

Pre-visit Activity Pack

Sonsie Scrivers

Burns' poetry and creative writing for second level



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



How to use this resource

Burns' poetry and creative writing for second level



Hello and welcome to your Sonsie Scrivers 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 the poetry of Robert Burns
- Pupils will use different poetic techniques to write their own poems
- Pupils will develop background information on Robert Burns to prepare for their visit

What skills your pupils will develop:

- Creativity by writing poems
- Comprehension of the elements that make a text
- Listening and observation skills
- The ability to write for a purpose



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





Activity 2: Write like a poet

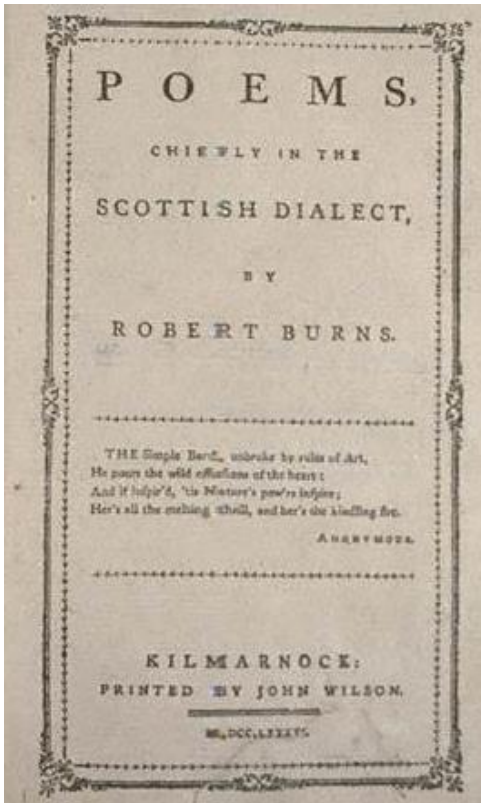
Learn about the sort of poems that Robert Burns wrote. Learn how we can use different poetic devices to write poetry.

Lesson objectives:

- Pupils gain an understanding of Burns' poetry
- Pupils learn about different poetic techniques
- Pupils use poetic techniques to write their own poems

Curriculum for Excellence:

- LIT 2-14a
- LIT 2-20a
- LIT 2-31a



Introduction:

The pupils should read the poem 'the Keekin Glass' on their worksheet, and answer what they think is happening in the poem. Pupils can now use the space provided to write their own short poem, it can be funny, but it doesn't have to be.

Main:

Pupils can now learn about the various poetic devices used by Robert Burns. These include alliteration, onomatopoeia and rhyming. Pupils should find examples of all these devices in the extract provided from 'Rattlin' Roarin' Willie'. Once they have done this, pupils can write their own poems, the poems should include all three poetic devices.





Plenary:

You can now go round the class and people can share the poems they have written. This is a good way of getting the pupils thinking about the structure of a poem, and about how they can use these techniques to write their own poems.

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

