

DROVING 1840 - The Drove to Falkirk Tryst

A Storyline Topic Outline and Teaching Notes

A Storyline approach has been taken to introducing the topic of DROVING in order to engage pupils imaginatively *before* they undertake their journeys; also to alert them to 'stories'. Teachers should feel free to adapt the topic outline to suit the needs of their situation (eg, small schools with composite classes, island or mainland schools, etc) and the features of their local area. Some additional texts may be provided to allow older pupils follow up references relevant to each episode; however, if local sources are available they will enrich the study. Learning outcomes should have clear links to Curriculum for Excellence (CfE) but may vary according to the age group working on this topic. For that reason the learning outcomes here are noted in a more general form. Clearer links with CfE should be noted by the teacher in order to make the plan complete.

The topic has been designed with the year 1840 in mind and the destination is the October tryst at Falkirk. Another version of the Drovers Storyline set in the year 1745 with the destination Crieff Tryst is available.

The two boys who are the main characters probably would be able to read and write, but keeping a written diary of their journey is perhaps not very appropriate – why not an oral account? (use the tape recorder!) or a visual record? (a series of 'snapshots'). The dealer, John Cameron of Corrychoille, is a famous character who was both literate and numerate in spite of his small beginnings as an innkeeper's son. There's room to integrate quite a lot of mathematics into this topic if desired. For example: distances covered by the drove; time taken in days to reach the tryst; desired price for beasts; actual price; percentage to dealer, etc.

It is not necessary to dwell on the first episode spending much time and effort on the first part of the frieze picture as the focus should be on the journey, but the frieze should be there in the classroom to serve as a reminder of the boys' home territory, and it will be important when they return from Falkirk at the end of the story. Maps will be required to check out place names and routes.

Each pupil should have a Storyline folder or scrapbook in which to collect individual writing, reference material and small-scale artwork. The printed extracts may also be filed here so that pupils can refer to them when needed. At the end of the Storyline, pupils may select material to create an individual scrapbook recording the Drovers' Story – this could include photographs of classwork and any outdoor activities that were part of the project.

This topic was designed for primary schools taking part in the 'Stories in the Land' project funded by the Heritage Lottery Fund and the Ernest Cook Trust, and led by Dr Joyce Gilbert of the Royal Scottish Geographical Society (RSGS). For further information on Storyline and how the approach is being developed worldwide, go to www.storyline-scotland.com. Any questions about this material may be directed to sallie@storyline-scotland.com.

Storyline	Key Questions	Pupil Activities	Organisation	Resources	Learning Outcomes
Life in the Glen Extract 1: <i>THE BOY</i> Teacher reads aloud to class. Later the extract can be given to pupils for close study.	1. What have you learned about the place and the people and how they live? 2. Are there any clues about when this is happening?	Pupils listen as teacher reads the extract. Class and/or group discussion of key questions 1 and 2. Main points noted on flip chart. Teacher may inform pupils of chosen date (1840) and encourage research into events of that year.	Class Class or groups Class	Extract 1 may be copied for pupils' use. Flipchart and marker pens.	Listening and talking – interpreting a text and using clues.
	3. How could we work together to make a picture of the scene and a portrait of Rob and his dog Dileas? 4. Also, how to make a portrait of John Cameron with his piebald pony?	After discussion, pupils work together to make a picture of the glen including items mentioned in extract. A large-scale figure of Rob with his dog is constructed. Other characters should be small figures in the landscape. Every pupil should make at least one beast!	Class and group	Variety of art materials, possibly including appropriate fabrics to dress figures of boys.	Translating words into pictures – imagining but also researching for accuracy. Depending on location of school, direct observation may be used for the landscape.
	5. How can we describe the glen in words?	Write a list or sense poem based on the extract and using the pictures.	Class, group, pairs or individual	Paper and pencil, plus helpful word banks.	Imaginative writing using a structure.
	6. What have we learned about Rob and his family and others who lived in the glen?	Start a word bank or fact file on Rob and on John Cameron.			
The Drovers Arrive Extract 2: <i>THE DROVERS</i>	1. What more have you learned about life in the glen?	Teacher reads first part of the extract while pupils listen, then discuss first key question.	Class then groups; feedback to class.	Extract 2 may be copied for pupils' use.	Listening for information and comprehension; noticing detail.
	2. Who are the new arrivals and why have they come?	Information on Drovers is used to create figures of adult drovers, also Angus and Patch – same size as Rob and Dileas.	Groups or pairs work on large-scale figures.	Art materials for large-scale figures – needs appropriate colour and texture.	Translating words into pictures.

	3. Do you think Rob will be allowed to go with the cattle?	Discuss reasons for and against Rob going on the drove, then role play in pairs.	Pairs		Projecting into feelings of others, reasoning and use of persuasive language.
	4. How do you think Rob feels now and how will he prepare for the journey?	Teacher reads end of extract. Discuss feelings and make think bubbles for Rob. List possible preparations. Teacher emphasises 'a long time ago!' Refer to map.	Class Individuals or pairs. Map of Scotland.	Bubble-shaped paper for thoughts	
Setting Off For the Tryst Extract 3: <i>THE JOURNEY BEGINS</i>	1. How do Rob's preparations compare with your ideas?	Teacher reads first section to '...and your friends.' Pupils compare with own ideas.	Class, then groups, and feedback	Extract 3 may be copied for pupils' use.	Listening and evaluating – comparing with own ideas.
	2. Why do you think John Cameron spoke to the boys as he did?	Teacher reads on to end of part 1. Pupils discuss and make speech balloons for John Cameron.	Groups	Paper cut to form speech balloons.	Projecting into ideas and feelings of another.
	3. How do you think the boys felt as they prepared to leave the valley?	Pupils suggest words to describe feelings and either role play dialogue between Rob and Angus or write internal monologues for the boys - feelings could be mixed and each boy different.	Class brainstorm, then pairs or individuals	Flipchart and marker pens for word bank. Paper and pencil for first drafts.	Imaginative role play and writing. Character development.
	4. What have you learned about the next part of the journey?	Discuss content of part 2 – length of journey – stopping to rest and graze – lighting a campfire – guarding the herd – river crossing.	Class or groups	Flipchart to record details.	Imagining and creating visuals from written text.
		Pupils choose a scene and make individual pictures – these are arranged to create picture story with captions. This may be continued throughout future episodes.	Individual	Art materials – pastels chalks on wet paper or other technique.	Expressive artwork – sequencing matching words to pictures.

Dangerous Crossing Extract 4: <i>RIVER CROSSING AND MANY MEETINGS</i>	1. Safe and unsafe crossing places – what features? How to get cattle across?	Pupils listen to first part of extract and discuss – safe/unsafe features are listed.	Class then groups sharing the task	Extract 4 may be copied for pupils' use. Flipchart and pens.	Listening for understanding linking with prior knowledge and experience.
	2. How to keep beasts in groups? Who gets to ride a pony? What do you think?	Teacher reads on to '...look at the ponies anyway.' Groups discuss key questions and report back their answers with reasons. Another opportunity to emphasize travel at that time and refer to map/routes etc.	Groups problem-solve then report Maps	Groups may wish to use materials to represent cattle.	Projecting and imagining – explaining and demonstrating.
	3. What have you learned about the travelling people and why they are there? What are Rob and Angus' families thinking back at home?	Teacher reads on and may stop at '...were they missing him?' or continue. Create a picture of the woman and girls? No chance of communicating with families? Discuss! 1840 saw the beginning of the Penny Post – could the boys send a letter home? Maybe personal writing on own experience of being away from home and family?	Class Groups	Art materials and reference books to check appearance, dress etc.	Expressing ideas in visual form.
	4. Stories by the campfire – can we find them?	Pupils discuss travellers and contribute any further information they may have. The three stories mentioned can be located, enjoyed and discussed.	Groups or pairs	Reference material on 'Summer Walkers' and stories told by Duncan Williamson.	Linking with own experience also research and reference work.

