

kar2ouche®



Tam O'Shanter

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Tam o Shanter Teacher's Guide – an Overview

Context for learning

Tam o Shanter has been designed to meet the requirements of the Scottish 5–14 National Guidelines in English Language and ICT (Levels C–E, Key Stages 2–3). *Tam o Shanter* is based on *Kar2ouche*, Immersive Education's platform for computer-based learning programmes that supports the teaching of literacy, history, ICT, PSHE, languages and creative writing.

What you will find in this teacher's guide

The following notes are provided to help you use the software in your teaching of the poem. They are in no way prescriptive; rather *Kar2ouche* is an open-ended teaching and learning tool for you to use with your pupils as creatively as you wish. If you do produce additional resources or would like to share the work your pupils create, please contact:

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The notes are divided into the following sections to make browsing easy.

Section 1: What *Kar2ouche* is and How it Helps

Section 2: Teacher's Notes

- Unit 1: Establishing the Story
- Unit 2: Closer Reading
- Unit 3: Revisiting the Poem

Section 3: Notes on Using *Kar2ouche*



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Section 1

Section 1: What *Kar2ouche* is and How it Helps

Kar2ouche is a multimedia authoring and editing tool that will help pupils develop their understanding and appreciation of Burns' poem 'Tam o Shanter'. Using *Kar2ouche* to work with the poem pupils will be encouraged to employ a whole range of thinking skills.

Information-processing skills

Using *Kar2ouche* pupils can be encouraged to:

- identify key images, text, ideas – extract what is essential
- sort the relevant from the irrelevant
- organise and where necessary prioritise ideas
- sequence events
- compare and contrast their work with the work of others
- analyse the relationship between characters
- develop cultural awareness.

Reasoning skills

Using *Kar2ouche* pupils can be encouraged to:

- justify decisions using evidence
- make informed choices
- work out subtexts
- consider alternative perspectives/interpretations
- articulate ideas.

Enquiry skills

Using *Kar2ouche* pupils can be encouraged to:

- work collaboratively to question text
- observe events and predict subsequent action
- consider consequences
- reflect critically on written text, their own work and the work of peers.

Creative thinking skills

Using *Kar2ouche* pupils can be encouraged to:

- offer interpretations of texts/situations
- create multimedia texts
- respond imaginatively to texts/situations.

Evaluation skills

Using *Kar2ouche* pupils can be encouraged to:

- engage in collaborative working and dialogue
- review, modify and evaluate work produced.



Communication

Using *Kar2ouche* pupils can be encouraged to:

- engage in group discussion
- present ideas to a group
- use visual aids and images to enhance communication
- listen, understand and respond critically to others
- read for meaning
 - extract meaning beyond the literal
 - analyse and discuss alternative interpretations, ambiguity and allusion
 - explore how ideas, values and emotions are portrayed
 - consider how meanings are changed when texts are adapted to different media.

To summarise, *Kar2ouche* encourages pupils to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate their ideas in a structured and clear manner.

What can you create using *Kar2ouche*?

Through using *Kar2ouche*, both you and your pupils will be able to create:

- storyboards
- animations
- publications.

You and your pupils might use storyboards for a number of purposes, for instance to:

- summarise the main action of the text
- illustrate its underlying structure
- explore key moments and sections of the text
- extract information and select key areas of text
- sequence or resequence sections of the poem
- understand and interpret difficult lines
- update the story into modern prose
- explore the subtext through characters' potential thoughts and thought tracking
- explore alternative points of view
- create additional and imagined scenes, along with alternative beginnings and endings.

In addition you might like to create animations, for instance:

- news programmes
- interviews
- documentaries
- trailers
- advertisements.



As well as animations, pupils can create their own publications, for example they may produce:

- newspapers
- storybooks
- cartoons
- magazines
- posters
- book covers/spines/back.

All of the storyboards, animations and publications can be personalised by the use of pupils' own images by adding digital pictures.



Section 2

Section 2: Teacher's Notes

'Tam o Shanter' – full text

Tam o Shanter

By Robert Burns

When chapman billies leave the street,
And drouthy neebors, neebors meet;
As market-days are wearing late,
An folk begin to tak the gate;
While we sit bousing at the nappy,
An getting fou and unco happy,
We think na on the lang Scots miles,
The mosses, waters, slaps, and styles,
That lie between us and our hame,
Whare sits our sulky, sullen dame,
Gathering her brows like gathering storm,
Nursing her wrath to keep it warm.

This truth fand honest Tam o Shanter,
As he frae Ayr ae night did canter:
(Auld Ayr, wham ne'er a town surpasses,
For honest men and bonie lasses).

O Tam had'st thou but been sae wise,
As taen thy ain wife Kate's advice!
She tauld thee weel thou was a skellum,
A blethering, blustering, drunken blellum;
That frae November till October,
Ae market-day thou was nae sober;
That ilka melder, wi the miller,
Thou sat as lang as thou had siller;
That ev'ry naig was ca'd a shoe on,
The smith and thee gat roarin fou on;
That at the Lord's house, even on Sunday,
Thou drank wi Kirkton Jean till Monday.
She prophesied that, late or soon,
Thou would be found, deep drown'd in Doon,
Or catch'd wi warlocks in the mirk,
By Alloway's auld, haunted kirk.

Ah, gentle dames, it gars me greet,
To think how monie counsels sweet,
How monie lengthen'd, sage advices
The husband frae the wife despises!

But to our tale: — Ae market-night,
Tam had got planted unco right,
Fast by an ingle, bleezing finely,
Wi reaming swats, that drank divinely;
And at his elbow, Souter Johnie,



His ancient, trusty, drouthy cronie:
Tam lo'ed him like a very brither;
They had been fou for weeks thegither.
The night drave on wi sangs and clatter;
And ay the ale was growing better:
The landlady and Tam grew gracious,
Wi secret favours, sweet and precious:
The Souter tauld his queerest stories;
The landlord's laugh was ready chorus:
The storm without might rair and rustle,
Tam did na mind the storm a whistle.

Care, mad to see a man sae happy,
E'en drown'd himsel amang the nappy.
As bees flee hame wi lades o treasure,
The minutes wing'd their way wi pleasure:
Kings may be blest but Tam was glorious,
O'er a' the ills o life victorious!

But pleasures are like poppies spread:
You seize the flow'r, its bloom is shed;
Or like the snow falls in the river,
A moment white — then melts for ever;
Or like the borealis race,
That flit ere you can point their place;
Or like the rainbow's lovely form
Evanishing amid the storm.
Nae man can tether time or tide,
The hour approaches Tam maun ride:
That hour o night's black arch the key-stane,
That dreary hour Tam mounts his beast in:
And sic a night he taks the road in,
As ne'er poor sinner was abroad in.

The wind blew as 'twad blawn its last;
The rattling showers rose on the blast;
The speedy gleams the darkness swallow'd;
Loud, deep, and lang the thunder bellow'd;
That night, a child might understand,
The Deil had business on his hand.

Weel mounted on his gray mare Meg,
A better never lifted leg,
Tam skelpit on thro dub and mire,
Despising wind, and rain, and fire;
Whiles holding fast his guid blue bonnet,
Whiles crooning o'er an auld Scots sonnet,
Whiles glow'ring round wi prudent cares,
Lest bogles catch him unawares:
Kirk-Alloway was drawing nigh,
Whare ghaists and houlets nightly cry.

By this time he was cross the ford,
 Whare in the snaw the chapman smoor'd;
 And past the birks and meikle stane,
 Whare drunken Charlie brak's neck-bane;
 And thro the whins, and by the cairn,
 Whare hunters fand the murder'd bairn;
 And near the thorn, aboon the well,
 Whare Mungo's mither hang'd hersel.
 Before him Doon pours all his floods;
 The doubling storm roars thro the woods;
 The lightnings flash from pole to pole,
 Near and more near the thunders roll:
 When, glimmering thro the groaning trees,
 Kirk-Alloway seem'd in a bleeze,
 Thro ilka bore the beams were glancing,
 And loud resounded mirth and dancing.

Inspiring bold John Barleycorn,
 What dangers thou canst make us scorn!
 Wi tippenny, we fear nae evil;
 Wi usquabae, we'll face the Devil!
 The swats sae ream'd in Tammie's noddle,
 Fair play, he car'd na deils a boddle.
 But Maggie stood, right sair astonish'd,
 Till, by the heel and hand admonish'd,
 She ventur'd forward on the light;
 And, vow! Tam saw an unco sight!

Warlocks and witches in a dance:
 Nae cotillion, brent new frae France,
 But hornpipes, jigs, strathspeys, and reels,
 Put life and mettle in their heels.
 A winnock-bunker in the east,
 There sat Auld Nick, in shape o beast;
 A touzie tyke, black, grim and large,
 To gie them music was his charge:
 He screw'd the pipes and gart them skirl,
 Till roof and rafters a' did dirl.
 Coffins stood round, like open presses,
 That shaw'd the dead in their last dresses;
 And, by some devilish cantraip sleight,
 Each in its cauld hand held a light:
 By which heroic Tam was able
 To note upon the haly table,
 A murderer's banes, in gibbet-airns;
 Twa span-lang, wee, unchristen'd bairns;
 A thief, new-cutted frae a rape –
 Wi his last gasp his gab did gape;
 Five tomahawks, wi bluid red-rusted.
 Five scymitars, wi murder crusted;
 A garter which a babe had strangled;
 A knife a father's throat had mangled –



Whom his ain son o life bereft –
The grey-hairs yet stack to the heft;
Wi mair of horrible and awefu,
Which even to name wad be unlawfu.

As Tammie glowr'd, amaz'd and curious,
The mirth and fun grew fast and furious;
The piper loud and louder blew,
The dancers quick and quicker flew,
They reel'd, they set, they cross'd, they cleekit,
Till ilka carlin swat and reekit,
And coost her duddies to the wark,
And linket at it in her sark!

Now Tam, O Tam! had thae been queans,
A' plump and strapping in their teens!
Their sarks, instead o creeshie flannen,
Been snawwhite seventeen hunder linen! –
Thir breeks o mine, my only pair,
That ance were plush, o guid blue hair,
I wad hae gien them off my hurdies,
For ae blink o the bonie burdies!
But wither'd beldams, auld and droll,
Rigwoodie hags wad spean a foal,
Louping and flinging on a crummock,
I wonder did na turn thy stomach!

But Tam kend what was what fu brawlie:
There was ae winsome wench and wawlie,
That night enlisted in the core,
Lang after kend on Carrick shore
(For monie a beast to dead she shot,
An perish'd monie a bonie boat,
And shook baith meikle corn and bear,
And kept the country-side in fear).
Her cutty sark, o Paisley harn,
That while a lassie she had worn,
In longitude tho sorely scanty,
It was her best, and she was vauntie ...
Ah! little kend thy reverend grannie,
That sark she coft for her wee Nannie,
Wi twa pund Scots ('twas a' her riches),
Wad ever grac'd a dance of witches!

But here my Muse her wing maun cour,
Sic flights are far beyond her power:
To sing how Nannie lap and flang
(A souple jade she was and strang),
And how Tam stood like ane bewitch'd,
And thought his very een enrich'd;
Even Satan glowr'd, and fidg'd fu fain,
And hotch'd and blew wi might and main:

Till first ae caper, syne anither,
 Tam tint his reason a' thegither,
 And roars out, 'Weel done, Cutty-sark!'
 And in an instant all was dark:
 And scarcely had he Maggie rallied,
 When out the hellish legion sallied.

As bees bizz out wi angry fyke,
 When plundering herds assail their byke;
 As open pussie's mortal foes,
 When, pop! she starts before their nose;
 As eager runs the market-crowd,
 When 'Catch the thief!' resounds aloud:
 So Maggie runs, the witches follow,
 Wi monie an eldritch skriech and hollow.

Ah, Tam! Ah, Tam! thou'll get thy fairin!
 In hell they'll roast thee like a herrin!
 In vain thy Kate awaits thy comin!
 Kate soon will be a woefu woman!
 Now, do thy speedy utmost, Meg,
 And win the key-stane of the brig;
 There, at them thou thy tail may toss,
 A running stream they dare na cross!
 But ere the key-stane she could make,
 The fient a tail she had to shake;
 For Nannie, far before the rest,
 Hard upon noble Maggie prest,
 And flew at Tam wi furious ettle;
 But little wist she Maggie's mettle!
 Ae spring brought off her master hale,
 But left behind her ain grey tail:
 The carlin clauht her by the rump,
 An left poor Maggie scarce a stump.

Now, wha this tale o truth shall read,
 Ilk man, and mother's son, take heed:
 Whene'er to drink you are inclin'd,
 Or cutty sarks rin in your mind,
 Think! ye may buy the joys o'er dear:
 Remember Tam o Shanter's mare.

The text of the poem, 'Tam o Shanter' by Robert Burns has been taken from *The Complete Poetical Works of Robert Burns 1759–1796*, Alloway Publishing, 1993.

Glossary

Some Scots words used by Robert Burns in his poem 'Tam o Shanter'.

