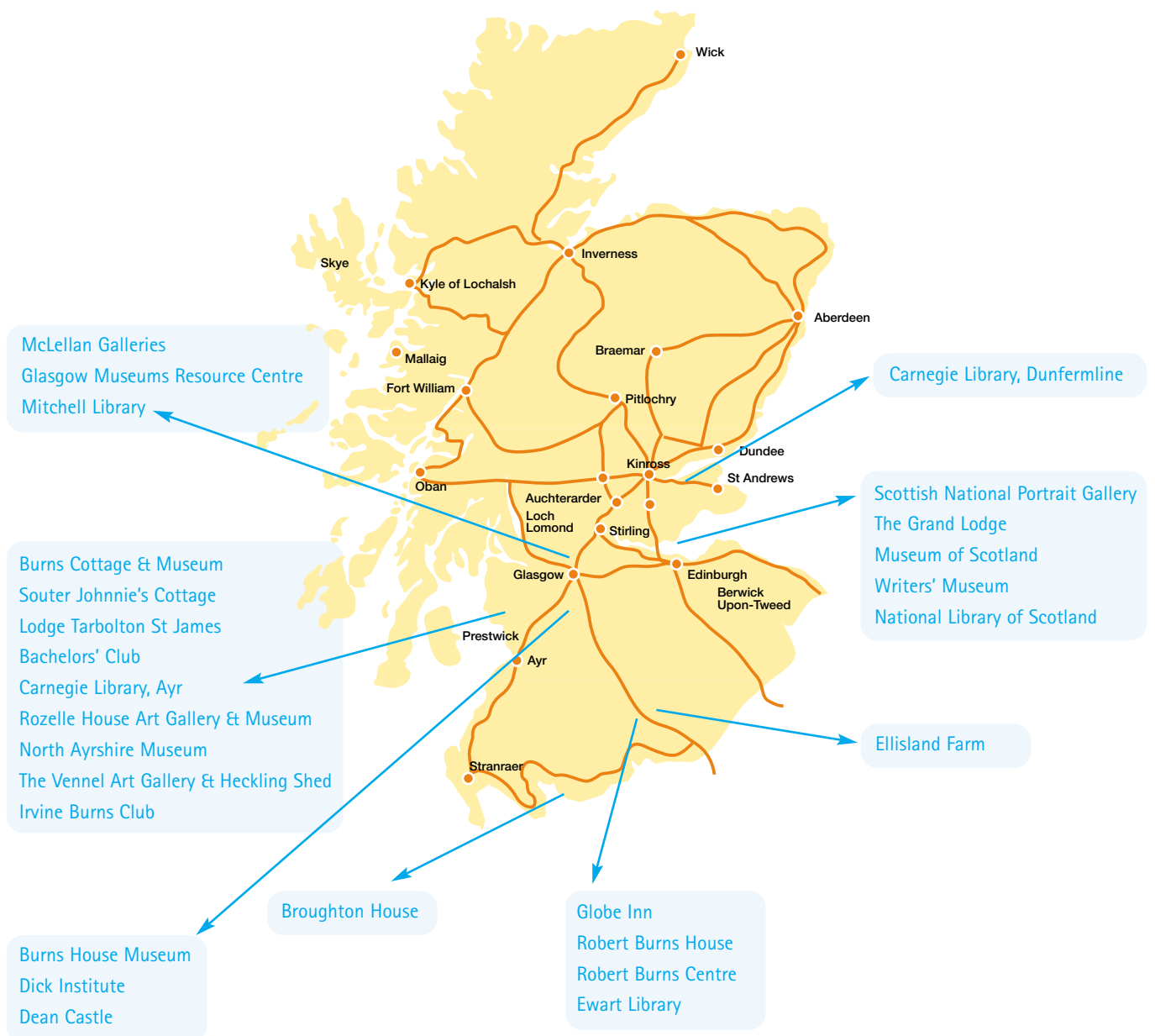


## Burns Venues: Location map

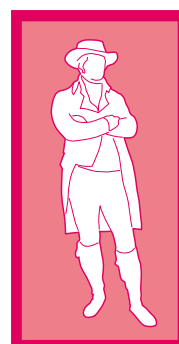
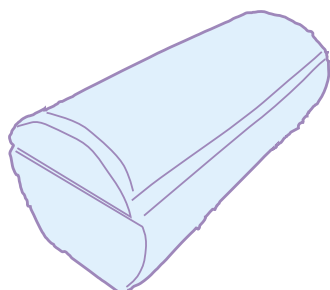
Where to find the National Burns Collection

