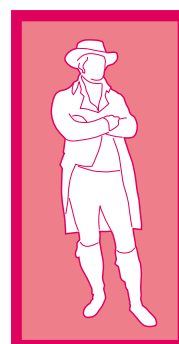
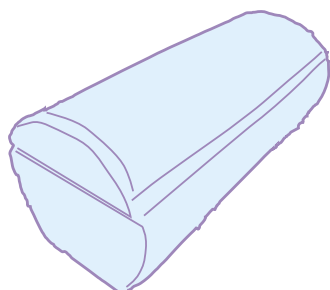


Writers Museum, Edinburgh: Virtual Visit Lessons

Overview	In this lesson pupils explore Burns' success as a writer and the methods used to promote this success in the 18th Century.
Background Information	<ul style="list-style-type: none"> > Following the success of Burns' Kilmarnock Edition of his poetry, he went to Edinburgh to promote his work > There he circulated with the high classes and gave recitations all over the capital > While Burns was in Edinburgh, the second edition of his poems was published (the so-called Edinburgh Edition) > He carried out many tours of Scotland collecting old songs, visiting admirers and seeking inspiration for his writing > One such tour was noted in his Highland Journal – a diary of events > Burns was also a keen writer and arranger of Scots songs and was the main contributor to James Johnson's collection of songs - the Scots Musical Museum. > He contributed many of his own songs to this work and arranged many more songs for it > Thanks to Burns many old Scots songs were saved from disappearing forever and Scottish music became fashionable across Europe > Composers such as Beethoven and Haydn composed their own arrangements of many of Burns' songs
Curricular Links	<p>5-14 Environmental Studies (Levels C/D):</p> <p>People in the Past – People events and societies of significance from the past</p> <p>Change, continuity, cause and effect</p> <p>Time and historical sequence</p> <p>Nature of historical evidence</p>



Writers Museum, Edinburgh: Virtual Visit Lessons

Learning outcomes

- Pupils will recognise that:
- > Burns had a writing talent second to none which was recognised in his time
 - > His poems and songs had success both nationally and internationally
 - > Burns had to promote his own talent

Skills

- > Plan a sequence of activities for tackling an enquiry
- > Suggest sources of information to assist in enquiry tasks
- > Select known enquiry methods/equipment to access, select and record information
- > Select and record specific information from a variety of sources
- > Select techniques to process/classify information
- > Present findings communicating key points clearly

Resources Required

- > Writers' Museum, Edinburgh Virtual Tour
- > Song – Auld Lang Syne
- > Song – Ae Fond Kiss
- > Ae Fond Kiss Worksheet
- > Nibbed pens and ink or ballpoint pens
- > Access to a quill pen to show pupils (optional)
- > Selection of magazines, newspapers or taped adverts from TV
- > Map of Scotland Sheet (found in the Actual Visit section)

Writers Museum, Edinburgh: Pre Visit Activity Details

Discussion Compare And Contrast Talents

Burns had a writing talent second to none. He was persuaded to use this talent and publish his poetry to raise money for the fare to Jamaica. This would, he hoped get him away from his problems at home! His talents saw him through and the poems were published in Kilmarnock soon after.

Ask pupils what talents they have. If pupils had to earn money using one of their own talents, which talent would they draw upon?

What do they excel in?

Has anyone ever told them how good they are at something?

What would they like to be talented at / in?

Can pupils think of anyone they know who is very talented at something?

What did they do to achieve this?

Discuss how dreams can be achieved with hard work and determination just as in Burns' life.

Discussion Compare And Contrast Promotion of Work

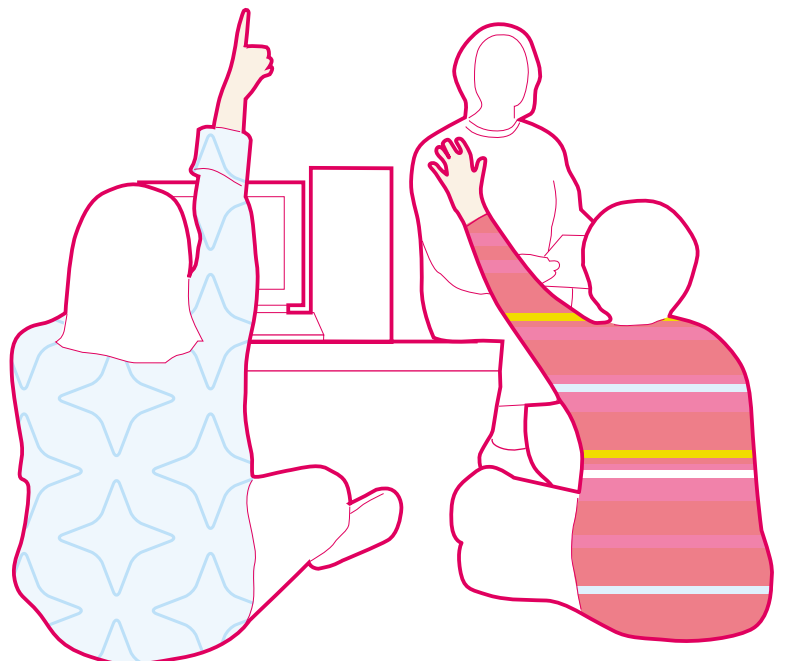
Burns was a celebrity of his time. He had to promote his own talent in the 1780s by getting his poems published, going to Edinburgh, promoting himself to the high classes, then promoting himself to others around Scotland whilst on his tours.