A more extensive glossary of language used by Burns is contained in the book *Robert Burns: the Complete Poetical Works*, James A. Mackay (ed.), Alloway Publishing, 1993.

Ae	one, a
Ain	own
Auld Nick	'Old Nick', the devil
Bairns	babies
Baith	both
Bear	barley
Beldams	old women
Birks	birch trees
Bleeze/Bleezing	blaze/blazing
Blellum	babbler
Blethering	chattering
Blink	glimpse
Bluid	blood
Boddle	small coin, small amount
Bogles	demons
Bonie, bonnie	fine, good-looking, bonny
Bore	chink, gap
Bousing	drinking, boozing
Brawlie	good-looking
Breeks	breeches, trousers
Brent new	brand new
Brig	bridge
Burdies	maidens
Byke	beehive
Cantraip sleight	magic device or trick
Carlin	old woman, hag
Cauld	cold
Chapman billies	pedlars
Clatter	noise
Cleekit	clutched, linked arms
Coft	bought
Coost	cast off
Core	crew
Cour	curb
Cotillion	a dance
Creeshie flannen	greasy flannel cloth
Cronie	friend
Crummock	cudgel, club
Cutty sark	short shirt or chemise
Deils	devils
Dirl	ringing sound
Drouthy	thirsty

Dub	puddle
Duddies	clothes
Een	eyes
Eldritch	unearthly
Ettle	purpose
Fain	fondly
Fairin	reward
Fand	found
Fidg'd	fidgeted
Flinging	flailing
Fou	drunk
Frae	from
Fyke	fuss, fret
Gab	mouth
Gars me greet	makes me weep
Gart them skirl	made them squeal
Ghaists	ghosts
Gibbet-airns	gibbet irons, chains
Glowr'd	stared
Greet	cry, weep
Guid	good
Hale	whole
Haly	holy
Hame	home
Harn	coarse linen
Hotched	jerked
Houlets	owls
Hurdies	buttocks
Ilka	every, each
Jade	hussy
Kend	knew
Kirk	church
Lades	loads
Lap	leaped
Linket	danced, tripped
Louping	leaping
Maun	must
Meikle	large
Melder	meal-grinding
Mirk	dark, murk
Monie	many
Na	nothing
Nae	no, not, never
Naig	nag, horse
Nappy	ale, beer

Teacher's Guide: Section 2

Neebors	neighbours
Noddle	head
Presses	cupboards
Pund	pounds sterling
Pussie	hare
Queans	girls
Rair	roar
Rape	rope (hanging)
Reaming swats	foaming ale
Reekit	steamed
Rigwoodie	withered
Roarin	wildly, roaring
Sae	that, so
Sark	chemise, shirt
Seventeen hunder linen	fine quality linen (1700 gauge)
Sic	such
Siller	money, silver
Skellum	rogue, scoundrel
Skelpit	thrashed
Skreich	screech
Slaps	pools
Smoor'd	smothered
Souple	supple
Spean	abort
Stane	stone
Swat	sweated
Swats	beers
Syne	then, now
Thegither	together
Tint	lost
Tippenny	twopenny beer
Touzie Tyke	tousled, shaggy dog
Unco	mighty, greatly, uncommon, very
Usquabae	whisky
Vauntie	proud
Wawlie	choice, special
Wark	work, effort, labour
Whins	gorse
Winnock-bunker	window seat
Wist	knew

Unit 1 – Establishing the Story

Activity 1 – Story Sequence

Activity 2 – Tam’s Storybook

Other Activities – Suggestions

Unit 1 – Establishing the Story

Learning Objectives

All pupils will:

- listen to the text of 'Tam o Shanter' and through questioning and discussion show an understanding of the sequence of events in the poem
- read an extract from the poem 'Tam o Shanter' to identify the main ideas and supporting details and through discussion show understanding.

Most pupils will:

- through questioning and discussion, offer their personal opinion of the text and recognise key events in the poem
- show that they understand the gist of the text through discussion of the characters and events and identify the underlying main ideas of the text.

Some pupils will:

- listen and respond to different opinions and points of view by accepting, justifying or challenging these
- skim and scan to locate the main point and subsidiary ideas of the text and use previous knowledge and skills to predict content.

Learning Outcomes

By the end of Activity 1 the pupils will have:

- heard the poem read aloud
- discussed the text and become familiar with the sequence of events in the narrative
- contributed to discussions about the characters and events
- sequenced the main events of the poem
- used ICT to organise and present ideas.

By the end of Activity 2 the pupils will have:

- in a small group or pair, discussed an extract from the poem 'Tam o Shanter' and identified the characters, setting and events within their extract
- considered the atmosphere and feelings/emotions implied in the text
- explored what the characters in their particular scene may have spoken
- used ICT, showing knowledge of previous skills, to organise and create one frame of a storyboard as a contribution to a whole class presentation.

Activity 1 – Story Sequence

Resources

- *Kar2ouche – Tam o Shanter*
- Copies of the poem
- Sequencing Worksheet
 - (a) Standard English
 - (b) Extracts from ‘Tam o Shanter’
 - (c) Own choice of text
- Storyboard Planning Worksheet

Lesson Plan

Introduction

- 1 Discuss/brainstorm what the pupils already know about the poem ‘Tam o Shanter’. List characters, settings and key events on the board.
- 2 Listen to the text of ‘Tam o Shanter’ (use *Kar2ouche* audio text) and follow on pupil copy. Establish the setting (eighteenth-century Scotland) and discuss the language used and the difference between standard English, dialect and slang.
- 3 Discuss the characters and plot and build a sequence of events that follow the narrative. Elicit the key ideas and actions and establish how they influence the development of the story.

Offer the pupils an opportunity to reflect on the main character and to express their own opinions about his actions and their consequences.

Development

- 4 In groups the pupils should complete the sequencing worksheet by cutting up the sentences and rearranging them into the order they occur in the poem. These will be used later as text to accompany the frames of their storyboard.

A choice of three worksheets can be used.

- Worksheet (a) uses sentences written in standard English.
 - Worksheet (b) uses text taken from the poem.
 - Worksheet (c) gives the opportunity to extend pupils by allowing them to demonstrate their understanding through selecting or writing their own text.
- 5 Introduce *Kar2ouche – Tam o Shanter* and by using the tool tab demonstrate the building of a storyboard frame by adding:
 - background
 - character
 - props.

Section 2: Unit 1 – Establishing the Story – Activity 1 – story sequence

Demonstrate how to add frames to the storyboard.

Demonstrate how to delete frames, backgrounds, characters and props.

Allow pupils the opportunity to practise building their own storyboards.

- 6 Demonstrate the use of the manipulator tool to alter characters and props by:

- rotating
- changing position
- scaling.

Demonstrate the use of the manipulator tool to change the layers within the frame of the storyboard to allow props or characters to appear in front of or behind other elements within the frame. Allow pupils to experiment with the manipulator tool to find out exactly what it can do.

- 6 Show the pupils how to add text by typing within the captions window or by dragging text from the script library.

It may be appropriate at this stage to demonstrate the use of the key word search facility to locate specific text from the script library.

Allow pupils the opportunity to try the different ways that text can be added to a frame of the storyboard.

- 7 In groups the pupils should discuss and complete the storyboard planning sheet by selecting backgrounds, characters and props for each of the 10 sentences (sequencing worksheet) that will become the text for the frames of their storyboards.

- 8 Pupils open *Kar2ouche* and in groups create their storyboard using the 10 frames as planned (storyboard planning worksheet). They can then use the manipulator tool to rotate, change position, scale and layer the frames. Text can be added to the caption window by typing or dragging text as planned (sequencing worksheet).

- 9 Pupils share their storyboards using the presentation screen and discuss how each group has interpreted the text.

If appropriate, storyboards can be saved to work on later or printed using the utilities screen.

Sequencing Worksheet (a)

Cut out the statements and arrange them in the correct order. Use the statements as the text for your storyboard frames.

One night Tam o Shanter came riding on his horse from Ayr. (Ayr was a great town full of honest men and pretty girls.)

Tam rode away as fast as he could but one old witch who was ahead of the others flew furiously at him and grabbed poor Maggie's tail and pulled it off, leaving her only a stump.

Tam had ignored his wife's advice that he spent too much time in the pub with his friends. She said he was a chattering, babbling good-for-nothing.

He rode swiftly towards home on his grey mare Meg (the finest there was) singing Scottish songs and holding on to his hat. He didn't care about the wild weather.

Suddenly Tam forgot where he was and shouted out, 'Weel done, Cutty-sark!' The kirk grew dark and no sooner was he on his horse than the witches began to chase him.

The lightning flashed and the thunder roared, then through the trees he saw a glimmer of light. Surprisingly the old church was all lit up.

As Tam watched, amazed at what he saw and curious, the music grew louder and louder and the dancing grew faster and faster.

In the pub Tam sat by the blazing fire and drank foaming ale while he listened to stories told by his friend Souter Johnny. Outside a storm began to brew but he didn't care.

It grew late and the time came for him to leave the pub, climb on his horse and go home. It was late and dark and no one was about.

His horse, Maggie, didn't want to go near the church but Tam was feeling brave so he coaxed her on towards the light. Then he saw a strange and awful sight.

Sequencing Worksheet (b)

Cut out the statements and arrange them in the correct order. Use the statements as the text for your storyboard frames.

This truth fand honest Tam o Shanter, As he frae Ayr ae night did canter:
(Auld Ayr, wham ne'er a town surpasses, For honest men and bonie lasses).

For Nannie, far before the rest, Hard upon noble Maggie prest,
And flew at Tam wi furious ettle; But little wist she Maggie's mettle!
Ae spring brought off her master hale, But left behind her ain grey tail:

O Tam had'st thou but been sae wise, As taen thy ain wife Kate's advice!
She tauld thee weel thou was a skellum, A blethering, blustering, drunken blellum;

Weel mounted on his gray mare Meg, A better never lifted leg,
Tam skelpit on thro dub and mire, Despising wind, and rain, and fire;
Whiles holding fast his guid blue bonnet; Whiles crooning o'er an auld Scots sonnet,

Tam tint his reason a' thegither, And roars out, 'Weel done, Cutty-sark!'
And in an instant all was dark: And scarcely had he Maggie rallied,
When out the hellish legion sallied.

The lightnings flash from pole to pole, Near and more near the thunders roll:
When, glimmering thro the groaning trees, Kirk-Alloway seem'd in a bleeze,

As Tammie glowr'd, amaz'd and curious, The mirth and fun grew fast and furious;
The piper loud and louder blew, The dancers quick and quicker flew,

Wi reaming swats, that drank divinely; And at his elbow, Souter Johnie,
His ancient, trusty, drouthy cronie: The Souter tauld his queerest stories;
The storm without might rair and rustle, Tam did na mind the storm a whistle.

The hour approaches Tam maun ride: That hour o night's black arch the key-stane,
That dreary hour Tam mounts his beast in: And sic a night he taks the road in,
As ne'er poor sinner was abroad in.

But Maggie stood, right sair astonish'd, Till, by the heel and hand admonish'd,
She ventur'd forward on the light; And, vow! Tam saw an unco sight!

Sequencing Worksheet (c)

Write 10 sentences that tell the story of Tam o Shanter. Use the statements as the text for your storyboard frames.

Storyboard Planning

For each of your 10 storyboard frames choose your backgrounds, characters and any props you think you will need.

	Background	Characters	Props
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Activity 2 – Tam's Storybook

Resources

- *Kar2ouche – Tam o Shanter*
- Poem extracts (10 sections)
- Storyboard Planning Worksheet (single frame)

Lesson Plan

Introduction

- 1 Discuss previous activity and establish recollection and an understanding of the sequence of events/plot of the poem 'Tam o Shanter'.

Elicit and list on board:

- characters
- setting
- key actions and events.

Open *Kar2ouche – Tam o Shanter*

If saved, load and watch a storyboard created in Activity 1.

- 2 Open a new storyboard and ask individual children to demonstrate:
 - adding a background
 - adding characters
 - adding props
 - adding text to the captions window
 - adding new frames
 - manipulating characters and props (rotation and position)
 - manipulating scale
 - manipulating layers.

Development

- 3 Explain to pupils that they are going to create a class storyboard that will be produced in print as 'Tam's Storybook' with each group being responsible for one frame.

Explain that in their storyboard they will be asked to consider the feelings and emotions of the characters in the given situations and will be required to express these through inclusion of spoken word in the frames.

- 4 Use the storyboard frame already created to demonstrate the adding of speech bubbles to the characters and the insertion of text by either typing or dragging from the script library.



Section 2: Unit 1 – Establishing the Story – Activity 2 – Tam's storybook

Demonstrate how the speech bubbles can be moved around the screen or resized to fit the text.

(If recording facilities are available it may be appropriate at this time to demonstrate how spoken word can be recorded and added to the frame as an audio file.)

- 5 Divide the pupils into 10 small groups and distribute one section of the poem to each group. Explain that the 10 sections correspond to the frames created in their first storyboard (Activity 1).

Allow time for the groups to read and discuss their given text. Ask them to make brief notes about the characters and setting, etc.

