



The Scottish Enlightenment

Activity 1

Listening

What will I do?

Listen to Professor Alexander Broadie's introduction (featured on the homepage) then complete the following tasks individually or in a pair/group.

Learning intention:

To show **understanding** of what you have **listened** to by **summarising** in your own words.

How can I be successful?

- Listened carefully to Alexander Broadie's introduction to the Scottish Enlightenment.
- Taken notes on useful facts and information.
- Used a dictionary to discuss and complete the vocabulary check task, individually or working with others.
- Attempted to answer the questions using my own words.
- Taken turns with others to share opinions and ideas.

SKILLS FOR LEARNING, LIFE AND WORK

- Listening
- Note taking
- Summarising
- Working cooperatively

Listening task 1 – note taking

Listen to the audio clip once and take notes under these headings:

Important dates

Important people

Discoveries, changes and improvements made



The Scottish Enlightenment

Activity 1

Listening task 2 – vocabulary check

Broadie uses some vocabulary that you may or may not be familiar with. Discuss these terms and decide what you think they mean. You may want to use a dictionary if you are unsure. A few have been done for you.

Vocabulary check

Political union

When two or more countries group together to make a larger state (e.g The United Kingdom)

Constitutional context

The political background or setting

Lime and marl

Two types of stone like materials that contain minerals.

Swathes

Monarch

Convivial

Indigenously

Phenomenon

Prose

Contested



The Scottish Enlightenment

Activity 1

Listening task 3 – understanding questions to answer

1. **Identify** which areas the Scottish thinkers or “literati” were believed to have contributed greatly towards during the time of the Scottish Enlightenment.
2. **Identify** three changes/improvements landowners made to farming during the time of the Scottish Enlightenment.
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.
4. **Explain** why Edinburgh’s New Town was an architectural success.
5. **Identify** where else in Scotland will you find a town on a grid plan.
6. **Explain** why people thought James Macpherson was a “cheat”.
7. **Explain** in your own words what Broadie states is a “contested matter” in his conclusion.



The Scottish Enlightenment

Activity 1

Listening Task 3 – Teacher’s answer sheet

- 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.



The Scottish Enlightenment

Activity 2

Group discussion

“In the 18th century, Enlightenment ideas spread across Europe. At its heart was the desire to investigate and debate philosophical and scientific ideas publicly, free from the persecution of authoritarian institutions.”

Task:

Take part in a group discussion in relation to the above information. Use the questions below to direct your conversation. Spend time researching using the site prior to your discussion.

Learning intention:

To be able to **communicate** ideas and opinions effectively whilst **cooperating** with peers.

How can I be successful?

To be successful you will have:

- Researched the key contributors to the Scottish Enlightenment by visiting the page “key people”.
- Read and prepared responses to the questions detailed below.
- Taken turns to share your ideas and opinions during a group discussion. (Use the talking tokens provided).
- Cooperated well with others, listening and responding to their ideas in a polite manner.
- Communicated ideas and opinions verbally using formal language.
- Made at least one “I think” point and one “I ask” question.

SKILLS FOR LEARNING, LIFE AND WORK

- Research
- Listening
- Verbal communication
- Using formal language
- Working cooperatively



The Scottish Enlightenment

Activity 2

Group discussion questions to consider

1. What do you think “authoritarian institutions” means?
2. Why would people in the 18th century feel these organisations may “persecute” them for their ideas?
3. What would you consider to be an “authoritarian institution” nowadays?
4. Do you consider yourself to be able to debate freely without persecution?
5. Where in the world might free speech/debate not be possible?
6. Having researched the key contributors to the Scottish Enlightenment, how much do you agree or disagree with this statement: All people living in Scotland were free to investigate and debate philosophical and scientific ideas publicly and freely. (Consider gender, race, and social class and be ready to share your reasons).
7. Which key people stand out to you the most? (Choose 3 people and be ready to back your choices up with reasons).
8. During the Scottish Enlightenment there were a great many ground-breaking discoveries made in science and medicine. If you had to choose an area of scientific research that you would like to see developed, what would it be and why?

Group discussion talking tokens

These can be given out to learners to use during a discussion to help learners take turns, contribute to the discussion and encourage others to contribute.

Every learner receives a full set as below (copy and cut out).

Every learner has to use all their talking tokens during the group discussion.

I agree/disagree because...	I agree/disagree because...
In my opinion...	In my opinion...
I would like to add...	I would like to add...
What do you think?	What do you think?



The Scottish Enlightenment

Activity 2

Group discussion role cards:

Learners can be given additional roles to help discussion flow and ensure every member of the group is contributing and cooperating. Every learner is responsible for fulfilling their own role as well as contributing to the overall task.

Checker

Your job is to check on the understanding or learning of the group by asking them to explain or summarise the material you have learned or discussed. Sample statements could include:

'Joe why did we decide on this answer for number two?'

'Chloe can you explain how we got this answer?'

'Anne, summarise or sum-up what we have decided'



Helper

You should check for agreement and understanding amongst the group and help them to come to the same decisions. Some things you could say are:

'What do you mean by that? Does everyone think that?'

