

Scotland's Ain Kingly Hooses: Guide 3



Welcome to the guidance and activity notes which accompany the series *Scotland's Ain Kingly Hooses*. These notes in English 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.

In parts five and six of the series the listener hears how the Scottish monarchy began to transform into a Norman-style kingship, how it expanded its power in Caithness and Moray, and how its claims on northern England led to conflict with the English kings.

SCOTS WORDS

WHILES – the equivalent of this Scots word in English is ‘sometimes’. You will hear this pronounced in part five, paragraph four (line 13). In the north of Scotland, this takes the form **files** with an **f**. Another example of this word in use is ‘**She gaes oot whiles**’ (Sometimes she goes out). Ask your pupils to make up a sentence with this word in it.

FREMMIT – this Scots word is related to similar forms in other languages belonging to the Germanic family, including Dutch (vreemd), German (fremd) and Norwegian (fremmed). In English it means ‘foreign or unfamiliar’. You will

hear it pronounced in part six, paragraph one (line 19). Ask your pupils to practice saying the word and putting it into a sentence. What other words might your pupils know to express foreignness or unfamiliarity.

LOWSE – the equivalent of this Scots word in English is ‘loose, release or free’, though it can also be used as an adjective. Listen to the word being pronounced in part six, paragraph one of Weelum I (line 16). Lowse can be used in a variety of ways when speaking and writing in Scots. As well as conveying the idea of freeing or releasing, lowse can be used as an adjective to describe people as ‘dishonest or lawless’. **Lowsin time** means the end of the working day, and if you **lowse** a cannon or gun it means you have fired it off. Finally, if you **lowse on** something, it means you do it vigorously. What other situations might your pupils apply the word lowse to?



CLASS PROJECT 3: THE CHARTER

Activity:

Reading and writing had existed in Scotland since at least the 6th century AD, first in Latin, and then in Gaelic and Anglo-Saxon, but the small number who could read and write were mostly confined to monks in monasteries. Until the 12th century, almost all day to day business in Scotland was conducted by word of mouth in front of witnesses. A body of professional men learned the laws by heart and were called on to recite these, or bear witness, whenever disputes arose. This is why today there are few writings in Scotland, with the exception of religious texts, that have come down to us from before 1100. However, the Norman-style written charter was now introduced to Scotland. It was the Norman theory that all land was owned by the king and so, to keep track of who held what, whenever someone received a grant of land they had to get written confirmation of their claim. Today we call these title deeds. The king had a staff of monks working for him who wrote the charters, stating

where the grant was made, and who witnessed it, confirming the grant by imprinting the king's seal in wax.



Ask your class to each take a piece of A4 paper and leave it to soak overnight in a tray with a little water and an old tea bag. This will stain the paper making it look like old parchment. This can be done either in the class or at home. Take the paper and let it dry out thoroughly. Once it is dry write out a mock charter as if the king was granting the pupil a piece of land. Start by giving the king (or queen) a name and by addressing the pupil by a name they have chosen, and then state why the king is granting them the land, either for serving him well, fighting in the wars, etc. Make up a name for the land being granted, and make up some boundaries with names of neighbouring landowners. State also

the terms the land is being held on, either for an annual tribute, such as ten cattle for the king, or six hawks, or perhaps for a money payment. End by saying where the charter was granted and who witnessed it. Finally, cut a piece of round card and draw the figure of the king, either on a throne, or riding a horse, as if it was his seal, and glue it to the bottom of the charter. You might like to use some Scots words in the charter to make it more Scottish. Below is a table to give you some help:

King or queen	Other names	Name of land	Boundaries
k. Alisaunder	f. Ada	Auld Toun	Abuin (<i>above</i>)
k. Constantine	f. Armangarda	Brae Burn	Ablow (<i>below</i>)
k. Dauvit	m. Aulan	Brae Heid	At the fit/heid o (<i>at the foot or head of</i>)
k. Duncan	m. Cospatrik	Cauld Burn	By the kirk (<i>near the church</i>)
q. Ethelreida	m. Donal	Kirk Riggs	By the muir (<i>near the moor</i>)
k. Maucom	m. Duff	Lang Craig	Doun fae (<i>down from</i>)
q. Magret	m. Edwart	Muir Hoose	Gauin alang (<i>going along</i>)
q. Maud	f. Jenet	Muckle Craig	Heidin taewards (<i>heading towards</i>)
q. Sybilla	m. Manus	Stane Brig	Ower fae (<i>over from</i>)
k. Weelum	f. Mary	Watter Side	Passin alang (<i>passing along</i>)