

Teacher Guide for ASK

March 2014: what's Under There?

This guide was prepared by Betty Lou Askin, a retired educator who lives in Toronto, Ontario.

Objectives:

- To learn about the historical development of underwear.
- To appreciate the value of running water in the use of toilets and for bathing.
- To discover the use of urine over time.

Pre-reading:

- a) Let the students predict what they think might be included in this issue of ASK based on the title.
- b) Ask them what they think is happening on the cover.
- c) View the Contents pages and discuss the illustrations and the article titles.
- d) Ask the students to prepare a **KWL CHART**- What I Know, What I Want to Know and What I Learned. Start by recording the students' responses to the first two columns of the chart. Add information to the chart after reading each article.

Scoops:

Fish Face

- What is a palaeontologist?
- What does the name of the fish tell us?
- Why has the discovery of this ancient fish created more work for the scientists?

Tons of Guns

- Where are they working on the *Queen Anne's Revenge*?
- Describe what the archaeologists found.

Pop-Up Island

- Where is the newest island located?
- Describe the island.
- Explain how it may have appeared.
- What do scientists predict will be this islands' future?

Beetle Love

- Describe how leaf dwelling beetles in Panama make great mothers.

Ask the students to look for more "scoops" while they read media or watch television news/shows. Create a bulletin board to post their findings.

Nestor's Dock

- Describe the process of getting dressed in the olden days.
- Would you like to wear any of the olden day styles of clothing? Explain your answer.

What's Under There?

There are 12 sub-titles in this article. Depending on the number of students in your class, divide them so that there are 12 groups. Ask the groups to read one of the sections. They should

make Quick Notes about their information and then make a presentation to the rest of the class using their notes. The article should then be read as a whole class so that all the information is internalized.

Ask the students to write an essay to explain the development of underwear.

Interview;

Ask the students to choose one of the individuals featured in this article. Have the students create an interview asking that individual how they feel about the fashion of clothing that they are wearing. Let the students share their ideas. This could also be done working in pairs-one as interviewer and one as interviewee.

From Pit to Pot: Toilets for Everyone!

Questions to consider as oral discussion or follow-up seat work:

- Why was World Toilet Day established?
- Explain why running water allows for the use of a flush toilet.
- Why did they ancients know that running water was useful regarding waste?
- Describe how they made use of the running water.
- What are aqueducts?
- Explain the Roman public facilities.
- Describe the Cloaca Maxima.
- Tell in which ways people regressed regarding their waste.
- Why do you think that people regressed in waste management after the inventions developed by the Romans?
- Describe the work of the gongfermors.
- What is a garderobe?
- Explain the two uses of a garderobe.
- Explain how royal persons went to the bathroom in the 1500s.
- Describe Sir John Harington's invention.
- Why do you think that people rejected Harington's cleaner privy?
- Why did the new flush toilets of the 1770s not work as was hoped?
- What was the "Great Stink"?
- Why does a large population of the world live without good toilets?
- What was "Reinvent the Toilet"?
- Describe the first place winner's invention.
- Tell about the second place winner.
- Explain the third place construction.
- Why did the author use this symbol (!) in the title? What is the name of this symbol and why is it generally used?
- Creative Work:
 - Have the students choose one of the methods of bathing or not bathing. Ask them to put themselves in that period of time. Let them suggest what they like and dislike about the bathing method.

How Do Astronauts Go to the Bathroom?

- How does gravity work on Earth and in space?
- Describe how astronauts go pee in space.
- Explain how they go poop.
- Tell what happens to pee and poop in space.

Getting the Dirt Off

Let the students work with a reading buddy. Ask the buddies to read and talk about the information. Hold a class discussion about the information.

Written Work:

1. Ask the students to choose 1 of the sub-titles in this article. They are to explain why they would choose this method of cleanliness as their choice to deal with dirt.
2. Ask them to choose and explain another method as their very last choice for removing dirt.

Liquid Gold

Use the Read Aloud Method with this article. Students would take turns reading the information.

Use these questions as a follow-up activity:

- Why is urine a useful liquid?
- Explain how urine was useful to the Egyptians.
- What information did ancient doctors learn from looking at their patient's urine?
- Tell why urine was useful to cloth dyers.
- Why was urine helpful for Roman laundry?
- Explain what Henning Brand hoped to discover and what he eventually learned.
- How did urine help the French army?
- Tell why urine was important during World War One.
- How were "honey wagons" used?
- Is urine in your cell phone or a one owned by a family member? Explain.

Beast Bath

Activity:

Follow the instructions and create your own picture. Share your ideas with your classmates. Create a bulletin board and display the art work.

Jimmy the Bug

- Make a list of the tastes experienced by your tongue.
- Explain the ingredients in toothpaste.
- Why does brushing your teeth make sweet taste sour?

Marvin and Friends

- Why was Plush tricked?
- If there were no words in this cartoon, how does the illustrator help us know what is happening? Explain your thoughts.

Culminating Activities:

1. Complete the **KWL Chart** if it was used during the reading of the magazine. The final section of the chart could be completed now if not done after each article.
2. Choose 5 things from this magazine that you have learned about. Pretend that you are going to share this knowledge with someone who has not read this issue of the magazine. Write a paragraph about each of your chosen topics using information found in the articles.

Other Activities:

1. The students might enjoy doing some further research about the topics in this magazine.
2. There are excellent and amusing illustrations in this magazine. The students might like to choose an article and create their own drawings. Or, they might enjoy making their own cartoon about one of the topics including captions or verbal comments.