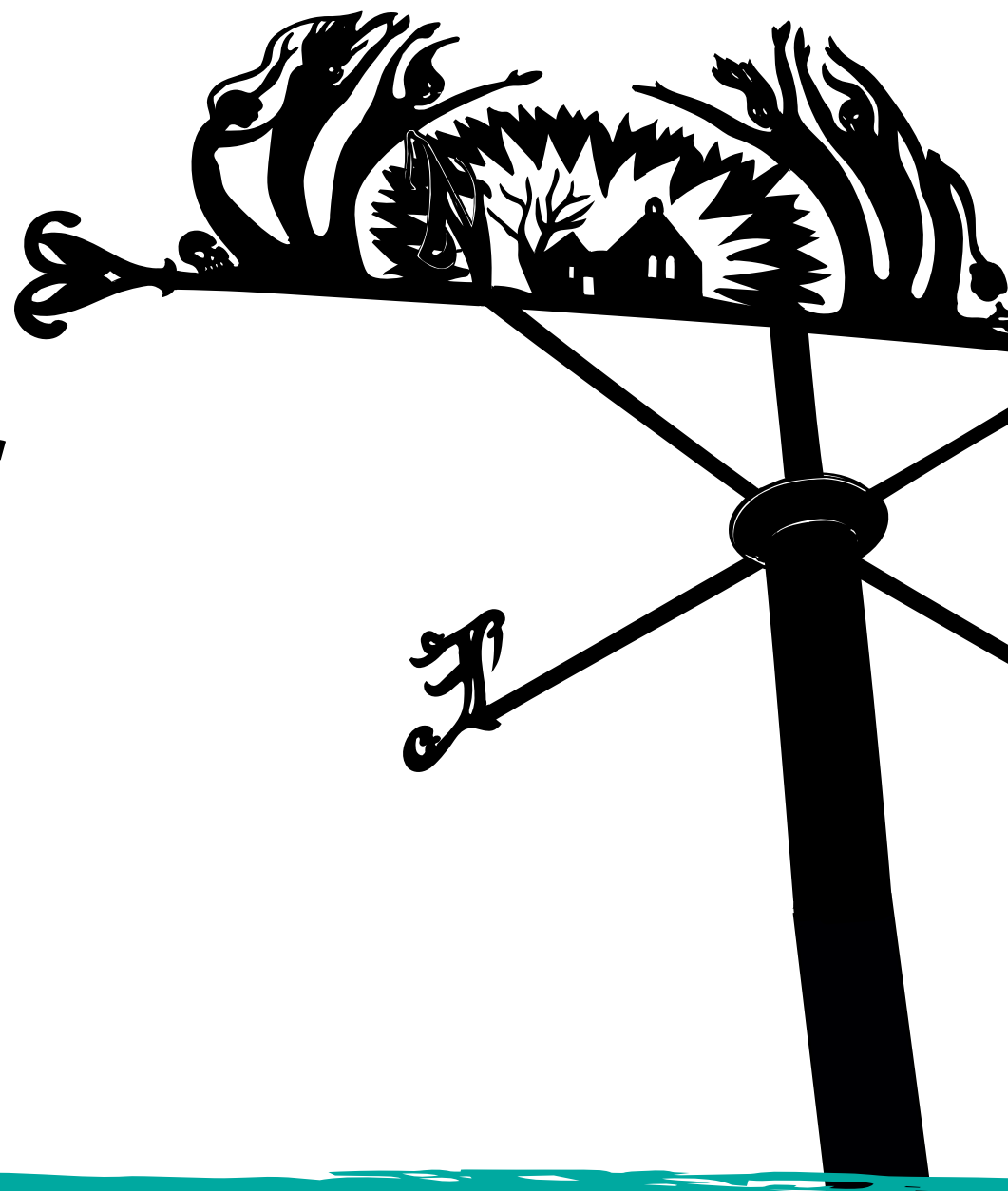




Teacher Resource:

Tam o Shanter

Planner



Robert Burns Birthplace Museum

Hello and welcome to your Tam o Shanter Activity Pack for Teachers and Pupils at Secondary Schools (Curriculum for Excellence - third level).

Here you will find discussion ideas to prepare your class for their visit to the Robert Burns Birthplace Museum (RBBM) and cottage.

This planner gives you a brief summary of the school workshop you will participate in and expectations around it.

There are follow-up lesson suggestions, giving you a chance to extend the teaching and learning.

We've chosen three focal points from the in-house workshop 'Tam o Shanter' i.e. gender equality, modern day Burns with Scots Language and witchcraft.

Our cross-curricular approach allows for flexibility. Please use/adapt the lessons to best suit your young learners.



Aims and achievements:

- * A deeper understanding of what a museum is and what to expect from a visit to the Robert Burns Birthplace Museum
- * Begin to develop background information on this narrative style poem
- * An insight into what life was like for Tam and his freens back in the 18th century
- * How we use objects and texts to learn about the past and shape the future

Skills your pupils will develop:

- * Creativity by improvising a Drama scene on a national heritage site
- * Skills in analysing evidence and interpreting Scots Language
- * The ability to work individually as well as part of a team
- * Increased confidence in using the Scots Language
- * How to present ideas, then deliver to an audience

KEY:









Evidence



Impact

Curriculum Links:

-  Health and Wellbeing
-  Literacy and Languages
-  Expressive Arts
-  Social Studies
-  Modern Languages
-  Outdoor Learning

Lesson One |

Curricular Areas Top Tips for Lessons



Literacy & English
Social Subjects
Languages (Scots
Language)
Expressive Arts (Drama)

Focal point =
Gender and Equality

Overview/Aims/ Learning Intentions

PRE-VISIT discussion:

Do you celebrate Burns Night? How?
On the whole, women are welcomed into Burns clubs nowadays but that wasn't always the case. Some Burns Clubs still have separate clubs for the lassies and laddies, like Irvine Burns Club.

Robert Burns established the Bachelors' Club in Tarbolton in 1780. There were no girls allowed, except when it was the annual dance. They also made an annual toast to their mothers at this dance.

The purpose of his Bachelors' Club was for men to relax after a day's work, debate on pertinent issues like women/class, have a drink and share a joke or two. Women would have been at home, tending the kids and daily chores, like cooking, churning butter, cleaning etc.

Do you think society today gives everyone equal opportunities in life?

During our workshop, you will find out more about gender roles in the 18th century. Tam o Shanter's story portrays women in a certain way.

DURING your visit:

Listen to the poem and participate in discussion around this.

TAM o SHANTER role play in the Burns Cottage

Kate and Tam are in kitchen/livingroom/bedroom.

Tam & Souter Johnie in pub.

Our Drama scenes will explore gender roles and expectations around males and females in 18th century Scotland.

Evidence & Impact



Pupil discussion & levels of engagement.



Increased interest levels and desire to explore more of Robert Burns's work.

Spending more time thinking about life back then and how it compares to now.

Chance to reflect on pupil's own life experience and opportunities, so encouraging introspection.

Experiences & Outcomes

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.
LIT 3-02a

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.
LIT 3-07a

I can participate in a range of collaborative activities, including structured role plays, in a realistic context set in a country where the language I am learning is spoken.
MLAN 3-05a

Benchmarks Success Criteria

Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.

Responds appropriately to the views of others developing or adapting own thinking.

Comments on the content, form and/or style of spoken texts, with supporting evidence.

Works collaboratively on conversations and role-play tasks of an appropriate length, in order to demonstrate understanding of basic structures and familiar vocabulary in different contexts.

Curricular Areas Top Tips for Lessons



LITERACY & ENGLISH – LINE DEBATE

Guidelines

Format - pupils engage in informal debate with arguments made for or against a given topic.

