

P2-4 Activity Pack

Robert Burns Birthplace Museum – Self led

‘Museum detective’ teacher resources for Primary 2-4



Curriculum for Excellence Level: First (Primary 2 – Primary 4)



How to use this resource

'Museum detective' teacher resources for P2-4



Hello and welcome to your Robert Burns Birthplace Museum Activity Pack for teachers. Everything you will need is explained in this document. In here you will find fun activities for you and your pupils designed to help you find your way around the Robert Burns Birthplace Museum, and a series of clues and questions for them to solve. We hope you enjoy your visit!

Aims and achievements:

What your pupils will achieve:

- A deeper understanding of the Scots language,
- A deeper understanding of the inspirations and themes in Robert Burns's poetry
- An in depth knowledge of items in the museum's collection
- Ability to associate words and language with a visual stimulus and associate action and movement with words and meanings.

What skills your pupils will develop:

- Word association between images and language (English and Scots).
- Deductive and lateral thinking skills through playing the role of museum detectives
- Use of different languages (English and Scots).
- The ability to work as part of a team and on their own.
- Increased confidence through participation in group activities and performance.
- Listening and observation skills.



Primary 2 – Primary 4

Activity 1: The Whispering Gallery



Use the different media available in the space to find out about and record different facts about Robert Burns.

Lesson objectives:

- Develop deductive skills
- Use different methods (writing and drawing) to discover and remember information.

Curriculum for Excellence:

Lit 1-07a

HWB 1-19a

Activity

Gather your pupils along one of the walls in the Gallery. Explain that they are now 'Museum detectives' and that it is their job to discover the REAL Robert Burns.

In this section there are 3 questions to find the answers to. Pupils must use the space around them to answer the questions on their worksheets. For question 1 they should look at the floor, for question 2 they should look for the plough Robert Burns would have used, and for question 3 they should look at the timeline by the door to the shop.

Give your pupils a few moments to look around and find the answers to their questions. Tell any who finish early to keep looking around the room and find out something else interesting about Robert Burns!

End of Activity 1 – Take your class into the Identity section.



Primary 2 – Primary 4

Activity 2

Identity



Find out more about individual objects in the collection belonging to Burns.

Lesson objectives:

- Increase use of Scots language
- Experience the excitement of finding objects owned by the Burns family.

Curriculum for Excellence:

EXA 1-02a

SOC 1-04a

Activity

Start at the 'Big Brither' cabinet and show the class the wax apple.

Leader's Fact: This section has objects to do with Robert Burns and his family. He had 3 brothers and 3 sisters. You can see all of Robert's brothers and sisters in the 'Big Brither' cabinet. Can your class find the apple that Robert gave to Gilbert for a wedding present? It's lasted so long because it is made of wax! Now move to the next cabinet along.

Leader's Fact: Robert Burns had a girlfriend called Highland Mary. Do you see the statue of them together? There are some books next to the statue that belonged to Robert Burns and Highland Mary and one of them has a lock of hair inside. In the 18th century you might give someone a lock of your hair if you really liked them. Ask your class why they think they would do that? (*It was something to remind them of each other*). Explain to your class that Robert Burns spoke Scots, so he would have called a pretty woman a 'bonnie lassie'.

Your class has some more detective work to do in this section to fill in their sheets. They should count the number of blue doors hiding objects belonging to Robert Burns, and find and draw Burns's sock (in the bottom right hand door). Tell the class this was to keep Robert's toes warm, does anybody know the Scots word for toes? (Taes)

End of Activity 2 – Take your class to the 'Portrait gallery' section.



Primary 2 – Primary 4

Activity 3: Portrait Gallery



Use art to learn more about life in the eighteenth century

Lesson objectives:

- Further increase use of Scots language
- Develop an appreciation of art and how to analyse it.

Curriculum for Excellence:

EXA 1-05a

LIT 1-02a

Activity

Leader's Fact: Explain to your class that only one of the pictures in the gallery really looks like Robert Burns. The rest were painted or drawn after he had died or were copies of other pictures. Ask your class to look closely at the pictures and decide which one they think is the 'real' Burns (the one painted during his lifetime). Hear their answers and then reveal which one it is (number 13).

Tell pupils to gather around the 'real' portrait of Burns and look at it closely. They need to analyse the picture to answer the questions on their sheets: What do his clothes look like and what is his expression?



End of Activity 3 – Take your class into the Fame section.



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Activity 4: Fame!



