



Teaching about Scotland

This is one of a series of units for teaching about Scotland in German Secondary schools. All the materials were created by very motivated students in my Area Studies Scotland class, some with experience of teaching in a “Gymnasium“. The materials can be tried out as they are, or altered as desired. They can also be combined. One basic idea behind them all is that both the teacher and the learners can develop the materials themselves, according to their own interests, and then even offer them to another class. For some of these units printed information material is needed, for example ferry timetables, but if you don't have this, it is no problem to print it out from the Internet. Useful websites are given.

Scottish Music 02 – A set of activities

This is a collection of class materials about Scottish music that can be used separately or in combination as a set of base activities.

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Course: Area Studies Scotland

Introduction

There are several base activities, with tasks on traditional Scottish music, ceilidhs, typical instruments, Robert Burns, dance, the song *Auld Lang Syne*, and event planning. There are tasks where the students will have to read, write, play, listen, talk, communicate, be creative, dance, and maybe even sing. All of those tasks are explained in detail on the instructions sheet at each base.

Basically it works like this:

The materials are distributed around the classroom, at fixed bases, (they could even be extended to other rooms such as the school library or another room where students will have more space/more quiet/etc.).

Each base has an instructions sheet and the material that is needed in order for the task.

Most tasks will require the students to check their results with answer sheets that the teacher keeps at the desk.

Before the work starts, every student gets a checklist where they can mark which tasks were completed and which still remain to be done.

At most bases students will get one or two sheets that they can keep and put in their own folders.

If instructions sheets and materials such as pieces of a puzzle or texts are laminated they will last for years. Teachers, please note the lyrics puzzle in Base 5 is not included as it is easy to print out the lyrics and snip them up yourselves as you see fit.

Depending on the size of the class and on the tasks, it can also make sense to have more than one copy, the memory cards for example, because then more than one group can work on the task at the same time.

If you don't want to use the instrument memory game as a base activity, you could also use it as a whole class task by making copies of the picture cards for each student, then letting them listen to various Scottish songs and pieces of music. Then ask them to hold up the cards of the instruments that they think they heard.

I also included guitar chords for *Auld Lang Syne*, even though it is not part of the activity as I think it would be nice to sing the song together with the whole class at the end, when all the work is completed. The chords are not difficult and, if you ask your students in advance (maybe hand them a copy of the chords so they can practice), it will all work out nicely.

There is a nice version of *Auld Lang Syne* available for free download at: http://www.rampantscotland.com/songs/blsongs_syne.htm Actually, you can use whichever version of the song you like, just make sure that the lyrics in the materials match the ones on the CD.

It makes sense, though, to buy some Scottish music on CD, for the dancing and the lyrics puzzle.

Getting started:

Put the list of terms the class are not likely to be familiar with and one or two dictionaries on an empty desk so that the students can look things up themselves.

Explain the idea of activities at different bases and tell your students that it doesn't matter where they start or how long they take to finish their tasks, as long as they complete them all by the end of 3 classes (depending on how fast your class is and how much of the material you want to use). If you want

to distinguish between required and voluntary tasks then explain the difference (and note the required ones on the board).

If you really want to test your class on the work, let them know before they start. (Better: leave the testing, have some fun). Hand out the checklists and let them start.

Remember to:

Bring all the materials with you (including CD player, dictionaries, highlighters, enough copies, your guitar if you choose, etc.) and if necessary ask a student to help you carry stuff, in advance

Keep the answer sheets on your desk, so the students will have to check in with you once they are done

Once the work is over, give your students copies of anything you think they should have for their own “portfolio”.

Overview of bases

Base 1 – Music of Scotland

Text + questions

Individual or groups of 2-3

Student sheet with questions, space for answers

Teacher’s sheet with answers in keywords

Base 2 – Instrument Memory

Memory cards (instruments + name and description)

Pairs

Student sheet with pictures, space for names

Teacher’s sheet with list of pictures and names

Base 3 – Céilidh Crossword Puzzle

Text + crossword puzzle

Individual or groups of 2-3

Student sheets with questions, crossword puzzle

Teacher’s sheet with solution to puzzle

Base 4 – Scottish Dance

Dance instructions, music on CD

Group(s) of 8 or more (even numbers!)

(Student sheet could be a copy of the instructions)

Base 5 – Auld Lang Syne Lyrics Puzzle

Lyrics puzzle, song on CD

Groups of 3-6

Student sheets with complete lyrics and “translation” (handed to them once they have done the puzzle)

Teacher’s sheet with lyrics and “translation”

Base 6 – Robert Burns Gap Text

2 copies of the same text with different gaps

Pairs

Student sheet with either version A or B of the gap text

Teacher's sheet with complete text

Base 7 – Event Flyer

Blank sheets, highlighters, etc.