Level of Preparation – Minimal preparation required. The line debate should begin after pupils are given a short time (5-10 mins) to think about an issue and discuss.

Great for – opening pupils up to the idea of discussion and 'dipping their toes in the water' in terms of building confidence.

Overview/Aims/ Learning Intentions

POST-VISIT extension lesson

We now know more about how women and men were treated during the time o' Burns.

Using the resources provided, you are going to learn some debating skills, so everyone has a voice.

Try a **LINE DEBATE** (it's a bit like the **corridor of thought** convention in Drama). This form of debate starts pupils thinking about important issues. It's a great way to introduce the idea of forming an argument for or against an issue or topic. It requires minimal preparation and because **all** pupils offer points about a topic, it becomes clear to pupils how a larger argument might be formed. This is a useful introduction to debating as pupils do not feel as though they are under pressure as an individual. It is essentially a controlled discussion on a topic which is something that already goes on in classrooms every day, in a less formalised way.

A line debate gets its name from its format which involves pupils standing in two lines facing each other. The physical positioning of the lines opposite each other helps to clarify the idea of proposition and opposition. The teacher or a responsible pupil should act as the chairperson. One side of the class should be given the title of **proposition** (for in agreement with the statement) and the other, **opposition** (against/in disagreement with the statement).

We have chosen some ideas for discussion based on the narrative of Tam o Shanter.

Evidence & Impact



A more developed skill set in preparing a persuasive argument (oral/written),

Participating in an active debate.



Young people are given a voice (in a safe space) to discuss radical issues from past to present day.

Experiences & Outcomes

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

LIT 3-06a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

LIT 3-02a

Benchmarks Success Criteria

Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification.

Applies verbal and non-verbal techniques appropriately to enhance communication e.g. eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices.

Uses appropriate register for purpose and audience, for the most part.

Curricular Areas Top Tips for Lessons



Overview/Aims/ Learning Intentions

The chairperson asks for a point from the proposition followed by a corresponding point from the opposition. They then ask for the opposition to start off a point, followed again by a corresponding point from the opposite side. The length of this task is really at the teacher's discretion. A passionate debate might last a long time but if the topic has been exhausted, it can be cut short.

If you wish to extend this further, you can use it as preparation for an argumentative writing task.

How do you think women were treated in the poem? Did Burns portray them fairly?

Here are some ideas for the titles of debates:

Whare suts iyr sulky, sullen dame,
Gathering her brows like gathering storm,
Nursing her wrath to keep it warm.
A woman's place is in the home.

They had been fou for weeks thegither.
The night drave on wi' sangs and clatter.
It's fine for the men to go to the Pub every night.

A thief new cutted frae a rape (a thief cut down from a rope).
Capital punishment was still very much present in Burns time...
Should the death penalty be brought back?

O Tam! Had'st thou but been sae wise
As taen thy ain wife Kate's advice!
Yer fate is mapped oot fir ye!

*Kirk-Alloway was drawing nigh,
Whare ghaists and houlets nightly cry.
The supernatural is a true phenomenon.*

Evidence & Impact



Pupil response/voice.
Reflections and opinions on issues raised in the narrative style poem and how they impact on life today.



A new/refreshed view of local and national history and how it continues to impact on our everyday life.
Pupils learn debating techniques/how to conduct a persuasive argument in a controlled way.

Experiences & Outcomes

I can use my knowledge of a historical period to interpret the evidence and present an informed view.
SOC 3-01a

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.
SOC 3-16a

Benchmarks Success Criteria

Provides simple explanations as to why a selected group might experience inequality e.g. gender.

Makes reasoned suggestions of ways in which this inequality might be addressed.

Identifies their own rights and responsibilities as a Scottish citizen and makes a comparison with Scotland in the past.