Ask each group in turn to feed back to the class and talk about their piece of text. Through discussion ensure that they understand the gist of the text.

- 6 Lead the groups to explore the text in greater depth by discussing:
 - the feelings and emotions of the main character in the given situations and what the main character might say that would express these feelings
 - who the other characters in the scene might be and what their spoken responses might be.
- 7 Distribute the single frame storyboard planning page and allow time for the groups to discuss and complete it.

Emphasise the importance of exploring the feelings and emotions when considering the spoken words.

Remind the pupils that the text within the caption window can be an interpretation of their text in standard English written by themselves or an appropriate quotation from the poem dragged from the script library.

- 8 Open *Kar2ouche* or (if already open) use the utilities screen to create a new storyboard. Invite each group in turn to create one frame of the storyboard as planned.
- 9 When the storyboard is complete use the presentation screen to share the work and ask the pupils to comment on each frame. Discuss the implied feelings and emotions and how each group has expressed them.

(Remember, the presentation can be paused at any time to give time to fully appreciate each frame.)

- 10 Use the utilities screen to print the storyboard by first selecting an appropriate layout (portrait – six frames per sheet would be suitable).

Save the storyboard if required using the Load/Save button.

- 11 The printed storyboard can then be used to create 'Tam's Storybook' by designing an appropriate front cover and putting it together as a booklet.

Section 1

When chapman billies leave the street,
And drouthy neebors, neebors meet;
As market-days are wearing late,
An folk begin to tak the gate;
While we sit bousing at the nappy,
An getting fou and unco happy,
We think na on the lang Scots miles,
The mosses, waters, slaps, and styles,
That lie between us and our hame,
Whare sits our sulky, sullen dame,
Gathering her brows like gathering storm,
Nursing her wrath to keep it warm.

This truth fand honest Tam o Shanter,
As he frae Ayr ae night did canter:
(Auld Ayr, wham ne'er a town surpasses,
For honest men and bonie lasses).



Section 2

O Tam had'st thou but been sae wise,
As taen thy ain wife Kate's advice!
She tauld thee weel thou was a skellum,
A blethering, blustering, drunken blellum;
That frae November till October,
Ae market-day thou was nae sober;
That ilka melder, wi the miller,
Thou sat as lang as thou had siller;
That ev'ry naig was ca'd a shoe on,
The smith and thee gat roarin fou on;
That at the Lord's house, even on Sunday,
Thou drank wi Kirkton Jean till Monday.
She prophesied that, late or soon,
Thou would be found, deep drown'd in Doon,
Or catch'd wi warlocks in the mirk,
By Alloway's auld, haunted kirk.
Ah, gentle dames, it gars me greet,
To think how monie counsels sweet,
How monie lengthen'd, sage advices
The husband frae the wife despises!



Section 3

But to our tale: — Ae market-night,
Tam had got planted unco right,
Fast by an ingle, bleezing finely,
Wi reaming swats, that drank divinely;
And at his elbow, Souter Johnie,
His ancient, trusty, drouthy cronie:
Tam lo'ed him like a very brither;
They had been fou for weeks thegither.
The night drave on wi sangs and clatter;
And ay the ale was growing better:
The landlady and Tam grew gracious,
Wi secret favours, sweet and precious:
The Souter tauld his queerest stories;
The landlord's laugh was ready chorus:
The storm without might rair and rustle,
Tam did na mind the storm a whistle.

Section 4

Care, mad to see a man sae happy,
E'en drown'd himsel amang the nappy.
As bees flee hame wi lades o treasure,
The minutes wing'd their way wi pleasure:
Kings may be blest but Tam was glorious,
O'er a' the ills o life victorious!

But pleasures are like poppies spread:
You seize the flow'r, its bloom is shed;
Or like the snow falls in the river,
A moment white — then melts for ever;
Or like the borealis race,
That flit ere you can point their place;
Or like the rainbow's lovely form
Evanishing amid the storm.
Nae man can tether time or tide,
The hour approaches Tam maun ride:
That hour o night's black arch the key-stane,
That dreary hour Tam mounts his beast in:
And sic a night he taks the road in,
As ne'er poor sinner was abroad in.



Section 5

The wind blew as 'twad blawn its last;
The rattling showers rose on the blast;
The speedy gleams the darkness swallow'd;
Loud, deep, and lang the thunder bellow'd;
That night, a child might understand,
The Deil had business on his hand.

Weel mounted on his gray mare Meg,
A better never lifted leg,
Tam skelpit on thro dub and mire,
Despising wind, and rain, and fire;
Whiles holding fast his guid blue bonnet,
Whiles crooning o'er an auld Scots sonnet,
Whiles glow'ring round wi prudent cares,
Lest bogles catch him unawares:
Kirk-Alloway was drawing nigh,
Whare ghaists and houlets nightly cry.



Section 6

By this time he was cross the ford,
Whare in the snaw the chapman smoor'd;
And past the birks and meikle stane,
Whare drunken Charlie brak's neck-bane;
And thro the whins, and by the cairn,
Whare hunters fand the murder'd bairn;
And near the thorn, aboon the well,
Whare Mungo's mither hang'd hersel.
Before him Doon pours all his floods;
The doubling storm roars thro the woods;
The lightnings flash from pole to pole,
Near and more near the thunders roll:
When, glimmering thro the groaning trees,
Kirk-Alloway seem'd in a bleeze,
Thro ilka bore the beams were glancing,
And loud resounded mirth and dancing.

Section 7

Inspiring bold John Barleycorn,
What dangers thou canst make us scorn!
Wi tippenny, we fear nae evil;
Wi usquabae, we'll face the Devil!
The swats sae ream'd in Tammie's noddle,
Fair play, he car'd na deils a boddle.
But Maggie stood, right sair astonish'd,
Till, by the heel and hand admonish'd,
She ventur'd forward on the light;
And, vow! Tam saw an unco sight!
Warlocks and witches in a dance:
Nae cotillion, brent new frae France,
But hornpipes, jigs, strathspeys, and reels,
Put life and mettle in their heels.
A winnock-bunker in the east,
There sat Auld Nick, in shape o beast;
A touzie tyke, black, grim and large,
To gie them music was his charge:
He screw'd the pipes and gart them skirl,
Till roof and rafters a' did dirl.
Coffins stood round, like open presses,
That shaw'd the dead in their last dresses;
And, by some devilish cantraip sleight,
Each in its cauld hand held a light:
By which heroic Tam was able
To note upon the haly table,
A murderer's banes, in gibbet-airns;
Twa span-lang, wee, unchristen'd bairns;
A thief, new-cutted frae a rape –
Wi his last gasp his gab did gape;
Five tomahawks, wi bluid red-rusted.
Five scymitars, wi murder crusted;
A garter which a babe had strangled;

A knife a father's throat had mangled –
Whom his ain son o life bereft –
The grey-hairs yet stack to the heft;
Wi mair of horrible and awefu,
Which even to name wad be unlawfu.

Section 8

As Tammie glowr'd, amaz'd and curious,
The mirth and fun grew fast and furious;
The piper loud and louder blew,
The dancers quick and quicker flew,
They reel'd, they set, they cross'd, they cleekit,
Till ilka carlin swat and reekit,
And coost her duddies to the wark,
And linket at it in her sark!

Now Tam, O Tam! had thae been queans,
A' plump and strapping in their teens!
Their sarks, instead o creeshie flannen,
Been snaw-white seventeen hunder linen! –
Thir breeks o mine, my only pair,
That ance were plush, o guid blue hair,
I wad hae gien them off my hurdies,
For ae blink o the bonie burdies!
But wither'd beldams, auld and droll,
Rigwoodie hags wad spean a foal,
Louping and flinging on a crummock,
I wonder did na turn thy stomach!



Section 9

But Tam kend what was what fu brawlie:
There was ae winsome wench and wawlie,
That night enlisted in the core,
Lang after kend on Carrick shore
(For monie a beast to dead she shot,
An perish'd monie a bonie boat,
And shook baith meikle corn and bear,
And kept the country-side in fear).
Her cutty sark, o Paisley harn,
That while a lassie she had worn,
In longitude tho sorely scanty,
It was her best, and she was vauntie ...
Ah! little kend thy reverend grannie,
That sark she coft for her wee Nannie,
Wi twa pund Scots ('twas a' her riches),
Wad ever grac'd a dance of witches!

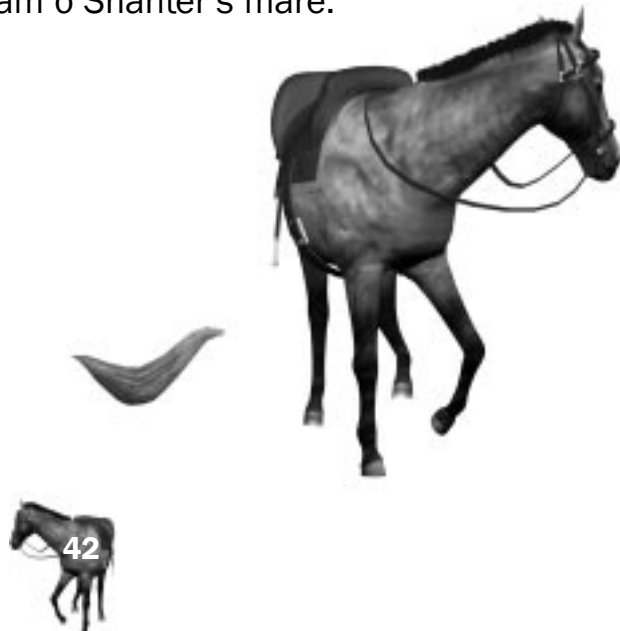
But here my Muse her wing maun cour,
Sic flights are far beyond her power:
To sing how Nannie lap and flang
(A souple jade she was and strang),
And how Tam stood like ane bewitch'd,
And thought his very een enrich'd;
Even Satan glowr'd, and fidg'd fu fain,
And hotch'd and blew wi might and main:
Till first ae caper, syne anither,
Tam tint his reason a' thegither,
And roars out, 'Weel done, Cutty-sark!'
And in an instant all was dark:
And scarcely had he Maggie rallied,
When out the hellish legion sallied.

As bees bizz out wi angry fyke,
When plundering herds assail their byke;
As open pussie's mortal foes,
When, pop! she starts before their nose;
As eager runs the market-crowd,
When 'Catch the thief!' resounds aloud:
So Maggie runs, the witches follow,
Wi monie an eldritch skriech and hollow.

Section 10

Ah, Tam! Ah, Tam! thou'll get thy fairin!
In hell they'll roast thee like a herrin!
In vain thy Kate awaits thy comin!
Kate soon will be a woefu woman!
Now, do thy speedy utmost, Meg,
And win the key-stane of the brig;
There, at them thou thy tail may toss,
A running stream they dare na cross!
But ere the key-stane she could make,
The fient a tail she had to shake;
For Nannie, far before the rest,
Hard upon noble Maggie prest,
And flew at Tam wi furious ettle;
But little wist she Maggie's mettle!
Ae spring brought off her master hale,
But left behind her ain grey tail:
The carlin clautht her by the rump,
An left poor Maggie scarce a stump.

Now, wha this tale o truth shall read,
Ilk man, and mother's son, take heed:
Whene'er to drink you are inclin'd,
Or cutty sarks rin in your mind,
Think! ye may buy the joys o'er dear:
Remember Tam o Shanter's mare.



Storyboard Planning – Single-Frame Plan

When you have discussed your given section with your group, plan your frame for the class storyboard.

Which **section** do you have?

What is the **setting (background)** for your scene?

Which **characters** appear in your extract?

Who is the **main character**?

What is the main character doing?

What do you think the **main character** would be saying?

What do you think the **other characters** would say?

What **props** do you think you will need to complete the scene?

Remember to plan the **text** for the **caption window** to go with your frame. You can type your own text telling what is happening or **drag** in a suitable piece of text from the **script library**.

Text:

Other Activities – Suggestions

Imaginative writing

- Tam's diary – telling the story from Tam's viewpoint.
- Tam's version of the story as told to his wife on his arrival home.
- The story told by Kate to a friend.
- The story from the viewpoint of Tam's horse.

Functional writing

- Writing the script for a play – using each of the 10 sections as a scene.
- Poster – missing tail.

Personal writing

- Accounts of strange events
 - as a diary entry
 - in the form of a letter.

Drama

- Explore the characters' feelings and emotions through role play.

Unit 2 – Closer Reading

Activity 1 – At Home with Tam

Activity 2 – The Market Place

Activity 3 – Story Telling

Activity 4 – The Journey Home

Activity 5 – Through a Horse's Eyes

Activity 6 – The Kirk, the Chase and the Bridge

Activity 7 – The End of the Tale

Other Activities – Suggestions

Unit 2 – Closer Reading

Learning Objectives

All pupils will:

- listen to others in group or one-to-one activities and respond by making relevant comments and offering an opinion
- listen to the poem and offer a personal response to the feelings and attitudes of those involved in the text
- listen to the poem and identify some features of its form and content
- show that they understand and can use the term 'audience'
- talk to others in a group or one-to-one activity and contribute appropriately to the purpose of the activity by asking and answering questions
- talk readily about their own and others' experiences, feelings or opinions, and take some account of the reactions of others
- talk about the poem and offer a personal response to the feelings and attitudes of those involved
- bring to the text their own emotions and attitudes and make comparisons between their own experiences and the text
- read the poem and give an opinion on the text
- in discussion, show that they understand the main and supporting ideas and can draw conclusions from the text where appropriate
- identify a few obvious features in the form and content of the poem
- use drama to explore situations
- write about a personal experience, giving an indication of feelings, using appropriate organisation and vocabulary
- write a brief imaginative story, poem or play using appropriate organisation and vocabulary.

