

Schedule of Work for Crofting Connections in English and Gaelic – see also Schedule of Work – Gaelic pdf

This resource was the outcome of a three-week whole-school/joint-school project on Crofting at Staffin and Kilmuir Primary Schools in English and Gaelic medium classes in 2014. These notes were compiled by Gaelic Medium teacher Elaine Ferguson in Kilmuir Primary School, in collaboration with other Gaelic and English medium class teachers in the two schools. This schedule of work can be used in conjunction with other Crofting Connections resources – see <http://croftingconnections.com/schools/resources>

Livestock on the croft

Experiences and Outcomes

- I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.*
LIT2-25a
 - I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.*
MTH2-21a
 - Having explored the landscape of my local area, I can describe the various ways in which land has been used.*
SOC 1-13a
 - I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.*
SOC 1-13a
- SOC 2-13a

Context for Learning

Invite crofters and farmers from the community into the classroom to speak about the various activities connected to crofting that happen throughout the year.

For example, they could speak about the yearly cycle of shepherding:

- Lambing
- Dosing
- Shearing
- Buying and selling.

Watch the video “English Interview: Crofter Roddy Red Tie Macdonald” on Youtube. He speaks about the work of the crofting year in Uist, and how practices have changed through the years.

How the children can show what they have learned

- Write a report or create a display of what they have learned.
- Make a book about the various animals kept in the area. What breeds of each type of animal? Why are they kept? Meat? Milk? Wool? The children can take photos themselves while visiting local crofts and farms to include in the book.
- Create a leaflet about products we get from sheep.

- Create a terminology of new words. Think about various words for animals at different ages and sexes. Tools and implements used? Activities carried out through the year?
- Compare the local crofting methods and farming in another part of the world. How does the local environment influence land use?
- If you do the “Counting Sheep” activity from the publication by Crofting Connections, make a graph that shows the difference for crofts in your area.

Resources

Activity sheets from Crofting Connections - “Counting Sheep” and *A’ cunntadh Chaorach*
http://www.croftingconnections.com/attachments/counting_sheep_2.pdf
http://www.croftingconnections.com/attachments/A%E2%80%99_cunntadh_Chaorach_sheep.pdf : <http://croftingconnections.com/schools/resources>

Posters from Stornoway Museum, provided to schools by Crofting Connections

<https://www.youtube.com/watch?v=0aDmuKJEivQ>
 (Gàidhlig)

YouTube video: Interview with crofter Roddy MacDonald
<https://www.youtube.com/watch?v=zNicypDATMk>

A great video from e-Storas showing the weaving of Harris Tweed. Video is in Gaelic but would still be a great resource for English pupils.

<http://e-storas.com/primary.aspx/e-storas-resource.aspx?id=1441>

Soils of the Crofts: Peat

Experiences and Outcomes

- By investigating places and artefacts I have developed an awareness of my community’s recent past. SOC 1-03a
- Having explored the landscape of my local area, I can describe the various ways in which land has been used. SOC 1-13a
- I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a
- By observing how water changes from one form to another I can relate my findings to my investigation of peat SCN 1-05a

Context for Learning

Do any of the pupils’ families have tools for cutting peat? Invite someone from the community into the classroom to talk about the work of peatcutting. Or, visit a museum to see peatcutting tools. If there is not a museum close to the school, the Crofting Connections posters have useful, detailed pictures.

Ask someone from the community to take you to their peatbank. Watch how they take the turf off the top first with a spade or a special tool created especially for the task, and how they cut it.

If peat isn't cut in your area, there are some excellent videos on YouTube created by the Scottish Island Voices project.

<https://www.youtube.com/watch?v=of5cWjD9CKg>

This video shows the process from start to finish. Both English and Gaelic can be heard.

If possible, pupils can speak to neighbours and family and create a terminology of words used in the cutting of peat. These will vary from area to area; in some parts of Lewis each individual slab cut from the peat bank had its own name! There is a wealth of words, especially in Gaelic.

How the children can show what they have learned

- Make posters to show the various tools used for peat cutting.
- Prepare a map to show the places where peat was traditionally cut in your area.
- Write a set of instructions on how to cut peat. Include labelled diagrams that show the tools and the parts of the peatbank.
- Make a diagram of the life-cycle of peat. Research how it is formed. How long does it take? What happens when it is burnt? Do the pupils think peat is a renewable resource?
- Create a terminology of words connected to peat and peat-cutting.

Resources

<http://e-storas.com/primary.aspx/e-storas-resource.aspx?id=1440>

A fantastic video from the site e-Stòras which chronicles the life of peat from cutting to fire. This video is in Gaelic but would still be useful for English pupils to see the process.

