

# Stories of Scotland

## First & Second Levels

### Overview

Learn how communities and cultures in Scotland have been represented through the storytelling medium of film, using clips from Scotland's moving image archive. This learning journey is designed to be used with the educational website [scotlandonscreen.org.uk](http://scotlandonscreen.org.uk)

### Three-Step Approach

Our suggestions for learning experiences are organised into three steps:

1. **Explore** – *Close reading and discussion*
2. **Discover** – *Find out more (go into greater depth)*
3. **Create** – *Make something new*

The learning journey is more rewarding when it involves all three steps. We've also included Film Education Learning Activities to help further develop critical, cultural and creative skills.

#### Prior learning:

When watching a range of films about cultures and communities in Scotland, learners are able to think imaginatively about what the lives of the people in the films may have been like. Learners will have previously engaged with a variety of storytelling mediums e.g. poetry, documentary, myths and legends, and will have an awareness when watching these films of how different styles of storytelling can impact on the message and purpose of the story.

It would be desirable to develop learners' understanding of visual storytelling and their critical and creative skills. In the film education component of this resource, there are prompts for critically engaging with how and why these films were made, as well as creative ideas for making new work.

#### Curriculum for Excellence - Experiences and Outcomes:

The questions and activities in this document have been mapped to experiences and outcomes within the Curriculum for Excellence on the subjects of **Literacy, Social Studies, Science, Health and Wellbeing, Expressive Arts, Technologies, Religious Education** and **Languages**.

#### Capabilities:

**Successful learners:** By exploring themes using accessible media, learners are enthused and motivated. The use of technology for learning is encouraged. Creative and independent thinking is stimulated.

**Confident individuals:** The breadth of activities allows learners to achieve success in different areas and to communicate their own ideas. Learners are encouraged to explain their reasoning.

**Responsible citizens:** Learners develop an understanding of the world and Scotland's place in it. By considering films from the past, they can evaluate cultural heritage and develop informed views.

**Effective contributors:** Learners are encouraged to be proactive in their learning journey, in the analysis of moving image texts and by working together on creative projects.



## The Loch Ness Monster Movie

(Ian Rintoul, 1984. Clip length: 17 mins) 16mm/Colour/Sound

Fictional comedy drama about a power struggle for ownership of the Loch Ness Monster following its discovery in the US-owned Loch Ness

Look out for: **United Nations scene and debates between countries. Special effects. Camerawork, sound and lighting choices at the start and when the Loch Ness Monster first appears.**

### EXPLORE

#### Reading, Listening and Talking

Watch the beginning of the film. The USA and the UK are deciding who owns Loch Ness. What do you think about countries 'owning' other parts of the world?

When the Loch Ness monster is discovered, the United Nations becomes involved in a debate about who owns the monster. What reasons does the USA give for its right to own Nessie? Do you think these are good reasons?

Nessie manages to escape from the US Megatruck and roams around Edinburgh. What do you think of the film techniques used to make a monster (sound and image)? How might the monster look if the film was made today? (Discuss the digital revolution in animation and CGI)

### DISCOVER

#### Literacy

What other stories do you know with 'monsters on the loose'? (E.g. The Tiger Who Came to Tea, King Kong, Jurassic Park). Why do you think people enjoy this sort of fantasy/horror story?

#### Social Studies

Learn about Loch Ness as a geographical feature. What makes it special? Why do you think tourists love to visit this part of Scotland?

What impression do you think the legend of the Loch Ness Monster gives to the rest of the world about Scotland?

#### Science

The film says that Nessie is related to a prehistoric plesiosaur. Find out more about this species and modern-day marine reptiles and mammals.

#### Health and Wellbeing

Consider the role of the United Nations. What might it feel like to have a job representing your country within an international organisation like this? Can you think about the pros and cons?

### CREATE

#### Science and literacy

Create a fact-file or information poster for Nessie based on information you can find on plesiosaurs. It could be displayed at the fictional theme park the USA are planning to take the monster to in the film!

