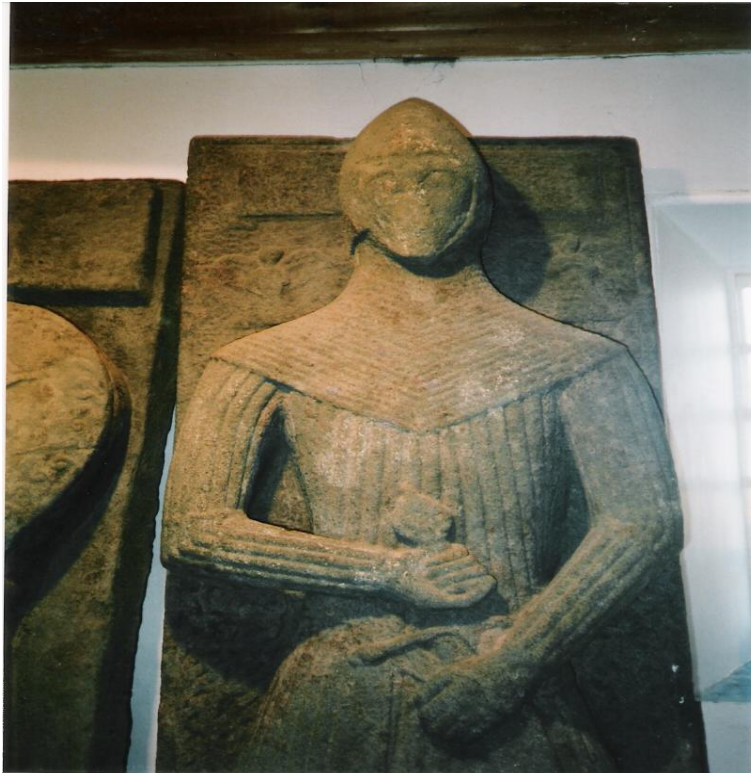




Scotland's Ain Kingly Hooses: Guide 6



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 eleven and twelve of the series the listener learns about the rise of the Stewart dynasty. Under the early Stewarts Scotland experienced a period of weak government, and continuing warfare at home and abroad.

SCOTS WORDS

KENSPECKLE – you will probably be familiar with the word **ken**, of which the English equivalents are 'know' and 'understand', but the word **kenspeckle** takes the meaning a little further. The English word 'conspicuous' and the French word **connoisseur** ('a knower') are both related to **ken**, as becomes clear by comparing **ken** and **con**. The English equivalents of **kenspeckle** are the adjectives 'conspicuous' or 'recognizable', or, as a noun, 'prominent feature'. Listen to the word being pronounced in part eleven, paragraph three (line 4) where it is used in the context of describing Robert earl of Fife as a

kenspeckle cheil (notable or prominent man). Ask your pupils to practise using the word in sentences.

CRY – in English the word cry usually means to weep. In both English and Scots it can be used to mean call (out) or summon, or even proclaim, hence the phrase in Scots '**Cry at the cross**' (make public). You will hear **cry** used in part twelve, paragraph one (line 12) in the phrase '**cryed birlie**' which means 'called for a truce'. In Scots the word **cry** is also used as the verb 'to name' something, as in '**He cryed the bairn Mary**' (He named the child Mary) or '**Whit's it cryed?**' (What's it called?).

SYNE – this is a Scots word that conveys a variety of closely-related concepts. You can hear it pronounced in part twelve, page 2, paragraph 2 (line 2 from the bottom). Note it is pronounced with an 's' and *not* with a 'z'. In the example cited the English equivalent is 'afterwards'. **Syne** relates to concepts of coming after and is related to the English word 'since'. No doubt you will be familiar with **For Auld Lang Syne** which, in English, means 'For the sake of old times' (for old long ago). In Scots we do not say 'ago' but either **back** or **syne**. For instance we could say either '**It happent twal year syne**' or '**It happent twal year back**' (It happened twelve years ago). As already cited, **syne** is also equivalent to 'afterwards', as in '**Syne he gaed hame**' (Afterwards he went home). The form **sensyne** means 'From that time, or ever after.'