Lesson Two

Curricular Areas Top Tips for Lessons



Literacy & English
Social Subjects
Languages (Scots
Language)
Expressive Arts (Art &
Design)

Focal point = **Narrative
and Scots Tongue**
- making a visual
representation of the
story.

Overview/Aims/ Learning Intentions

PRE-VISIT:

When you visit the Robert Burns Birthplace Museum, you will study his famous narrative style poem 'Tam o Shanter'. It is written in a mixture of Scots Language and English. Here are some Scots Language words for you to discuss before you come to examine the characters. **Tam o Shanter** covers a ride from Ayr to Alloway to Carrick. You'll walk some of the route.

Have fun playin' about wi' oor rich language and finding out what these words mean. You could use a bilingual Dictionary.

drouthy	mirk	nappy
skellum	blellum	skelpit
unco happy	cutty-sark	hurdiess
towzie tyke	drowthie	naig

DURING your visit: TAM o SHANTER role play in the Burns Cottage

At the Robert Burns Birthplace Museum, we will explore the narrative poem Tam o Shanter and bring the characters into the 21st century!

The Burns family shared conversation, song and stories in Scots Language.

Burns's mither Agnes was reportedly an awfa braw chanter!

His 'Auntie Betty', the widow o his mither's cousin, told fabulous ghost stories - perhaps a source of great inspiration for Robert Burns's imagination and ultimately, Tam o Shanter?!

Evidence & Impact



Rich, informative conversations with pupils – platform to share experience and gain understanding/insight into Scots Language and Poetry.



Taking Literacy & English 'off the page' and giving pupils a chance, through Drama, to experience how life might have been for folk living in the 18th century.

By encouraging pupils to use Scots Language, they are given permission to grow in confidence with this.

Experiences & Outcomes

I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language.
MLAN 3-08a

Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.
ENG 3-03a

Benchmarks Success Criteria

Uses a variety of support, such as a glossary or a bilingual dictionary to gain understanding of texts containing more unfamiliar language and extended sentences.

Identifies the main points of the text and can communicate this to others.

Identifies features of spoken language, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices.

Curricular Areas Top Tips for Lessons



Overview/Aims/ Learning Intentions

POST VISIT:

The Robert Burns Birthplace Museum has a Scriever (Writer in Residence). Our Scriever changes every 3 years and passes the pen on to someone else.

Our current Scriever is Performance Poet and Storyteller, Simon Lamb.

He wrote a modern version of Tam o Shanter entitled **Mat o Shanter**. It starts with a boy on his bike at Prestwick Beach.

Listen to the poem using the link below. Discuss as a class.

youtu.be/2dOcXUqTgrE?si=6Uckjb8BVKLhmDjK

Can you illustrate this terrible tale by creating a comic strip? Take a part each and design some images for Simon's tale?

A comic strip is a great way to summarise what you have learnt.

Maybe someone is good at creating animations and can produce a short animation of some parts? This is a chance for Teachers to involve other departments and take a multi-disciplinary approach e.g. Art, IT, Modern Lang. etc.

Look at this animation of Tam o Shanter by Scots Hoose, for inspiration: youtu.be/GAqVwCa_x5o?si=QXn-muYDF3zUoZT9

Evidence & Impact



Think, talk, share and create together.



Pupils have a heightened understanding of the underlying messages within Tam o Shanter and how the issues relate to life nowadays. A sense of local and national heritage shaping young lives.

Experiences & Outcomes

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.
EXA 3-03a

Benchmarks Success Criteria

When creating images and objects to express ideas, thoughts and feelings:
shows understanding of how visual elements and visual concepts can be combined, e.g., to create mood and atmosphere.

Lesson Three |

Curricular Areas Top Tips for Lessons



Literacy & English
Social Subjects
Languages (Scots
Language)
Expressive Arts (Drama)

Focal point = **Witchcraft**

Overview/Aims/ Learning Intentions

PRE-VISIT:

Together we will be exploring the narrative tale of Tam o Shanter.

