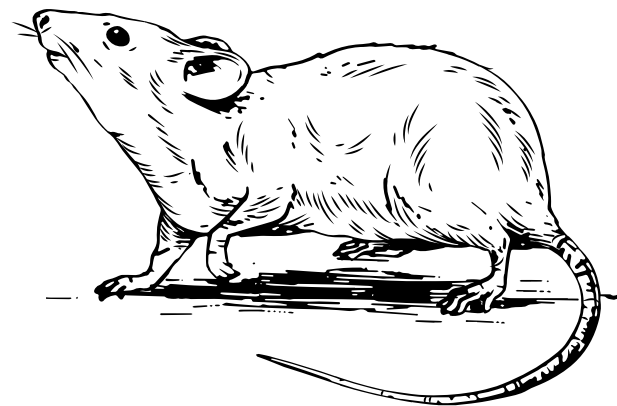


Teacher Resource:

When Burns was a Bairn

Planner



Hello and welcome to your When Burns Was a Bairn Activity Pack for Teachers and Pupils at Primary School (Curriculum for Excellence – First 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 also follow-up lesson suggestions, giving you a chance to extend the teaching and learning.

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 Robert Burns
- * An insight into what life was like for Robert Burns and his family when they stayed at Burns Cottage
- * How we use objects and texts to learn about the past and shape the future

Skills your pupils will develop:

- * Creativity by being 'Clue Detectives' 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
- * Listening, talking and observation skills

KEY:









Evidence



Impact

Curriculum Links:

-  Health and Wellbeing
-  Literacy and Languages
-  Expressive Arts
-  Social Studies
-  Modern Languages
-  Technology

Lesson One | LIFE LONG AGO

Curricular Areas Top Tips for Lessons



Literacy & English
Social Subjects
Languages (Scots Language)
Expressive Arts (Drama)
Workshop with the Learning Team at the Robert Burns Birthplace Museum.

During your visit:

Pupils will explore Burns Cottage to find out more about the Bard and his family through the objects they used and the chores that they did. Pupils then have a fun competition to make butter using historic methods. This session provides an excellent opportunity to bring together learning about history and technology.

Focal point = Discussion (technology past and present)

Overview/Aims/ Learning Intentions

PRE-VISIT:

Prior to your visit to the Robert Burns Birthplace Museum, let's get young minds thinking about certain aspects of the forthcoming workshop. This will be a chance to set the scene and start the journey of comparing the present to the past.

Discuss as a class:

What kinds of things do you do at home in the evening or at the weekend?

What do you think folk did to pass the time over 200 years ago, when they had no internet or TV?

During your visit to the museum, we are going to examine what life was like for young people during the 18th century, especially Robert Burns.

What do you know already about Robert Burns?

What would you like to find out?

Discuss **MUSEUM ETIQUETTE -> L.O.O.K.:**

L - Listen to the teachers and guides

The teachers who are taking you to the Robert Burns Birthplace Museum and the guides who are showing you round want you to get the most out of your visit to the museum and cottage.

O - Objects

Some of the objects in the cottage are meant to be touched. But you should only touch an object if you have been told you are allowed to. This is because you might break one of the objects, or hurt someone with the object.

O - Other visitors

Lots of visitors come from all over the world to visit the Burns cottage and the museum. People might get angry if they think their visit is being disrupted.

K - Knowledge

You can gain new knowledge by looking at the objects, reading descriptions, listening to poems, playing the interactive games and asking questions. We also want you to share your knowledge, this means taking part in activities at the museum, or letting us know what you already know about Robert Burns.

Evidence & Impact



Pupil discussion & levels of engagement.

Pupil response/voice.

Renewed/new enthusiasm for the character and life of Burns.



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

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

LIT 1-02a

Benchmarks Success Criteria

Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.

Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.

Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.

SOC 1-04a

Draws comparisons between modern life and life from a time in the past.

Curricular Areas Top Tips for Lessons



Overview/Aims/ Learning Intentions

DURING your trip, you will learn about an ordinary family, living an ordinary life, with an **extraordinary** eldest son!

This session is led by our staff. School staff will be required to participate, support and enjoy!

Visit: WHEN BURNS WAS A BAIRN workshop – in Learning Pavilion and cottage.

During our workshop, we will examine what life was like then. We'll be in the actual rooms of the Burns cottage, where Robert and his family lived until he was seven years old.

Learning Pavilion

Groups will be given a selection of objects to examine and put into a time sequence, from oldest to newest.

We then go back in time to the 1760s.

Group splits into two and start at each end of cottage:

COTTAGE:

KITCHEN (Group A)

Clue Detectives – use the objects around you to determine the purpose of the room.

We'll talk about who would have lived there.

THE BYRE (Group B)

What could they imagine living there? Noises? Smells?

Farming implements and duties of boys and girls.

THE SPENCE/School

Repeat process, looking for clues.

Girls stand round the edge and boys get lessons. We'll talk about content of lessons.

KAILYARD

Identifying plants – touch and smell. Large field.

