

Scots language and culture teacher CPD

Unit 4, 6.1, Activity 5.1

Model Answer

These are sample lesson plans which you can compare with your own. There is a Geographical focus, Historical focus and Modern Studies focus plan.

Lesson Plan: Geographical Focus with Scots Lesson. CFE level 3-4.

Place names

<https://education.gov.scot/nih/Documents/soc2place-names-third-fourth-lj.doc>

LITERACY

- Write a description of your route home, including the street names and commonly used unofficial names of landmarks and buildings.
- Use the Ordnance Survey Guides to study the meaning of place and street names.
- Interview local people about place names, official and unofficial, and create podcasts on school website using the interviews.
- Prepare a class talk about your route home and the meaning of the place names on the route. Learners may also include stories about the names of buildings and streets where appropriate.
- Produce a leaflet for local route with annotated photographs and information.
- Create a website or write a blog about your town or local area with all leaflets included as downloadable documents.

LIT 3-14a/ 4-14a, 3-25a/ 4-25a, 4-24a, 3-26a/ 4-26a, 3-10a/ 4-10a

SOCIAL STUDIES: People, Place and Environment

- Use local maps to sketch your route home. Identify features of the natural and built environment e.g. important buildings, monuments and green spaces.
- Compare historical and contemporary maps looking particularly at changes in place and street names. Explain why the names have changed. Are any other names used unofficially by the local people?
- Consider the layout of local settlements and describe why they have been built on these sites. Draw on environmental and historical factors.
- Using Ordnance Survey maps, plan routes on maps (direction and distance travelled).
- Display routes on an interactive map.
- Produce leaflet for local walk drawing attention to the environmental factors studied.

SOC 3-02a, 4-10b, 3-14a, 4-14b.

HEALTH AND WELLBEING ACROSS LEARNING

- When planning your routes home, consider road safety and other issues. Carry out a risk assessment.
- Walk the routes and calculate average calories burned and the link between exercise and energy.

HWB 3-18a/ 4-18a, 3-15a/ 4-15a

Lesson Plan: Historical Focus with Scots Lesson. CFE level 3-5.
The Great War. Scots on the Western Front – trench life.

Resources:

1/ This Unit. Jock's Jocks. Quotes in Doric from soldiers on the front.

2/ Video of theatre production bringing these quotes to life:

<https://www.facebook.com/ScottishStorytellingCentre/videos/1475989655773166/>

3/ The Pipers of the 14-18 War

<https://www.youtube.com/watch?v=UnGbZa51Scc>

Lesson:

Adapt a standard history lesson on trench life in the Western Front to include the Scots language accounts from soldiers about their experiences on the frontline, given in this unit. Listen to the language and music from the video resources.

List the ways that the soldiers described the conditions of the land in the trenches. Find the meaning of all the Scots words used in the resource. Come up with other Scots words you may use to describe the poor weather and conditions.

Describe how the conditions made life harder for soldiers, including quotes in Scots from the soldiers. How did soldiers overcome these conditions?

Make a leaflet to explain why the Pipers of the Scottish Regiments in WWI were so valued by the soldiers, giving examples of individual stories.

Include information about how traditional music and Scots song were used to raise morale for Scottish soldiers in WWI.

SOC 3-01a, 3-02a.

SOC 4-01a, 4-02a, 4-06a.

CfE Literacy outcomes

- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages in different media, taking advantage of the opportunities offered by ICT
- explore the richness and diversity of language
- extend and enrich my vocabulary through listening, talking, watching and reading, how it can affect me, and the wide range of way

Note: Texts include those examples of writing by Scottish authors which relate to the history, heritage and culture of Scotland.

They may also include writing in Scots, and Gaelic in translation.

The languages of Scotland will include the languages which children and young people bring to the classroom and other settings.

Lesson/s Plan: Modern Studies focus with Scots. CfE level 3-5.

Learning Intentions:

Determine the number of Scots speakers in Scotland today.

Explore the official status of the Scots Language in Scotland and the UK?

Explore the presence of Scots in the Scottish and UK Parliaments.

Discuss the assertion that it is a human right to engage with your home language.

Determine how the status of Scots language could be raised in school and wider society.

Resources:

1/ 2011 Census results for Scots.

<https://www.scotslanguage.com/articles/node/id/255/type/reference>

2/ Unit 5. Scots in Politics. OU Scots Language and Culture Course.

3/ Scots language campaigners: Oor Vyce.

<https://www.scotslanguage.com/news/5698>

Methods:

ITC research, websites and notes

Presentation, powerpoint

Video clip and discussion

Output:

1/ To produce a leaflet entitled Scots language and Politics.

Must show the numbers of Scots speakers and outline the official status of Scots in Scotland today.

The leaflet must give examples of the use of Scots in Parliament, and suggest ways that the Scots language may be given more status in school and wider society.

2/ To design a campaigning leaflet to further the status of the Scots Language.

CfE Outcomes.

SOC 3-16a, 4-15a, 4-16a, 4-18a

Close this tab to return to Unit 4.