Most pupils will:

- listen to others in group or one-to-one activities and respond relevantly by questioning, supporting an opinion or offering an alternative point of view
- listen to the poem and offer a personal response to some of the more complex feelings and attitudes of those involved in the text
- listen to the poem and identify some similarities and differences in the form and content
- show that they understand and can use the following terms: 'Standard English', 'dialect', 'scene', 'mass media', 'point of view'
- talk to others in a group or one-to-one activity and contribute appropriately to the purpose of the activity by asking and answering questions relevantly and by making statements that show some awareness of the ideas of others
- talk to a group about experiences, feelings and opinions
- talk about the text and offer a personal response to some of the more complex feelings and attitudes of those involved
- in discussion take account of the views and attitudes of those involved in the text and how relationships are represented
- read the poem and reflect on what has been read by giving a personal reaction
- in discussion show that they understand the gist of the text, its main ideas and feelings and can comment on the simpler aspects of the writer's craft
- identify some similarities and differences of form and content in the poem
- show that they know, understand and can use the following terms: 'theme', 'character', 'relationship', 'setting'

Section 2: Unit 2 – Closer Reading

- write about a personal experience, expressing thoughts and feelings, using appropriate organisation and vocabulary
- write imaginative pieces in various genres, using appropriate organisation and vocabulary.

Some pupils will:

- listen to others in group or one-to-one activities and respond relevantly, so as to show awareness of others' opinions, suggestions and/or feelings
- listen to the poem and show some appreciation of the differing viewpoints of the characters or some awareness of what the author thinks of them
- listen to the poem and identify some similarities and differences in the form and content and comment on how these reflect the text's purpose
- show that they understand and can use the following terms: 'tone' and 'target audience'
- talk readily to others in a group or one-to-one activity and contribute appropriately to the purpose of the activity by asking and answering questions relevantly, by commenting upon the ideas of others and by showing some awareness or their feelings
- talk to the class or a group, giving an ordered account, a personal experience, feeling or opinion
- talk about the text and show some appreciation of the different viewpoints of the characters
- read the poem and provide a considered personal view of the text supported by some relevant evidence
- skim and scan and locate the main point in the text
- describe, with some direction, the simpler aspects of style and the intended audience
- identify some similarities and differences in the form and content in the text and comment on how these reflect the text's purpose
- write about personal experiences demonstrating some capacity to reflect on experiences and with some grasp of appropriate style
- write imaginative pieces, in various genres, making some use of appropriate literary conventions.

Learning Outcomes

By the end of this unit the pupils will have:

- in discussion, identified the main actions and key events within the poem
- looked closely and selected extracts of the poem
- explored the writer's craft and identified some of the simpler aspects of the style of writing
- shown an awareness of the difference between standard English and Scots language
- discussed the text in group, one-to-one and class situations
- expressed an opinion about the content of the poem
- explored and expressed feelings through drama
- worked collaboratively to plan and carry out tasks
- studied, in some depth, the atmosphere of the key texts and explored the use of background, characters and sound effects in creating an appropriate atmosphere
- explored the feelings and emotions of the characters and the use of body position and speech to express them
- explored the subtext through tracking the thoughts of the characters
- compared and contrasted their own thoughts, feelings and emotions with those of the characters



- considered cause and consequence and the effects of the actions and reactions of the characters
- written imaginatively
- written accounts of personal experiences
- written their own interpretations of the text
- shown an awareness of different genres
- planned storyboards collaboratively
- shown a progressive development in the use of ICT
- created single and multiple frame storyboards using *Kar2ouche*
- created short animation sequences using *Kar2ouche*
- used, with developing confidence, a wide variety of features within *Kar2ouche*.

Activity 1 – At Home with Tam

Resources

- *Kar2ouche – Tam o Shanter*
- Scots Dictionary
- Key Text
- Glossary Worksheet (a)
Glossary Worksheet (b) (with help)
- Glossary
- Single Frame Storyboard Planning Sheet

Lesson Plan

Introduction

- 1 Discuss with pupils what advice they might be given by adults before an evening out with friends at a party, the cinema, etc.

- Don't talk to strangers.
- Be home before a certain time.
- Don't eat too much junk food.

Discuss how they feel about being given this advice.

- Do they really listen?
- Do they act on the advice?

- 2 Explore thoughts, feelings and emotions through role play.

Organise pupils into pairs.

A – parent (or other responsible adult)

B – themselves

Situation – B is going to a special night out. A is giving advice before B leaves.

Activity – Create the scene through role play. Freeze the scene and ask B to express his or her thoughts orally.

Change characters and repeat role play.

Discuss the pupils' thoughts and feelings.

- Was the situation exactly as it would appear to an onlooker?
- Can we always tell what another is thinking or feeling?
- What cues can help us understand feelings/emotions?
- Body position, facial expressions, etc.

Development

- 3 Introduce Key Text and read together. *Kar2ouche* audio library can be used to hear the text read aloud.

Discuss initial impressions of what is happening.

- 4 Distribute Worksheet (a) – Glossary (if Scots dictionary is available)
or Worksheet (b) – Glossary (with help)



Instruct individuals or small groups to complete the worksheet by:

- finding meanings
- writing an account of the scene in their own words. (This can be used as the text for the captions window of their storyboard frame.)

5 Review the worksheet with the pupils to establish:

- setting/background
- characters
- feelings/emotions.

Explore what advice Kate might give to Tam before he leaves. Discuss how her position might express her feelings.

Explore what Tam might be thinking as he listens (or not) to Kate. Discuss how his position might express his feelings.

6 Open *Kar2ouche* – *Tam o Shanter* and load a new storyboard.

Instruct a pupil to add two characters to a blank frame. Instruct another pupil to add a speech bubble to one character and type in a piece of advice they might be giving. Remind pupils the speech bubble can be manipulated by altering position or size to accommodate text.

Discuss what the other character might be thinking in response to the spoken words. Demonstrate how to add a thought bubble. Instruct a pupil to add appropriate text to the thought bubble and manipulate the bubble to a suitable size and position.

The manipulator tool can be used to change the position, or to rotate or scale the characters to enhance the scene.

7 Explain that the pupils are going to create a single frame storyboard to show the scene from the key text.

Distribute the planning page to small groups and allow sufficient time to discuss and complete the sheet.

Emphasise the importance of the spoken words and thoughts for creating an appropriate atmosphere for the scene.

8 Use *Kar2ouche* to build a single frame storyboard using:

- background
- characters
- props
- manipulator tool
- speech bubble and text
- thought bubble and text.

Add text to the captions window. (This can be recorded and added to the frame as an audio file.)

9 Pupils present and share their scenes and discuss how each group has explored the feelings and emotions of the text through the use of speech, thought and body position.

Storyboard frames can be saved or printed as required.



Section 2: Unit 2 – Closer Reading – Activity 1 – at home with Tam

Key Text

O Tam had'st thou but been sae wise,
As taen thy ain wife Kate's advice!
She tauld thee weel thou was a skellum,
A blethering, blustering, drunken blellum;
That frae November till October,
Ae market-day thou was nae sober;

Translation

O Tam, if only you had been so wise
As to take your own wife Kate's advice.
She told you well that you were a rogue,
A chattering, blustering, drunken babbler;
And that from November to October (i.e. all year long)
You were never sober on a single market day;

Glossary Worksheet (a)

Use a Scots dictionary to find the meanings of the words used in this extract.

O Tam had'st thou but been sae wise,
As taen thy ain wife Kate's advice!
She tauld thee weel thou was a skellum,
A blethering, blustering, drunken blellum;
That frae November till October,
Ae market-day thou was nae sober;

- ae _____
- ain _____
- blellum _____
- blethering _____
- blustering _____
- frae _____
- nae _____
- sae _____
- skellum _____
- taen _____
- tauld _____
- thee _____
- thou _____
- thy _____
- weel _____

What does the text mean?

Now use the glossary to write in your own words what the key text means.

Glossary Worksheet (b)

Read the key text and try to complete the glossary.

O Tam had'st thou but been sae wise,
As taen thy ain wife Kate's advice!
She tauld thee weel thou was a skellum,
A blethering, blustering, drunken blellum;
That frae November till October,
Ae market-day thou was nae sober;

- ae _____
- ain _____
- blellum babbler
- blethering chattering (foolishly)
- blustering making empty threats
- frae _____
- nae _____
- sae _____
- skellum good-for-nothing
- taen _____
- tauld _____
- thee _____
- thou _____
- thy _____
- weel _____

What does the text mean?

Now use the glossary to write in your own words what the key text means.

Glossary

O Tam had'st thou but been sae wise,
 As taen thy ain wife Kate's advice!
 She tauld thee weel thou was a skellum,
 A blethering, blustering, drunken blellum;
 That frae November till October,
 Ae market-day thou was nae sober;

- ae one
- ain own
- blellum babbler
- blethering chattering (foolishly)
- blustering making empty threats
- frae from
- nae not
- sae so
- skellum good-for-nothing
- taen taken
- tauld told
- thee you
- thou you
- thy your
- weel well

Storyboard Planning – Single-Frame Plan

When you have completed the Glossary Worksheet plan a single frame storyboard showing the scene.

What is the **setting (background)** for your scene?

What do you think Kate would be doing?

What do you think she would be saying?

What do you think Tam would be doing?

What do you think he would be thinking?

What props do you think you will need to complete the scene?

Remember to plan the **text** for the **caption window** to go with your frame. You can use your version of the scene from your Glossary Worksheet.

Text:

Activity 2 – The Market Place

Resources

- *Kar2ouche – Tam o Shanter*
- Scots Dictionary
- Key Text
- Shopping List Worksheet
- Reference materials (for background reading)
- Three Frame Storyboard Planning Sheet

Lesson Plan

Introduction

- 1 Discuss with pupils their family's shopping habits.

- Where?
- When?
- What do they buy?

Discuss where people at the time 'Tam o Shanter' is set would buy what they needed. Introduce the concept of the market place and discuss:

- why it was so important
- who would go there
- what would be sold
- what it would be like – sounds, smells, etc.
- the social aspects – meeting friends.

This would be an ideal opportunity to research and find what life was like in eighteenth-century rural Scotland.

Complete Shopping List Worksheet as a comparison of shopping then and now.

Development

- 2 Introduce the Key Text. Read aloud and discuss the language and find the meanings of Scots words.

Establish:

- the setting
- the characters who would be there
- the atmosphere.

- 3 Tell the pupils that they are going to create a three-frame storyboard that will show the changing scene as market day ends and people drift away.



Section 2: Unit 2 – Closer Reading – Activity 2 – the market place

Frame 1 – very busy and noisy scene.

Frame 2 – quieter and less crowded.

Frame 3 – still and silent at the end of the day.

Discuss what changes could be made from frame to frame (characters, props, etc.).

Discuss what would stay the same from frame to frame (background).

- 4 Open *Kar2ouche – Tam o Shanter* and select a new storyboard.

Ask pupils to demonstrate building a scene with lots of people. (Avoid at this stage using a market scene so that pupils will be encouraged to develop their own ideas later in their own storyboards.)

Demonstrate how to copy the scene and paste to a new frame. Show how to delete some of the characters and props and manipulate others to create a second less busy scene.

Ask a pupil to copy and paste the second frame to create a third frame. Ask a pupil to delete further characters and props to leave a quiet peaceful scene.

- 5 Use the Presentation Screen to view the storyboard.

Introduce the use of the transition button to alter the way in which the storyboard moves from frame to frame.

Allow the pupils to experiment with the different transitions and play the storyboard so that they can view the different effects.

Tell the pupils that they should use the Fade Transition in their own storyboards to create the effect of the market becoming gradually quieter.

- 6 Open the Text Audio screen and use the Show Controls button to prepare to add sound effects to the storyboard. Open the sound effects file, look at the contents list and listen to some of the sounds available.

Discuss the sounds that might be heard in the particular scene that has been created. Select two sounds for the first frame and one sound for the second frame. (It may be suitable for one of the first sounds to continue throughout both frames.)

Demonstrate how to add a sound effect to the first frame and adjust the time to fill the whole frame. Invite pupils to add a second sound to the first frame and either extend one sound to the second frame or add another sound effect.

Select the Fade Transition and play the storyboard so that the pupils can see the effect of the diminishing sound with the diminishing characters.

- 7 Distribute the Three-Frame Planning Page and allow time for the groups to discuss and complete.



