



Walter Scott 1771-1832

Lesson Plan:

The World Around Us

This lesson uses the exciting horse ride of a character called Deloraine in Walter Scott's poem, *The Lay of the Last Minstrel* (1805). Deloraine rides through a landscape full of historical, legendary, and natural markers. In addition to reading the poem, which will be challenging for pupils but well-scaffolded, pupils are encouraged to think about the world around them, recognising the interconnectivity of the natural and the man-made, and the present and the past. The lesson can, therefore, be used as a springboard to further activities on either literature or the rights and responsibilities of humans in our environment. For example, students could research the United Nations' mandate access of a clean, healthy and sustainable environment, a universal human right.

The steps of the lesson are:

Step	Step Name	Description
1	Starter	<p>Pupils collect words to describe a place in their school. This can be done in two ways:</p> <ol style="list-style-type: none">1. Discussion: pupils can sit in groups and write down as many words as they can. The teacher can time the activity and see which group has the most words.2. Run to the board: pupils are put in teams. Each team stands in a line in front of the white board (or equivalent). The pupils take it in turns to go to the board, write a word to describe their school, then go to the back of the line. They continue to do this until the teacher calls "stop." The team with the most words on the board wins.
2	Soundscape	<p>The teacher should use the starter to introduce the idea of soundscapes by asking questions such as:</p> <ul style="list-style-type: none">• Which words describe what we can see?



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		<ul style="list-style-type: none"> • Which words describe what we can hear? • Which words describe our feelings? <p>The pupils should then listen for a minute, not making any sound (as much as possible) and pay attention to what they hear. Once the minute is over, the pupils should be put into groups to list as many sounds as they can from what they heard. They should split them into manmade, natural, mixed/neither.</p> <p>They should then be asked whether the sounds would have been heard 200 years ago. Tell the pupils that they are going to be looking at a poem from 200 years ago.</p>
3	(Optional) Pictures	<p>The teacher should then give the pupils one of the pictures. These can either be printed out and given out per table or shown electronically (on tablets or PowerPoint).</p> <p>The pupils should work in pairs or groups to think of as many sounds as they can that could be heard in the place where the photo was taken.</p> <p>They should then write a short description of the picture, which includes sounds and visuals.</p>
4	Drawing	<p>Pupils are given these moments from the poem. They should draw the image they are given:</p> <ul style="list-style-type: none"> • A rider on a horse leaving a castle • The ghosts of druids dancing about • A knight on a horse calling up to a tower • A Roman road through a moor • Hills under moonlight • Old timey outlaws living in the craggy hills • A fast-flowing river • A horse and rider riding deep through water • A dark abbey
5	Puzzle	<p>In their groups, pupils are given the puzzle. The puzzle should be printed and cut up ahead of time. One copy of the blank template</p>



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		should be shown to the pupils so that they know what shape the puzzle should be. The answers are also provided.
6	Matching	Pupils should read the extract from the poem and match their pictures from earlier to the poem.
7	Comprehension	Pupils should answer the short comprehension questions.
8	Discuss	Pupils should work in groups and discuss a place that they know: <ul style="list-style-type: none"> • What sounds can you hear there? Are they manmade, natural, or both? • What about buildings and natural life? What is natural, what is manmade and what is a mixture of the two? • Are there signs of different time periods? What are they? • Are there any myths or legends about the place? • If a character passed through the place, what would they notice?
9	Create	Pupils should write down their descriptions from the previous activity.

Curriculum for Excellence

ENG 3-12a (also ENG 2-12a, ENG 4-12a)	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.
LIT 3-13a	I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.
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: <ul style="list-style-type: none"> • 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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ENG 3-31a	Having explored the elements which writers use, I can create texts in different genres by: <ul style="list-style-type: none">• integrating the conventions of my chosen genre successfully and/or• using convincing and appropriate structures and/or• creating interesting and convincing characters and/or• building convincing settings which come to life.
SOC 3-07a	Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.