Groups of 3-5

Flyers could be pinned to the classroom walls

(Base 8 – Singing together)

Guitar chords and guitar(s)

Everybody



Student Check List

Base 1 – Music of Scotland

Individual or groups of 2-3

Base 2 – Instrument Memory

Pairs

Base 3 – Céilidh Crossword Puzzle

Individual or groups of 2-3

Base 4 – Scottish Dance

Group(s) of 8 or more (even numbers!)

Base 5 – Auld Lang Syne Lyrics Puzzle

Groups of 3-6

Base 6 – Robert Burns Gap Text

Pairs

Base 7 – Event Flyer

Groups of 3-5

When done pin your flyer to the wall.

Scottish terms that you might not know:

Céilidh – (pronounced "kay-lee") is a social event, typically with Celtic music and dancing.

Scots – language spoken in Scotland, very similar to English but not the same.

Gaelic – language with Celtic origins, also spoken in Scotland.

Hogmanay – New Year

Kirk – church

Selkirk – town in the Scottish borders

Haggis – traditional Scottish food, made of sheep's 'pluck' (heart, liver and lungs), onions and oatmeal.

Tasks and activities for each base:

Base 1 – Music of Scotland

- 1) Read the text carefully.
- 2) Read through the questions and try to answer them.
- 3) When done check your answers with your teacher

Music of Scotland

“Scotland is internationally known for its traditional music, which has remained vibrant throughout the 20th century, when many traditional forms worldwide lost popularity to pop music. In spite of emigration and a well-developed connection to music imported from the rest of Europe and the United States, the music of Scotland has kept many of its traditional aspects; indeed, it has itself influenced many forms of music.”

Scottish traditional music, although influencing and being influenced by both Irish traditional music and English traditional music, is very much a creature unto itself, and, despite the popularity of various international pop music forms, remains a vital and living tradition. There are several Scottish record labels, music festivals and a roots magazine called ‘*Living Tradition*’.

Many outsiders associate Scottish folk music almost entirely with bagpipes, which has indeed long played an important part of Scottish music. It is, however, not unique or indigenous to Scotland, having been imported around the 15th century and still being in use across Europe and farther abroad. The *piob mór*, or Great Highland Bagpipe, is the most distinctively Scottish form of the instrument; it was created for clan pipers to be used for various, often military or marching, purposes.

Folk music

“Culturally there is a split between the Gaelic tradition and the Scots tradition.” Those traditions reflect the languages that are spoken in different regions and carried on in Scottish music which offers both Scots songs and songs sung in Gaelic.

There are ballads and laments, generally sung by a lone singer with backing, or played on traditional instruments.

Dance music is played across Scotland at country dances, céilidhs, Highland balls and frequently at weddings. Group dances are performed to music provided typically by an ensemble, or dance band.

There are traditional folk songs, which are generally melodic, haunting or rousing. These are often very region specific, and are performed today by a burgeoning variety of folk groups.

Military music, typically massed pipes and drums. Major Scottish regiments maintain bagpipe and drum bands which preserve Scottish marches, quick-steps, reels and laments. Many towns also have voluntary pipe bands which cover the same repertoire.

While ballads had been written for centuries, and had begun to be printed in the seventeenth century, the 18th century brought a number of collections of Scots songs and tunes, many of them written by famous songwriters and poets James Johnson, Robert Burns and Walter Scott.

Revival

Like many countries, Scotland underwent a roots revival in the 1960s. Folk music had declined somewhat in popularity during the preceding generation, but numerous young Scots thought themselves separated from their country's culture which led to a new wave of Scottish folk music. New bands formed and included both the Gaelic language and the traditional Scottish instruments in their music.

(Source: Wikipedia)

NB: Where Sonja has given the source as Wikipedia, I have tried to trace any direct quotes and entered them with quotation marks. However, Sonja seems to have mainly selected information and rephrased it.

Questions about the music of Scotland

What did the music of Scotland manage to do, even in the 20th century, that the music of many other countries didn't?

What is the best known Scottish instrument and for which purposes was it created?

In how many languages is Scottish folk music sung and what are those languages?

Where can you hear traditional Scottish dance music?

How do many Scottish military bands differ from those of other countries?