#### Literacy

At the end of the film, another monster is discovered! What happens next? Will the USA try to claim and transport the monster again or will they have learned from their mistakes and leave Nessie in Scotland this time? Write a short news report (text or audiovisual) to tell the story of the sequel. You could use a green screen app and have your reporter stand on the banks of Loch Ness.

#### Expressive Arts/Technologies

Use modelling clay or junk to create your own Nessie model. You could use a stop motion app to make a short animation with terrifying sound effects!

# Film Education Learning Activities

These activities are to develop understanding of visual storytelling. They involve:

- Watching the archive films included in this resource, discussing and analysing them
- Generating discursive and creative responses based on the films, including written work, scripts and storyboards
- Developing digital storytelling skills
- Exploring genre and different modes of storytelling within film

The questions and activities are chosen to develop learners' critical, cultural and creative skills.



## The Loch Ness Monster Movie (1984)

### CRITICAL

Can you tell something dangerous is going to happen at the beginning of the film? What makes you think so?

When the Loch Ness Monster first appears between 02:00 to 02:30 mins, what techniques are used to make it scary? Think about setting, mood, sound and lighting.

The end of the film (from 12:48 to 15:16 mins) has no music which is unusual. Could adding music here make the ending more or less frightening? Why?

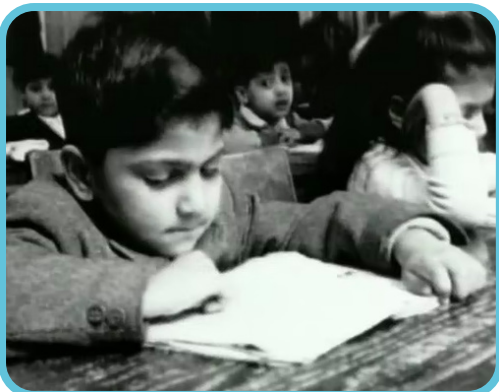
### CULTURAL

The Loch Ness Monster Movie shows us how news was shared in the 1980s (e.g. we see television news reports and also newspaper front covers). Can you think of other ways we access news stories in the present day?

The film is fictional but at times looks quite realistic. Which parts of the film tell you it is a fictional story? When someone tells you a fictional story, what are some of the ways you can tell that it is made up?

### CREATIVE

Research another Scottish myth. Imagine the character/s in this myth has/have taken over your school or community. Make your own filmed news report about the event.



## Pakistani People in Scotland

(Mario Ford Film Collection, c.1960. Clip length: 7 mins) 16mm/B&W/Mute

A look inside a 1960s classroom and arrivals at a mosque

Look out for: **Activities happening in the classroom.**  
**How the camera is positioned to get the different shots.**

### EXPLORE

#### Reading, Listening and Talking

What do you notice about this classroom? Is it similar or different from yours?

The children are learning to read and write. Do you recognise which language is being taught? (Urdu) What languages are you learning?

Some children in Scotland attend language and faith-based lessons outside of core school hours. These may take place at home or at a religious centre or school. Do you go to lessons and clubs outside of school?

The children in the film had migrated with their families from Pakistan. Why do people move homes? What would be difficult about moving to a different country?

### DISCOVER

#### Literacy

Create a short roleplay between a child and a parent within an immigrant family. The child has been at school and the parent has been working (in a job or at home). They are talking about their day. What difficulties did they face? What have they enjoyed?

#### Religious Education

Some men in the film are attending a mosque. The mosque is the place of worship for Muslims. Can you name other places of worship? What do they look like? What happens there?

#### Social Studies

Use the resources at <https://www.colourfulheritage.com/> to explore the history of South Asian immigration to Scotland. What were the reasons for the movement of people from India and Pakistan to Scotland? What skills did South Asian people bring to Scotland? What languages did they speak?

### CREATE

#### Technologies

What foods are traditional in Pakistan? Could you make a dish and enjoy it together? How is traditional South Asian food different from traditional Scottish food?