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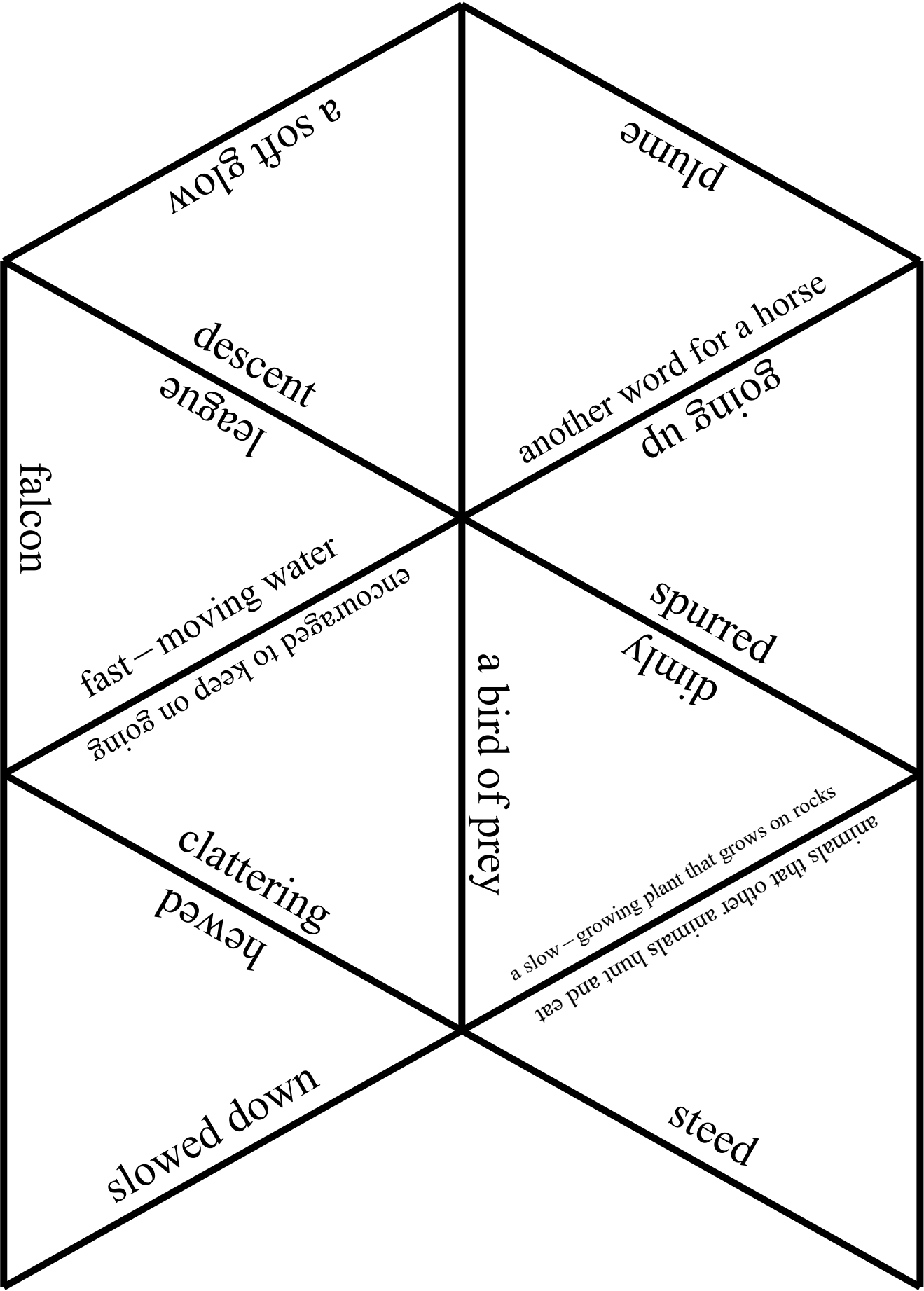
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<p>three miles</p> <p>going down</p> <p>ascent</p>	<p>prey</p> <p>describing a place where there is not much light</p> <p>cut or hacked</p>
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the sound of a horse's hooves