Please consult the Learning pages of [www.burnsscotland.com](http://www.burnsscotland.com) for venue information



## Burns Venues: Actual Visit Lessons

<b>Overview</b>	In this lesson pupils are introduced to the nature of historical evidence and the need to conserve our heritage for future generations.
<b>Background Information</b>	<ul style="list-style-type: none"> <li>&gt; Burns related artefacts are stored in over 30 different venues across Scotland – museums, libraries, visitor attractions, Masonic Lodges, Archive / Resource Centres and Galleries</li> <li>&gt; They are owned by a variety of different organisations</li> <li>&gt; Historical evidence is stored / displayed in different ways – in glass cases, in boxes, on shelves, on tape etc</li> <li>&gt; Sometimes venues display some or all of their items for the public to see. Sometimes their artefacts are stored away from the public and brought out when displays change. Some items are too precious to be displayed</li> </ul>
<b>Curricular Links</b>	5-14 Environmental Studies (Levels C/D): People in the Past – Nature of historical evidence
<b>Learning outcomes</b>	<p>Pupils will recognise that:</p> <ul style="list-style-type: none"> <li>&gt; A range of venues store / display historical evidence</li> <li>&gt; Historical evidence is stored / displayed in different ways</li> <li>&gt; The type of artefact and the material it is made from dictates the way it should be stored / displayed</li> <li>&gt; Evidence from the past can tell us much about the people, the events and the lifestyles of the past</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>&gt; Plan a sequence of activities for tackling an enquiry</li> <li>&gt; Suggest relevant sources of information assist in enquiry tasks</li> <li>&gt; Select and record specific information from a variety of sources</li> <li>&gt; Present findings communicating key points clearly</li> <li>&gt; Present conclusions giving reasons</li> </ul>
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>&gt; Venue Visit Worksheet</li> <li>&gt; Investigation Sheet</li> <li>&gt; Postcard sized pieces of card, coloured pens</li> <li>&gt; Map of Scotland Sheet</li> </ul>



## Burns Venues: Pre Visit Activity Details

### Discussion

Burns related artefacts are stored in over 30 different venues across Scotland – museums, libraries, visitor attractions, Masonic Lodges, Archive / Resource Centres, Galleries.

### Venues for Historical Evidence

Ask pupils about any historical artefacts they have seen. What types of venues have they been displayed / stored in?

### Discussion: Storage Solutions

Historical evidence is stored/displayed in many different ways – in glass cases, in boxes, on shelves, on tape, on walls etc.

What methods of display have been used for historical artefacts they have seen?

Get pupils to make a list of these.

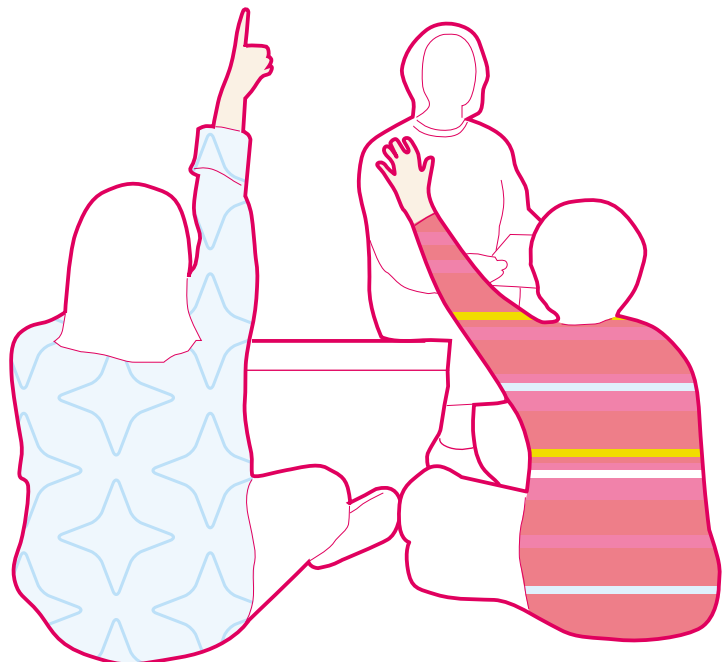
Why do they think these storage solutions have been used for particular objects?