Consider these lines:

She ventured forward on the light;
And, vow! Tam saw an unco sight!
Warlocks and witches in a dance;
Nae cotillion brent new frae France,
But hornpipes, jigs, strathspeys, and reels,
Put life and mettle in their heels.
A winnock-bunker in the east,
There sat auld Nick, in shape o' beast;
A towzie tyke, black, grim, and large,
To gie them music was his charge:
He screw'd the pipes and gart them skirl,
Till roof and rafters a' did dirl.

Do you believe in witches and warlocks? Do you know of any folk who may be considered witches nowadays? Have you heard of any stories about witches round about where you live?

Did you know that witch-hunting swept through Europe and Scotland from the 16th century 'til the 18th century? In Scotland, the Scottish Witchcraft Act ran from 1563 'til 1736, making it legal to torture and kill folk suspected o witchcraft.

DURING your visit: Tam o Shanter ROLE PLAY IN THE Burns cottage

At the Robert Burns Birthplace Museum, we will explore the narrative poem Tam o Shanter and bring the characters into the 21st century! Not only that but you will get the chance to visit the auld Alloway Kirk and actually keek in the windae and see where the famous scene wi' the witches, warlocks and the devil took place.

Evidence & Impact



A new experience for everyone i.e. a bit different from the regular curriculum in school. Pupils get to examine local and national heritage in a fun way and in a truly historical setting. Leads to higher levels of pupil and staff engagement.



Using Literacy across learning provides a platform for pupils to provide their best work. Discussion and Drama activities act as a valuable springboard to research the characters and era, before writing about it.

Experiences & Outcomes

I can use my knowledge of a historical period to interpret the evidence and present an informed view.
SOC 3-01a

I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.
SOC 3-06a

Benchmarks Success Criteria

Compares a range of primary and secondary (sources of evidence, to present valid conclusions about a historical period).

Presents in any appropriate form the impact on people at that time.

PRIMARY SOURCE = original document/ source of information.

SECONDARY SOURCE = Some things are difficult to research for yourself but somebody else might know the answer. You can search online, look in books and watch television to find out the answer. These are secondary sources of information because it is somebody else's research.

Curricular Areas Top Tips for Lessons



Overview/Aims/ Learning Intentions

POST-VISIT:

So, during your visit to the Robert Burns Birthplace Museum, we explored different characters and modernised them. This included Nannie and her witch pals.

Scots Tongue used towards witches during their persecution was generally used in a negative context.

S1 Pupils at Garnock Community Campus wrote a **patchwork poem** about the plight of the Kilwinning Witches. It's written and performed in Scots Tongue. Have a listen as a class:

youtu.be/yvUaZ7rJBA?si=-IMNOAJQIKru46AR

You could try and make your own class **patchwork poem** where everyone adds a line or two to make a longer poem about yer new characters.

Or, if you prefer, just have a go at writing a few lines about Nannie, the witches, warlocks and the devil. A bit like a **rap** but in Scots tongue!

Perhaps draw a picture illustrating your character. You could even make a pretend page of **Facebook Freens** for the class wa?!

If you are interested in finding out more about the **Kilwinning Witch Trials**, you could explore the link below:

wakelet.com/wake/eGVWbjVWcS5V2UyxnA5qY

Evidence & Impact



Growing experience and confidence as Scots Language writers.
Finished poems.



Braver, more collaborative and ambitious in their approach to creation. Pupils support one another as they aspire to be the best they can be whenever, whatever and wherever they write.

Experiences & Outcomes

I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.
MLAN 3-12a

I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.
ENG 3-27a

Benchmarks Success Criteria

Works with others to plan and review written work. Uses support such as a bilingual dictionary, or digital technology to check accuracy in spelling or structure.

Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre.

We'd love to see or hear what your class produces – get in touch with us burns@nts.org.uk
You can also find out more on our website nts.org.uk/burns
Don't forget to book next year's visit!