'Does everyone agree that we write that down?'



Encourager

You should encourage everyone to get involved and contribute.

You are also expected to contribute but try to make sure everyone gets the chance to speak.

You should say things like:

'What do you think Bob?'

'That's a good idea Julie, do you agree with that Sam?'

'I don't think you've had a chance to say anything yet – do you have any ideas?'



Air Traffic Controller

It is your job to make sure only one person speaks at a time and using a quiet voice. You should try to get everyone to be aware of the noise and if necessary instruct your team to be quieter.





The Scottish Enlightenment

Activity 3

Reading and Writing

Tasks:

1. Read the information about town planning on the site and answer the questions.
2. Write and deliver your own sales pitch for a new town.

Learning intention:

- To be able to show understanding of what you have read and learned about.
- To be able to persuade an audience.
- To be able to communicate ideas effectively through written and verbal communication.

What will I do?

Visit the page called “Town Planning” and read the information provided. Take notes on any key information you find. Then attempt the questions to answer below. You can do this individually or in a team.

Once you have finished the questions you will work in a team to write a sales pitch for a New Town you and your teammates have imagined. You will create a map of your town, write a persuasive sales pitch and then deliver it to your class/group. Use the question sheet and the guide for the New Town task to help you and your team get started!



The Scottish Enlightenment

Activity 3

How can I be successful?

To be successful you will have:

- Visited the page about town planning and read all the information carefully.
- Used skimming, scanning and summarising skills to take notes on key information.
- Answered the questions in as much detail as you can.
- Shared answers and feedback to the group.
- Read the guide for the New Town task.
- Worked collaboratively with a team to come up with a New Town concept/idea.
- Listened to others and accepted their ideas.
- Made decisions about what your New Town should include.
- Used persuasive and descriptive language to create a sales pitch for your New Town.
- Created a visual map which includes descriptive labels showing what your team's New Town would look like.
- Contributed to the delivery of your team's sales pitch.
- Listened to other teams deliver their sales pitches and offered constructive feedback on their ideas.

SKILLS FOR LEARNING, LIFE AND WORK

- Research
- Reading
- Listening
- Written communication
- Verbal communication
- Using formal language
- Using persuasive language
- Working cooperatively
- Making decisions
- Accepting other people's ideas and opinions
- Presenting to a group
- Offering polite and constructive feedback
- Team work



The Scottish Enlightenment

Activity 3

Task 1 – Reading questions

Read through all of the sources and information available on the site in the section called “Town Planning” then attempt to **answer** these questions to display your understanding of the information you have read. To do this successfully, you will need to use your **skimming, scanning** and **summarising** skills.

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?
2. Read source 1. **Identify** three reasons why Edinburgh was in need of improvement.
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.
 - b. **Explain** what the writer was trying to say about Edinburgh.
4. Read source 2. **Explain**, using your own words, why it was clear that Edinburgh was “feeling the consequences of a lack of investment”.
5. Read source 4. **Summarise** using your own words how the planners found the architect who designed 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.
7. Read source 6. **Identify** the expression used which indicates that the design for the New Town took a long time to complete.
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.

DID YOU KNOW?

Skimming and **scanning** is the name given to a particular set of reading skills.

Skimming – when you read over a whole passage quickly getting an overview of what it’s about.

Scanning – when you are on the lookout for key facts.

Summarising – when you use your own words to communicate the main ideas/points you have read. These are known as **LITERACY** skills.



The Scottish Enlightenment

Activity 3

Task 2 – Create your own “New Town”

Get together with your team and discuss the following:

1. What town or city do you live in now?
2. What do you think would improve this town or city?
3. Make a list of at least 5 different ideas for improvement.
4. **Decide** – do you want to create a design to improve an existing town **OR** do you want to create an entirely New Town?
5. **Make a plan** for your sales pitch under these four headings.

Housing	Leisure
Technology	Amenities

6. Write your sales pitch using at least three persuasive techniques from this list:

- Personal pronouns
- Questions
- Repetition
- Statistics and facts
- Anecdotes
- Description and imagery
- Exaggeration

7. Create a map of your New Town which is detailed and eye catching and includes descriptive labels.

8. Assign who will present what and **practice!**



The Scottish Enlightenment

Activity 3

Here are some ideas to get you started

- City wi-fi
- Cycle lanes and rentable electric bikes
- Park and ride schemes – no cars in the centre
- Family friendly areas e.g. soft play, outdoor play parks
- Electric vehicle parking and charging points
- “Green” buildings and use of renewable energy
- Affordable housing/homeless shelters
- Recycling points

Think you're finished?

- Have we decided where/what our New Town will be?
- Have we discussed ideas and come up with a plan?
- Have we worked together to write our persuasive sales pitch?
- Have we decided who will say/do what during the presentation?
- Have we created a labelled map displaying what our New Town will look like?
- Have we worked together well, listening to each other and encouraging everyone to contribute?





The Scottish Enlightenment

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”.
Explain what the word “fetid” means. Use a dictionary if you are unsure.
Smelling extremely unpleasant
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.