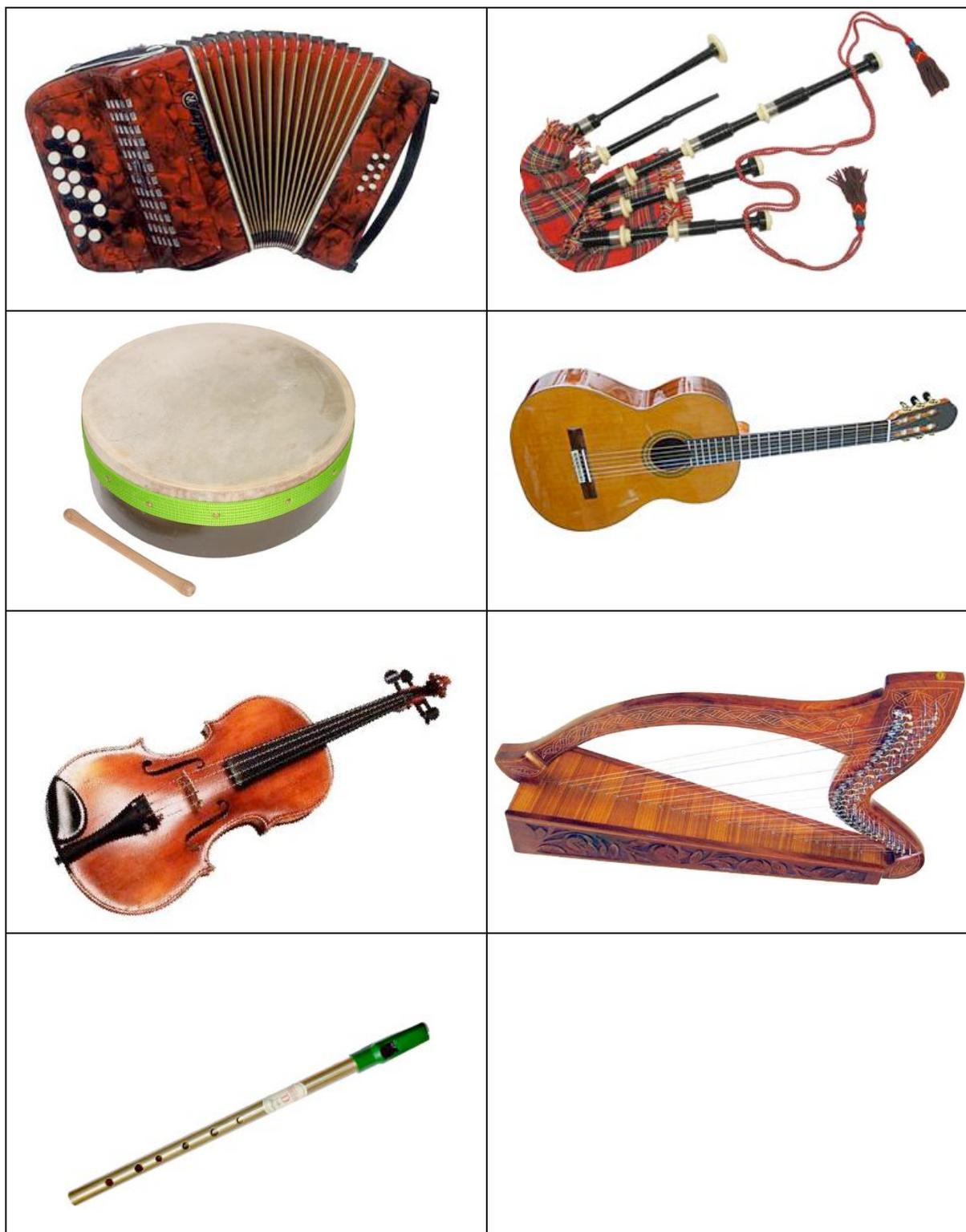
Can you name some famous Scottish songwriters and poets.

When and why did the revival of Scottish folk music happen?

Base 2 - Instrument Memory

1) Shuffle the cards and place them face down on the desk. Take turns turning over the cards, trying to find pairs (a pair = picture of an instrument + description of the instrument).

2) Once you have found all the correct pairs, place them next to each other on the table.



3) Check your pairs with your teacher.

4) Take a look at your sheets and fill in the correct names of the instruments.

<p>Accordion</p> <p>While the modern accordion consists of a keyboard and buttons, the traditional Scottish accordion has buttons on both sides.</p>	<p>Bagpipes</p> <p>This is the instrument that Scotland is most famous for. It consists of several pipes and a bag which stores and distributes air to all the pipes. It allows one musician to produce several tones at the same time.</p>
<p>Bodhran</p> <p>The bodhran originated in Ireland but thanks to the Celtic origin is also an essential instrument of traditional Scottish music. It is a frame drum, with goat skin on one side, open on the other.</p>	<p>Guitar</p> <p>The guitar is used in folk music all over the world. It is not one of the early traditional Scottish instruments but has found its way into Scottish folk music and has now become an essential instrument.</p>
<p>Fiddle</p> <p>Commonly referred to as 'violin', this instrument would never be called anything else but a 'fiddle' by any true Scottish musician.</p>	<p>Clarsach</p> <p>The clarsach can be found on many old stone engravings and is thus the earliest Celtic instrument. You can also call it a 'harp'. It is used in both traditional Scottish and Irish music.</p>
	<p>Tin Whistle</p> <p>This tiny instrument is very common in both Scotland and Ireland and belongs to the instrument group called 'flutes'.</p>

	<p>Name:</p>
	<p>Name:</p>
	<p>Name:</p>
	<p>Name:</p>

	<p>Name:</p>
	<p>Name:</p>
	<p>Name:</p>

Base 3 - Ceilidh

- 1) Read the text carefully.
- 2) Read through the crossword questions.
- 3) Answer them by filling in the words.
- 4) When done check your answers with your teacher.