### Discussion: Materials Matter

The type of artefact and the materials it is made from dictates the way it should be stored / displayed e.g. paper can curl if conditions are too hot, paper / fabric can fade if conditions are too bright, materials can crack if conditions are too cold, or melt if the conditions are too hot, damp conditions can make some materials mouldy, yet can save others from drying out too much!

Ask pupils to think about venues where they have seen historical evidence. Was there any evidence of the venue protecting the item? E.g. darkening a room to prevent sunlight fading cloth, air conditioning to prevent materials curling with the heat, thermometers in glass cases to monitor temperature, etc.

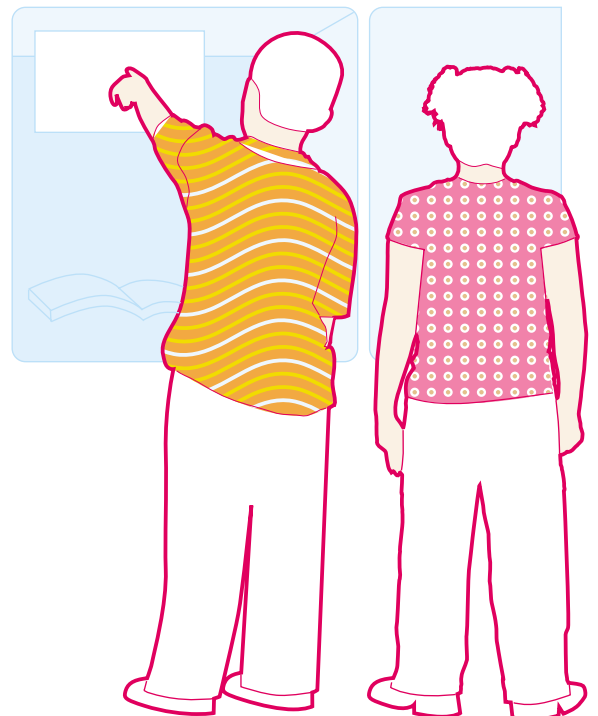
In groups get pupils to devise their own experiment for a given material to see if changes take place in different conditions. One idea might be to show pupils a new photograph. Cut this in half and store one half in a safe place. Pass the other half around the class for pupils to look at. Then compare the condition of the two halves of the photograph at the end to show the effect of handling such an artefact (grease on hands, abrasion on the edge of the photograph, etc.). Imagine if this was done over many years?! Another long term experiment might be to store two identical newspapers in very different conditions (one on the window ledge and one in the dark) and comparing the effect of light in, say 2-3 weeks. They can record their experiment on the Investigation Sheet.



## Burns Venues: The Actual Visit

**Actual Visit to a Burns Venue** Now, carry out your actual visit to one of the many Burns venues and explore the variety of historical objects situated in this venue.

Use the Venue Visit Record Sheet for your pupils to record their findings at the venue. This sheet relates directly to the nature of historical evidence and conserving it for future generations.



## Burns Venues: Post Visit Activity Details

### Design a Display

On your return from your visit to a Burns-related venue, use the evidence gathered to make / collect simple home-made / gathered replica items for a class display on your chosen topic.

Get pupils to think carefully about the audience who will visit the display and, bearing this in mind, they should provide relevant information for the audience about the objects chosen.