Section 2: Unit 2 – Closer Reading – Activity 2 – the market place

It would be useful at this time to leave the Audio file open so the pupils can see what sounds are available and hear the effects as they plan so that they can make suitable choices.

(Note that the children can record their own sound effects and add them as audio files if recording facilities are available.)

- 8 When the planning page is complete the pupils use *Kar2ouche* to create their own storyboards showing the market scene using:
- three frames – copy and paste
 - background, characters, props – manipulated
 - fade transitions
 - sound effects.

The groups may wish to add text to the caption window but it may not be necessary in this activity.

- 9 Storyboards are shared with others and printed or saved as required. Pupils may wish to choose a favourite storyboard and as a class discuss ways to enhance the production and experiment with more or alternative sound effects to produce a final class storyboard.

Section 2: Unit 2 – Closer Reading – Activity 2 – the market place

Key Text

When chapman billies leave the street,
And drouthy neebors, neebors meet;
As market-days are wearing late,
An folk begin to tak the gate;
While we sit bousing at the nappy,
An getting fou and unco happy,
We think na on the lang Scots miles,
The mosses, waters, slaps, and styles,
That lie between us and our hame,
Whare sits our sulky, sullen dame,
Gathering her brows like gathering storm,
Nursing her wrath to keep it warm.

Translation

When pedlars/street trader fellows leave the street
And thirsty neighbours meet with each other;
As market days are drawing to a close,
And people begin to take the road home;
While we are sitting drinking ale,
And getting drunk and very happy,
We give no thought to the long Scots miles,
The bogs, pools, narrow gaps (between them) and stiles
That lie between us and our home,
Where sits our sulky, sullen wife,
Frowning more and more so that the creases in her brow look like gathering storm clouds,
Keeping her anger at a high level by dwelling on the reasons for it.



Shopping List Worksheet

Complete the two different shopping lists.

You might need to look in some books to complete the o Shanter family's list.

My Family

Where would you shop?

List what you would buy (e.g. tin of soup).

The o Shanter Family

Where would you shop?

List what you would buy (e.g. barley).

Compare the two lists you have written.

What similarities do you notice?

What differences do you notice?

In what ways do you think the meals eaten by the o Shanter family would be different from those your family eat?



Storyboard Planning – Three-Frame Plan

Discuss with your group and plan the frames for your Market Place Storyboard.

What is the **setting (background)** for your scenes?

Frame 1

Characters:

Props:

Sound Effects:

Copy and paste to create frame 2. Set transition to Fade.

Frame 2

Which characters will be deleted?

Which characters will be manipulated?

Which props will be deleted?

Which props will be manipulated?

Sound Effects:

Copy and paste to create frame 3. Set transition to Fade.

Frame 2

Delete all characters and most or all of the props to leave a quiet empty scene.

Decide if you are going to add text to the caption windows.

Activity 3 – Story Telling

Resources

- *Kar2ouche – Tam o Shanter*
- Key Text
- Scots Dictionary
- Story Telling Planning Sheet – Stage 1 (Level C)
- Story Telling Planning Sheet – Stage 2 (Level D)
- Story Telling Planning Sheet – Stage 3 (Level E)
- Storyboard Planning Sheet – Three-Frame Plan

Lesson Plan

Introduction

- 1 Ask the pupils to tell the others about stories which they really enjoy – from novels, films, etc. Discuss why they found them so interesting.

Talk about particular scenes or sequences and what captivated them and held their interest.

Elicit and list on board what the pupils consider makes a good story.

Ask the pupils in pairs to discuss and note down:

- how an author keeps an audience interested
- how a filmmaker keeps an audience interested.

Discuss and list ideas on the board.

- 2 Introduce the Key Text. Read together and discuss:
 - Who is the story teller?
 - What kind of story is he telling? How do we know?
 - How do we know the audience is interested?

Development

- 3 Introduce the main activity by telling the pupils that they are going to create a story that may have been told by Souter Johnnie that night. They are then going to build a storyboard following the sequence of events in their story.

Section 2: Unit 2 – Closer Reading – Activity 3 – story telling

- 4 Open *Kar2ouche – Tam o Shanter*. Look at the characters available and discuss which characters might be for their stories.
 - Look at the backgrounds available and discuss which might be a suitable setting to use.
 - Look at the props available and discuss what props might be found in which setting.

Allow the pupils time to note down the characters, setting and props they want to use.

- 5 Distribute the Story Telling Planning sheets.
 - Planning Stage 1 – Level C
 - Planning Stage 2 – Level D
 - Planning Stage 3 – Level E

Discuss the structure of an imaginative story.

- Beginning Introduction
- Main Action Dramatic sequence
- Ending Conclusion

Remind pupils:

- the purpose of the story is to entertain
- the audience is a gathering of friends.

This activity may be completed individually or in a small group. Leave *Kar2ouche* open so that individuals or groups are able to check backgrounds, characters and props.

Allow sufficient time to complete the plan. Invite some pupils to share their plan with the others.

- 6 The story can now be told in one of two ways:
 - as a piece of imaginative writing
 - as an oral story telling exercise.
- 7 Use *Kar2ouche* to remind the pupils how to add one or more sound effects to a frame and how to alter the time of the effect.

If recording equipment is available demonstrate how to add a sound effect or a piece of dialogue and save it as an audio file.

Remind pupils how to alter the transition between frames to create different effects.

- 8 Distribute the Storyboard Planning Sheets and discuss what effects can be used to create an appropriate atmosphere for the story:
 - position of characters
 - scaling of characters and props
 - speech and thought bubbles
 - sound effects
 - text in caption windows.

Section 2: Unit 2 – Closer Reading – Activity 3 – story telling

Allow time to complete the Storyboard Planning Sheet. Have *Kar2ouche* available for pupils to test ideas.

- 9 Pupils should now create their storyboard using a minimum of three frames.
They may wish to use more to develop the main action of their story.
- 10 Share the storyboards together and discuss how each pupil or group has used different tools to create an appropriate atmosphere for their story and how they have used text to tell the story.

Storyboards can be printed or saved.

Section 2: Unit 2 – Closer Reading – Activity 3 – story telling

Key Text

The Souter tauld his queerest stories;
The landlord's laugh was ready chorus:
The storm without might rair and rustle,
Tam did na mind the storm a whistle.

Translation

The Souter (Souter Johnnie the shoemaker) told his strangest stories;
The landlord kept laughing at them;
The storm outside might roar and rustle,
Tam didn't give any more thought to it than he would have to someone whistling.

Story Telling – Planning Stage 1

Title:

Targets

Introduction

- When
- Setting
 - sights, sounds, smells
- Character
 - looks like
 - kind of person
 - thinks/feels

Key Words and Phrases

Action of Story

- Main event(s)
 - do
 - think
 - feel
- Next event(s)
 - do
 - think
 - feel

Ending

- What happened?
- Why did it happen?
- How did they feel?

Story Telling – Planning Stage 2

Title:

Targets

Key Words and Phrases

Introduction

- Describe when the story took place
- Describe the character(s)
- Describe the atmosphere/setting

Action of Story – Dramatic Sequence

- Describe the main events
- Describe the:
 - reactions
 - thoughts
 - feelings and why the character felt like that

Ending

- Is the ending interesting and linked to the introduction and main action?
- How did it all end for the situation and the character(s)?
- How did they feel?
- Is there a build-up to a climax?

Story Telling – Planning Stage 3

Title:

Targets

Key Words and Phrases

Introduction

Action of Story – Dramatic Sequence

Ending

Storyboard Planning – Three-Frame Plan

Use your story plan to decide how your storyboard will look.

Frame 1 – Introduction

Setting (background):

Characters:

Props:

Sound Effects:

Choose your own transition.

Text for caption window

Frame 2 – Action of Story

Setting (background):

Characters:

Props:

Sound Effects:

Choose your own transition.

Text for caption window

Frame 3 – Ending

Setting (background):

Characters:

Props:

Sound Effects:

Text for caption window

You may need more than one frame for the main action but you can plan the others on the back of the sheet.



Activity 4 – The Journey Home

Resources

- *Kar2ouche – Tam o Shanter*
- Key Text
- Scots Dictionary
- Sights and Sounds Worksheet (a)
- Sights and Sounds Worksheet (b) – Text already divided into three sections
- Storyboard Planning Sheet – Three-Frame Plan

Lesson Plan

Introduction

- 1 Ask the pupils to close their eyes and imagine being alone in the countryside on a dark, stormy night. A sound effects recording would be helpful to create a suitable atmosphere.

Ask for suggestions as to what they might:

- see
- hear
- feel
- imagine.

List ideas on the board.

- 2 Explain to pupils that they are going to be asked to create a three-frame storyboard following Tam o Shanter's journey home. The emphasis of the storyboard is on creating atmosphere so it is important to consider the character's feelings as well as what he sees, hears and imagines.

Development

- 3 Distribute the Key Text.

Read and discuss the extract and check the meanings of any unfamiliar vocabulary.

Ensure that the pupils are aware of the difference between what Tam sees and hears on his journey and what he remembers and imagines.

- 4 Distribute Sights and Sounds Worksheet.
 - (a) requires text to be divided into suitable sections
 - (b) has been sectioned ready for use.

Section 2: Unit 2 – Closer Reading – Activity 4 – the journey home

Ask pupils, in small groups, to look closely at the text and complete the worksheet by discussing and selecting what was seen and heard in each of the three sections.

Allow time to complete the worksheet and ask each group to report back on their findings so that ideas can be shared.

- 5 Open *Kar2ouche – Tam o Shanter* and create a frame or load a frame from a previously saved storyboard.

Remind pupils how to use the manipulator tool to scale characters and props to create the impression of distance in the frame.

If necessary, demonstrate again how to add one or more sound effects to a frame and how to adjust the play time to fill the frame.

Demonstrate how to find a section of text from the text file by using the key word search facility and suggest that for this storyboard they might want to drag in the three sections of Key Text to the caption windows.

- 6 Distribute the Storyboard Planning Sheet and allow time to complete in groups.

Remind the pupils that Tam is the main character and is riding home on horseback.

- 7 Pupils use *Kar2ouche* to build their storyboards, emphasising the importance of sights and sounds to create the atmosphere.

Three sections of text should be added to the captions windows either by selecting (using the key word search facility) and dragging from the audio text file or by typing the group's own interpretation of the text.

Again, if the facility to record is available groups can record their own text as three distinct audio files and add them to the frames as sound effects. (Frame running times may need to be altered to accommodate the varying lengths of the audio files.)

- 8 Storyboards should be shared to discuss the effectiveness of the atmosphere created. Print or save as required.



Key Text

The wind blew as 'twad blawn its last;
The rattling showers rose on the blast;
The speedy gleams the darkness swallow'd;
Loud, deep, and lang the thunder bellow'd;
That night, a child might understand,
The Deil had business on his hand ...

... By this time he was cross the ford,
Whare in the snaw, the chapman smoor'd;
And past the birks and meikle stane,
Whare drunken Charlie brak's neck-bane;
And thro the whins, and by the cairn,
Whare hunters fand the murder'd bairn;
And near the thorn, aboon the well,
Whare Mungo's mither hang'd hersel.
Before him Doon pours all his floods;
The doubling storm roars thro the woods;
The lightnings flash from pole to pole,
Near and more near the thunders roll:
When, glimmering thro the groaning trees,
Kirk-Alloway seem'd in a bleeze,
Thro ilka bore the beams were glancing,
And loud resounded mirth and dancing.

Translation

The wind blew as if it would have blown its last – wanted to blow itself out;
The rattling showers of rain got harder as the wind increased;
Flashes of lightning were swallowed up by the darkness;
Loud, deep and long the thunder bellowed;
Even a child could understand that on such a night,
The Devil must be out and about, attending to some business ...

... By this time he had crossed the ford,
Where the pedlar had fallen into deep snow and been smothered/suffocated,
And past the birch trees and big boulder,
Where drunken Charlie had broken his neck,
And through the whin bushes, and past the heap of stones,
Where hunters found the murdered child,
And near the hawthorn tree, above the well,
Where Mungo's mother hanged herself.
In front of him the River Doon is pouring out all his floodwaters;
The storm, twice as bad as before, is roaring through the woods;
The lightning fills the sky so that it seems to extend all the way between the North and South Poles,
The rolls of thunder are getting nearer and nearer;
When, glimmering between the trees that were creaking in the wind,
(The old ruin of) Alloway church came into view and looked as if it was on fire;
From every opening in the walls beams of light were flickering,
And loud sounds of mirth and dancing could be heard.

Sights and Sounds Worksheet (a)

Divide the key text into the three sections you plan to use to create your storyboard.

The wind blew as 'twad blawn its last;
The rattling showers rose on the blast;
The speedy gleams the darkness swallow'd;
Loud, deep, and lang the thunder bellow'd;
That night, a child might understand,
The Deil had business on his hand ...