Troubles on the Way Extract 5: <i>THE JOURNEY CONTINUES</i>	1. How do you think Rob and Angus are feeling about being on the drove?	Pupils listen as teacher reads the first part of the extract. Groups discuss ups and downs of changing weather and scenery – link to map work? Create diaries in oral or picture formats.	Class Groups Individuals or pairs	Extract 5 may be copied for pupils' use. Tape recorder Art materials	Listening and imagining – projecting into situations and feelings, linking with own experience.
Option 1 Lost in a fog	2. What do you think Rob and Donald should do?	Teacher reads extract. Pupils discuss and suggest how problem could be solved, report back then write story completion.	Class then groups	Paper and pencils	Problem solving, imagining and projecting.
Option 2 Thieves in the night	3. What do you think has happened to Torquil and what should happen now? How to rescue Torquil? 4. What should happen to Calum? How do you think this part of the story should end?	Pupils listen to extract and then discuss ideas for story completion. There could be a dialogue between Rob and Angus, or a narrative account.	Class then groups Pairs or groups of four	Paper and pencil if pupils wish to write the dialogue.	Listening, recall, research and reference Reasoning Imagining and projecting bringing forward arguments.
Further Options for more incidents on the trail.	5. What other incidents do you think might happen on the drove? 6. How would you like to tell these stories?	Teacher asks pupils to suggest other incidents, pleasant and less pleasant, that might happen on the drove. These are listed and then explored and told in different ways.	Class, groups and individuals	Some research and reference materials may be required.	Imaginative and organising skills Narratives, dialogues and diaries.
At the Tryst Extract 6: <i>FALKIRK AT LAST</i>	1. How did the boys know they were nearing Falkirk, and what do you think they felt about reaching the Forth Valley (steam ferry, etc)?	Pupils listen as teacher reads first part of extract, to '...you will see the canal.' Pupils speak or write about feelings in role of Rob or Angus. Research into 'modern' inventions – steam engine, railways, etc.	Class Groups or pairs	Extract 6 may be copied for pupils' use. Paper and pencil	Listening for understanding, noticing details Projecting into feelings, expressing opinions.

	<p>2. Why do you think it was so important to guard the herd?</p> <p>3. How were the sales conducted?</p>	<p>Teacher reads on to '... in case there was another attack.'</p> <p>Pupils discuss key question and imagine additional dangers at Falkirk.</p> <p>Teacher reads description of sales.</p> <p>Pupils might role-play 'haggling' between Corry and a buyer.</p> <p>Research prices and consider cost to dealer in getting beasts to market. How much to owner? How much to drovers? How much to dealer?</p>	<p>Class</p> <p>Pairs</p>		<p>Role play in character.</p>
	<p>4. What do you think Rob and Angus enjoyed most about the 'pleasures of the tryst'?</p>	<p>Teacher reads short section on pleasures of tryst. Pupils consider what boys will enjoy most.</p> <p>Class may decide to make large-scale picture of crowded tryst scene with Rob and Angus and other characters. (<i>Where is Wally?</i> style!) Pupils also write about the 'pleasures'.</p>	<p>Class</p> <p>Groups and individuals</p>	<p>Art materials and prepared background.</p>	<p>Expressing ideas and atmosphere in visual form.</p>
	<p>5. What do you think the boys will decide?</p>	<p>Teacher reads final section and pupils decide what boys will do.</p> <p>(If they want to take the herd south of the border you will need more time!!!!)</p>	<p>Class</p> <p>Groups</p>		<p>Putting forward ideas and arguments – making choices and justifying them.</p>
<p>Home Again</p>	<p>1. How do you think the boys and their dogs will make their way home?</p>	<p>An extract can be provided but it is suggested that pupils discuss/problem solve/imagine and tell this part of the story for themselves.</p>	<p>Class/groups etc</p>	<p>Reference material with info on the drovers' return.</p>	<p>Imaginative projection but also research and reference work.</p>

	2. What do you think will happen when they arrive back in the glen?	Let pupils imagine the excitement and the news given by the boys and their families – good news and bad news? Also discuss parting when Angus goes on to Skye – could he perhaps go by sea?			Imaginative writing or drama and role play.
Review	<p>1. What do you think you have learned by taking part in this Storyline?</p> <p>2. What parts did you enjoy most?</p> <p>3. Was there anything you did not enjoy?</p> <p>4. Do you feel there is more to learn?</p>	<p>The review can be carried out in many different ways.</p> <p>Class or group discussion followed by individual written evaluations.</p> <p>Another approach to review is to have pupils prepare a presentation for parents or for a school assembly.</p> <p>This final episode also offers an opportunity to have pupils compile a personal topic book or create a class exhibit.</p>	Class, groups and individuals as required.	Materials will be varied according to how the review is to be handled.	Selection and presentation of work done along with critical evaluation of learning and expressing opinions.

It is usual in Storyline to plan a culminating event, but in the case of Drovers the culmination is obviously the arrival at Falkirk Tryst and the excitement of the cattle sale.

A visit to the scene of the Tryst (now Falkirk Tryst Golf Course) or a walk along a local drove road might help to extend pupils' understanding, as would a visit from a member of the local history society (to answer the pupils' questions!). Inviting parents to the classroom to tour the topic would enable pupils to showcase the work they have done. Alastair Strachan of Timeline Scotland Ltd can arrive in your classroom dressed as a 19th-century drover; contact him for details and costing at astrachan@timelinescotland.com.

Perhaps the KEY question for culmination is, "How do you think we can celebrate completing our Storyline about the drovers?"