Using specific objects relating to Burns, explore what it means to be famous

Lesson objectives:

- Use Scots language in relation to objects in the museum collection.
- Learn more about eighteenth century life through analysing different objects.

Curriculum for Excellence:

LIT 1-07a

LIT 1-14a

Activity

First find the tiny book below the yellow recruitment poster in the fame gallery. It is on the wall backing on to the portrait gallery.

Leader's Fact: This book has travelled around the world approximately 180 times. It had to be made really small because otherwise it would have been too heavy for the astronaut to take on board. Pupils should fill in question 7 on their sheets, the book is as small as.... . Tell pupils that Robert Burns wouldn't have called it 'small' he would have used a Scots word for it instead, what might that be? (Wee).

Walk around the interactive table to the monument model.

Leader's Fact: Robert Burns is very famous in lots of different countries. Only Queen Victoria has more statues around the world. This is his monument in Alloway. It was built in 1823. Pupils should draw the different shapes and patterns of the monument on their sheets.

Pupils now have a tongue twister to try and say! Who can say it the fastest without getting it wrong?

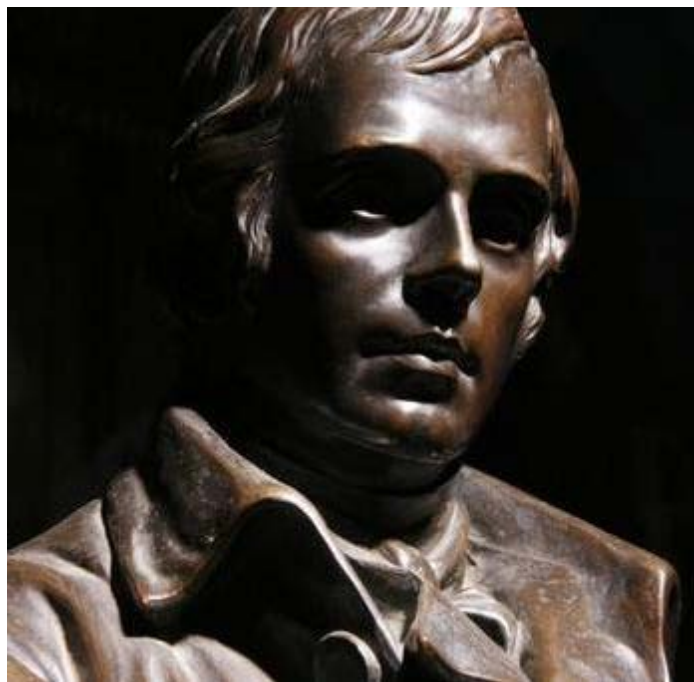
The massive muckle monument makes me mad about mockit marshmallows!
(*Huge, Dirty*)



Keep moving around the interactive table to the skull cabinet.

Leader's Fact: Scientists used to think that you could find out information about someone by looking at the shape of their skull. This is a plaster cast model of Robert Burns' skull that was made some of these 19th century scientists. Tell your pupils that they should decide what Robert Burns was good at by looking at his skull and write it on their sheets. Do they think this is a good way of telling what people are good at?

Ask pupils where they would find their skull (their heads), and explain that Robert Burns wouldn't have called it a head, he would have said 'heid'.



End of Activity 4 – Take your class to the Religion/Books and music section



Primary 2 – Primary 4

Activity 5: Religion, books and music



Find out more about some of the inspirations behind Burns's poetry and song.

Lesson objectives:

- Learn about and empathise with some of the themes of Burns's poetry
- Discover one of Burns's hobbies and inspirations.

Curriculum for Excellence:

SOC 1-03a

SOC 1-04a

Activity

First take your pupils to the pulpit.

Leader's Fact: When Robert behaved badly he had to go to the Kirk (church) and sit on the Cutty stool to get told off in front of everyone he knew. Ask your class if this sounds like a nice thing to happen? How might Robert Burns have felt? Explain that it made him feel angry, and some of the poems that he wrote were about why he didn't like the people who were in charge of the Kirk. Encourage your class to sit on the stool and hear the Priest tell them off!

Now take your class into the Books and Music section.

Leader's Fact: Robert Burns was very musical. Ask your class to look in the cabinet and see what instruments he played? Use the Burns Jukebox to play some of the songs Robert Burns wrote and get your class to pick their favourite.

End of Activity 5 – You may now want to give your pupils some free time to explore the museum on their own! Encourage them to ask questions about the objects or cases and play on the interactive games.