#### Literacy

Imagine you have moved to Scotland from abroad. Write a postcard to a friend. What would you tell them about Scotland? What do you miss about your home country? If you have never moved countries, you might need to research your imagined home country to find out about differences in languages, food, weather and geography (e.g. do you miss the beach or the mountains?)

#### Health and wellbeing

Find out about a local charity that supports new immigrants to your part of the country. Contact them to see what they do and how they fund their activities. Are there ways people can support their work?

#### Languages

What other languages do you know or have you been learning? Make a short film using new words and phrases. You could order food in a restaurant, choose something in a shop using numbers and colours, or simply show two people introducing themselves.

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## Pakistani People in Scotland (1960s)

### CRITICAL

There are a lot of close-up shots of the children in the classroom. What does a close-up do that is different from seeing all the children together as a group?

The school section of the film shows children in a classroom but it is completely silent. What do you miss by not hearing the sound?

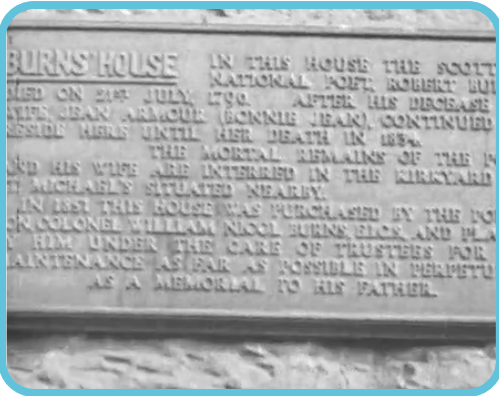
### CULTURAL

Research the history of Indian and Pakistani immigration to Scotland. When did South Asian people first arrive in Scotland? What employment did they find? Can you find archive footage about some of them?

### CREATIVE

How would you make a film about your community without using sound. You will need to think carefully about how you tell a story using images.

Make a storyboard for a film about someone starting a new life abroad.



## Immortal Memory of Robert Burns (clip)

(Stanley Russell, 1946. Clip length: 8 mins) 35mm/B&W/Sound

A tour of Burns country illustrated with poems and songs

Look out for: **What sort of impression the narrator gives us of Robert Burns.**  
**Moments when poetry is read aloud.**  
**How tourism and travel is shown.**

### EXPLORE

#### Reading, Listening and Talking

Who was Robert Burns? What do you already know about him? The film shows tourists visiting the house he grew up in and looking at a collection of his belongings.

What do you notice about the way the narrator travels to Ayr? This film was made in the 1940s. How has travel changed since then?

The tourists visit a museum and are shown around by an expert guide. Have you had a guided tour of a museum or town? What was it like?

One of the visitors came from Canada. Why would they want to learn about a Scottish poet?

The guide recites two verses of one of Burns's poems. Do you know any poems by memory? Would you like to? Do you know the words to any songs off by heart?

### DISCOVER

#### Literacy

Robert Burns wrote well over 400 poems and songs. At the end of the film, we hear part of his epic poem Tam O'Shanter. You can use a parallel translation in English to help you understand the story and its characters, or watch the animation on Scotland on Screen.

#### Social Studies

Tourism is an important industry to Scotland. Do people come to visit your part of Scotland? What do they want to see and do?

#### Technologies

Investigate the development of travel by train. When did steam engines start being replaced by modern diesel and electric trains? Were there cars around in the 1940s when this film was made? How would a visitor get to Scotland from Canada? How long would it take?

#### Expressive Arts

The guide mentions that Burns wrote songs. Listen to 'Auld Lang Syne' and 'My Love is Like a Red Red Rose' which are based on words written by Burns. Discuss the meaning and sentiment of 'Auld Lang Syne' and its link to Hogmanay.

### CREATE

#### Expressive Arts

Dramatise one of Burns's poems. Could you act out Tam O'Shanter? You could just use selected lines.

If you had a museum display case to show your possessions, what would you put in there? Draw the contents and label them with captions explaining why you chose to include the items.

#### Literacy

Share a selection of Burns poems. As a group, make a display of your favourites alongside reasons why you like them. Make a Scots language glossary for the class displays.