... By this time he was cross the ford,
Whare in the snaw, the chapman smoor'd;
And past the birks and meikle stane,
Whare drunken Charlie brak's neck-bane;
And thro the whins, and by the cairn,
Whare hunters fand the murder'd bairn;
And near the thorn, aboon the well,
Whare Mungo's mither hang'd hersel.
Before him Doon pours all his floods;
The doubling storm roars thro the woods;
The lightnings flash from pole to pole,
Near and more near the thunders roll:
When, glimmering thro the groaning trees,
Kirk-Alloway seem'd in a bleeze,
Thro ilka bore the beams were glancing,
And loud resounded mirth and dancing.

Now look at each section and list the sights and sounds you can find.

Section 1

Sights:

Sounds:

Section 2

Sights:

Sounds:

Section 3

Sights:

Sounds:



Sights and Sounds Worksheet (b)

The key text has been divided into three sections. Use these to help plan your storyboard.

The wind blew as 'twad blawn its last;
The rattling showers rose on the blast;
The speedy gleams the darkness swallow'd;
Loud, deep, and lang the thunder bellow'd;
That night, a child might understand,
The Deil had business on his hand ...

... By this time he was cross the ford,
Whare in the snaw, the chapman smoor'd;
And past the birks and meikle stane,
Whare drunken Charlie brak's neck-bane;
And thro the whins, and by the cairn,
Whare hunters fand the murder'd bairn;
And near the thorn, aboon the well,
Whare Mungo's mither hang'd hersel.
Before him Doon pours all his floods;

The doubling storm roars thro the woods;
The lightnings flash from pole to pole,
Near and more near the thunders roll:
When, glimmering thro the groaning trees,
Kirk-Alloway seem'd in a bleeze,
Thro ilka bore the beams were glancing,
And loud resounded mirth and dancing.

Now look at each section and list the sights and sounds you can find.

Section 1

Sights:

Sounds:

Section 2

Sights:

Sounds:

Section 3

Sights:

Sounds:

Storyboard Planning – Three-Frame Plan

Look at the sights and sounds on your worksheet and use them to plan your storyboard.

Frame 1

Character: Tam (on horseback)

Setting (background):

Props:

Sights:

Sound Effects:

Choose your own transition.

Text for caption window

Frame 2

Character: Tam (on horseback)

Setting (background):

Props:

Sights:

Sound Effects:

Choose your own transition.

Text for caption window

Frame 3

Character: Tam (on horseback)

Setting (background):

Props:

Sights:

Sound Effects:

Text for caption window

Activity 5 – Through a Horse's Eyes

Resources

- *Kar2ouche – Tam o Shanter*
- Key Text
- Scots Dictionary
- Feeling and Emotions Worksheet
- Personal Writing Blank Outline Sheet
- Storyboard Planning Sheet – Four-Frame Plan

Lesson Plan

Introduction

- 1 Distribute the Key Text and read together. Use a Scots dictionary to check vocabulary and establish meaning and understanding.
- 2 Discuss who appears in the scene:
 - Tam
 - Maggie (his horse).

Inform the pupils that in this activity Maggie will be considered to be a character, as her feelings are going to be explored.

- 3 Examine the text more closely to elicit the feelings of each character by dividing the Key Text into two sub-sections.

Discuss:

- Who is the main character in section 1?
- How is he feeling?
- Why does he feel this way?
- Who is the main character in section 2?
- How is she feeling?
- What does she think of Tam?
- Why does she move towards the church?
- How did she move? Why?

Section 1

Inspiring bold John Barleycorn,
What dangers thou canst make us scorn!
Wi tippenny, we fear nae evil;
Wi usquabae, we'll face the Devil!
The swats sae ream'd in Tammie's noddle,
Fair play, he car'd na deils a boddle.

Section2

But Maggie stood, right sair astonish'd,
Till, by the heel and hand admonish'd,
She ventur'd forward on the light;
And, vow! Tam saw an unco sight!

- 4 Contrast and compare the text to the children's own experiences.

Discuss:

- When do they feel brave?
- When do they act bravely even if they don't feel brave?
- What makes them behave in this way?



Section 2: Unit 2 – Closer Reading – Activity 5 – through a horse's eyes

- When do they feel nervous/apprehensive?
- Do they always show this?
- How does their behaviour reflect their feelings?
- How do they overcome the feelings?

5 Distribute worksheet 1. Discuss and allow time to complete.

Remind pupils that it is important to consider not only the feelings but also how they manifest themselves in actions.

Note: In this activity there are two suggested developments. One or both can be explored.

Development 1 – Four-frame storyboard

6 Inform the pupils that they are going to build a four-frame storyboard creating the scene from the Key Text and exploring what Tam says and does and how Maggie thinks and reacts.

7 Open *Kar2ouche – Tam o Shanter* and ask the pupils to create a frame (not necessarily from the key text) with:

- background
- characters
- props.

Ask a pupil to add a speech bubble to one character and add some text.

Ask a second pupil to add a thought bubble to another character and add what they are really thinking.

8 Remind the pupils how to use the manipulator tool to scale and layer to create the effect of distance. This will be important in creating the impression of nearing the church.

Remind the pupils how to cut and paste their frame to create a second frame so that the scene can then be manipulated or small changes made.

Remind the pupils how to add one or more sound effects to the frames and adjust the play time to span one or more frames.

9 Distribute the Storyboard Planning Sheet – Four-Frame Plan and allow time for the groups to discuss and complete.

Emphasise that it is important to consider that the characters have very different feelings/emotions, which are displayed in different ways, and that these should be reflected in the storyboard.



10 Pupils use *Kar2ouche* to build their storyboard with:

- background
- characters
- props
- speech and thought bubbles
- sound effects
- captions
- suitable transitions.

11 Storyboards should be shared to discuss how each group has dealt with the main actions, feelings and emotions of the scene.

Pupils can then revisit their storyboard and make any changes they wish to, drawing on the ideas of other groups.

Edited storyboards can be shared, saved or printed as appropriate.

Development 2 – Short animation

6 Tell the pupils they are going to create a short animation based on the scene of the Key Text, exploring the movements of the characters and how they show the main actions and feelings/emotions.

7 Open *Kar2ouche* – *Tam o Shanter* and ask the pupils to create a frame (not necessarily from the Key Text) with:

- background
- characters
- props.

Remind the pupils how to use the manipulator tool to scale and layer to create the effect of distance. This will be important in creating the impression of nearing the church.

8 Demonstrate how to copy and paste the frame to create a second identical frame.

Ask a pupil to use the manipulator tool to make slight differences to the position or rotation of the characters and props.

9 Ask a pupil to copy and paste the second frame to create a third frame and make some slight adjustments to the characters and props.

Repeat this process until about eight frames have been created.

10 Open the presentation screen and use the Timeline Button to display the frames in thumbnail format.

Demonstrate how to drag from the right of each thumbnail frame to adjust the playback time of each frame. (About 0.5 seconds creates a suitable animation.)

Section 2: Unit 2 – Closer Reading – Activity 5 – through a horse's eyes

Play the storyboard to demonstrate the effect of the shortened playback time and subtle changes in positions of characters and props.

Draw attention to the fact that not all the frame playback times need to be identical (for example, Maggie's reluctance might be expressed in a longer frame).

Suggest that the transitions are not altered so that the storyboard will cut smoothly from frame to frame.

- 11 Remind the pupils how to add sound effects to the storyboard and suggest at this stage that one or two sound effects spanning the whole storyboard would be appropriate.

Play the animation again to demonstrate the use of sound effects.

Attention should be drawn to the fact that no speech or thought bubbles should be added and no text typed in the caption windows as the animation will run too fast to accommodate these.

Alternatively, if text is required, it can be recorded as an audio file if recording equipment is available, and added to the animation. However, it could be very difficult for the pupils to create an appropriate audio file to match the playback time of their animation.

- 12 The pupils use *Kar2ouche* to create their own short animations using 10–12 frames that show the main actions of the scene and demonstrate an awareness of the feelings and emotions of the characters through their movements.

The storyboard should demonstrate the use of:

- background
- characters
- props
- cut/paste facility to create new frames
- manipulator tool to rotate, change position, scale and layer
- timeline button to alter frame playback times
- sound effects to create atmosphere.

Suggest to the groups that they use the presentation screen often to play their animation so that they can make suitable changes as they work.

Allow time to complete the storyboard animations.

- 13 Share the animations and discuss the effectiveness of the frame playback times and subtle changes to the characters and props in creating appropriate representation of the main events and the feelings/emotions of the scene.

Storyboards can be saved as appropriate.

Note: *Kar2ouche* also has the facility to save the storyboards as a *QuickTime* movie, which means they can be played back on computers that do not have *Kar2ouche* installed.



Key Text

Inspiring bold John Barleycorn,
What dangers thou canst make us scorn!
Wi tippenny, we fear nae evil;
Wi usquabae, we'll face the Devil!
The swats sae ream'd in Tammie's noddle,
Fair play, he car'd na deils a boddle.
But Maggie stood, right sair astonish'd,
Till, by the heel and hand admonish'd,
She ventur'd forward on the light;
And, vow! Tam saw an unco sight!

Translation

Inspiring bold John Barleycorn (beer or whisky made from barley),
What dangers you can make us ignore!
With twopenny beer, we fear no evil;
With whisky (Gaelic for whisky – uisage beatha, meaning water of life) we'll face the Devil!
The sweat foamed so much in Tammie's brain,
That, if it was a fair fight, he didn't care a farthing (a quarter of a penny) about taking on any devils.
But Maggie stood still, totally astonished,
Until, punished for doing so by being struck by Tam's heel and hand,
She risked moving forward towards the light;
And, wow! Tam saw a very strange sight!

Feelings and Emotions Worksheet

Look at each section of the poem in turn and answer the questions.

Section 1

Inspiring bold John Barleycorn,
What dangers thou canst make us scorn!
Wi tippenny, we fear nae evil;
Wi usquabae, we'll face the Devil!
The swats sae ream'd in Tammie's noddle,
Fair play, he car'd na deils a boddle.

- 1 Who is the main character in section 1?
- 2 How is he feeling?
- 3 Why does he feel this way?

Section 2

But Maggie stood, right sair astonish'd,
Till, by the heel and hand admonish'd,
She ventur'd forward on the light;
And, vow! Tam saw an unco sight!

- 1 Who is the main character in section 2?
- 2 How is she feeling?
- 3 What does she think of Tam?
- 4 Why does she move towards the church?
- 5 How did she move? Why?

Choose either section 1 or section 2 and look at the answers to the questions.

Write a piece of personal writing telling of a time you felt the same or similar feelings or emotions as the character.

Remember to tell what caused the feelings and how you showed your feelings in what you did or how you reacted to the situation.

Plan

Key Words and Phrases

Where?

When?

Main Event(s)

Feelings/emotions

Reactions



Storyboard Planning – Four-Frame Plan

Look at the key text and the answers you gave on the worksheet. Plan the four frames for your storyboard.

Frame 1

Background:

Props – front of frame:

– in the distance:

Feeling/emotions Tam:

Maggie:

Sound effects :

Choose your own transition

Tam's words:	Maggie's thought:
Text for caption window:	

Frame 2

Feeling/emotions Tam:

Maggie:

Changes to characters Tam:

Maggie:

Changes to props:

Sound effects:

Choose your own transition

Tam's words:	Maggie's thought:
Text for caption window:	

Frame 3

Feeling/emotions Tam:

Maggie:

Changes to characters Tam:

Maggie:

Changes to props:

Sound effects:

Tam's words:	Maggie's thought:
Text for caption window:	

Section 2: Unit 2 – Closer Reading – Activity 5 – through a horse's eyes

Choose your own transition

Frame 4

Feeling/emotions Tam:

Maggie:

Changes to characters Tam:

Maggie:

Changes to props:

Sound effects:

Tam's words:

Maggie's thought:

Text for caption window:

Activity 6 – The Kirk, the Chase and the Bridge

Resources

- *Kar2ouche – Tam o Shanter*
- Key Text
- Scots Dictionary
- Creating Atmosphere Worksheet
- Storyboard Planning Sheet – Seven-Frame Plan
- Evaluation Worksheet

Lesson Plan

Introduction

- 1 Elicit from the pupils by questioning and discussion their understanding of the term atmosphere in reference to text.

List ideas on the board.

Discuss how different atmospheres are created and how they help the audience to understand and enjoy a story/poem.

- 2 Distribute the Key Text and ask the children to read it over quietly. Discuss what they think is happening in the text and use a Scots dictionary to find the meanings of unfamiliar vocabulary.

Discuss the main actions of the first section:

- What is happening
- Sights and sounds
- Atmosphere.

List ideas on the board.

- 3 Distribute Creating Atmosphere Worksheet.

Ask children in small groups to discuss and complete the sheet using the ideas already on the board for section 1 and the same criteria for sections 2 and 3.

Allow time to complete the worksheet.

Section 1

As Tammie glow'r'd, amaz'd and curious,
The mirth and fun grew fast and furious;
The piper loud and louder blew,
The dancers quick and quicker flew ...

Section 2

... Tam tint his reason a' thegither,
And roars out, 'Weel done, Cutty-sark!'
And in an instant all was dark:
And scarcely had he Maggie rallied,
When out the hellish legion sallied.

