

The Black Watch Castle & Museum

Pre-Visit Activities for Schools

The Black Watch

This lesson plan will prepare your class for their visit to the Black Watch Castle & Museum by helping them to understand who The Black Watch is and their role during the World Wars. By the end of this lesson your class will have a greater understanding of the history of the Black Watch by using primary sources for discussion, understanding the meanings of regiment, battalion & rank and involving themselves in drama activities.

If you would like to continue your museum learning after your visit our *Post-Visit Activities for schools* allow your class to create their own Black Watch Museum in the classroom.

You will need:

- Space for drama activities
- Paper & Pen/Pencil
- Smartboard to show appendix images (optional)

You will learn:

This post visit activity will give your students the opportunity to explore a range of key skills in their development linked to the Curriculum for Excellence. Along with lifelong learning skills like individual and group work, public speaking & creativity this activity has been devised to prepare students for their visit to the Black Watch Castle & Museum.

- Literacy

LIT 0-04 – 2-04, LIT 0-07 – 2-07, LIT 0-09 – 2-09

- Expressive Arts

EXA 0-14 – 2-14

- English

ENG 0-17 – 2-17

- Social Studies

SOC 0-04 – 2-04

Introduction (5 – 10 minutes)

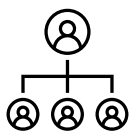


Full Class Discussion: Have you ever been to a museum before? What museum did you go to? When did you go? Who did you go with? What did you see? What did you do? What did you learn?

Who is The Black Watch: Have a short discussion about the Black Watch Museum, what the students might expect to see and learn there. Explain that this activity is to prepare them for their trip.

The Black Watch (15 – 20 minutes)

Regiments & Battalions



The Black Watch were a Regiment in the British army. Regiments are divided into battalions and within each battalion are up to 1000 people. Ask your pupils to imagine all the school in Scotland, they all make up the 'army'. Now, imagine your school – that would be a 'regiment' within that army. Then, think of your class – that would be a 'battalion' within that regiment. Within each regiment there are differently ranked soldiers.

Understanding Rank and Responsibility

Every regiment has Officers and Privates. Officers oversee other soldiers; the highest-ranking officers oversee thousands of men, while the lower ranking officers might only oversee a few dozen men. Privates are not in charge of other soldiers; they must follow the orders of their officers. This 5-minute drama activity will help pupils to understand the concept of rank.

1. Divide the class into groups of 3 pupils.
2. Designate one person in each group to be the Commanding Officer, one person to be a mid-ranking officer, and one person to be a Private.
3. For two minutes, the Commanding Officers in each group will pass their orders to the mid-ranking officer, who will pass them to the Private, who **MUST** obey. (COs might order the Privates to stack chairs or do star jumps – encourage pupils to give appropriate orders)
4. At the end of the two minutes, have the groups change the roles around and do the activity again.
5. Discuss with the pupils what it was like being the Commanding Officer, the mid-ranking officer and the Private. Discuss the responsibilities involved in this activity (communication, safety, completing the tasks) and who was responsible for these things.

Simon Says

1. One student will serve as the mid- ranking officer and the teacher will be Commanding Officer Simon. Other students are Privates.
2. The Commanding Officer will whisper orders to the mid-ranking officer who then repeats the order to the rest of the group.
3. The Privates must pay attention and respond "Sir, yes sir!" after every order, but they also have to pay attention- is that order really what Simon said?



Dressed like a soldier: Show the image (appendix B) either printed or on a smartboard of a Black Watch soldier, ask the group to label what he is wearing and what it might be used for. Once you have labelled everything go through the answers with the class.

Label A – Kilt

The Black Watch wore the kilt to signify that they were a Scottish regiment. This type of kilt was called the “fèileadh mòr” and it translates to “the great kilt” – the kilt had two layers, the second layer could be lifted over the head and used to keep warm and dry but also as a sleeping bag!

Label B – Sword

The broadsword was the weapon used by many British armed forces at the time. The Black Watch became known as ‘The Highland Furies’ due to the way they used their broadswords. The soldiers would wait for their enemy to fire their muskets, duck down to avoid the musket balls then charge at their enemy with the broadsword.

Label C – Flag/ Colours

Every regiment had a flag, called the “colours” in the military. Before battle the flag would be paraded in front of the soldier to let them know what their colours were so they would be able to tell the difference between their allies and enemies during battle.

Label D – Bagpipes

Bagpipes were classified as a weapon of war in 1704 and The Black Watch definitely put this weapon to use. Not to hit people over the head with, but to play music! It is said that the sound of the bagpipes gave the Black Watch courage to fight the battle. This was called being “piped into battle”.

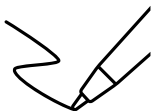
Label E – Sporrán

The sporran is a type of bag worn over a kilt. A sporran is used to store things that the soldier might need like food, matches or bandages. Every Scottish regiment has its own distinct sporran – The Black Watch sporran is black & white with five tassels.

At War (20 minutes)



Evacuees: Read the newspaper article (Perthshire Advertiser) from September 2nd, 1939 (Appendix B) You can have your students read out a paragraph each. This article details the first evacuees coming to Perthshire. Ask the group what they think the young evacuees might have been feeling on this day.