Evidence & Impact



Artefacts laid out in time sequence with reasons behind the order.



Pupils are beginning to get a sense of evolution and how things change over time. A feeling/potential passion for history is being established.

Experiences & Outcomes

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.
LIT 1-09a

By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways in which we remember and preserve Scotland's history.
SOC 1-02a

Benchmarks Success Criteria

Communicates clearly and audibly.

Contributes to group/class discussions, engaging with others for a range of purposes.

Selects and shares ideas/information using appropriate vocabulary in a logical order.

Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.

Curricular Areas Top Tips for Lessons



Social Subjects Languages (Scots Language)

When Burns was a Bairn
Follow-up lesson based
on your workshop with
the Learning Team at the
Robert Burns Birthplace
Museum.

Betty Botter tongue twister

Betty Botter bought
some butter,

But she said this butter's
bitter.

If I put it in my batter,
it will make my batter
bitter.

So she bought a bit o
better butter to make her
batter better.

Overview/Aims/ Learning Intentions

Learning Pavilion

Butter Making Activity/churning.
Introduce 'Betty Botter' tongue twister.

PRE-VISIT - Extension Lesson - Part 1:

So now you've seen what life was like during Robert Burns's time and you've learnt some new words in our Scots Language. Let's explore this a bit further and investigate how the Burns family would have spoken to their friends and family.

First, let's warm up with a couple o' Scots tongue twisters:

It's a braw bricht moonlicht nicht the nicht.

Mony a mickle maks a muckle.

What is Robert Burns famous for?

Aye, that's right -> POETRY

Now it's time to play 'ROBERT'S MOOTH!'

Take a look at these Scottish words your teacher is going to write up on the whiteboard/Smartboard – do you know what they mean?

SONSIE (jolly)

FIERE (friend)

BAIRN (child)

CRABBIT (bad tempered)

WHEESHT (be quiet)

WANCHANSIE (unlucky)

TAPSALTEERIE (upside-doon)

WIDDERSHINS (anti-clockwise/unlucky)

Evidence & Impact



Pronunciation and exploration of Scots tongue whilst playing an interactive, fun game.



Pupils start to build up confidence in reading and speaking Scots words, whilst learning a bit more about the importance of Scots Language in Burns's work.

Experiences & Outcomes

I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.
MLAN 1-05a

Benchmarks Success Criteria

Gives a personal response to stories, songs, rhymes and poems in the target language.

Can translate simple/key words and phrases from the target language into their own language. Demonstrates understanding of songs, rhymes, poems and games in the target language through appropriate actions, gestures and mime.

Collaborates with others in a range of activities, for example, short role plays, animated/ recorded dialogues, games and performances.

Curricular Areas Top Tips for Lessons



Overview/Aims/ Learning Intentions

Some publishers asked Robert Burns to write his poems in English rather than Scots Language, but he refused.

Robert's Mooth Game

How to play:

An evil publisher has jinxed one of the words on the whiteboard. If Robert utters that word, it will stick in his throat.' He will fall to the ground.

Send two pupils out of the room. They will act as twa Robert Burns! Make another pupil the 'evil publisher'. They will poison one of the words by touching it with their finger and saying: 'boggin bealin' bumbaleerie'

Class watch but must keep it a secret which word has been poisoned.

Invite the twa pupils to come back in. One by one, they must choose a word by saying it (Teacher and class can help with reading/pronunciation). If the word is not poisoned, they remain standing, ready for another turn. If they choose the jinxed word, the publisher (Teacher or another pupil) will shout 'boggin bealin' bumbaleerie', and the jinxed Burns will fall to the floor dramatically! Winner is person still standing!

TIP: Circle words when picked, to keep track of which ones have been eliminated!

Evidence & Impact



Class enjoys speaking Scots Language and embracing new vocabulary. Learning through play.



Pupils are developing an understanding of Scots vocabulary.

Experiences & Outcomes

I can participate in a range of collaborative activities.
MLAN 1-05b

Benchmarks Success Criteria

Collaborates with others in a range of activities, for example, short role plays, animated/ recorded dialogues, games and performances.

Curricular Areas Top Tips for Lessons



Literacy & English
Languages (Scots
Language)

When Burns was a Bairn
Follow-up lesson based
on your workshop with
the Learning Team
at the Robert Burns
Birthplace Museum.

Overview/Aims/ Learning Intentions

POST VISIT – Extension Lesson – PART 2:

Imagine our extraordinary Poet, Robert Burns, arrived bang in the middle of your class via time travel. Here are some of the things he might say:

'Ye're aw actin' shy, lik' wee timorous beasties!'

'Let's hae a giggle wi' some CRAMBO-JINGLE!'

Discuss CRAMBO-JINGLE! Crambo means words and crambo-jingle means words that rhyme.

Robert Burns has some very famous rhyming poetry lines like:

WEE, sleekit, cowrin, tim'rous beastie,
O, what a panic's in thy breastie!