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



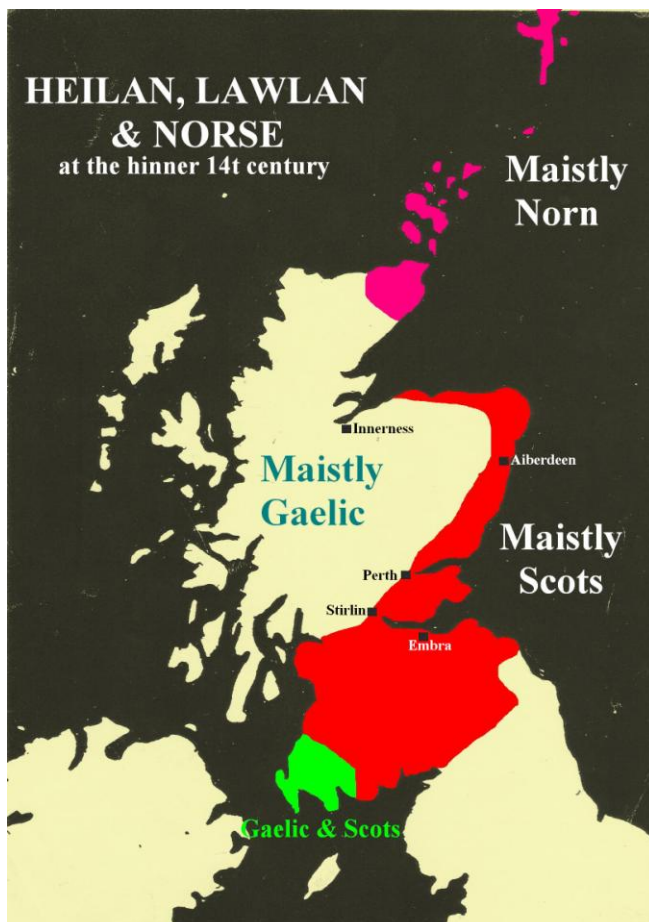
CLASS PROJECT 6: HIGHLAND AND LOWLAND

Activity A:

During the 13th and 14th centuries two new identities began to emerge in Scotland. Writing in Latin in the 1380's, John of Fordoun (in Kincardineshire) was the first Scot to describe his nation as being divided into two groups which he called 'people of the islands and mountains' and 'people of the

plains and seaboard', in other words, Highlanders and Lowlanders. The Highlanders he said spoke *Scotica* ('skot-ika'), which in those days could mean either Gaelic generally or 'Irish', while the Lowlanders he said spoke *Theutonica* ('choo-ton-ika') which is Latin for 'German'. In other words, the Scots tongue, which its speakers then called *Inglis* ('Ing-ulls'), was one of a group of tongues in the *Germanic* family of languages. Some English sources began to describe the language of Lowland Scotland as Scottish and foreign sounding. Both the Gaels and Lowlanders of Scotland spoke languages related to those in Ireland and England, having sprung from a common source, but the different tongues gradually drifted apart and developed in ways peculiar to Scotland. John of Fordoun further stated that the Scots, because of the diversity of speech, could be hostile to each other, but both together disliked the English. By the late 1400's the Lowland language was called *Scottis* and was the language of prestige because it was used as the spoken and written language of the Scottish kings. In Caithness, Orkney and Shetland, a local form of Norwegian was spoken, which Scots speakers called *Norn* though Scots was also spoken in Caithness and Orkney by 1400.

Imagine what it would have been like in a Scotland of several languages. How might the different languages communities have got along with each other, and what difficulties might have existed? Remember that people who were literate spoke and wrote Latin too, and sometimes also French. Divide your class into different groups, each representing a language – Gaelic, Scots, Norn, Latin and French – and ask them to describe in which parts of the country their language was spoken, what kinds of people spoke the language, and what kinds of situations their language might have been used for.



Activity B:

Ask your pupils to create a large wall map of Scotland. On the map draw the different language areas in different colours. Use the map opposite to help. If you like, add some castles and towns, and features such as forests, mountains, rivers and the sea. Ask your pupils where they come from, and whether people still speak any of these languages in their areas today. If not, what languages might be spoken today? You might like to add these languages too. Additionally, your pupils might like to add any names they know for local dialects.

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