# Scottish Writers

### Overview

You may find it useful to think about the wider context of Scottish literature before you introduce Walter Scott and his work. This timeline includes seven authors, including Scott, ranging from the fifteenth to the twenty-first centuries, with quotations from each one. Although the timeline can be used however you like, the steps below are recommended. There are tasks that can be done in conjunction with the timeline.

### Curriculum for Excellence

This resource supports the following Curriculum for Excellence objectives.

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| LIT 1-01a / LIT 2-01a | I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. | In step 1, pupils are asked to choose which of the seven quotations they like the most. In step 2, they recommend other writers that they like, providing reasons and recommendations. |
| LIT 3-01a (also LIT 4-01a) | I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. |
| LIT 2-11a (also LIT 1-11a) | I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. |
| LIT 3-11a | I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. |
| ENG 2-12a (also ENG 3-12a; 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. | The seven quotations will probably be unfamiliar to pupils, but as they are short, the pupils should be able to work out their meanings. |

### Step 1:

Show the pupils the timeline in groups or pairs and give them the following tasks.

1. Read each quotation. What do you think it means? What sort of writing is it from? Do you think you would like to read the rest of the rest of the writing?
2. Choose one author from the timeline that you think you would like. Why do you think their work would be interesting.

Have a class discussion about their answers. Encourage them to discuss and debate which ones they think they would like.

These are the quotations:

* Robert Henryson: “Ane doolie sessoun to ane cairful dyte/ Suld correspond, and be equivalent.” This is from Henryson’s fifteenth century poem *The Testament of Cresseid.* In modern English, the quote means that miserable weather should be matched with a similar poem.
* Robert Burns: “Wee, sleeket, cowran, tim’rous beastie,/ O, what a panic’s in thy breastie!“ This is from Burns’ poem ‘To a Mouse, On turning up in her Nest, with the Plough, November, 1785.’
* Walter Scott: “Most readers... must have witnessed with delight the joyous burst which attends the dismissing of a village-school on a fine summer evening.” This is from Scott’s 1816 novel *The Tale of Old Mortality.*
* Robert Louis Stevenson: “To be feared of a thing and yet to do it, is what makes the prettiest kind of a man.” This is from Stevenson’s 1886 novel *Kidnapped.*
* Violet Jacobs: “‘Oh tell me what was on yer road, ye roarin’ norlan’ Wind,/ As ye cam’ blawin’ frae the land that’s niver frae my mind?” This is from Jacobs’ 1915 poem ‘The Wild Geese.’
* Nan Shepherd: “When the aromatic savour of the pine goes searching into the deepest recesses of my lungs, I know it is life that is entering. I draw life in through the delicate hairs of my nostrils.” This is from Shepherd’s nonfiction book *The Living Mountain.* This was written in the 1940s but not published until the 1970s.
* Liz Lochhead: “Friendship is a real boat,/ Clydebuilt like the best of them,/ pride and strength in every rivet and spot weld.” This is from Lochhead’s poem ‘Scotland to Queensland, Glasgow to Gold Coast.’

### Step 2:

In the same pairs or groups, ask the pupils to think about the books and writers that they like.

1. Ask the pupils which books and writers they like and why they like them. Ask them to choose one to recommend to the rest of the class.
2. If they have access to books in the classroom, ask them to find a book they like and pick a quotation that they like.
3. Pupils should fill in the recommendation sheet.

### Step 3

Pupils should share their recommendations with the rest of the class. There are different ways to do this.

* If you are working in paper, you can attach the recommendation sheets to the wall and ask the pupils to walk around the room and read them.
* If you are working electronically, you can share the recommendations in a forum.
* Pupils can come to the front and read their recommendations to everyone.
* Pupils can form new groups and share their recommendations with the rest of the group.

Tell the pupils to choose one recommendation to add to their to-read list.

### Step 4

Once the pupils have worked through the first three steps, you can move onto the Walter Scott activities. You could begin with the ‘Who was Walter Scott’ PowerPoint, and then move onto one of the lessons, such as the short poems activity.

### Notes

* If you have discussed the difference between prose and poetry, you may wish to remind your pupils of that when they look at the texts.
* You may wish to pre-warn the pupils that some of the quotations may be very difficult for them to understand and to try their best.

# My Recommend Book

## The book title:

## The author’s name:

## The author’s nationality:

## When the book was written:

## A quotation from the book:

## Why I recommend the book: