

CURRICULAR FOCUS: 5-14 Strands	LESSON TITLE	MAIN IDEAS The Children Should Be Able To:	PUPIL TASKS AND POSSIBLE ORGANISATION/	RESOURCES	Possible Follow up Activities/Topics
<ul style="list-style-type: none"> • The Human Environment • The Physical Environment • Human/physical interactions • People, events and societies of significance in the past. 	A day in the life of a Gleanach	<ul style="list-style-type: none"> • Describe the main features of a Scottish settlement • Describe how and give reasons why settlements differ in character, size, number of people and function (D) • Describe the diversity of lifestyles of people in the past (Level C) • Explain the motives or actions of people in particular historical situations (E) • Explain the values or attitudes that characterised a society in the past (E) • Explain why this society, people and events are thought to be of significance (E) • 	<p>Area for activity: Turf walls by café (Plan A) Education room or other outside space (Plan B)</p> <p>Introduce Highland house at the time of late 1600's to children. Get them to discuss their own typical day including timings, food eaten, what they wear, what they do, parent's jobs. Have a then and now board (think about recording this as a clock) Get the children to write this. Leader asks children to close eyes and imagine going back in time (every second counted is going back 10 years. See if you can count the years. Leader counts to 30 – 300 years). State what year it is now.</p> <p>State that they are now in the late 1600's in Glencoe. This is now their home. Suggest Scottish names they can call each other for fun. (Sue to do : Research local surnames, local first names, local place names, what people wore etc. Check out O.S.A. and clan badges)</p> <p>Leader discuss interior of houses and children try to fit the representaiton of furniture into the space available. Put dressing up clothes on (check what's correct – get this right!)</p> <p>Cow shared house. Discuss kitchen, bathroom. Discuss daylight hours, no shoes, no school, parent's jobs, Show food and elicit where raw ingredients came from Make porridge?</p> <p>This is how people lived at the time of the massacre.</p> <p>Take children into exhibition and show the story of the massacre.</p> <p>Need timings for this.</p>	<p>Peat, cooking pot, utensils (historical if possible)</p> <p>Resources for fire</p> <p>Plaid</p> <p>Oats, water, salt (find out if they would have used this on their porridge)</p> <p>Scaled cut-outs of furniture</p> <p>Clothes</p> <p>Flip chart(s) and pens</p>	<ul style="list-style-type: none"> • Comparative study • Suggest ways in which society 's awareness of its own past can affect its present and future development (Level E)