Compare Burns' self-promotion with the promotion celebrities have today. How are stars promoted today in the media? (magazines, newspapers, TV, radio, CD, video etc)

What are the positives of each type of promotion?

What are the negative aspects of each type of promotion?

What size of audience would Burns have reached compared to that of a celebrity today?



Writers Museum, Edinburgh: The Virtual Visit

Virtual Tour

Now, use the virtual tour to explore the variety of historical objects situated in this venue by clicking on Learning and then Virtual Tours Button on the website and selecting this venue.

Each object relates specifically to the learning outcomes above.

(This could be carried out with small groups at computers or as a class using an interactive whiteboard.)

Small statue of Burns

Description: This small statue of Burns is a copy of the life-size one that stands in the town of Kilmarnock.

It shows Burns dressed in the type of outfit worn by men in the 1780s. Burns is holding a pencil which lets us know he was a keen writer.

Burns' writing desk

Description: This is the actual writing desk that belonged to Robert Burns which he used until he died

Kilmarnock Edition of Poems Chiefly in the Scottish Dialect

Description: This is a copy of the first published poetry book written by Burns. It was published in Kilmarnock and made Burns a very famous man.

The poems were written mainly in the Scots language.

Painting – Burns reading poem of Winter's Night before literary gathering at Duchess of Gordon's (Hardie)

Description: Burns went to Edinburgh and published the second edition of his poetry. In this painting he is reading his poems to the rich and famous people of Edinburgh.

Painting – Burns in James Sibbald's Circulating Library (Johnson)

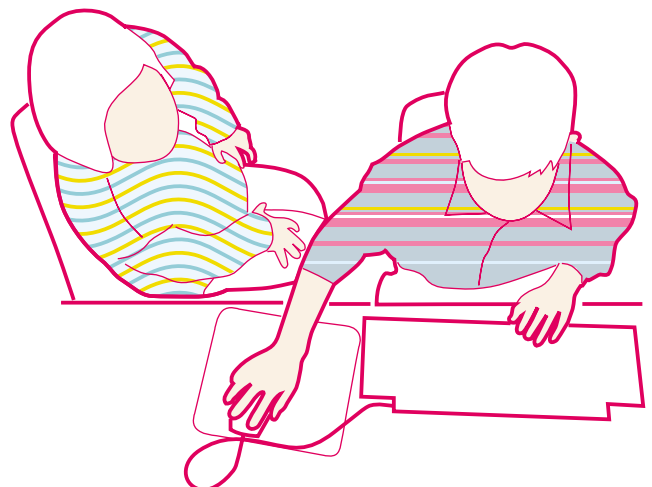
Description: In this painting Burns is again seen reading his poems to the rich and famous people of Edinburgh. James Sibbald was editor of the Edinburgh Magazine which published the first review of Burns' first book in 1786. This was hugely important since it was written by one of his favourite authors, Henry MacKenzie, who praised Burns' work calling him a 'heaven-taught ploughman!'

Scots Musical Museum

Description: In Edinburgh, Burns met the music seller, James Johnson who was collecting songs for a book called the Scots Musical Museum.

This is Burns' own copy of the songbook. Notes in his own handwriting can be seen.

Burns gave many songs for this book, including Auld Lang Syne and Ae Fond Kiss.



Writers Museum, Edinburgh: Suggested Post Visit Activities

Talents Writer-Exciter

Draw your pupils' attention to the picture of Burns' statue and Burns' writing desk in the Virtual Tour by going onto the website at www.burnsscotland.com clicking on Learning and then Virtual Tours and selecting this venue. This desk was used until his death.

Burns wrote with a quill pen in what is known as cursive script. He had beautiful handwriting. At this desk many of his poems and songs were penned. The original script of Holy Willie's Prayer in Burns House Museum, Mauchline Virtual Tour shows a good example of this writing.