Céilidh

A **Céilidh** (pronounced "kay-lee") is a social event, typically with Celtic music and dancing. The music is provided by any assortment of the traditional Scottish instruments and in more recent times also drums and electric bass guitar. The music is cheerful and lively, and the basic steps can be learned easily; a short instructional session is often provided for new dancers before the start of the dance itself.

The general format of the traditional céilidh dancing is the "Set" which usually consists of four couples. It is common practice to change positions and partners during céilidh dancing. Some céilidh dance formations are named after famous historical battles and events, others after items of daily rural life.

The céilidh has been internationalised by the Scottish and Irish diasporas in Canada, the United States, Australia and New Zealand, where local céilidhs and traditional music competitions are held.

Modern Scottish céilidh

In the late 1990s the Scottish céilidh grew in popularity again amongst youths. Since then a céilidh subculture in some Scottish cities has evolved where some people attend céilidhs on a regular basis and at the céilidh they find out from the other dancers when and where the next céilidh will be.

"Privately organised céilidhs are now extremely common, where bands are hired in, usually for evening entertainment for a wedding, birthday party or other celebratory event. These bands vary in size, although are commonly made up of between 2 and 6 players. The appeal of the Scottish céilidh is by no means limited to the younger generation, and dances vary in speed and complexity in order to accommodate most age groups and levels of ability."

"Some céilidh bands intersperse ceilidh dancing with a DJ playing disco music in order to broaden the appeal of the evening's entertainment."

(source: Wikipedia)

Céilidh Crossword Puzzle



DOWN:

- 1) An occasion during which modern céilidhs take place as an evening entertainment.
- 3) What is the general format of traditional céilidh dancing?
- 5) How many couples does a set usually consist of?
- 6) What are some dance formations named after?

ACROSS:

- 2) Modern céilidhs are often _____ privately.
- 4) Usually, two to six players form a typical céilidh _____.
- 7) What is the Gaelic name of the social event with Celtic music and dancing?
- 8) In some Scottish cities a céilidh _____ has evolved.
- 9) What's the music like?
- 10) Scottish céilidhs are not only for young people but for all _____.
- 11) Another occasion where modern céilidhs take place as evening entertainment.



A crossword puzzle grid with the following numbered starting points and pre-filled content:

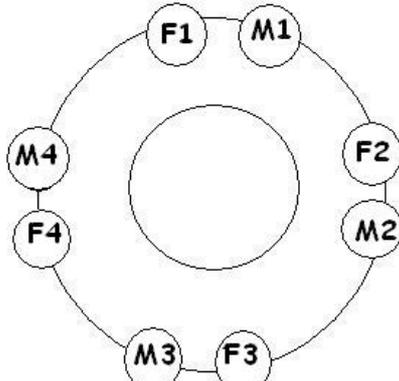
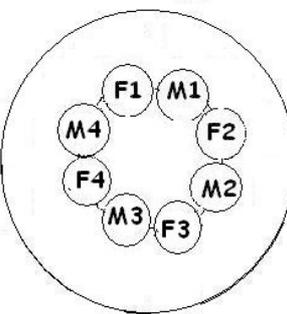
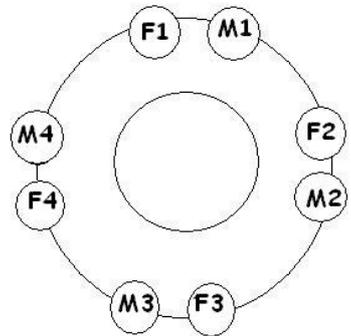
- 1**: Down, 10 letters. 4th letter is a square.
- 2**: Across, 7 letters. 4th letter is a square.
- 3**: Down, 3 letters. 2nd letter is a square.
- 4**: Across, 4 letters. 2nd letter is a square.
- 5**: Down, 4 letters.
- 6**: Down, 6 letters.
- 7**: Across, 6 letters.
- 8**: Across, 10 letters. 10th letter is a square.
- 9**: Across, 12 letters. 1st letter is a square, 8th letter is '+', 10th letter is a square.
- 10**: Across, 10 letters. 4th letter is a square.
- 11**: Across, 12 letters. 4th letter is a square, 7th letter is a square.

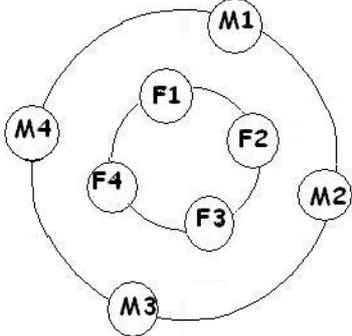
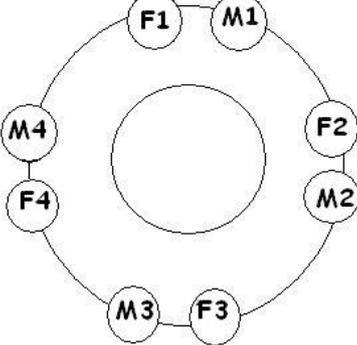
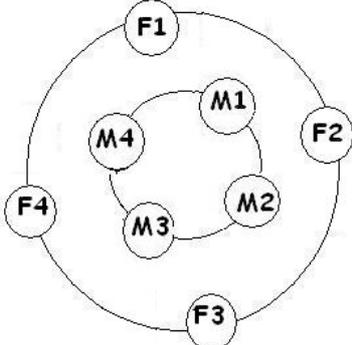
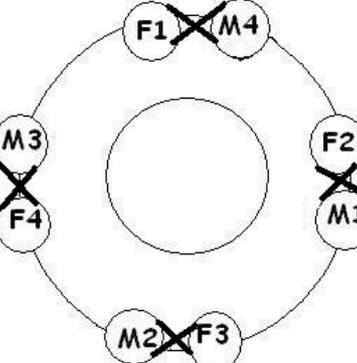
At the bottom right, there is a separate row of five empty squares:

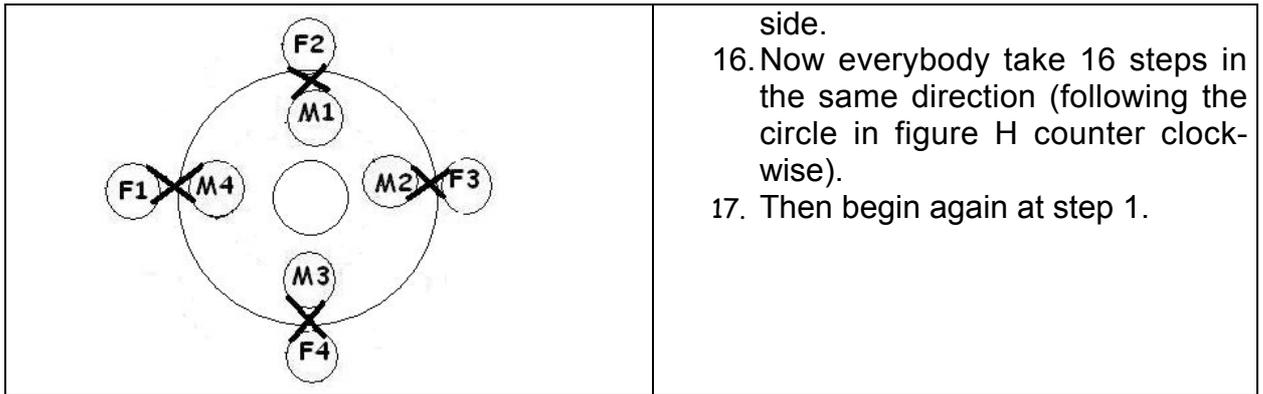
Base 4 – Scottish Dance

- 1) Make sure your group consists of an EVEN number of people, at least 8 but more are fine, too.
- 2) Read the dance instructions and try to follow them.
- 3) When you think you know how to do the dance, try it with music.

Learning how to do a traditional Céilidh dance!

<ol style="list-style-type: none"> 1. Form a circle of eight dancers (or more, as long as the number is even). Traditionally, a girl would have to stand between two boys and a boy would have to stand between two girls, but it doesn't really matter as long as you remember whether you're dancing the male or female steps. 2. Take your neighbours' hands. 3. Everybody take four tiny steps towards the middle. 	<p>A)</p> 
<p>B)</p> 	<ol style="list-style-type: none"> 4. Don't let go of your hands and take five tiny steps back to where you stood before. 5. Then, repeat step 3 and 4 (Four tiny steps to the middle and four tiny steps back)
<ol style="list-style-type: none"> 6. You will end up in your original position (figure A). 7. Let go of each other's hands. 8. The girls then take four tiny steps towards the middle, but the boys stay where they are. 	<p>C)</p> 
<p>D)</p>	<ol style="list-style-type: none"> 9. The girls take four tiny steps back to the boys' sides.

	
<p>10. Now the boys take four tiny steps to the middle. The girls stay where they are.</p>	<p>E)</p> 
<p>F)</p> 	<p>11. The boys do NOT go back to where they stood before but take four steps back so that they end up standing next to another girl.</p>
<p>12. The girl who was on their left before is now on the boys' right and becomes their dancing partner. 13. Cross your hands with your partners. (Your right hand holds your partner's right hand, your left hand holds your partner's left hand) 14. Spin clockwise with your partners. (4 times)</p>	<p>G)</p> 
<p>H)</p>	<p>15. Keep your hands crossed and turn so that the boys are closer to the middle and the girls are out-</p>



Base 5 – Auld Lang Syne Lyrics Puzzle

- 1) Spread the puzzle pieces out on the desk.
- 2) Listen to the song and try to understand the words.
- 3) Try to put the words in the correct order.
- 4) Once you are done, check your answers with your teacher.

Auld Lang Syne

Should auld acquaintance be forgot,
 And never brought to mind?
 Should auld acquaintance be forgot,
 And auld lang syne!

Chorus:

For auld lang syne, my dear,
 For auld lang syne,
 We'll tak a cup o' kindness yet
 For auld lang syne.

And surely you'll be your pint stoup,
 And surely I'll be mine,
 And we'll tak a cup o' kindness yet
 For auld lang syne!

Chorus

We twa hae ran about the braes,
 And pou'd the gowans fine,
 But we've wander'd monie a weary fit
 Sin' auld lang syne.

Chorus

We twa hae paidl'd in the burn
Frae morning sun til dine,
But seas between us braid hae roar'd
Sin' auld lang syne.

Chorus

And there's a hand, my trusty fiere,
And gie's a hand o' thine,
And we'll tak a right gude willie waught
For auld lang syne!

Guitar Chords for Auld Lang Syne

D **A7**
Should auld acquaintance be forgot
D **G**
And never brought to mind
D **A7**
Should auld acquaintance be forgot
F#7 Bm Em A7 D
And days of auld lang syne

D **A7**
For auld lang syne, my dear,
D **G**
For auld lang syne,
D **A7**
We'll take a cup o'kindness yet
F#7 Bm Em A7 D
And days of auld lang syne

“Translation“ Days Long Ago

Should old acquaintances be forgotten
And never be remembered?
Should old acquaintances be forgotten
and days long ago.

Chorus:
For days long ago, my dear,
For days long ago
We'll drink a cup of kindness yet
For days long ago!

And surely you'll have your pint tankard
And surely I'll have mine.
And we'll drink a cup of kindness yet
For days long ago.

Chorus

We two have run about the hills
And pulled the daisies fine
But we've wandered many a weary mile
Since the days long ago.

Chorus

We two have waded in the stream
From morning sun till dinner-time
But the broad seas have roared between us
Since the days long ago.

Chorus

And here's my hand, my trusty friend,
And give me your hand too,
And we will take an excellent good-will drink
For the days of long ago.

Base 6 – Robert Burns Gap Text

- 1) Make sure that one of you has a copy of text A and the other a copy of text B.
- 2) Read through your texts, ask your partner about the gaps, and try to fill them in.
- 3) Once you are done, check your answers with your partner and show them to your teacher.

Robert Burns – Text A

Robert Burns (January 25, _____ – July 21, 1796) was a _____. He is widely regarded as the national poet of Scotland, and is celebrated worldwide. He is the best-known of the poets who have written in the _____, although much of his writing is also in English and a 'light' Scots dialect which would have been accessible to a wider audience than simply Scottish people. At various times in his career, he wrote in English, and in these pieces, his political or civil commentary is often at its most blunt.

“Burns is regarded as a pioneer of the _____ movement and after his death, he became an important source of inspiration to the founders of both _____. A cultural icon in Scotland” and among Scots who have relocated to other parts of the world his celebration became almost a national charismatic cult during periods of the 19th and 20th centuries, and his influence has long been strong on Scottish literature.

Burns also collected _____ from across Scotland, often revising or adapting them. His poem (and song) "Auld Lang Syne" is often sung at _____ (New Year), and "Scots Wha Hae" served for a long time as an unofficial national anthem of the country. Other poems and songs of Burns that remain well-known across the world today, include "A Red, Red Rose", "A Man's A Man for A' That", "To a Louse", "To a Mouse", and "Ae Fond Kiss".

Burns Night, effectively a second national day, is celebrated on _____ with Burns suppers around the world, and is still more widely observed than the official national day, _____. The format of Burns suppers has not changed since Robert's death in 1796. The basic format starts with a general welcome and announcements followed with the Selkirk Grace. Just post the grace comes the piping and cutting of the Haggis, where Robert's famous ode *To a Haggis* is read, and the haggis is cut open. The event usually allows for people to start eating just after the haggis is presented. This is where the reading called the "immortal memory" which is an overview of _____ is given. Lastly the event will usually conclude with the singing of *Auld Lang Syne*.

Burns was skilled in writing not only in the Scots language but also in the _____ of the English language. Some of his works, such as *Love and Liberty* are written in both Scots and English for various effects.

Burns' themes included, for example, _____, Scottish cultural identity and the beneficial aspects of popular socialising (Scotch whisky, folk songs, etc.). Burns and his works were a source of inspiration to the pioneers of liberalism, socialism and the campaign for Scottish self-government, and he is still widely respected by political activists today, ironically even by conservatives because after his death Burns became drawn into the very fabric of Scotland's national identity. It is this, perhaps unique, ability to appeal to all strands of political opinion in the country that have led him to be widely acclaimed as the national poet, who influenced many _____.

(Source: Wikipedia)

Robert Burns – Text B

Robert Burns (January 25, 1759 – July 21, _____) was a poet and a lyricist. He is widely regarded as the _____, and is celebrated worldwide. He is the best-known of the poets who have written in the Scots language, although much of his writing is also in English and a 'light' Scots dialect which would have been accessible to a wider audience than simply Scottish people. At various times in his career, he wrote in English, and in these pieces, his _____ is often at its most blunt.

“Burns is regarded as a pioneer of the Romantic movement and after his death, he became an important source of inspiration to the founders of both liberalism and socialism. A cultural icon in Scotland” and among Scots who have relocated to other parts of the world his celebration became almost a national charismatic cult during periods of the _____centuries, and his _____ has long been strong on Scottish literature.

Burns also collected folk songs from across Scotland, often revising or adapting them. His poem (and song) "Auld Lang Syne" is often sung at Hogmanay (New Year), and "Scots Wha Hae" served for a long time as an _____ of the country. Other poems and songs of Burns that remain well-known across the world today, include "_____", "A Man's A Man for A' That", "To a Louse", "To a Mouse", and "Ae Fond Kiss".

Burns Night, effectively a second national day, is celebrated on 25 January with Burns suppers around the world, and is still more widely observed than the official national day, Saint Andrew's Day. The format of Burns suppers has not changed since Robert's death in 1796. The basic format starts with a general welcome and announcements followed with the Selkirk Grace. Just post the grace comes the _____ and cutting of the _____, where Robert's famous ode *To a Haggis* is read, and the haggis is cut open. The event usually allows for people to start eating just after the haggis is presented.

This is where the reading called the "immortal memory" which is an overview of Robert's life and work is given. Lastly the event will usually conclude with the singing of _____.

Burns was skilled in writing not only in the Scots language but also in the Scottish English dialect of the English language. Some of his works, such as *Love and Liberty* are written in both _____ for various effects.

Burns' themes included, for example, Scottish patriotism, Scottish cultural identity and the beneficial aspects of popular socialising (Scotch whisky, folk songs, etc.). Burns and his works were a _____ to the pioneers of liberalism, socialism and the campaign for Scottish self-government, and he is still widely respected by political activists today, ironically even by conservatives because after his death Burns became drawn into the very fabric of Scotland's _____. It is this, perhaps unique, ability to appeal to all strands of political opinion in the country that have led him to be widely acclaimed as the national poet, who influenced many later Scottish writers.

(Source: Wikipedia)

Base 7 – Event Flyer

- 1) Imagine that your school is planning a Scottish music and dance event. You are members of the planning committee.
- 2) Find a name for the event and decide on how to entertain the audience. Make a list of your attractions.
- 3) Then create a flyer for the local tourist office. Make sure it contains all the necessary data that people will need. But, most of all, make sure that it captures the spirit so that it will attract many, many people!
- 4) Show your flyer to your teacher and pin it up on the wall. Enjoy them all!

Answer Sheet (for the teacher, if necessary)

Base 1

Remain alive, vibrant, keep its traditional aspects

Great Highland Bagpipe; clan pipers; military, marching, etc. - Scots and Gaelic

Country dances, céilidhs, Highland balls, weddings

Consist of bagpipes and drums

James Johnson, Robert Burns, Walter Scott

In the 1960s, young Scots felt separated from their country's culture, traditional music became fashionable

