

Teacher notes – The Scottish Enlightenment

CfE Literacy and English outcomes and experiences covered

Area of Literacy and English	Level	CfE Outcomes and experiences covered	Activity
Literacy and English Reading - finding and using information	Level 2	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p> <p>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a</p>	All activities
	Level 3/4	<p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a</p> <p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-15a / LIT 4-15a</p>	
Literacy and English Listening and talking - Tools for listening and talking / Creating texts	Level 2	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a</p> <p>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</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a</p>	Activity 2 & 3
	Level 3/4	<p>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</p> <p>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a</p> <p>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or</p>	

		<p>alternative solutions.</p> <p>I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-02a</p> <p>Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. ENG 3-03a</p> <p>Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience. ENG 4-03a</p> <p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a / LIT 4-06a</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions. <p>LIT 3-09a</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate detailed information, ideas or opinions • explain processes, concepts or ideas with some relevant supporting detail • sum up ideas, issues, findings or conclusions. LIT 4-09a <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a</p> <p>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. LIT 4-10a</p>	
<p>Literacy and English Writing - Tools for writing</p>	<p>Level 2</p>	<p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a</p> <p>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a</p> <p>Throughout the writing process, I can check that my writing</p>	<p>Activity 3</p>

		<p>makes sense and meets its purpose. LIT 2-23a</p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p>	
	Level 3/4	<p>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. LIT 3-21a</p> <p>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate. LIT 4-21a</p> <p>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3-22a / LIT 4-22a</p> <p>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. LIT 3-23a</p> <p>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading. LIT 4-23a</p> <p>I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. LIT 3-24a</p> <p>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. LIT 4-24a</p>	
Literacy and English Writing - Organising and using information	Level 2	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	All Activities
	Level 3/4	By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a / LIT 4-26a	
Literacy and English Writing - Creating texts	Level 2	<p>I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p>	Activity 3
	Level 3/4	I can engage and/or influence readers through my use of	

	<p>language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27a</p> <p>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a</p> <p>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. LIT 4-28a</p> <p>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT 3-29a</p> <p>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. LIT 4-29a</p>	
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Listening Task 3 – Teacher copy

1. **Identify** which areas the Scottish thinkers or “literati” were believed to have contributed greatly towards during the time of the Scottish Enlightenment.

Science; moral and social thought; historical analysis; literature.

2. **Identify** three changes/improvements landowners made to farming during the time of the Scottish Enlightenment.

They tested different kinds of crop rotation; they experimented with using different types of minerals on the soil; they freed up and prepared large areas of land previously unused.

3. Broadie says “the names of the streets tell a unionist story” when talking about the street names of Edinburgh’s New Town. **Explain** what you think he means by this.

The street names all refer to members of the British royal family, indicating that they were of importance to the Scottish town planners.

4. **Explain** why Edinburgh’s New Town was an architectural success.

It was built of a different style of plan – a grid – meaning that the streets were more open and light. The buildings were pleasing to look at and middle class professionals felt at ease there.

5. **Identify** where else in Scotland will you find a town on a grid plan.

A new town south-west of Thurso.

6. **Explain** why people thought James Macpherson was a “cheat”.

Many people suspected that his translations were in fact new works of literature that he had intended to write anyway and he lied saying they were translated from the original Gaelic stories he claimed he had discovered.

7. **Explain** in your own words what Broadie states is a “contested matter” in his conclusion.

People contest or debate whether or not Scotland’s cultural advancements would have occurred if there had been no political union in place between Scotland and England. People question how much Scotland’s Enlightenment benefitted from the country being in political union with England.

Activity 3 Teacher copy – Reading questions and answers

1. Read the section with the title “A Vision for the ‘New Town’”. **Identify** which Scottish city was chosen to be improved and re-designed?

Edinburgh

2. Read source 1. **Identify** three reasons why Edinburgh was in need of improvement.

Gloss “overcrowded” – too many residents

Gloss “cramped” – not enough space

Gloss “Insanitary” – dirty/unclean

3. The writer says Edinburgh was “the most fetid of European capitals”.
 - a. **Explain** what the word “fetid” means. Use a dictionary if you are unsure.

Smelling extremely unpleasant

- b. **Explain** what the writer was trying to say about Edinburgh.

Edinburgh was not clean and waste would cause there to be a horrible smell.

4. Read source 2. **Explain**, using your own words, why it was clear that Edinburgh was “feeling the consequences of a lack of investment”.

Money was not being used for the upkeep of buildings, resulting in one collapsing and killing a man.

5. Read source 4. **Summarise** using your own words how the planners found the architect who designed the New Town.

They held a contest to find the architect who they thought had the best plan. The winner of this was selected to design the New Town.

6. Read source 5. The maps show a “vivid contrast” between the old and new towns. **Explain** what this expression means using your own words.

Vivid means powerful or intense and contrast means different or opposite. Therefore the expression means that the old and new towns were remarkably and noticeably different.

7. Read source 6. **Identify** the expression used which indicates that the design for the New Town took a long time to complete.

“Almost 20 years later”

8. Read source 7. This source contains statistical facts about the development of the New Town. **Summarise four** facts you have learned about the New Town by reading this source.

Accept any fact expressed in the learner’s own words.