Postcard Home: Ask your students to write & design a postcard from an evacuee writing home to Glasgow for the first time. First, design the postcard – what does it look like? Then write your postcard home – who are they writing to? What are they writing? How are they feeling? Have they had a good experience or a bad one?

Resources (Second World War)

[Watch "What to do in an air raid" 1940](#)

[Read "Memories of the Clydebank Blitz" BBC](#)

Britain was heavily bombed in the Second World War and one of the worst events happened in Clydebank near Glasgow. Watch the video "What to do in an air raid" and talk about what your reaction would be today. Would you know what to do? Read "Memories of the Clydebank Blitz" and think about what the people there might have been feeling and how we remember this event today.

[Watch "Children's 'Work to Win' Brigade" - Watch "Children Aid the War Effort" 1940](#)

In these clips, children on the home front travel through their town to collect scrap metal for the war effort, build sandbags, and local volunteers train in case of an invasion. Scrap metal was needed to help build bombs, tanks, and airplanes and communities in the United Kingdom often held scrap metal drives.

[Watch "Potato Turn Up" 1945](#)

[Read "My Life in Rural Scotland During the War" BBC](#)

Watch "Potato Turn Up" to learn about how schoolchildren helped pick potatoes for food supply during the Second World War. Volunteers were paid, fed, and housed on the farms and in the evenings, they ate and played outdoor games with other volunteers. Would you volunteer to pick potatoes? Read "My Life in Rural Scotland During the War" and discuss the ways in which your lives are similar or different today.

[Watch "Woman's Land Army" 1943](#)

[Explore "Did the war change life for women" BBC](#)

The Second World War impacted people at home in a big way, especially women! Explore these links to find out the different ways in which women worked to help the war effort in the Second World War.

[Read "Scottish Gardens and Allotments Society" BBC](#)

[Watch "What Goes On" 1942](#)

At the beginning of the Second World War, 85 % of Britain's food was imported which meant that supplies could be blocked and people would be hungry. "Dig for Victory" was the campaign meant to get people to grow their own food. Do you or someone in your family have a vegetable garden?

[Watch "Food Minister speaks on rationing" 1939](#)

[Watch "Pedal Car" 1943](#)

Along with encouraging people to Dig for Victory, the government rationed food, clothing, and petrol. Rationing helped make sure everyone got an equal share of goods and that supplies would last longer. Everyone received a ration book, full of coupons that could be redeemed in stores at certain times. Things like milk, bread, eggs, and sugar were rationed.

Appendix - A



September 2, 1939.

PERTHSHIRE ADVERTISER.

Thousands Of Evacuees Arrive In Perth

City And County Are Taking 50,000 From Glasgow: Arrangements Work Smoothly

Volunteers Wanted For First Aid Post

The influx to Perth City and County of almost 50,000 evacuees from Glasgow commenced yesterday and will continue until late tomorrow night. Of this number, school children form the great majority. Accompanying them are children under school age and their mothers.

First evacuees to arrive in the district came before mid-day to Forgandenny, and throughout the day trains continued to bring "exiles" from the West of Scotland to various centres in Perthshire.

About noon over 800 children, parents and helpers reached the General Station, where a fleet of 35 'buses was waiting at the Glasgow Road entrance to convey the evacuees to their new homes in Scone and Stormontfield. Officials, police and volunteers marshalled the youngsters on the platforms preparatory to marching them to the 'buses.

Some of the children were almost boisterously cheerful, others looked rather puzzled by it all. Many tiny tots overcome by exhaustion after their long journey had to be carried.

One mother said:—"Some of them are looking on this as just a big picnic."

Trains bound for North Perthshire stopped for some time at the General.

Altogether the county received about twenty train loads. The evacuation will continue over the week-end.

AIR RAID WARNING SYSTEM.

The system in the City for giving notice to the public of impending air raids is by means of sirens which have been fitted up at the following points, viz.:—(1) Fire Station, King Edward Street; (2) Electricity Station, Shore; (3) Swimming Baths, Dunkeid Road; (4) John Dewar & Sons, Ltd., Glasgow Road.

These sirens will be sounded simultaneously immediately notice is received of an impending air raid.

The warning of the approach of air raiders will be given by a warbling or fluctuating note over a period of two minutes, and on this warning the volunteers will proceed to their various posts and the general public should at once seek shelter.

After the raiders have passed, the "all clear" signal will be given by the sirens sounding a continuous note over a period of two minutes.

In the event of gas bombs being dropped, notice will be given of this by the Air Raid Wardens in the sector affected, by means of hand rattles. As soon as steps have been taken to neutralise the effects of the gas, the "clear" signal will be given by the wardens in the sectors ringing hand bells.

Voluntary Helpers' Fine Work At Auchterarder

Auchterarder's evacuation ar-

tractor, who is assistant reception officer to Mr John Ross, undertook to provide lorries, and several of his employees and other helpers, quickly unloaded the cases.

Provost Martin presided over a meeting on Thursday evening of billeting officers, teachers and others who took part in the task of having the evacuees housed in the town, and expressed the hope that local people would do all that they could to facilitate matters. He also intimated

S.O.S. For First Aid Workers

More Stretcher-Bearers and Cars Wanted.

An appeal for more stretcher-bearers and vehicles for the transport of First-Aid parties is made by Dr F. F. Main, medical officer for Perth.

A considerable number of men is required to act as stretcher-

TRANSCRIPTION:

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