Base 2

Accordion

Bodhran

Fiddle

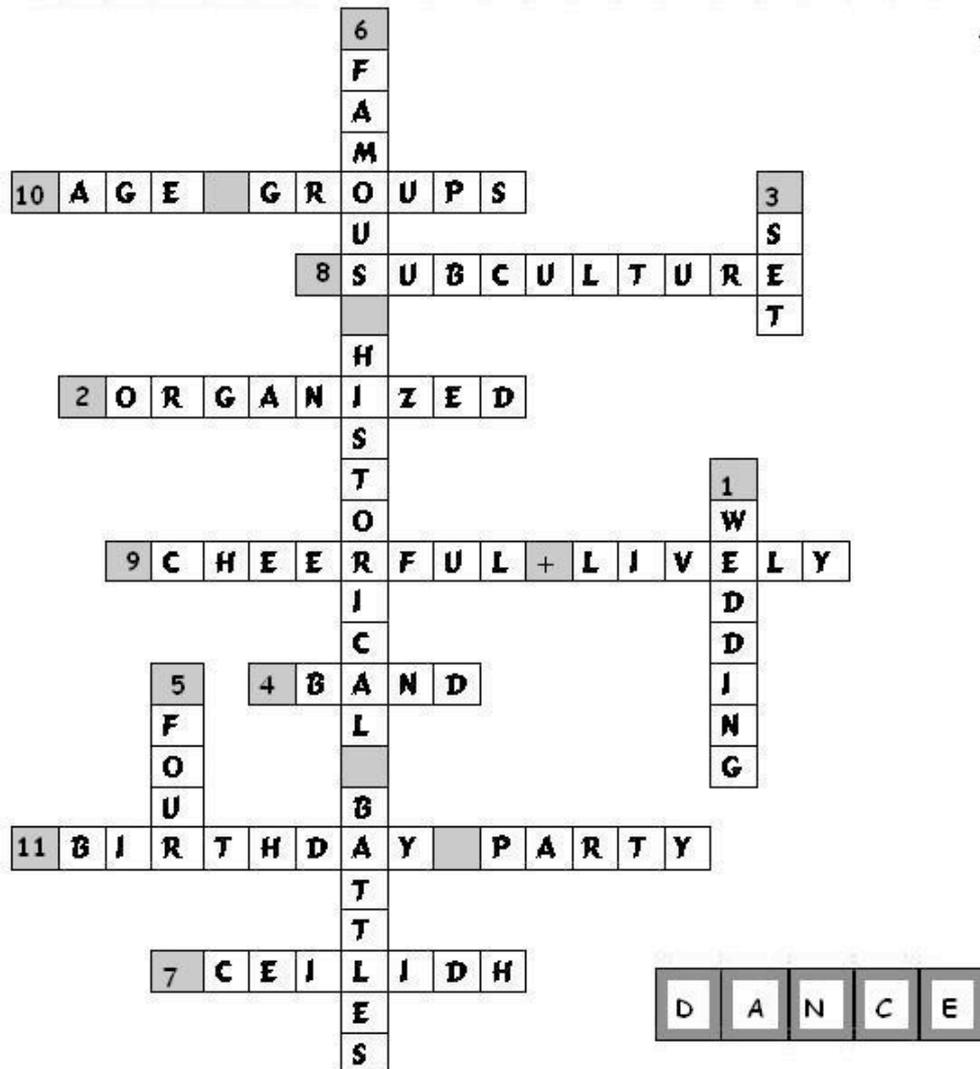
Tin Whistle

Bagpipes

Guitar

Clarsach

Base 3



Base 5
c.f. students' lyrics and translation paper

Station 6

Robert Burns

Robert Burns (January 25, **1759** – July 21, 1796) was a **poet and a lyricist**. He is widely regarded as the national poet of Scotland, and is celebrated worldwide. He is the best-known of the poets who have written in the **Scots language**, although much of his writing is also in English and a 'light' Scots dialect which would have been accessible to a wider audience than simply Scottish people. At various times in his career, he wrote in English, and in these pieces, his political or civil commentary is often at its most blunt.

Burns is regarded as a pioneer of the **Romantic** movement and after his death, he became an important source of inspiration to the founders of both **liberalism and socialism**. A cultural icon in Scotland and among Scots who have relocated to other parts of the world his celebration became almost a national charismatic cult during periods of the 19th and 20th centuries, and his influence has long been strong on Scottish literature.

Burns also collected **folk songs** from across Scotland, often revising or adapting them. His poem (and song) "Auld Lang Syne" is often sung at **Hogmanay** (New Year), and "Scots Wha Hae" served for a long time as an unofficial national anthem of the country. Other poems and songs of Burns that remain well-known across the world today, include "A Red, Red Rose", "A Man's A Man for A' That", "To a Louse", "To a Mouse", and "Ae Fond Kiss".

Burns Night, effectively a second national day, is celebrated on **25 January** with Burns suppers around the world, and is still more widely observed than the official national day, **Saint Andrew's Day**. The format of Burns suppers has not changed since Robert's death in 1796. The basic format starts with a general welcome and announcements followed with the Selkirk Grace. Just post the grace comes the piping and cutting of the Haggis, where Robert's famous ode *To a Haggis* is read, and the haggis is cut open. The event usually allows for people to start eating just after the haggis is presented. This is where the reading called the "immortal memory" which is an overview of **Robert's life and work** is given. Lastly the event will usually conclude with the singing of *Auld Lang Syne*.

Burns was skilled in writing not only in the Scots language but also in the **Scottish English dialect** of the English language. Some of his works, such as *Love and Liberty* are written in both Scots and English for various effects.

Burns' themes included, for example, **Scottish patriotism**, Scottish cultural identity and the beneficial aspects of popular socialising (Scotch whisky, folk songs, etc.). Burns and his works were a source of inspiration to the pioneers of liberalism, socialism and the campaign for Scottish self-government, and he is still widely respected by political activists today, ironically even by conser-

vatives because after his death Burns became drawn into the very fabric of Scotland's national identity. It is this, perhaps unique, ability to appeal to all strands of political opinion in the country that have led him to be widely acclaimed as the national poet, who influenced many **later Scottish writers**.

(Source: Wikipedia)