#### Social sciences

Make a tourist information leaflet for your local area. What would you recommend tourists visit? Are there food specialties made locally, like a type of cheese or cake? Include practical information such as how to get there and where to stay.

#### Technologies

Look at 'Address to a Haggis' and enjoy some haggis together. Discuss the traditional recipe for haggis and whether it is locally sourced, sustainable and whether it can form part of a healthy diet.

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## Immortal Memory of Robert Burns (1946)

### CRITICAL

Watch the first 30 seconds of the film. How does the filmmaker let us know that this film will be about a journey?

Watch the film from 05:32 to 06:14 mins. How does the filmmaker give us a sense of how important and famous Robert Burns is?

### CULTURAL

Can you think of a modern day cultural figure that people might make a special effort to go see? What makes this person special to other people and why would people make the effort to see them or learn about their life?

### CREATIVE

Choose a Burns song and film some images that match the words in the song. For example, for the line "O my Luvie is like a red, red rose" you could film a red rose, or for the line "O my Luvie is like the melody. That's sweetly played in tune" you could film someone with a musical instrument. What happens if you film images that don't match the words? Which way of telling the story is more powerful?



## Eriskay - A Poem of Remote Lives (clip 1)

(Werner Kissling, 1935. Clip length: 10 mins) 35mm/B&W/Sound

A poetic study of Eriskay's crofting life.

Look out for:     **The opening of the film in music and text.**  
                          **The work and tasks that people are carrying out.**  
                          **The clothing worn.**

### EXPLORE

#### Reading, Listening and Talking

Find Eriskay on a map. Discuss whether any of the group have been there or to any of the nearby islands. How far is it from where you live?

This film was made in 1935, before the Second World War. How do you think life might have changed since then?

The islanders are collecting 'peats' for fuel. This is a type of soil that can be cut, dried and burned. Discuss what other fuel sources we use for energy today.

The islanders are farming sheep. We see the sheep being herded and dipped (now a banned practice). What do sheep produce? Why would these things be useful for the islanders?

### DISCOVER

#### Social studies

Can you find out what life is like now on Eriskay? How has it changed over the past century? Has anything remained the same?

Talk about the geography and population of Eriskay. How does it compare with where you live? Would you like to live there? Give reasons for your answer.

#### Technologies

Wool from the sheep is used to make cloth. Can you name any clothing made from wool? What are your clothes made from? Where does that fabric come from? Is it natural or synthetic? Is it sustainable? Did you know that natural fibres like wool and cotton can be composted? What happens to synthetic fibres when they are thrown away?

### CREATE

#### Literacy

Imagine you are part of the farming family who herded their sheep into the pen. What was the scene like? And the landscape? What were the sheep doing? How many sheep were you trying to herd and how did you all manage it? (Note: sheep dipping is no longer practiced due to the dangerous chemicals used.)

#### Social studies

Sometimes, island communities find it difficult to find a teacher, doctor or vet to live in their geographically remote community. Write a short advert to persuade a professional to come and live on Eriskay. What would attract them to live there?

#### Science / Learning for Sustainability

Some people on island communities still use peat as a source of energy. Discuss the importance of conserving peatlands. Find out what impact removing peat and burning it has on our environment.



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## Eriskay - A Poem of Remote Lives (1935)

### CRITICAL

Eriskay is an island in the Outer Hebrides. It can be hard to get to from the mainland, the land is hilly and the weather can be wild. How does the filmmaker show us these things? Talk about the film's title.

### CULTURAL

What does the music make you think of? Is it similar to music you like to listen to yourself? Find out what music was popular in the 1930s.

The opening titles describe the area as 'rich in legends'. What famous Scottish legends can you think of? Research some examples. What is the difference between a legend and history?

### CREATIVE

The film shows everyday life for the people who lived and worked on Eriskay in the 1930s. Could you make a short documentary showing your everyday life? What would you include in the film? What would seem interesting and different to people from other places or in the future?