Section 3

So Maggie runs, the witches follow,
Wi monie an eldritch skriech and hollow. ...

... The carlin clautht her by the rump,
An left poor Maggie scarce a stump.

Section 2: Unit 2 – Closer Reading – Activity 6 – the kirk, the chase and the bridge

- 4 Ask each group, in turn, to share their ideas with the others.

List ideas on the board.

Allow an opportunity for the group to add any other ideas to their worksheet.

Development

- 5 Distribute the Storyboard Planning Sheet and tell the pupils that they are going to build a seven-frame storyboard that follows the sequence of the three main events in the Key Text.

Emphasise that the important element in their storyboard is the creation of the atmosphere.

Draw attention to the instructions on the Planning Sheet, as they ask for the Key Text to be used as the captions and suggest that a key word search of the audio text should be used to find and drag the text to the caption windows.

Allow time to discuss ideas and complete the Planning Sheet.

- 6 Pupils use *Kar2ouche* to build their storyboard using the knowledge and skills they have acquired in the previous activities.
- 7 Share the storyboards together and discuss how each group has used the different features of *Kar2ouche* to create and change the atmosphere for each of the three events.
- 8 Distribute the Evaluation Worksheet and allow the groups time to review and analyse their work critically.
- 9 Storyboards can be edited and replayed in response to the pupils' evaluation of their work.
- 10 Save or print storyboards as required.

Key Text

As Tammie glowr'd, amaz'd and curious,
The mirth and fun grew fast and furious;
The piper loud and louder blew,
The dancers quick and quicker flew ...

... Tam tint his reason a' thegither,
And roars out, 'Weel done, Cutty-sark!'
And in an instant all was dark:
And scarcely had he Maggie rallied,
When out the hellish legion sallied.

So Maggie runs, the witches follow,
Wi monie an eldritch skriech and hollow. ...
... The carlin clauht her by the rump,
An left poor Maggie scarce a stump.

Translation

As Tammie stood, amazed and curious,
The mirth and fun grew fast and furious;
The pipers played louder and louder on the bagpipes,
The dancers danced more and more quickly ...

... Tam completely lost his reason
And roars out 'Well done, Short-slip (undergarment)!'
And in an instant all was dark:
And he only just had time to get Maggie ready to gallop away,
When the many witches and warlocks gathered there came rushing out.

So Maggie runs, the witches follow,
With many a horrible screech and shout ...

The witch tried to grab hold of her hindquarters,
And left poor Maggie with hardly anything more than a stump (of her tail).

Creating Atmosphere Worksheet

Look at each section of the poem in turn and make some notes about how you could capture the atmosphere in your storyboard. Think about the sights and sounds.

Section 1

As Tammie glowr'd, amaz'd and curious,
The mirth and fun grew fast and furious;
The piper loud and louder blew,
The dancers quick and quicker flew ...

Notes

Section 2

... Tam tint his reason a' thegither,
And roars out, 'Weel done, Cutty-sark!'
And in an instant all was dark:
And scarcely had he Maggie rallied,
When out the hellish legion sallied.

Notes

Section 3

So Maggie runs, the witches follow,
Wi monie an eldritch skriech and hollow. ...

... The carlin clauht her by the rump,
An left poor Maggie scarce a stump.

Notes



Storyboard Planning – Seven-Frame Plan

Look at notes you made on the worksheet. Plan the seven frames for your storyboard.

Use the text given for your caption windows by dragging them from the audio text library. Remember you can use the key word search facility to find the text you need.

As Tammie glower'd, amaz'd and curious,
The mirth and fun grew fast and furious;

Atmosphere

The piper loud and louder blew,
The dancers quick and quicker flew, ...

Atmosphere

... Tam tint his reason a' thegither,
And roars out, 'Weel done, Cutty-sark!'

Atmosphere

And in an instant all was dark:

Atmosphere

And scarcely had he Maggie rallied,
When out the hellish legion sallied.

Atmosphere

So Maggie runs, the witches follow,
Wi monie an eldritch skriech and hollow. ...

Atmosphere

... The carlin clautht her by the rump,
An left poor Maggie scarce a stump.

Atmosphere

Evaluation Worksheet

When you have completed and played your storyboard, complete this questionnaire.

Tick which of the following you used to create your storyboard.

backgrounds	characters	props
captions	thought bubbles	speech bubbles
sound effects	different transitions	cut and paste frames

Tick which of the following you used the manipulator tool to do.

rotate characters	rotate props
change position of characters	change position of props
scale characters	scale props
layer characters	layer props

Did you do any of the following?

Change the playback times of the frames.	Yes	No
Record and use your own audio files.	Yes	No
Use the presentation screen to view your work.	Yes	No
Save your storyboard.	Yes	No
Print your storyboard.	Yes	No

Write three things you are pleased with about your storyboard.

- 1 _____
- 2 _____
- 3 _____

Write two things you think you could have done better.

- 1 _____
- 2 _____



Activity 7 – The End of the Tale

Resources

- *Kar2ouche – Tam o Shanter*
- Key Text
- Scots Dictionary
- Imaginative Writing Planning Sheet 1 (Level C)
- Imaginative Writing Planning Sheet 2 (Level D)
- Imaginative Writing Planning Sheet 3 (Level E)
- Imaginative Writing Outline Sheet 1 – with starting point
- Imaginative Writing Outline Sheet 2 – blank
- Storyboard Planning Sheet

Lesson Plan

Introduction

- 1 Tell the pupils a moral tale, for example:
 - ‘The Boy Who Cried Wolf’
 - ‘The Tortoise and the Hare’.

Discuss:

- the moral of the tale
- the purpose of the tale
- the intended audience.

Invite the pupils to tell any other moral tale they know.

- 2 Distribute the Key Text. Read, discuss and check any vocabulary to ensure understanding.
- 3 Introduce the idea that ‘Tam o Shanter’ is a moral tale told in the form of a narrative poem.

Divide the pupils into small groups and ask them to discuss and agree:

- what the moral is
- what the purpose of the poem is
- who the intended audience was
- how they feel about the poem – does it achieve its purpose?

Ask each group in turn to share their ideas.

Development

- 4 Discuss how the pupils feel towards the characters at the end of the poem.
- 5 Explore through discussion the idea that the end of the poem occurs as a consequence of Tam's actions and reactions to his situation.

Discuss:

- how Tam could have acted and reacted differently
- what effect this could have had on the outcome.

- 6 Ask the pupils, in their groups, to discuss:
 - what could have happened
 - how the story could have ended.

Ask each group in turn to share their ideas.

- 7 Distribute the Imaginative Writing Planning Sheet.

- Sheet 1 – Level C
- Sheet 2 – Level D
- Sheet 3 – Level E

Tell the pupils that they are going to write an imaginative alternative ending to the tale. The starting point is when Tam shouts, 'Weel done, Cutty-sark!' and the church falls into darkness.

This can be carried out as an individual imaginative writing exercise or as a collaborative piece of writing.

Remind pupils that when planning they need to consider:

- the purpose
- the audience
- atmosphere
- feelings and emotions
- actions/reactions and consequences.

Allow time to plan and invite the pupils to share their ideas.

- 8 Pupils write their own ending to the tale.

There is a writing choice of two Imaginative Outline Sheets:

- with the starting point
- blank to write own starting point.

- 9 Tell the pupils that they are going to use *Kar2ouche* to build a storyboard showing their alternative ending.

Ask children to identify all the features of *Kar2ouche* they might use. List on the board as a checklist as they work.

Section 2: Unit 2 – Closer Reading – Activity 7 – the end of the tale

Distribute the open-ended Storyboard Planning Sheet, which allows the pupils to make their own decisions about the number of frames and the content and features they will use.

Allow time to discuss and complete the storyboard plan.

10 Pupils use *Kar2ouche* to create their storyboard using the list on the board to ensure they use a variety of features.

They may want to refer back to the Evaluation Worksheet from Activity 6.

11 Storyboards are shared to discuss the alternative endings and how each group has shown:

- actions/reactions
- consequences.

Storyboards can be saved or printed as required.

Supplementary Activity

This would be an ideal opportunity to allow the pupils to experiment with the facility to create a short animation available within *Kar2ouche*.

Ask the pupils to select their favourite frame from their storyboard.

Copy and paste the frame to a new storyboard. (Use the utilities screen.)

Note: The sound effects will not copy to the new storyboard. Speech and thought bubbles will need to be dragged to the waste bin and captions deleted.

Pupils use copy and paste to create each new frame and use the manipulator tool to make slight changes to the composition.

Frame playback times will need to be altered and sound effects added to span the whole animation sequence. (See Activity 5.)

Key Text

Now, wha this tale o truth shall read,
Ilk man, and mother's son, take heed:
Whene'er to drink you are inclin'd,
Or cutty sarks rin in your mind,
Think! ye may buy the joys o'er dear:
Remember Tam o Shanter's mare.

Translation

Now, whoever shall read this true tale,
Each man and mother's son, pay attention (to what it teaches);
Whenever you are inclined to have some strong drink,
Or find yourself thinking of young women in short slips,
Think! You may pay too high a price for your enjoyment:
Remember Tam o Shanter's mare.

Imaginative Writing – Planning Sheet 1

Title: The End of the Tale – How it Could Have Happened!

Now, wha this tale o truth shall read,
Ilk man, and mother's son, take heed:
Whene'er to drink you are inclin'd,
Or cutty sarks rin in your mind,
Think! ye may buy the joys o'er dear:
Remember Tam o Shanter's mare.

Plan and write an alternative ending to the story.

Targets

Starting Point

- Character
 - thinks/feels
 - reacts

Key Words and Phrases

Action of Story

- Main event(s)
 - do
 - think
 - feel
- Next event(s)
 - do
 - think
 - feel

Ending

- What happened?
- Why did it happen?
- How did they feel?

Imaginative Writing – Planning Sheet 2

Title: The End of the Tale – How it Could Have Happened!

Now, wha this tale o truth shall read,
Ilk man, and mother's son, take heed:
Whene'er to drink you are inclin'd,
Or cutty sarks rin in your mind,
Think! ye may buy the joys o'er dear:
Remember Tam o Shanter's mare.

Plan and write an alternative ending to the story.

Targets

Starting Point

- describe how the character
 - thinks/feels
 - reacts
- describe the atmosphere/setting

Key Words and Phrases

Action of Story

- Describe the main events
- Describe the:
 - reactions
 - thoughts
 - feelings and why the character felt like that

Ending

- Is the ending interesting and linked to the introduction and main action?
- How did it all end for the situation and the character(s)?
- How did they feel?
- Is there a build-up to a climax?

Imaginative Writing – Planning Sheet 3

Title: The End of the Tale – How it Could Have Happened!

Now, wha this tale o truth shall read,
Ilk man, and mother's son, take heed:
Whene'er to drink you are inclin'd,
Or cutty sarks rin in your mind,
Think! ye may buy the joys o'er dear:
Remember Tam o Shanter's mare.

Plan and write an alternative ending to the story.

Targets

Starting Point

Key Words and Phrases

Action of Story

Ending

Imaginative Writing – Outline Sheet 1

End of the Tale – How it Could Have Happened!

by

... Tam tint his reason a' thegither, And roars out, 'Weel done, Cutty-sark!' And in an instant all was dark:

Imaginative Writing – Outline Sheet 2

End of the Tale – How it Could Have Happened!

by



Storyboard Planning

Discuss and decide as a group how many frames you will need to create a storyboard of your new ending.

Who are your characters?

Which backgrounds will you need?

Which props will you need?

What sound effects will you need?

Make notes about each of your frames.

Think about characters, backgrounds, props, speech, thoughts, captions, sound effects and transitions.

Frame 1

Frame 2

Frame 3

Frame 4

If you need to, continue your notes on the back of the sheet.

Other Activities – Suggestions

Language

Imaginative Writing

- Report in a policeman's notebook when Kate reports that Tam has not come home.
- Descriptive writing
 - Tam as others see him (good points and bad points): his wife, a friend, a market trader, publican.
 - Tam as he sees himself.

Create a magazine spread 'The Real Tam o Shanter'. Use images from *Kar2ouche* and copied into another application such as *Microsoft Word*.

- Write in Verse – An alternative ending (final six lines) in rhyming couplets.
- Three-part stories – (introduction, dramatic sequence, conclusion).

Functional Writing

- Tourist Guide – *On the Trail of Tam o Shanter*
 - Use images from *Kar2ouche* and copied into another application such as *Microsoft Word*.
- Kate's Cookbook – Traditional Scottish recipes
- Missing Person Poster
- Tourist Guide to Scots Language and Dialect – Glossary
- Drama scripts

Personal Writing

- Accounts of a frightening experience
 - as a diary entry
 - in the form of a letter
 - as a story for a specific audience.
- Family stories told at special gatherings.

Expressive Arts

Drama

- Recreate the market scene.
- Create and perform an alternative ending.

Art

- Portraits of the characters.
- Using different media to create atmosphere.

Physical Education

- Creative Dance – The Witches’ Scene.
- Traditional Scottish dance.

Music

- Appreciation of traditional Scottish music.
- Creative music making – Sound pictures
 - The Storm.
 - The Chase.