To view this with pupils click on Learning and then Virtual Tours, selecting the Burns House Museum, Mauchline venue. Next click on the artefact titled 'The Original Script of Holy Willie's Prayer'

Demonstrate the cursive script to the class on the board by showing them how to form each letter of the alphabet. Keep this visible for reference purposes, then let them have a go themselves. It may be helpful for you to copy out a Burns poem of your choice in cursive script and let the pupils copy it. The key to success is flowing, joined letters!

Rhyme Time

If you are lucky enough to have access to a quill pen to show pupils, great! However, nibbed pens are easier to come by. If nibbed pens are not a possibility, then ball points will suffice.

Burns wrote in what was called the Standard Habbie Stanza, a format of writing used widely by Scots poets. For example:

The star that rules my luckless lot	(8 syllables – short, long, short, long etc)
Has fated me the russet coat	(8 syllables – short, long, short, long etc)
An' damned my fortune to the groat	(8 syllables – short, long, short, long etc)
But in requit	(4 syllables – short, long, short, long etc)
Has blest me with a random shot	(8 syllables – short, long, short, long etc)
O' countra wit	(4 syllables – short, long, short, long etc)

You will notice that this is a 6 line poem, lines 1,2,3 and 5 rhyme and lines 4 and 6 rhyme.

Before telling pupils this, show them such a piece in this format and ask them to work out the format.

Choose a simple subject and try to devise a class poem in this form and, if you are feeling very brave, you may wish to ask pupils to try it themselves or in small groups e.g. On the topic of flowers:

The flower that is my favourite one
Is one that looks just like the sun
Its head it weighs about a tonne
Oh some may say!
But sunflowers sway and dance with fun
In their own way



Writers Museum, Edinburgh: Suggested Post Visit Activities

Promotion of Work

Draw your pupils' attention to the picture of the painting 'Burns reading poem of Winter's Night before literary gathering at Duchess of Gordon's' on the Virtual Tour by clicking on Learning and then Virtual Tours and selecting this venue.

Next, draw your pupils attention to the picture of the painting 'Burns in James Sibbald's Circulating Library' on the Virtual Tour by clicking on Virtual Tours and selecting this venue.

Burns was a celebrity of his time, but he had to promote his own talent in the 1780s by getting his poems published, going to Edinburgh, promoting himself to the high classes and touring around Scotland.

Look at Me!

How would we promote ourselves today? Try one or more of the following:

Ask pupils to design a poster promoting a talent they have, real or imaginary. Explain the 3 B's of poster design – pictures and writing must be big, bright and bold! They will need to choose a catchy slogan to catch the public's eye if they are to take any notice of it e.g. Kevin Kicks Colossal Goals for Kilmarnock Juniors! OR Mandy's Moves Make her a Million!

Tape-r Caper

Ask pupils to devise questions for a radio interview in which the presenter (pupil 1) will promote a celebrity's talents (pupil 2) through an interview broadcast to the nation. When relevant questions have been devised, both pupils may wish to tape their interview.

Buy It Now

Ask pupils to imagine they have written a book, or recorded a CD. Can they devise a TV ad to promote their work? Which method of promotion will they use?

Examine a range of taped adverts from TV or look at adverts in magazines. What is the secret of good advertising? Can pupils group adverts according to techniques used? e.g. focus on health benefits, focus on romance, focus on scientific or technical details, focus on value etc.

So a CD promoted in each of these ways may tempt a range of listeners in different ways

- > Health Benefits – 'Music to soothe away the stresses of the day'
- > Romance – 'This story will sweep you off your feet!'
- > Technical – 'Features the latest digital recordings'
- > Value – 'Features 15 superbly written short stories for only £9.99'

Writers Museum, Edinburgh: Suggested Post Visit Activities

<p>Burns' Music</p>	<p>Draw your pupils' attention to the picture of the painting Scots Musical Museum on the Virtual Tour by clicking on Learning and then Virtual Tours and selecting this venue.</p> <p>In Edinburgh, Burns met the music seller, James Johnson who was collecting songs for this book. This was Burns' own copy of the songbook and notes in his own handwriting can be seen.</p> <p>Two of the songs Burns gave Johnson for this book were Auld Lang Syne and Ae Fond Kiss.</p>
<p>Soppy Song</p>	<p>Discuss the song Ae Fond Kiss with your pupils. Look carefully at the way it is written, the choice of words and think about how it makes pupils feel. It was written for one of Burns' many girlfriends – Agnes McLehose (or Clarinda as she was known). Copy the related Ae Fond Kiss Worksheet for your pupils and ask them to complete it using the knowledge they have gained from the discussion of the poem.</p>
<p>Old Friends</p>	<p>Learn the words and actions of Auld Lang Syne with you pupils – the chorus, the first and the last verses of this abridged version are those most commonly performed. Discuss the sentiments behind this internationally known Burns song. Have a class sing song!</p>
<p>Time Line Date-o-mania</p>	<p>Begin a class timeline on a long piece of paper or card. Mount this on the wall. Plot the year Burns' Kilmarnock Edition was published (1786). Burns was given the title 'Caledonia's Bard' in 1787 – plot this on the timeline.</p> <p>Discuss with pupils any other important world events going on at the time. You may wish to have another long piece of paper or card situated below this one on the wall to enable pupils to compare relevant Burn-related dates with the other important dates you have noted</p>
<p>Plot It</p>	<p>Ask pupils to plot Edinburgh on the blank Map of Scotland Sheet. You may also wish to plot some other key venues in Burns' life on the map too.</p> <ul style="list-style-type: none"> > Mauchline (first met future wife Jean Armour here) > Alloway (birthplace) > Tarbolton (set up the Bachelors' Club here) > Ellisland (farmed here and began his excise career here) > Dumfries (spent final years of his life here) <p>Burns toured Scotland to both research and promote his work. Ask pupils to find out where Burns went on his tours of Scotland. Plot these on the map too.</p>

