

# Teacher's Guide for FACES: Georgia

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A good place to begin this issue is with the article "**Land of Saints and Miracles**" (pages 8-13). Together, take a look at the time line on page 11 and point out the long history of the country; point out that by the year 1776, marking the beginning of the United States, Georgia had already been a country for that many years. Also, take this opportunity to take a look at the maps and facts on pages 4-5.

Then, provide students with 3x5 cards. Ask them to write a one-sentence explanation on each card for each of the saints and/or miracles referred to in the title of the article.

Finally, group students and ask group members to share (and make any necessary changes to) the information they have recorded on the cards.

## For "Drink Up" (pages 6-7)

1. Ask students to read the article, paying particular attention to paragraph #2.
2. Then ask students to do the following:
  - (a.) list the ingredients in Barjomi Classic as well as the claims made for what Barjomi can do
  - (b.) tell the difference between Barjomi Spring version and Barjomi Classic (as well as the reason teenagers might choose to drink the Spring version)
  - (c.) tell what waters can be compared to Barjomi (according to the general director of Barjomi water)

## For "Music of Georgia" (pages 14-17)

If possible, it would, of course, be ideal to give students the opportunity to hear some examples of Georgian folk music. There are several web sites where one can hear Georgian music presented as "midi" and "real audio" format.

1. Point out to students that this article is divided into three sections: folk music, dance, and musical instruments.
2. Explain that each student has now become a promoter of Georgian music and will create a detailed program for "An Evening of Georgian Music" to be presented at your school. The program will include 8-10 numbers (the titles of these can be made up although the ideas for each will come from the article), and the program will list them in an interesting order. The program notes will include information on each number that will help the audience appreciate their musical experience.

## For "Growing Up in Georgia" (pages 18-19), "A Bear of a Dog" (pages 20-21), and "Fabulously Flavorful and Fantastic Food" (28-31):

Students have just completed an (imaginary) visit with Nika Garibashvili. Each will write a three-day diary (or three days worth of letters home) explaining in detail the activities for the day, the food eaten, and Nika's pet dog, a Caucasion mountain dog.

## For "Cheers! The Time-Honored Tradition of Toasting" (pages 26-27)

To help students summarize the material in the article, ask the following:

1. What are 2 characteristics of a tamada?
2. What are 10 commonly honored subjects for a toast?
3. What are 6 rules you should know about toasting in Georgia?
4. When is 1 toast made to the tamada?

## For "Georgia's Cave Towns" (pages 28-31):

Study guide for article:

1. What did King Giorgi III figure out how to do?

2. Why did Queen Tamar take over responsibility for the project?
3. What did Queen Tamar want the city to be?
4. Name nine areas included in the hundreds of caves when the project was finished?
5. What was the only way to enter or exit Vardzia?
6. How many people might have lived there?
7. What destroyed two thirds of the city in 1283?
8. Who lives in Vardzia now?
9. What was Uplistsikhe?
10. What were nine areas included in Uplistsikhe?
11. What did the Mongols do in the 13<sup>th</sup> century?
12. Who founded David Gareja?
13. What went on at David Gareja during the seventh through ninth centuries?
14. What happened to David Gareja in 1615?
15. Which of the three caves discussed above could you visit if you went to Georgia today?