Unit 3 – Revisiting the Poem

Activity 1 – News Report

Activity 2 – Movie Trailer

Other Activities – Suggestions

Unit 3 – Revisiting the Poem

Learning Objectives

All pupils will:

- talk to others in a group and contribute appropriately to the purpose of the activity by asking and answering questions
- listen to others in a group and respond by making relevant comments and offering an opinion
- write in an appropriate form with an adequate vocabulary to communicate the key events.

Most pupils will:

- talk to others in a group and contribute appropriately to the purpose of the activity by asking and answering questions relevantly and by making statements that show some awareness of the ideas of others
- listen to others in a group and respond relevantly by questioning, supporting an opinion or offering an alternative point of view
- write in a variety of forms to communicate key events, facts or ideas using appropriate organisation and vocabulary.

Some pupils will:

- talk readily to others in a group and contribute appropriately to the purpose of the activity by asking and answering questions relevantly, by commenting upon the ideas of others and by showing some awareness of their feelings
- listen to the others in a group and respond relevantly so as to show awareness of others' opinions and/or feelings
- write in a variety of forms to communicate key events, facts, points of view and ideas, using appropriate organisation and specialist vocabulary.

Learning Outcomes

By the end of Activity 1 the pupils will have:

- expressed and justified an opinion
- considered the different viewpoints and opinions of the characters
- compared and contrasted writing from different sources
- identified similarities and differences in writing styles within text
- demonstrated an awareness of the media and its impact
- written an appropriate piece of functional writing with a specific purpose and audience
- used ICT, showing greater independence and less reliance on teacher support and guidance
- imported a graphic from *Kar2ouche* to a word-processing document.

By the end of Activity 2 the pupils will have:

- demonstrated a knowledge and understanding of the key events in the poem
- discussed purpose and audience
- identified the key events appropriate to a specific audience

Section 2: Unit 3 – Revisiting the Poem

- created a storyboard, in sequence, showing awareness of a specific target audience
- demonstrated an awareness of the use of different forms of media to reach selected audiences for a definite purpose
- planned appropriately and with less guidance
- used ICT to create a presentation with a particular audience and purpose
- evaluated their use of ICT and identified areas where presentation can be improved.

Activity 1 – Newspaper Report

Resources

- *Kar2ouche – Tam o Shanter*
- Microsoft Word (or other suitable word-processing package)
- Selection of newspapers (front pages)
- News reports of the same story from different sources
- Looking at News Reports Worksheet (a)
- Looking at News Reports Worksheet (b)
- News Report Planning Worksheet
- News Report – Help Sheet

Lesson Plan

Introduction

- 1 Show the pupils a selection of newspaper front pages.

Discuss the layout:

- title of paper
- headlines
- sub-headings
- columns and paragraphs (sub-headings)
- pictures and captions
- journalist/reporter.

- 2 Discuss what type of stories make front page news. Discuss who the target audience is.
- 3 Elicit and list on the board what information a news report needs to give to the reader, for example:
 - who/what the story is about
 - what happened
 - when it happened
 - where it happened
 - how/why it happened
 - eyewitness accounts
 - interviews and quotations.

Development

- 4 Distribute copies of a recent news report of interest and the Looking at News Reports Worksheet (a).

Section 2: Unit 3 – Revisiting the Poem – Activity 1 – newspaper report

Ask the pupils, in pairs or small groups, to discuss the report and complete the worksheet by finding and selecting the information and making notes. The pupils are also required to give a considered opinion of the text.

Allow the pupils sufficient time to complete the worksheet. Invite each group to feed back to the class their findings and opinions with reasons/supporting evidence.

- 5 Present the groups with a second account of the same report, from a different source, and p. 2 of the worksheet.

Ask the groups to compare and contrast the two reports by looking for similarities and differences in the accounts.

Ensure that the pupils are aware of, and understand, the difference between fact and opinion. Suggest they look closely at the viewpoints and opinions expressed when comparing the reports, as the facts should be the same.

- 6 Allow time for the groups to discuss and make notes, then, as a class, collate the ideas. Discuss which they consider to be the better of the reports and encourage them to support their opinions.
- 7 Present the pupils with the idea that they are going to take on the role of a journalist to report the story of what happened to Tam o Shanter.

Discuss and list:

- the key events of the story
- the facts of the story
- who might be interviewed to provide an eyewitness account, viewpoint or opinion of the events.

- 8 Through role play help the pupils to examine more closely the character, feelings and opinions of the people who may have been interviewed.

Draw attention to the idea that not everyone may have felt the same way about the events and not everyone may have believed Tam's account of the happenings.

Ask the pupils, in pairs, to conduct the interviews that might have taken place. Ensure that they explore a variety of characters and that each has the opportunity to play the role of the reporter.

e.g.	A – reporter	A – Kate	A – reporter	A – landlord
	B – Tam	B – reporter	B – Souter Johnie	B – reporter

Discuss how the various characters felt and what they said about the incident.

- 9 Distribute the News Report Planning Worksheet and allow time to complete individually, in pairs or in small groups. The News Report – Help Sheet might be useful at this time to give guidance.

- 10 Discuss what they think might be a suitable picture to use in the report.

Open *Kar2ouche* and on a new storyboard ask a pupil to create a frame that could be used as a picture for the report.

- 11 Demonstrate how to copy the frame and minimise *Kar2ouche*.

- 12 Ask a pupil to open a *Microsoft Word* document (or other suitable word-processing package) and use the paste facility to import the storyboard frame.

Demonstrate how to alter the size of the picture and change its position on the page.

- 13 Invite a pupil to type in the title of their newspaper and format the font and size and centre the text.

Invite another pupil to type their headline and format the text suitably.

Invite a third pupil to add a sub-heading and again format the text.

Note: They may need to alter the position of the picture to accommodate the text.

- 14 Demonstrate how to select the remainder of the page and format it to create a two-column layout for the report.

- 15 Pupils use *Kar2ouche* to create their picture and import it to a word-processing document.

- Title, headline and sub-heading should be typed and formatted.
- Picture should be sized and dragged to an appropriate position.
- Remainder of the page should be formatted to give a two-column layout.

The news report should be written using the guidance on the help sheet.

- 16 Completed reports can be printed and saved.

- 17 Ask the pupils to read reports written by others and comment on the similarities and differences and the way the viewpoint of the different witnesses influences the reporter's angle on the story.

Looking at News Reports Worksheet (a)

Look at the first news report and find:

- the source (which paper):
- the headline:
- the sub-heading:
- what happened:
- who was involved:
- when it happened:
- where it happened:
- why it happened:
- who was interviewed:
- what they said (a quote):
- who reported the story:
- what picture was used:
- what the caption is:

What is your opinion of the report?

Do you think it is a good report? Why?/Why not?

Looking at News Reports Worksheet (b)

Now look at the second news report. It tells the same story but comes from a different source.

What is the source?

Discuss the two reports in your group and compare them.

Look for similarities and differences between them and make some notes.

Similarities

Differences

Which of the two reports do you prefer? Explain your choice.



News Report Planning Worksheet

Use the help sheet to guide you as you plan your report.

Title (of the newspaper):

Headline (to catch attention):

Sub-heading (explaining more about the story):

What are the key events? (in sequence)

-
-
-
-
-
-

Who was interviewed?

What did they say? (quotation)

What will the picture show?

What will the caption be?

Who is the journalist?

News Report – Help Sheet

Title of the newspaper.

Sub-heading explaining more of the story.

Opening paragraph in bold.

Sub-headings giving the story at a glance.

Short paragraphs telling the story in easy stages.

Quotations from others involved.

Alloway News

Missing Tail

Angry Witch Injures Horse

Tam o Shanter was stunned by strange events that occurred late last night.

Witches Dancing
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

Frenzied Chase
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXX
His wife stated, 'Xxxxxxx
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX'.

Tam's Horse

XXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

by John Smith
Local Reporter

Headline to catch attention.

Picture relating to the story

Caption to describe the picture.

Name of journalist.

Check you have included:

- the **title** of the paper
- a catchy **headline**
- **sub-headings**
- a few carefully constructed **short paragraphs** telling the story
- **quotations** from other people involved
- a **picture**
- a **caption**
- your **name**

Activity 2 – Movie Trailer

Resources

- *Kar2ouche – Tam o Shanter*
- Selection of movie trailers on video
- Movie Trailer Planning Sheet
- Evaluation Sheet

Lesson Plan

Introduction

- 1 View a selection of movie trailers on video. Choose suitable trailers that target the pupils' own peer group and much younger children.

Discuss:

- purpose of the trailers
- how the film maker achieves the purpose
- target audience
- how the film maker appeals to a particular audience.

Ensure, through questioning, that the pupils understand that the trailer has to appeal to the target audience by tracking the key events without revealing/spoiling the storyline. The trailer, therefore, should leave the audience wanting to know more and with a desire to see the movie.

- 2 Tell the pupils that they are going to use *Kar2ouche* to create a trailer for a movie based on the story of Tam o Shanter.

Ask the pupils to suggest different possible titles for the movie and list these on the board. Encourage short, catchy titles.

Development

- 3 Divide the pupils into small working groups and ask them to discuss and agree on six key events that are important to the story if they want to target two different audiences.

Ask the pupils to consider the different emphases that would be placed on the story for the different audiences of:

- children their own age (e.g. a moral tale)
- a much younger audience (e.g. a sad story of an injured horse).

- 4 Ask each group to share their ideas and offer reasons/justification for the angles they have chosen.



Elicit, through discussion, the similarities and differences between the two models.

- 5 Open *Kar2ouche – Tam o Shanter* and add a background to a new storyboard. Demonstrate how to insert a text bubble into the frame and manipulate its size and position.

Ask a pupil to select and type in their favourite title for the movie.

Ask a second pupil to add their name as producer and make any necessary adjustments to the text bubble.

Ask a third pupil to adjust the playback time of the frame to five seconds and add a sound effect to last the duration of the frame.

Use the presentation screen to view the title frame. Make any necessary changes.

- 6 Distribute the Movie Trailer Planning Page and ask the groups to select a target audience for the trailer. Try to ensure that not all groups select the same audience.

Allow time for the groups to discuss and complete their plan.

Remind the pupils that as they plan they need to consider:

- the purpose
- audience
- sequence of key events.

- 7 Pupils use *Kar2ouche* to create their storyboards.

Encourage the groups to experiment with frame playback times and transitions to help create the desired effect.

- 8 Share the storyboards.

Ask the others to guess the target audience of each storyboard and discuss what elements within the storyboard led them to a decision. Discuss the use of transitions, which ones were effective, and how well each storyboard achieved its purpose.

- 9 Allow time for the groups to complete the Evaluation Sheet and edit their own work by making any alterations/improvements to the movie trailer.

Share the edited storyboards.

Print or save as required.

Supplementary Activity

This would be another ideal opportunity to allow the pupils to create a short animation of one of the frames from their movie trailer.

Movie Trailer Planning Sheet

Title:

Producers:

Purpose:

Target Audience:

Summary of story (remember your target audience):

Key events (in sequence):

-
-
-
-
-
-

Plan your transitions:

title frame – frame 1

frame 1 – frame 2

frame 2 – frame 3

frame 3 – frame 4

frame 4 – frame 5

frame 5 – frame 6



Evaluation Worksheet

When you have completed and discussed your storyboard, complete this questionnaire.

Tick which of the following you used to create your storyboard.

backgrounds	characters	props
captions	thought bubbles	speech bubbles
text bubbles	sound effects	cut and paste frames

Tick which of the following you used the manipulator tool to do.

rotate characters	rotate props
change position of characters	change position of props
scale characters	scale props
layer characters	layer props

Which transitions did you use?

cut	venetian	fade	
scroll left	scroll right	scroll up	scroll down

Did you do any of the following?

Change the playback times of the frames.	Yes	No
Record and use your own audio files.	Yes	No
Use the presentation screen to view your work.	Yes	No
Do you think your storyboard achieved its purpose?	Yes	No
Do you think your storyboard is suitable for your target audience?	Yes	No

Write three things you are pleased with about your storyboard.

- 1 _____
- 2 _____
- 3 _____



Section 2: Unit 3 – Revisiting the Poem – Activity 2 – movie trailer

Make some notes about how you can make improvements to your movie trailer.

Edit your storyboard and watch it again.

Give your completed work a score out of 10.

Other Activities – Suggestions

Language

Imaginative Writing

- Retell the story using modern images and settings.
- Retell the story from a different viewpoint.
- Write a moral tale.
- Write stories involving witches.
- Write a new adventure for Tam o Shanter.

Functional Writing

- Poster advertising *Tam o Shanter – The Movie*
- Further news reports. Reporting on further developments. Critic's review of the film.

Reading for Information

- Research on witches
 - historical background
 - myths and legends
 - witches and witchcraft
- Research the local history and folklore of Ayr/Alloway.

Reading for Enjoyment

- Stories involving witches.
- Further works by Robert Burns.

Drama

- Dramatise the alternative endings.
- Interviews for newspaper reports.

Section 3