O my Luve's like a red, red rose,
That's newly sprung in June;
O my Luve's like the melodie
That's sweetly play'd in tune.

He quite often wrote poems and songs in rhyming couplets.

At the Robert Burns Birthplace Museum, we have a Scriever (Writer in Residence). One of our former Srievers, Scots Poet Tracy Harvey, wrote a funny rhyming poem about her dochter's dug. It's cawed 'Shug the Pug'. Have a listen:
youtu.be/6YT-kle49jU

Can you think up a wee pocket poem (two liner) with rhyming words at the end (words that sound the same)? Try to include some Scots words in your poems.

You might find the glossary in here useful:
sway.office.com/6H3oB42mnDzlTwl5?ref=Link&loc=play

Here's an example:
I hiv a ginger cat
He's awfa, awfa FAT!

You might just want to perform your poems. Teacher could put a stage curtain pic on the Smartboard. Or you could go on to write and illustrate them, Finally, take them home in your pocket and share!

Evidence & Impact



Pocket Poems –
performance/written
piece.



Pupils have a better
understanding of
rhyme and how to use
it for effect.

Igniting a passion for
Scots Language, its
rhythm and richness of
sound.

Experiences & Outcomes

I am exploring
how pace, gesture,
expression, emphasis
and choice of words are
used to engage others,
and I can use what I
learn. ENG 1-03a

Having explored the
elements which writers
use in different genres;
I can use what I learn to
create my own pocket
poem.
ENG 1-31a

Benchmarks Success Criteria

Applies a few
techniques (verbal
and non-verbal) when
engaging with others,
for example, vocabulary,
eye contact, expression
and/or body language.

When writing
imaginatively and
creatively:
Creates own poem with
recognisable features
of genre i.e. a rhyming
couplet.

Part Three | POETRY BASED

Curricular Areas Top Tips for Lessons



Health & Wellbeing

Languages (Scots Language)

Expressive Arts (Art & Design)

When Burns was a Bairn
Follow-up lesson based on your workshop with the Learning Team at the Robert Burns Birthplace Museum.

Overview/Aims/ Learning Intentions

POST VISIT – Extension Lesson – PART 3

Outside the Burns Cottage, you'll find the kale-yard. The family would have grown crops such as kale, tatties, neeps, leeks, onions, peas and beans to cook and eat. Food was not imported from abroad. This was kinder to the environment.

Does everyone know what kale is? Perhaps your teacher could bring some in to show you.

Does your school grow any fruit or vegetables in the grounds? At the Robert Burns Birthplace Museum we have a small holding and Alloway Primary pupils grow herbs in the outdoor planters.

Some folk make scarecrows to help prevent birds eating their seeds/crops.

Tattie-Bogle is the old Scots word for a scarecrow which would stand in the potato fields dressed in auld claes and uised tae discourage burds fae eating folk's fid.

William Soutar was born in Perth in 1898. He was a huge fan of Scots Language, especially after befriending fellow Poet, Hugh MacDiarmid at University. Like Burns, Soutar loved to write Poetry in Scots rhyme,

Evidence & Impact



Heightened awareness of the benefits of cultivating your own food.

Rich discussion relating to school/home.



Pupils will have better understanding of what the Burns family would have grown and what it means to be self-sufficient.



Pupil engagement and enjoyment, when exploring Scots words/sounds.



Pupils will have an increased understanding of Scots vocabulary.

Experiences & Outcomes

I am learning about where living things come from and about how they grow, develop and are nurtured.
HWB 1-50a

I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.
MLAN 1-05a

Benchmarks Success Criteria

Identifies what is needed for growth and development of plants/food and the positive impact growing your own food can have on humans

Gives a personal response to stories, songs, rhymes and poems in the target language.

Can translate simple/key words and phrases from the target language into their own language.

Curricular Areas Top Tips for Lessons



Overview/Aims/ Learning Intentions

WHA WUD BE A TATTIEBOGLE? by William Soutar

Wha wud be a tattiebogle, tattiebogle

Dringin oot his days:

Wha wud be a tattiebogle

In castawa claes?

A wüdden-leg aye on the shoggle:

Airms aye streekit wide:

Wha wud be a tattiebogle

And thole sic a trade?

Scowtherie days to gar ye joggle;

Stourie days atween:

Wha wud be a tattiebogle

Is mair nor I ken.

primary.scotshoose.com/tattiebogle.html

Design a **tattie bogle** to guard Robert Burns's kaleyard:

- Draw/paint/sketch or do a digital design.
- Make your own tattiebogle from recycled materials/auld claes.
- Dress up as a tattiebogle and take a terrifying photo. You could even use this as a lead into some class Drama.

Evidence & Impact



Finished products –
tattie bogles.



Increased confidence to
create/problem-solve
using a range of ideas/
approaches.

Experiences & Outcomes

I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts.
TCH 1-11a

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.
EXA 1-02a

Benchmarks Success Criteria

Creates manual and/or digital sketches to represent ideas.

Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a **tattie bogle!**

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!