

Pre-visit Activity Pack

Being Burns

Scots language, poetry and 18th century life for second level



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



How to use this resource

Scots language, poetry and 18th century life for second level



Hello and welcome to your Being Burns Pre-visit Activity Pack for teachers. Everything you will need before your visit is explained in this document. In here you will find fun activities for you and your pupils designed to help you prepare for your workshop at the Robert Burns Birthplace Museum.

Aims and achievements:

What your pupils will achieve:

- A deeper understanding of what a museum is and what to expect from a visit to RBBM
- A deeper understanding of what life was like for Robert Burns and his family when they stayed at Burns cottage
- A deeper understanding of how we can use objects and texts to learn about the past
- Pupils will develop background information on Robert Burns to prepare for their visit

What skills your pupils will develop:

- Creativity by improvising a drama scene
- Skills in analysing evidence
- The ability to work as part of a team and on their own.
- Increased confidence through participation in group activities.
- Skills in presentation of ideas and interpretations, and delivery to an audience.
- Listening and observation skills.



Activity 1:

Robert Burns and the museum

Introduce pupils to some key facts about Robert Burns and what it means to be visiting a museum!

Lesson objectives:

- Prepare pupils for their visit to the museum and check they know what to expect from their trip.
- Check existing knowledge of Burns and encourage creative ways of demonstrating that knowledge.

Curriculum for Excellence:

SOC 2-06a



Introduction:

Talk to your class about what to expect from their visit to Burns Cottage by discussing the LOOK acronym on the 'How should I behave in a museum?' worksheet. LOOK stands for: Listen: *Listen to teachers and guides. If you listen then you will be safe in the museum and cottage, and you will learn useful information about Robert Burns and eighteenth century Scotland.*

Objects: *Only touch objects in the cottage or museum if you are told that you can. This is because some of the objects are old and fragile, and could break. It is also because if you are not careful then you could hurt someone with one of the objects.*

Other visitors: *There are lots of people who come from all over the world just to visit the Burns cottage and the museum. It is not fair to these people if their visit is disrupted by people running around or being noisy.*

Knowledge: *Visiting the cottage and museum is fun, but you are also here to learn. Use your knowledge to take part in the activities at the museum and cottage. You can also use your knowledge to tell us what you know about Robert Burns and history.*



Pupils may now use the rest of the worksheet to make up their own acronym about how you should or should not behave in a museum.

Main: What do we know about Robert Burns?

Ask pupils to use the boxes on their worksheet to write down all the things that they know about Robert Burns as a person, and all the things that they know about the poems and songs written by Robert Burns. Pupils should work individually to do this.

Once all pupils have had time to write information on their worksheets, they should now talk to the people sitting next to them, or to the rest of the people on their table, and share all the facts that they have written down. Pupils now have the chance to share their information, and should write down anything new that they learn about Robert Burns or his work in the second set of boxes on the worksheet.

Plenary:

As a class, find out what the pupils know about Robert Burns' life and what they know about Robert Burns' poems and songs. Pupils can now use their knowledge of Burns and his work to write a leaflet for people who have never heard of Robert Burns.

End of Activity 1





Primary 5 – Primary 7

Activity 2: Life in the eighteenth century



Learn about what it was like for the Burns family living in the cottage. Think about what we can learn from historical objects.

Lesson objectives:

- Develop a general idea of what it was like to be alive in the eighteenth century
- Think about what we can learn about the past from objects
- Develop an understanding about the differences between life in the 21st century and the 18th century

Curriculum for Excellence:

SOC 2-02a

SOC 2-04a

EXA 2-01a

EXA 2-13a

Introduction:

Discuss with the class that we can learn about the past from objects. Museums are collections of objects from the past, archaeologists (like Indiana Jones) dig up objects from the past. The pupils should now look at the photos on the worksheet, they are all photos of objects on display at the Robert Burns Birthplace Museum. The objects are: Burns' writing set that carried with him when he travelled; Burns' riding crop; One of Burns' socks, with the initials R.B. on it. The pupils should think about what they can learn from these objects, for example, the riding crop shows that people in the eighteenth century travelled by horse, it shows that although Burns loved animals, he also did not mind whipping his horse if he had to. You may wish to encourage pupils to think about how objects would have been used, what they were made of, how expensive they might have been. There are no wrong answers to this exercise, it is designed to make pupils think about how they can use objects to learn about and envisage the past. Pupils can use the space provided to write their thoughts.



Main:

You should now split pupils into small groups for a short drama exercise. The pupils in their groups should read the extract from the Cotter's Saturday Night and use the information to devise a short scene that will show what it was like to live in eighteenth century Scotland. Pupils can use the box at the bottom of the worksheet to work out which characters they will have in their scene. Once pupils have read the extract and decided what will happen in their scene, you can give them time to rehearse together.

Plenary:

If there is time give each group the opportunity to perform their scene for the rest of the class. As a class you can discuss differences and similarities that people may have noticed between family life in the eighteenth century and family life now.

End of Activity 2 – We look forward to meeting you and your class when you visit us at the Robert Burns Birthplace Museum!