Information could be text based, interactive, tactile, visual, auditory etc.

### Time Travel

Encourage pupils to think about a Burns-related object they have seen at the venue you have visited. It may be one they have drawn on their record sheet, it may be another they have been interested in.

Give out postcard sized pieces of card and ask pupils to write a postcard to a friend telling of a holiday - an extraordinary holiday - where they have travelled back in time 200 years....and, what's more, on this holiday they have miraculously bumped into Robert Burns!

The object the child has chosen should have significance in the holiday event they describe to their friend and pupils should mention the object in the writing of the card. When this has been done, pupils can draw a relevant scene on the front of their card.

e.g. If a pupil had been interested in Burns' excise pistol in Robert Burns House, Dumfries, she might write....

*Dear Mary, Enjoying my holiday here in Dumfriesshire, when, you'll never believe it, I bumped into the bard, Robert Burns! What a shock I got when he pointed a gun towards me as I strolled along the beach! When I asked what he was doing he said he was looking for smugglers. Then it came to me...I'd read in the paper he was an excise man as well as a poet. Poor lad, he was only protecting himself from outlaws. But poor me, I nearly died of fright!*

*See you when I get back*

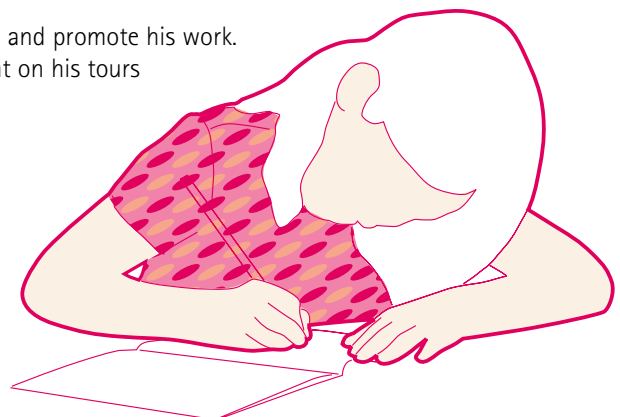
*Regards Ruth*

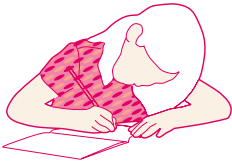
### Plot It

Depending on the venue you have visited plot its location on the blank Map of Scotland Sheet. You may also wish to plot some other key venues in Burns' life on the map too such as:-

- > Alloway (birthplace)
- > Mauchline (first met future wife Jean Armour here)
- > Tarbolton (set up the Bachelors' Club here)
- > Edinburgh (went here to promote his Kilmarnock Edition of poetry)
- > Ellisland (farmed here and began his excise career here)
- > Dumfries (spent final years of his life here)

Burns toured Scotland to both research and promote his work. Ask pupils to find out where Burns went on his tours of Scotland. Plot these on the map too.





## Burns Venues: Venue Visit Worksheet

Name of Venue \_\_\_\_\_ Location (Town/City) \_\_\_\_\_

This venue is a (please tick):

Museum  Library  Visitor Attraction  Masonic Lodge  Archive Centre  Gallery  Resource Centre

Other \_\_\_\_\_

Why are items about Burns kept here? \_\_\_\_\_

How are the items displayed or kept here?

In glass cases  On shelves  In closed boxes  On walls  Other

Depending on the item and what it is made of, are there any special things the venue needs to consider when displaying or storing the item? Please detail:

1 \_\_\_\_\_

2 \_\_\_\_\_

Drawings of two pieces of historic evidence I have seen relating to Burns:

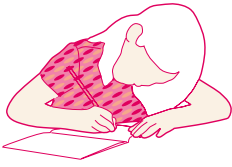
Drawing 1	Drawing 2

Descriptions of these two pieces of evidence:

Description of item 1	Description of item 2

What these pieces of historic evidence tell me about the past:

Item 1 tells me	Item 2 tells me



## Burns Venues: Investigation Sheet

### Storage of materials in different conditions

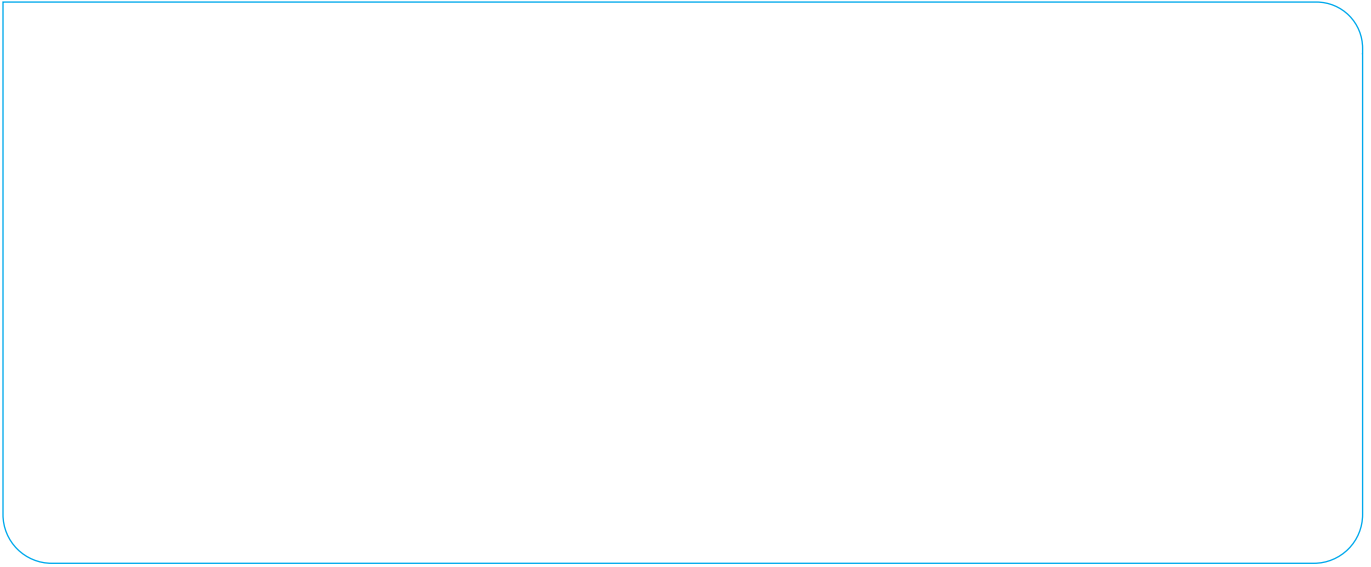
What do we want to find out?

What will we do?

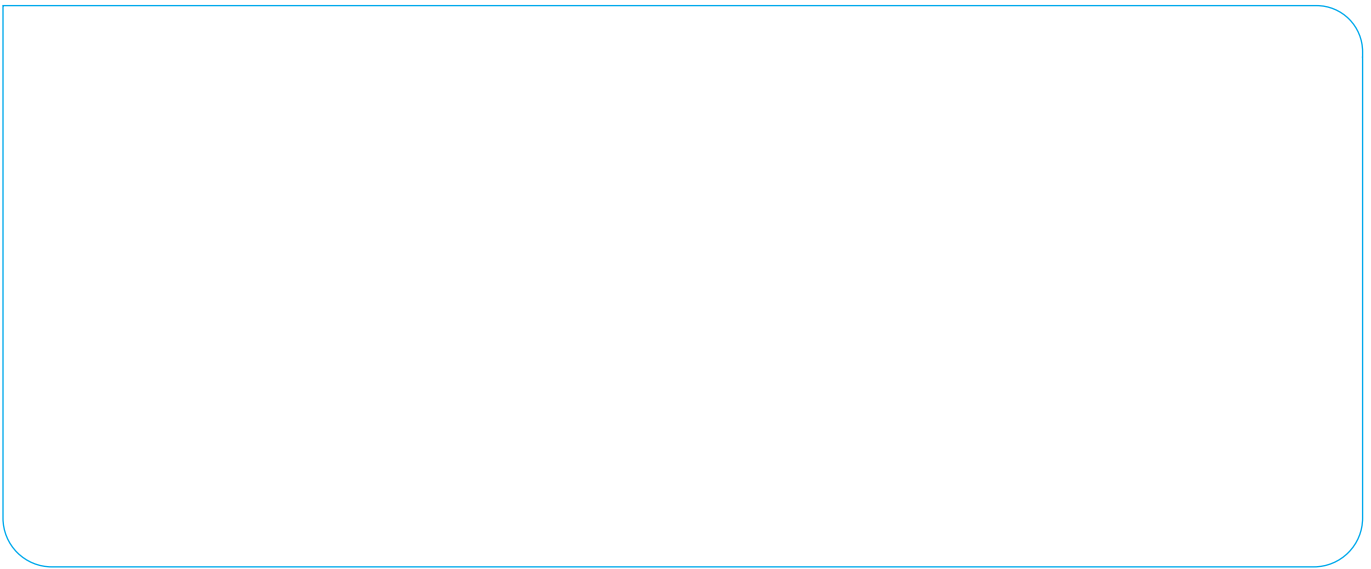
What will we need to use?

