

Scotland's Ain Kingly Hooses: Guide 7



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 thirteen and fourteen of the series the listener hears how the Scottish monarchy increased its contacts with other European countries, particularly France, the Low Countries and along the Baltic.

SCOTS WORDS

OOTLIN – the equivalents of this word in English are ‘foreigner’ or ‘stranger’ depending on the context. You can hear **ootlin** pronounced in part thirteen, paragraph one (line 13). In the Scots language foreignness is often expressed using the word **oot** in combination with other words. This is because the word carries the root meaning of anything beyond or outside the immediate place. For example, the word **ootland**, as an adjective, can mean ‘foreign’ or ‘alien’, and it can also mean ‘abroad’. So the sentence **Scotland's ootland tred** could either mean, in English, ‘Scotland's foreign trade’ or ‘Scotland's trade

abroad'. In further examples we might say '**He wis an ootlin belangin ootland airts**' (He was a foreigner from foreign quarters) or '**She's awa ootland the noo**' (She's gone abroad for the present). Related to **ootlin** is the noun **ootrel** which translates in English as 'alien'. Compare these forms with the word **fremmit** in Guide 3 which is also another way of expressing 'foreign' in Scots.

ETTLE – the basic meaning behind this word is 'attempt' or 'aim at'. You will hear it pronounced in part thirteen, page 2, paragraph one (line 7). It can be used in several contexts, each with a similar meaning. If we say in Scots that we are '**Ettlin at**', it means we are intending to do or accomplish something. We might also ask '**Whit's his ettle?**' (What's his intention?). And if we '**Ettle efter**' or '**Ettle for**' it can mean we really desire something. What other ways might your pupils use this word?

BLOOTER – you will hear this word pronounced in part thirteen, page 4, paragraph two (line 1). This word can be used in a number of ways, each with the root meanings to destroy/wreck or to apply force towards. In Scots we can say '**The king blootert his unfreens**' (The king comprehensively beat his enemies). We might also say '**Blooter the baw**' (Give the ball a powerful kick). You may also have heard drunken people described as **blootert** which means 'destroyed or wasted by drink.' How else might you apply the term **blootert**?

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



CLASS PROJECT 7: TOWNS AND TRADE

Activity:

Although significant centres had existed in Scotland for many centuries, the Danes and Norse (Vikings) were the first to establish towns linked with large scale trade. These settlements were called *burhs*, giving later Scots speakers

the word *burgh*. Scots speakers distinguished between *burghs* (urban centres) and *touns* (rural settlements from the Anglo-Saxon word *tun*). Scottish urban centres remained small until the 12th century when Scotland's kings began to encourage commerce and settlement on the Norman model. Tradesmen and merchants, many of whom came from outside Scotland, were given tax breaks and plots of land to encourage them to settle in the *burghs*. David I (1124-1153) introduced the first Scottish coinage and townsmen and women were granted written charters giving them ownership of their houses and lands. Merchants in the *burghs* bought goods such as fish, hides and wool from the surrounding area and exported these to other countries where they were exchanged for foreign goods that were uncommon in Scotland. Scottish merchants and seafarers also established links with urban centres in other countries, such as France, the Low Countries (now Belgium and the Netherlands), Denmark and Norway, and, when they were not at war, with England.

Organise your pupils into teams to investigate the history of their own city, town or village. The teams can investigate the same aspects, or each team could investigate particular subjects, such as churches, town houses, or street



names. As an initial step you may like to contact your local library or museum to ask about information on the history of your town, and then plan a field trip to walk around the town. You may like to give your pupils a check list of things to look out for. Find out which parts of your town are the oldest and put together a large plan of the town which can be displayed on a wall. Ask your pupils to draw the oldest streets and any historic features, such as old houses, castles or churches, burial grounds, old town walls, or town houses. Try and put dates on the different places to show the growth of the town. If you live in quite a new town, then choose an older place in the surrounding area. While you are putting your wall plan

together you will want to take particular note of street and place-names in Scots and mark these, either on the plan, on a list, or both. What do these names mean? Here is a brief list to help you.

Baxter baker	Brae incline, hillside or slope	Close common passageway	Flesher butcher
Gate/Gait route or way	Hauch/haugh river meadow	Heuch steep bank, ravine or pit	Kirk church
Mercat market	Nether lower	Pend covered or arched entry	Wynd narrow lane