<https://www.youtube.com/watch?v=of5cWjD9CKg>

This video shows the process from start to finish. Both English and Gaelic can be heard.

See also resources on Soils of the Crofts, produced in collaboration with the James Hutton Institute, in English and Gaelic on <http://croftingconnections.com/schools/resources>

Crofting Past

Experiences and Outcomes

- I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.
SOC 2-04a
- I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.
SOC 2-06a
- I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.
LIT 2-25
- I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

- I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a

Context for Learning

Research the reasons that many Gaels were forced to leave their homes during the Highland Clearances. There are super videos on the BBC Learning Zone site- search "Highland Clearances" and you will get over 30 "Class Clips", as well as information pages geared for pupils and an interactive quiz, as well.

Learn about the history of the Napier Commission Report and why it was undertaken. Then, use the online index <http://www.adb422006.com/Napier%20Index.htm> to find interviews that were conducted in your own area. The index will give you the volume and page where it can be found. Then, use the site <http://www.whc.uhi.ac.uk/research-old/napier-commission> to open the appropriate PDF and print off the relevant pages for your pupils. Pupils can use highlighters to indicate the bits they find most interesting and share with the class.

How the children can show what they have learned

- Pupils can write a drama script that shows a scene from the time of the clearances. They could write about a landlord putting a family out of their house, crofters trying to learn new work (fishing, no working in a mill in Glasgow), a factor telling a landlord about the tenant's refusal to pay their rent, crofters speaking about the potato blight and how it is affecting their lives, a family preparing for the boat journey to Nova Scotia, etc.
- The class can choose one or two scripts to prepare and present to the whole school, or on an Open Day, or they could be recorded and a short film could be made.

Resources

"The Highland Clearances" by Donald Gunn and Mairi Spankie (should most likely be in your school)

BBC Learning Zone Clips. Search Primary---History---Scottish History to find a large selection of videos about the Clearances

Go Listen to the Crofters: <http://www.acairbooks.com/categories/all-products/go-listen-to-the-crofters-the-napier-commission-an.aspx>

Food Education: Cereal Processing

Experiences and Outcomes

HWB 2-35a / SCN 2-02b

- When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

HWB 1-35a / HWB 2-35a

- Through carrying out practical activities and investigations, I can show how plants have benefited society.

SCN 2-02b

- I can use money to pay for items and can work out how much change I should receive. MNU 1-09a
- I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. MNU 2-09c

Context for Learning

Pupils can research the diet that crofters would have had in the olden days. Search the term “crofters’ diet” on the website www.tobarandualchais.co.uk to find audio recordings about food of the crofts. The interview with Peter John Henry in Shetland and Hector Kennedy in Tiree are especially useful.

Do the pupils’ families have any traditional recipes? For example, bannock, oat cakes, bread, *fuarag* (a mix of meal and water, sometimes known as hasty pudding), *stapag* (a mix of cream or crowdie, and meal), *deoch mhine* (a refreshing drink, mainly in Uist, made from water and a handful of oat meal, often taken to the peats), herring in oatmeal, etc.

Research the types of cereals that were traditionally grown on crofts. The leaflet “Living Genebank” from Crofting Connections will help with this. If your school has planted and kept cereal as part of the Living Genebank Project, look at the difference in the seeds.

Choose a recipe and ask the pupils to make the shopping list. How much money will they need? Pupils can work out change.

Work out the cost/gram for each ingredient. How much did it cost to make the recipe? Work this out as price/scone, or price per bowl of porridge.

How the children can show what they have learned

- Pupils can take notes while they listen to the recordings, or the teacher can prepare questions for them to answer as they listen.
- A Venn diagram can be made which compares a crofter’s diet long ago with their diet today.
- Collect the recipes and publish a cookbook. This could be sold as a class enterprise project.
- Use the grain mill and cereals supplied to your school by Crofting Connections to make meal. Speak about the difference between wholemeal flour and fine flour. You can use a sieve to make finer flour from your own freshly-milled meal.
- You can make porridge, brose, oatcakes, griddle scones or beremeal bannocks with the class, depending on the grain you have milled.

Resources

Tobar an Dualchais - www.tobarandualchais.co.uk
(a wealth of recordings and photographs depicting aspects of Scottish history)

Hand to Mouth - The Traditional Food of the Scottish Islands. Jane Cheape, Acair Books. <http://www.acairbooks.com/categories/non-fiction-titles/history-and-reference-titles/hand-to-mouth-the-traditional-food-of-the-scottish.aspx>

See also section on Food Processing and Cooking
<http://croftingconnections.com/schools/resources>