



Scotland's Ain Kingly Hooses: Guide 1



Welcome to the guidance and activity notes which accompany the series *Scotland's Ain Kingly Hooses*. These notes in English, of which there will be twelve guides altogether, are intended to help with themes explored in the series and are written primarily with the teacher and pupil in mind, though anyone may find them accessible.

This series is presented in the Scots language. You can listen to an audio version, read the text version, or both if you wish. Scots differs somewhat across the country according to dialect but you will hear Scots drawn from all the regions in this series.

A variety of themes highlighted in this series are explored, including monarchy, ethnicity, national identity, and, of course, language. In each guide we provide examples of three Scots words and the meanings behind them. Below you will find suggested activities and projects for the classroom.

In parts one and two of the series the listener is given a brief introduction to the main time periods of the Scottish monarchy, its origins, and how the different regions of the country became united under a single monarchy, creating a country called Scotland.

SCOTS WORDS

CHEIL – this Scots word can have two or three equivalent meanings in English, depending on the context, but each is closely related. Cheil is related to the English word child and means either ‘guy, fellow, or thing’. You may have heard the saying in Scots ‘**facts is cheils that winna ding**’ (facts are things that can’t be beaten) which shows the word cheil being used to mean ‘thing’. Listen to the word being pronounced in part one, paragraph four of the audio version and practice saying it with your pupils. Ask them what they think it means after reading the text and listening to the audio version. What other words do pupils know for man and thing?

FERNYEARS – this is a Scots term which expresses the idea of things that have happened in the past. For instance, in part two, paragraph two you will hear the expression **Auld Fernyears** which means in English ‘old traditions’ or ‘stories of long ago’. If we say in Scots something happened **fernyear** (singular) we mean it happened last year.

MAUCHT – this is a traditional Scots word which means in English, ‘ability, strength or power’. In the series you will meet this word quite a lot. Listen to part one, paragraph three of the audio version of the series to hear the word, and practise pronouncing it. The ‘ch’ has the same sound as the word ‘loch’. Ask your pupils to practice saying it out aloud and ask them to describe what they think it means. What other words do pupils know to express this idea?

As the series progresses you might like to write these Scots words up on a classroom chart and add to them each month.



CLASS PROJECT 1: IDENTITY

Activity A:

Put a map of Scotland up on your wall, or, if you like, get your pupils to create their own map of Scotland as part of the activity. Now ask your pupils to each write on a slip of paper where they were born and place these in a bag. Once you have done that, ask each pupil to pick out a paper with a place written on and put a pin in the map showing where it is. Now ask them to describe what they might know about that place.

Once everyone has had a turn at doing this, ask them how the places on the map might be the same, or different, compared to their own places of birth. If any pupils are from outwith Scotland, ask them to list what differences they think might exist between Scotland and their country of origin. You might find it useful to also put up maps of the UK, Europe or the world if your class has quite diverse origins.



In parts one and two of the series we hear about different groups of people called **Auld-Angles, Brets, Gaels, Norse** and **Pechts**. Now discuss with your pupils the various places these peoples came from and how they might have thought about who they were. Did they think about differences in customs and languages in the same ways we might do today?

Activity B:

Make a map of Scotland showing where all the different peoples originally lived, showing their names in Scots, and put the different language names for Scotland alongside the map. Here is a table to help:

| Scots name | English name | Place |
|------------------|--------------------|--|
| Auld-Angles fowk | Anglo-Saxons | Borders and Lothians |
| Brets | Britons | Ayrshire, Dunbarton, Lanark, Dumfries & Galloway. |
| Gaels | Gaels | Argyll, Ulster, Western Isles |
| Norse/Vikings | Norwegians/Vikings | Caithness, Orkney, Shetland, Western Isles |
| Pechts | Picts | Angus, Fife, North East, most of Highlands, Stirling |

Alba ('ah-la-bah')– This is a Gaelic word originally used by the ancient Irish to describe the whole island of Britain, but gradually its meaning became more restricted to mean only the northern part. The Anglo-Saxons called that northern part **Skot-land**, or as we would write it today, **Scotland**. The monks and scholars of the day, who wrote in Latin, called the country **Scotia** ('Sco-sha').

What was it that made these different peoples, with different customs and languages, come to see themselves as having a common Scottish identity? The creation of a single Scottish monarchy, to whom all the different peoples came to owe allegiance, was the single most important factor.

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