



Walter Scott 1771-1832

'Jock of Hazeldean'

Teaching Resource for P6 and P7





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Aims:

This lesson uses Walter Scott's 'Jock of Hazeldean' to introduce students to:

- Different ways a narrative can be presented (genre)
- What makes a poem effective (rhythm and poetic devices)

Curriculum for Excellence:

This lesson has been designed to support the following learning outcomes:

Lit 2-02a	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
ENG 2-03a	I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language.
LIT 2-04a	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.
LIT 2-06	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
LIT 2-14a	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.
ENG 2-19a	I can: • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates to my own and others' experiences discuss the writer's style and other features appropriate to genre.

The lesson also works with the COE's general aims of fostering independent thought, listening skills, learning about different points of view, and critical thinking.



Overview:

The lesson lasts approximately 1.5-2 hours. This can easily be split into two lessons: part 1 and part 2.

Part 1 introduces the pupils to the story of 'Jock of Hazeldean' told in four different ways. It encourages the pupils to think about what is gained and lost when a narrative moves between different forms. It then introduces the pupils to the poem, asking them to work out the meaning of one stanza of the poem. They will then create a short presentation on this stanza.

Part 2 introduces literary techniques including rhythm. It teaches the pupils about key aspects of poetry, and invites them to engage more deeply with the text.

Part 1:

Starter activity (5 minutes)

To introduce the idea of different media, students complete a short poll on what type of media their classmates consume. Pupils are given a poll template (Appendix 1). They interview five of their classmates and report the most popular media back to the class.

'Jock of Hazeldean': Plot Intro (10-15 minutes)

In this section, students explore the plot of the poem in different formats, using the questions given in Appendix 2 and formats below and in Appendix 3. The versions are as follows:

1. Storyboard (given in Appendix 3)
2. Animation: <https://www.youtube.com/watch?v=IJwiAuohgrA>
3. Newspaper report: (given in Appendix 3)
4. Song: [Singing Scott · Walter Scott and Song: Retuning the Harp of the North · University Collections \(abdn.ac.uk\)](https://www.abdn.ac.uk/collections/singing-scott-walter-scott-and-song-retuning-the-harp-of-the-north).

There are two options for teachers to choose from:

- i. The different versions of the plot are allocated around the room, and the pupils answer the questions about each version.



- ii. You go through each of the versions, in the order above, asking the whole class the questions.

'Jock of Hazeldean': Reading Task (15 minutes)

Pupils are put into four groups. Each group is given one stanza of the poem, with a little introduction to contextualise it, a gloss of difficult words, and some comprehension questions to help them understand. You can find these stanzas and questions here: [Click here for the stanzas and questions in PDF](#).

They create a poster to explain what happens in the stanza to the rest of the class.

Presentations (15 minutes):

Students present their posters to each other.

Part 2:

Introduction to Rhythm (5 minutes)

The teacher reads out some words to the pupils, using the list given in Appendix 4, telling them to stand up every time a sound is louder and "heavier" than the others, and then sit down again. You should then explain that they are standing up for "stressed syllables."

This is a fast-paced activity, which should soon have the students jumping up and down. Some suggested words are provided. You can also choose to use words that your class is learning for vocabulary or spelling.

'Jock of Hazeldean': Introduction to Rhythm (5 minutes)

Read the poem out loud (given in Appendix 4). The pupils should stand up every time you hear a stressed sound.

You should then look at the poem as a class and mark where the stresses are.

The pupils should then try reading a stanza of the poem together with the stresses in the right place.



'Jock of Hazeldean': Looking at the Language (15 minutes)

Pupils are told about some elements of poetry to look out for (see PowerPoint). They then are put into groups and have to look for elements of poetry in the whole poem and answer some short questions on it.

All the groups come back together as a class, and the teacher goes through all four stanzas together.

'Jock of Hazeldean': Comprehension Questions (10 minutes)

Pupils work in pairs to answer some comprehension questions (given in Appendix 5) about the poem.

Create a performance of the poem (20 minutes)

Finally, the pupils create their own performance of the poem, which they then present to each other.

Follow-on Topics

This lesson can be used for a springboard for further discussion on the topics of:

- Arranged marriage
- Consent



What do you do in your free time?

Ask 5 of your classmates what they like to do after school from the options given in this table.

Name	Watch TV	Read a Book	Listen to Music	Play Fortnite	Read Magazines	Watch a Movie
Total						



Questions on the plot

1. What special event was meant to happen?
2. What did happen?
3. Which country is Jock from?
4. Who is speaking in the poem?
5. Why do you think that the young woman made the decision that she made?
6. What would you have done?

Appendix 3:

Formats of the plot

Storyboard:



Newspaper:

Appendix 4:

Word Stress Activity

Words for rhythm (stress in bold)



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Played	Tablecloth
Umbrella	Happiness
Hotel	Table
Teddy	Victory
Understandable	Lamp
Black	Friends
Carrot	Intelligent
Village	Hopeful
Hilly	Talent
Kingdom	Simple
History	Drink
Meal	Lesson
Ceiling	School
Terrible	Reliable
Good	Dog
Whisper	

'Jock Of Hazeldean' (with word stress in bold)

"Why **weep** ye **by** the **tide**, ladie?
Why **weep** ye **by** the **tide**?
I'll **wed** ye **to** my **youngest** son,



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And **ye** sall **be** his **bride**:
And **ye** sall **be** his **bride**, **ladie**,
Sae **comely to be seen**" —
But **aye** she **loot** the **tears** down **fa'**
For **Jock** of **Hazeldean**.

"Now **let** this **wilful** **grief** be **done**,
And **dry** that **cheek** so **pale**;
Young **Frank** is **chief** of **Errington**,
And **lord** of **Langley-dale**;
His **step** is **first** in **peaceful ha'**,
His **sword** in **battle keen**" —
But **aye** she **loot** the **tears** down **fa'**
For **Jock** of **Hazeldean**.

"A **chain** of **gold** ye sall not **lack**,
Nor **braid** to **bind** your **hair**;
Nor **mettled hound**, nor **managed hawk**,
Nor **palfrey fresh** and **fair**;
And **you**, the **foremost o'** them **a'**,
Shall **ride** our **forest queen**" —
But **aye** she **loot** the **tears** down **fa'**
For **Jock** of **Hazeldean**.

The **kirk** was **deck'd** at **morning-tide**,
The **tapers glimmer'd fair**;
The **priest** and **bridegroom wait** the **bride**,
And **dame** and **knight** are **there**.
They **sought** her **baith** by **bower** and **ha'**;
The **ladie** was **not seen**!
She's **o'er** the **Border** and **awa'**
Wi' **Jock** of **Hazeldean**.



Appendix 5:

Comprehension Questions

'Jock of Hazeldean'

Questions

- 1) What does the speaker promise the bride if she marries Frank?
- 2) Who looks for the bride at the end of the poem?



- 3) How do you think each of the people in the poem feel? Do you think they feel the same as each other, or differently?
- 4) Where has the bride gone?
- 5) Why do you think the bride chooses Jock and not Frank?