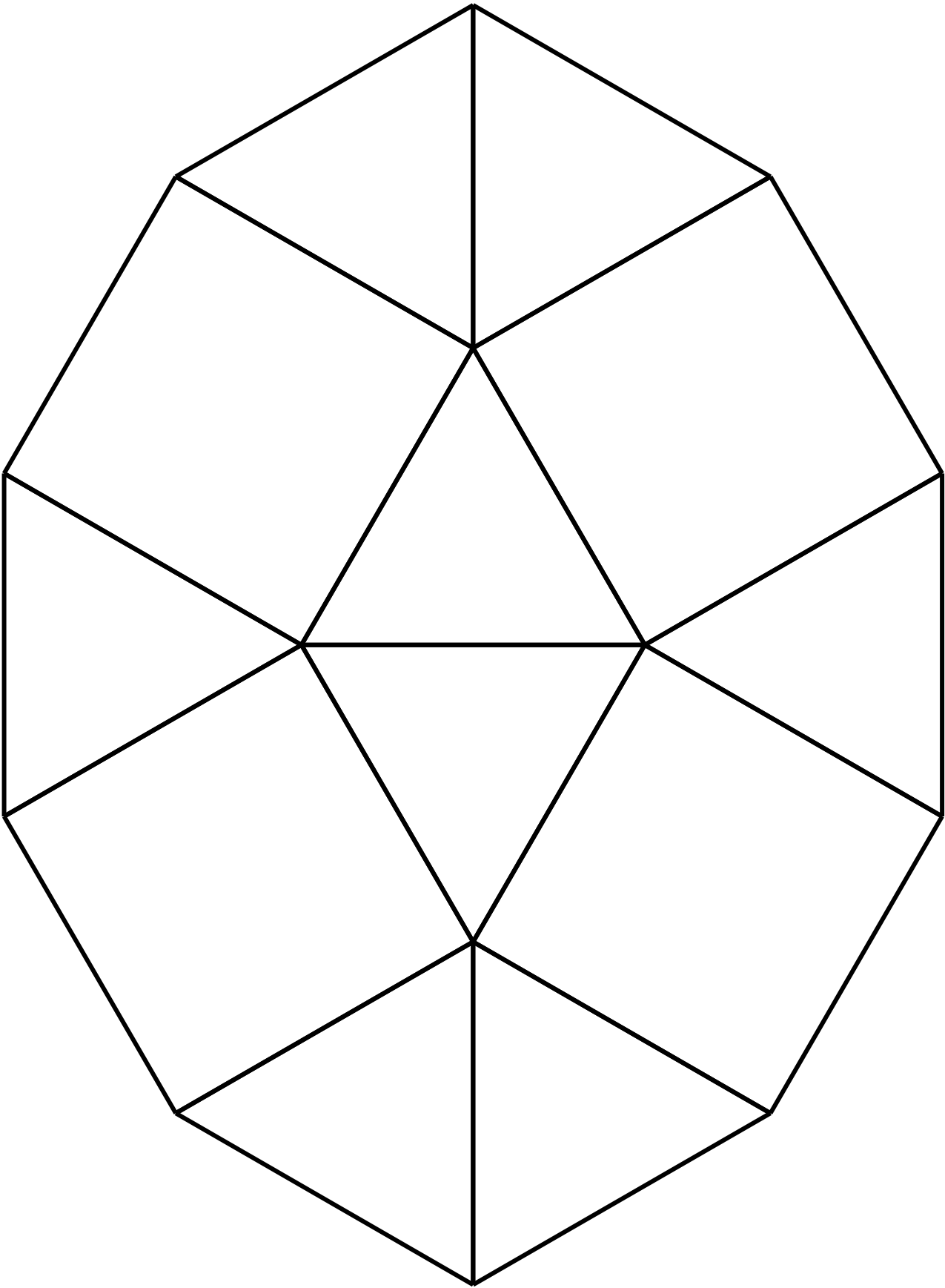
torrent

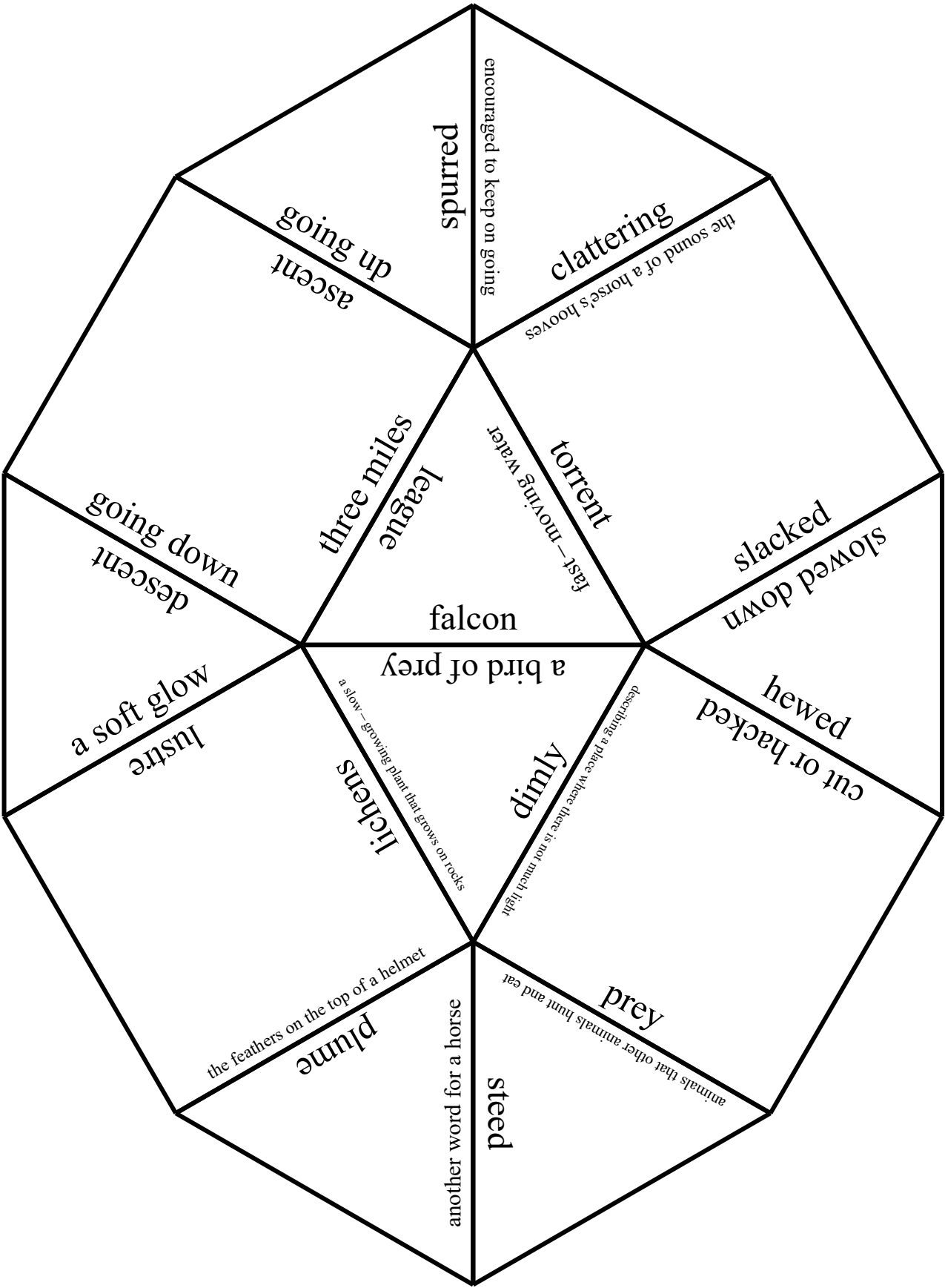
slacked

the feathers on the top of a helmet

lustre

lichens







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Deloraine's Ride

A knight, Deloraine, has been sent on a difficult mission: he has to ride to Melrose during the night and dig up a magic book. Let us see where he goes:

1 Soon in his saddle sate he fast,
2 And soon the steep descent he past,
3 Soon cross'd the sounding barbican
4 And soon the Teviot side he won.
5
6 Dimly he view'd the Moat-hill's mound,
7 Where Druid shades were flitted round;
8 In Hawick twinkled many a light,
9 Behind him soon they set in night;
10 And soon he spurr'd his courser keen
11 Beneath the tower of Hazeldean.
12
13 The clattering hoofs the watchmen mark;—
14 "For Branksome, ho!" the knight rejoin'd,
15 And left the friendly tower behind.
16 He turn'd him now from Teviotside,
17 And, guided by the tinkling rill,
18 Northward the dark ascent did ride,
19 And gained the moor at Horsliehill;
20 Broad on the left before him lay,
21 For many a mile, the Roman way.
22
23 A moment now he slack'd his speed,
24 A moment breathed his panting steed;
25
26 On Minto-crags the moonbeams glint,
27 Where Barnhill hew'd his bed of flint;
28 Who flung his outlaw'd limbs to rest,
29 Where falcons hang their giddy nest,
30 Mid cliffs, from when his eagle eye
31 For many a league his prey could spy;
32 Cliffs, doubling on their echoes borne,

sate = sat

fast = securely

barbican = the outer gate of a castle

Teviot = a river called Teviot

Druid = druids were ancient religious leaders

Hawick = a town

spurr'd = encouraged to go faster

courser = type of horse

mark = notice (watchmen would ask for ID)

Branksome = the place Deloraine is riding from

Roman = the Romans lived in parts of Britain
55-410AD

slack'd = slow downed

Barnhill = a criminal/outlaw

hew'd = cut



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33

34 Unchallenged, thence pass'd Deloraine
35 To ancient Riddel's fair domain,
36 Where Aill, from mountains freed
37 Down from the lakes did raving come;
38 Each wave was creased with tawny foam,
39 Like the mane of a chestnut steed.
40 In vain! No torrent, deep or broad,
41 Might bar the bold moss-trooper's road.

