



Curriculum for Excellence: Literacy and English

Extract from principles and practice:

'Language is a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage.'

In reference to Scots and Scottish texts:

The languages, dialects and literature of Scotland provide a rich resource for children and young people to learn about Scotland's culture, identity and language. Through engaging with a wide range of texts they will develop and appreciation of Scotland's vibrant literary and linguistic heritage and its indigenous languages and dialects. This principle suffuses the experiences and outcomes and it is expected that practioners will build upon the diversity of language represented within the communities of Scotland, valuing the languages which children and young people bring to school.

Key outcomes for using 'A Scots buik on the plague' site:

Learners are able to see primary sources written in both Scots and English and gain an understanding of how Scots has been used for centuries both in official documents and through a variety of personal and religious accounts.

Through close reading and investigation of primary sources learners will be able to gain an awareness of the similarities/differences between early and modern Scots.



Activity 1 – Old vs New

Browse through the digital version of Gilbert Skeyne's book. Try and find any Scots words you recognise which are still used today.

Although the spelling may be different, can you find any that are spelled the same?

Look closely at any words you recognise and see if you can understand what context the author is using them in.

Reading: Lit 3-12, 4-13a, 3-14a, 4-14a

Understanding, analysing, evaluating: Lit 4-16a, 4-17a, 4-18a, 4-19a

Activity 2 – Different voices

Browse through some of the items in the gallery and see if you find any Scots used.

Why do you think some might have written in Scots and others in Latin or English?

Some of the items in the gallery are religious, others personal, others issued by the government at the time. What impression do you get of the texts themselves?

What message do you think the writer had? Was it personal or official?

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Activity 3 – Who is the audience?

Go back and try reading some of the Gilbert Skeyne book or some of the items in the gallery.

Compare some of the language used in the different types of documents.

Given that not everyone was literate at the time, are you able to get a sense of who these texts were aimed at?

Are they trying to influence people's behaviour? In what way?

Reading: Lit 3-12, 4-13a, 3-14a, 4-14a

Understanding, analysing, evaluating: Lit 4-16a, 4-17a, 4-18a, 4-19a