



## Scotland's Ain Kingly Hooses: Guide 4



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 seven and eight of the series the listener hears how the Scottish monarchy sought to end Norwegian rule in the islands of Scotland, and how the country was plunged into crisis when the queen died with no immediate heir, leaving Scotland prey to foreign invasion and conquest.

### **SCOTS WORDS**

**MUCKLE** – the basic equivalents of this word in English are 'great or much' depending on the context. You will also occasionally find variations of this word, such as **meikle** and **mickle**, and may have heard the phrase in Scots '**Mony a mickle maks a muckle**' (Every little helps). Listen to the word being pronounced in part seven, paragraph two (line 6). Muckle can be used where English uses 'great' in reference to size or extent, such as **muckle sea** (great sea) or **muckle cheil** (great/large man or thing). It is also used in Scots where English uses 'much'. So, for example, '**The'r no muckle ye can dae**' (There

isn't much you can do) or '**Hoo muckle daes it cost?**' (How much does it cost?). Ask your pupils to practise using the word muckle in sentences.

**WHEECH** – the English equivalents of this word are the verbs to 'snatch' or 'whisk' and it can also be used as a noun either meaning a 'whizzing' sound or a blow struck with the same sound. Listen to the word being pronounced in part seven, paragraph one of Alisaunder III (line 15). Here the word is used in the sense of the royal children being snatched or kidnapped. In what other senses might your pupils use the word **wheech**?

**JALOUSE** – this is a Scots word that conveys a variety of closely-related concepts of the mind. It is related to the word jealous but its general meanings, equivalent in English, are 'imagine' or 'suppose'. The emphasis is on the second half of the word. Listen to it being pronounced in part seven, paragraph three of Alisaunder III (line 5). Other examples of this word in use are: '**A jalouse we'll gae hame the nicht**' (I imagine/suppose we'll go home tonight) or '**We didna jalouse thon wad happen**' (We didn't imagine/suspect that would happen). Jalouse is sometimes also used in the sense of 'theorise'.

You might like to write these Scots words up on a classroom chart and add to them as the series progresses.



## **CLASS PROJECT 4: CHURCH PATRONAGE**

### **Activity A:**

The Church in medieval Scotland was not merely a religious entity, though that was its primary purpose, but it led the way in two vital areas of Scottish life. Firstly, the Church fostered and encouraged the growth of a common national identity among the various ethnic and linguistic groups in Scotland. It did this by adopting origin myths about the people, presenting these as a single national history, and combining them with Norman ideas and symbols of a national monarchy. Secondly, the Church was *the* great patron of arts

and learning. Usually only monks and priests could read and write. They formed the backbone of the literate administration and sometimes taught laymen. The Church was wealthy and could afford to pay craftsmen to adorn and decorate churches and other buildings. Such decoration included statues, ornate carvings, painted images, and stained glass windows. Windows were a real status symbol because they were very expensive and stained glass windows were doubly so.

Ask your pupils to imagine they are medieval craftsmen and that they have been asked to build and decorate a new cathedral. What kind of designs might the craftsmen use? Ask each pupil to draw designs on a piece of paper. You may like to organise a class outing to a nearby older church or cathedral to get ideas, or perhaps either a visit to a local library or search on the internet would supply you with a stock of images. Encourage your pupils to find out what were the ideas behind these building projects, who paid for them to be built, and what kind of people would have appreciated them.

### **Activity B:**

Imagine again that your pupils are medieval craftsmen, but this time they have been asked to make a stained glass window. Ask each pupil to think of an appropriate image from the Middle Ages, such as an angel, saint, knight, king and queen, bishop, or some fabulous monster from mythology, and ask them to draw their chosen subject on some A3 tracing paper. Once they have done this, they should colour the image in using several colours. If they like, a black border, made from card, might be fixed around the tracing paper like a frame. They may also like to draw black lines through the picture to mimic joins in the glass. Once this has been done, the finished piece may be hung or fixed over a window and the light will shine through.