Write a list	Draw

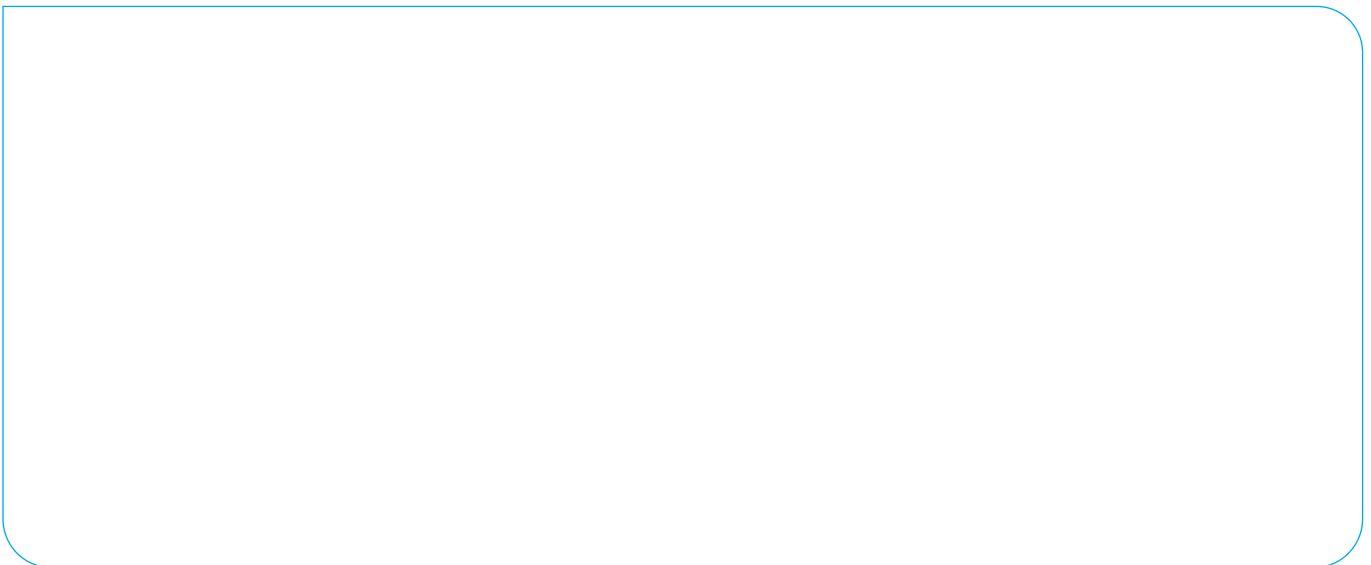
How will we make it a fair test? (What do we need to keep the same and what do we need to change?)



What were our results?



What do our results tell us? What did we discover?



## Burns Venues: Map of Scotland Sheet

Where to find the National Burns Collection