Writers Museum, Edinburgh: Poems

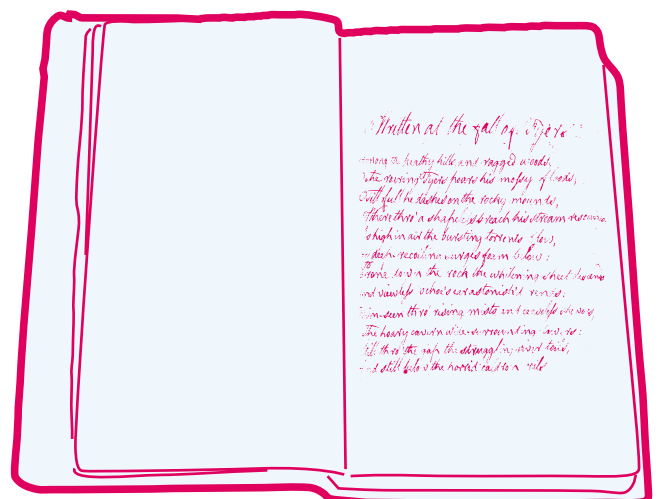
Ae Fond Kiss (Abridged)

Ae fond kiss, and then we sever!
Ae farewell, and then forever!
Deep in heart-wrung tears I'll pledge thee,
Warring sighs and groans I'll wage thee.

Had we never lov'd sae kindly,
Had we never lov'd sae blindly,
Never met - or never parted --
We had ne'er been broken-hearted.

Fare-thee-weel, thou first and fairest!
Fare-thee-weel, thou best and dearest!
Thine be ilka joy and treasure,
Peace, Enjoyment, Love and Pleasure!

Ae fond kiss, and then we sever!
Ae farewell, alas, for ever!
Deep in heart-wrung tears I'll pledge thee,
Warring sighs and groans I'll wage thee.



Writers Museum, Edinburgh: Poems

Auld Lang Syne (Abridged)

Chorus

For auld lang syne, my dear,
For auld lang syne,
We'll tak a cup o' kindness yet,
For auld lang syne,

Should auld acquaintance be forgot,
And never brought to mind?
Should auld acquaintance be forgot,
And auld lang syne?

We twa hae paidl'd in the burn,
Frae mornin' sun till dine;
But seas between us braid hae roar'd
Sin' auld lang syne.

And there's a hand, my trusty fiere!
And gie's a hand o' thine!
And we'll tak a right gude-willie waught,
For auld lang syne.

Writers Museum, Edinburgh: Ae Fond Kiss Sheet

After reading the words of Burns' love song, answer the following questions:

1. This song is about (tick the correct answer)

- Someone going on holiday
- Someone who has hurt themselves badly
- The parting of two people who love each other

2. Who did Burns write the song about?

- His mother
- Jean Armour – his wife
- His girlfriend

3. What name was she was known by?

- Clarissa
- Claudia
- Clarinda



4. Which word in Verse 1 means parted? _____

5. Which three words in Verse 1 tell us that Burns is sad to be apart from his loved one? He is shedding these!

1) _____ 2) _____ 3) _____

6. Describe what the words 'broken-hearted' in Verse 2 mean.

7. Burns wrote in the Scots language. Write T or F for each statement about the words he used in this song.

- | | | | |
|------------------------------------------------|-------|------------------------------|-------|
| Fare-thee-weel means goodbye and good riddance | _____ | Fare-thee-weel means goodbye | _____ |
| Ae means ouch | _____ | Thou means your | _____ |
| Thou means my | _____ | Ae means one | _____ |

Look on the internet or in books and draw a picture of the woman in the song in the box below. Remember to draw her wearing the type of clothes common in the 1780s.

Look on the internet or in books and draw a picture of Burns below. Remember to draw him wearing the type of clothes common in the 1780s.