## A Crofter's Life in Shetland

(Jenny Gilbertson, 1931) 16mm/B&W/Silent

Specific clips: Fishing Season at Lerwick Harbour (clip 1) (2 mins), Britain's most northerly lighthouse (clip 4) (2 mins), a Crofter's Wife (clip 5) (3 mins) & Up Helly Aa Festival (clip 6) (3 mins)

An early documentary by filmmaker Jenny Gilbertson, one of Scotland's film pioneers. The clips feature islanders at work, celebrations during the Up Helly Aa festival and a visit to the UK's most northerly lighthouse.

Look out for: **The way the fish are gutted and packed.**  
**Up Helly Aa traditions.**  
**Depictions of everyday life.**

### EXPLORE

#### Reading, Listening and Talking

What impression of life in Shetland do you get from these films? How do you think life may have changed since then?

Using an online map, look at where Shetland is in relation to the mainland. Look at Norway on the map and discuss Shetland's Viking and Scandinavian connections.

The girls who worked during herring season often left home for several months to work. How would you feel having to leave home to do this sort of labour?

The lighthouse keepers are called "the loneliest men". Would you like to do their job?

### DISCOVER

#### Social Sciences

Find out about the Norse tradition of Up Helly Aa. When does it take place? What are the origins of the event? What has changed?

#### Technologies

The Crofter's Wife is washing laundry in a tub of hot, soapy water. Nowadays we can use a washing machine for this job. Find out when washing machines were invented and by whom. What other inventions might have made everyday life in Shetland easier?

The fishing clip shows herrings being packed in salt to preserve them so they can be eaten throughout the year. What do we use today to preserve food?

#### Literacy

Share and enjoy one of Ronda and David Armitage's 'The Lighthouse Keeper' books. Can you imagine what the job of a lighthouse keeper is like? What would you need to do?

### CREATE

#### Literacy

Compare these clips of Shetland with the depiction of life on Eriskay in the Poem of Remote Lives. Are they similar or different? In what ways?

#### Expressive Arts

Take inspiration from the Up Helly Aa costumes and boats to create your own. Use papier-mâché to make a boat prow with a scary dragon's head. You could also make your own Norse helmets or shields. Can you make model boats with sails that look like those on the Up Helly Aa boats?

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## A Crofter's Life in Shetland (1931)

### CRITICAL

None of the clips have sound – why do you think that is? Without dialogue, what other elements give us information about what is happening?

How does using a mixture of shots (long shots, medium shots and close ups) help tell the story? Which shots bring the story to life for you?

### CULTURAL

The filmmaker who made these clips was a woman. Was it common for women to make documentary films in the 1930s? Is it common today?

### CREATIVE

The clips are silent and use intertitles (caption slides) to explain what is happening in a scene. Try making your own silent film using intertitles instead of words to help tell the story.

Fishing Season at Lerwick Harbour (clip 1) shows women at work gutting the herring catch and packing the fish tightly into barrels. A good catch could mean money for the island, a bad catch would mean poverty. Write a diary entry from the perspective of one of the women, based on what their day was like, and read it out over the footage.

# Stories of Scotland

## First & Second Levels

### Weblinks

**<http://www.scotlandonscreen.org.uk>**

The films referred to can be found on this educational website which is packed with archive film clips and tutorials.

**<http://www.nls.uk/learning-zone>**

National Library of Scotland learning resources.

**<https://www.colourfulheritage.com/>**

Colourful Heritage is an online multimedia archive of stories from Muslim and South Asian communities in Scotland.

**<https://www.storytellingforum.co.uk/resources/>**

Learning resources from the Scottish Storytelling Forum.

**<https://www.scottishpoetrylibrary.org.uk/resources/>**

Learning and teaching resources from the Scottish Poetry Library and elsewhere.

**<https://www.magictorchcomics.co.uk/heritage>**

Magic Torch Comics explore community heritage and retell stories from local history and folklore.

**<https://education.gov.scot/Documents/literacy-english-pp.pdf>**

Literacy and English Principles and Practice Document.

### Acknowledgements

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