42

43 At the first plunge the horse sunk low,
44 And the water broke o'er the saddlebow;
45 Above the flaming tide, I ween,
46 Scarce half the charger's neck was seen;
47 The warrior's very plume, I say
48 Was daggled by the dashing spray;
49 Yet, through good heart, and our Ladye's grace,
50 At length he gain'd the landing place.

51

52 Now Bowden Moor the march-man won,
53 And sternly shook his plumed head,
54 As glanced his eye o'er Halidon;
55 For on his soul the slaughter red
56 Of that unhallow'd morn arose,
57 When first the Scott and Carr were foes;

58

59

60 In bitter mood he spurred fast,
61 And soon the hated heath was past;
62 And far beneath, in lustre wan,
63 Old Melros' rose, and fair Tweed ran:
64 Like some tall rock with lichens grey,
65 Seem'd dimly huge, the dark Abbaye.

tawny = a yellowy-brown colour

torrent = fast-flowing water
bar = stop

I ween = I believe
charger = horse
plume = big feathers on top of a helmet

our Ladye's grace = Saint Mary's blessing
gained = got to

Halidone = a place

unhallowed – unholy (he is remembering a
battle that he thinks was unfortunate)

lustre wan = pale light
Melros = Melrose (a town) Tweed = a river

Abbaye = abbey



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Questions

1. Look at lines 1-4. What word is repeated four times?
2. Why do you think this word has been repeated?
3. Look at lines 6-11. Write the missing rhyming words below:
 - a. mound and _____
 - b. and night
 - c. keen and _____
4. Why do you think Scott uses rhyme?
5. Read lines 13-15. What do the watchmen hear?
6. Why do you think the watchmen didn't stop Deloraine?
7. In your own words, what happens in lines 23-4?
8. What type of landscape is described in lines 26-32?
 - a. Grassy meadows
 - b. Woodland
 - c. Rocky hills and mountains
 - d. A lake
9. In your own words, what does 'No torrent, deep or broad, / Might bar the bold moss-trooper's road' (lines 40-11) mean?
10. In lines 43-50, Deloraine rides his horse through a river. Choose one word that shows that this was a dramatic thing to do. Explain why you have chosen this word.
11. Read lines 52-61. Deloraine sees a place where a battle between the Scotts and Carrs took place. How does this battle make Deloraine feel?
12. What simile (comparison) does Scott use to describe the abbey?



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Answers

1. Look at lines 1-4. What word is repeated four times? **Soon.**
2. Why do you think this word has been repeated? **It shows that Deloraine was moving quickly.**
3. Look at lines 6-11. Write the missing rhyming words below:
 - a. mound and **round.**
 - b. **light** and night.
 - c. keen and **Hazeldean.**
4. Why do you think Scott uses rhyme? **It creates a sense of speed. Accept any other answer that works.**
5. Read lines 13-15. What do the watchmen hear? **They hear 'The clattering hoofs' – that is, the sounds of his horse.**
6. Why do you think the watchmen didn't stop Deloraine? **Because they are 'friendly' to people from Branksome.**
7. In your own words, what happens in lines 23-4? **He slows down and catches his breath.**
8. What type of landscape is described in lines 26-32? C
 - a. Grassy meadows.
 - b. Woodland.
 - c. **Rocky hills and mountains.**
 - d. A lake.
9. In your own words, what does 'No torrent, deep or broad, / Might bar the bold moss-trooper's road' (lines 40-11) mean? **Nothing will stop Deloraine, not even a deep river.**
10. In lines 43-50, Deloraine rides his horse through a river. Choose one word that shows that this was a dramatic thing to do. Explain why you have chosen this word. **'flaming' suggests that river is scary or that the river is flowing fast; 'dashing' suggests that the water is moving fast and spraying up over Deloraine's helmet.**
11. Read lines 52-61. Deloraine sees a place where a battle between the Scotts and Carrs took place. How does this battle make Deloraine feel? **He feels unhappy. (The words 'bitter' and 'hated' tell us this, along with the fact that the day of the battle is described as 'unhallowed' and that he 'sternly' shakes his head when he sees it.**
12. What simile (comparison) does Scott use to describe the abbey? **'like some tall rocks with lichens grey' – that is, he thinks the manmade building of the abbey looks like a naturally occurring rock.**