



Walter Scott 1771-1832

The Lord of the Isles

Teaching Resource for level three students

Introduction

This learning resource is designed to help your pupils develop speaking, writing, and analytical skills. It connects Scotland's literary history with the world around us and encourages pupils to develop their research skills. The resource is split into four units, which can be used separately or together.

Curriculum for Excellence

Lit 3-02a	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.
ENG 3-12a	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.
ENG 3-17a	To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.
ENG 3-19a	I can discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; identify the main theme of the text and recognise the relevance this has to my own and others' experiences; identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.



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LIT 3-26a	By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.
LIT 3-28a	I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.
SOC 3-02a	I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation.

The Four Units

Unit 1

This unit uses a short extract from the poem to look at the local environment. It leads to a research project in which pupils research an aspect of the local environment and present to the class.

LIT 3-10a	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
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- Starter activity. Students sit back-to-back. One is given a picture and the other has something to write on and with. The first has to describe the picture and the other has to draw it. Once they've finished, you can collect the pictures in and redistribute them so that every pupil has the opportunity to describe and draw. If your pupils would respond well, you can display all the originals and drawings and see if your pupils can match the originals with the drawings. Eight possible pictures are provided in the teaching documents file.
- Discussion: At the end of the activity, pupils should be encouraged to reflect on the activity. The questions are on PowerPoint slide 4. Hopefully, the pupils will come to the conclusion that it is difficult to put a picture into words, and that the pictures themselves evoke an emotional response.



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- Discussion 2: The pupils should be shown the picture on PowerPoint slide 5 and asked how they respond to it. PowerPoint slide 6 has additional questions designed to help them think about their sensory reactions to the place.
- Writing task 1: The final bullet point on PowerPoint slide 6 asks students to write a postcard about the place. A template is provided on pages 4 and 5 of the teaching resources document.
- Reading: Pupils are given an extract from the poem. They should answer the questions on slide 9. The poems and questions are also provided on page 6 of the teaching resources document; page 7 provides the poem with a modernised gloss. The answers are:
 - The king sees bare mountains and a lake (answer b)
 - It looks like there had been an earthquake
 - The other places have some greenery but this place has nothing
 - Colour words and feeling words are given on page 11 of the teaching resource document.
- Group work: On PowerPoint slides 10 and 11, and teaching resources documents page 8-10, the passage is split into 3 sections. Pupils can be split into groups with each group focusing on one of the three sections.
- Focus on language: PowerPoint slide 12 asks the pupils to look up any difficult words in Scott's original poem. They should draw a table with three columns: the new word, its meaning, and a sentence with the meaning. Pupils can be asked to write additional sentences or to have a discussion using their sentences.
- Focus on content: PowerPoint slide 13 has questions and tasks about the concept of the sublime, which can be found in the poem. Possible answers for 'Which words and phrases in the passage show the landscape as sublime' are given on page 12 of the teaching documents.
- Research: Pupils are given two possible research topics, which are found on slides 14 and 15. The first asks them to find out about a nearby environment. The second asks them to find out about a local bird or animal. For each topic, the pupils should create a three-minute presentation, which they should then share in front of the class. A template for this is provided as a separate link.

Unit 2

This unit uses a short extract from the poem to look at issues surrounding feasts/parties. It equips pupils to think about two different aspects of life: where their food comes from and how people



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mask their feelings at social activities. This leads into a drama activity and ends with a writing project.

LIT 3-01a	I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.
LIT 3-10a	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
HWB 3-01a	'I am aware of and able to express my feelings and am developing the ability to talk about them'
SOC 3-04a	I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.

- Starter: The pupils are told that the poem is about Robert the Bruce who lived in the fourteenth century. They are asked to group food into two categories: what would have been available to him and what would not have been available.
- Research project: Slides 5-8 prepare pupils to conduct a short research project on a food that grows locally or in a region overseas. They should find out whether the food is native to their chosen area and what recipes it has traditionally been used in. They should create a brochure to share with the class. An example is provided in the teaching documents.
- Discussion: As a whole class, pupils can discuss the questions given on slide 9.
- Reading: Students read an extract from the poem and answer the questions. The poem and questions are on the second page of the teaching documents, and the poem with a modernisation is provided on the first page of the teaching document. The poem and the questions are also provided on slides 10 and 11.
- Hot seating: As instructed on slide 12, pupils are asked to pick a character and think about their life. Pupils should be put into pairs and should ask each other questions about the life of their characters. Some sample questions are provided on the PowerPoint slide.



