

Overview

Learners will use the [Auld Alliance recording](#), which focuses on the military, cultural and commercial treaty established in the medieval period between Scotland and France. With a focus on literacy, learners will investigate – through the medium of a short video relating the opening of [Robert Henryson's medieval Scots poem 'The Twa Myis'](#) – the spelling and sound of words, in the English language we use today, and the way they were spelt and sounded in medieval Scots.

The learners will, through watching and listening to the video, identify any words they recognise, attempt to work out what is happening in the story so far and predict what they think might happen next. There are also suggestions for exploring a modern, animated version of the same fable, in French. Ultimately, the learners could use the poem as a stimulus to discuss the advantages and disadvantages of both urban and rural living and then create an advert for use by an estate agency, to sell a country house and a town house.

Learners could be encouraged to discuss and negotiate, with the teacher and their peers, a set of success criteria which could be used to evaluate their final adverts.

Literacy and English experiences and outcomes explored

I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language.

ENG 2-03a

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

LIT 2-07a

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 2-20a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

I am learning to use language and style in a way which engages and/or influences my reader.

ENG 2-27a

Other curriculum areas explored:

I can discuss why people and events from a particular time in the past were important, placing them within an historical sequence.

SOC 2-06A

I can investigate a Scottish theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

SOC 2-03a

Responsibility of all:

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 2-11a

Themes across learning:

Creativity

Overview of learning

Possible prior experiences

Listen to the [Auld Alliance recording](#).

Find out about Scotland during the Renaissance and the court of James IV.

The video was filmed on location at [The Abbot's House in Dunfermline](#). The heritage centre hosts a wide range of activities suitable for children in this unique building dating from the Middle Ages.

Investigate the genre of fable in terms of purpose, audience and relevance.

Use a search engine or the school library to research Aesop and his fables.

Taking it further

If you would like more activities to do on Scots language and literature, visit [Scuilwab](#) for some interesting ideas and suggestions.

Challenges

Listening challenge

Watch and listen to the [Robert Henryson video](#). As they watch and listen, learners tick off words they hear being read in the poem, from a checklist which has several red herrings. After the identification stage, try to work out what the words mean – often this will be from how they sound, but can also be arrived at by altering the spellings.

Word challenge

Match the Scots and the English definitions. Organise the words into verbs, nouns and adjectives.

Sequencing challenge

Watch and listen to the video again and attempt a sequencing exercise, to check understanding of plot development thus far. Predict what they think might happen next in the story.

French challenge

Match the French and the English definitions. Watch the [animated version](#) of the same fable in French and listen for the words on the cards. Discuss the differences between the Henryson version, your prediction and the French version of the Aesop's fable.

Town and country challenge

In groups, discuss and make a list of the advantages and disadvantages of living in a town or the countryside. Use a search engine and newspapers and magazines to read and research the kind of language used to advertise houses, in order to make them seem as appealing as possible. Create their own adverts for selling a house in a town and a house in the countryside via estate agents who use these media. Evaluate how successful the adverts are, using a set of negotiated success criteria.

Flying challenge

Poets in both the Scottish and French Renaissance courts were 'maister flyters'. This involved a duel of words in which poets would compete against each other to see who could deliver the wittiest insults – a bit like modern 'rap battles'. In groups, [using the game](#), select nouns, adjective and verbs and take part in a classroom flyte. The [glossary](#) will provide support.

Possible evidence

Completed checklists

Completed sequencing exercises

Completed predictions

Participation in listening activity

Lists of advantages and disadvantages with reasoning attached

Completed estate agent adverts