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- Preparing to act: Pupils should be told they are going to act as their character. They should think about the questions on PowerPoint slide 13 to prepare.
- Improv: As instructed on PowerPoint slide 14, pupils should act out a scene, pretending to be the characters. One variation on this is to have one group of pupils act while other watch but have others run in with messages or interruptions to see how everyone reacts.
- Writing: Pupils should write a short story about their character's life. Some sentence prompts are provided on slide 16.

Unit 3

This unit is all about seeing things from different perspectives. It starts with a short video that outlines the story of the poem as a whole. The poem is about the Battle of Bannockburn. Pupils are shown four different accounts of the battle and asked to investigate why people might present the same event in different ways.

SOC 3-01a

I can use my knowledge of a historical period to interpret the evidence and present an informed view.

- Reading comprehension: Pupils are given page 1 of the teaching resource, (also PowerPoint slide 3). This has two short extracts about the Battle of Bannockburn, one from 1521 and one from 2022. The pupils are asked to answer questions, the answers of which are given on page 2 of the teaching resource.
- Pupils can watch a cartoon version of the poem to get an overview of the whole text. This cartoon synopsis can be found under the synopsis section of the website.
- Pre-reading discussion: the teacher leads the pupils through the discussion questions on PowerPoint slide 5.
- Reading comprehension 2: Pupils are given page 3 of the teaching resource (also on PowerPoint slides 6 and 7) and answer the questions. The answers are given on page 4 of the teaching resource.
- Reading comprehension 3: Pupils are given page 5 of the teaching resource (also on PowerPoint slides 8 and 9), which has an extract from Scott's poem and some questions. The answers are given on page 6 of the teaching resource.



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- Reading comprehension 4: Pupils are given pages 7 and 8 of the teaching resource (also on slides 10 and 11), which include an extract from Scott's poem and some questions. The answers are given on page 9 of the teaching resource.
- Discussion questions: The discussion questions, which are at the bottom of page 8 in the teaching documents, are given on PowerPoint slide 12.
- There is a short writing prompt on slide 13 of the PowerPoint.

Unit 4

Unit 4 assumes some knowledge of the poem; it is therefore designed to be used in conjunction with one of the other units. In this unit, pupils are guided through how to summarise and paraphrase. They are then asked to summarise two contemporary reviews of the poem. The unit ends with pupils writing a book review followed by a general discussion to close.

LIT 3-16a	To show my understanding across different areas of learning, I can identify and consider the purpose, main concerns or concepts and use supporting detail; make inferences from key statements; identify and discuss similarities and differences between different types of text.
Lit 3-18a	To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

- Starter: Pupils are put into pairs. They have 3 minutes each to describe their hobby to their partner. They then swap partners and have 2 minutes each to tell their new partner their old partner's hobby. They are then swapped a second time, and have 1 minute each to tell their new partner their first partner's hobby. The aim of this activity is to have them practice paraphrasing and summarising in a natural manner.
- Information on paraphrasing: The teacher talks through PowerPoint slide 4 on paraphrasing.
- Paraphrasing practice: Pupils should paraphrase the sentences on slide 5. Potential answers are:
 - People in the neighbourhood were irritated that the youths had been littering.



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- It was early on a beautiful day; it was bright and warm, and there was the sound of birdsong.
- A trio saw the person who had broken the law ascend the stairs.
- Information on summarising: The teacher should talk through the information given on slide 6.
- Reading: PowerPoint slide 7 instructs the pupils to read each of the reviews given on PowerPoint slides 8 and 9. Two summaries are given on slide 10 for the pupils to match. The answer is given on slide 11.
- Discussion: The teacher leads a discussion on whether the pupils liked the poems. The pupils should be encouraged to write or say the poem's good and bad parts. See PowerPoint slide 12.
- Writing: Pupils are instructed on PowerPoint slide 13 to write a critical review on the poem. The template for this is given in the teaching resources document.
- Discussion: Some final discussion questions are given on PowerPoint slide 14 to close the whole unit.