

Teacher's Guide for FACES

September 2015 The United Kingdom: A Royal Experience

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Getting Started

This issue takes a look at the United Kingdom. The UK is made up of four countries. As you make your way through the issue, identify the unifying characteristics of this geographic region. Are there physical, human or cultural characteristics dominating the region?

High Five

All five points speak to the cultural geography of this region. Summarize each point in one word.

At a Glance

(RL/RI1)

1. Find the region's absolute location.
2. Now look at the relative location. How does interaction occur between places?
3. List physical characteristics of the region.
4. Why are there so many languages and religions listed? How does this help "shape" the culture of the region?

(W7&SL4) Conduct short research to find out why Ireland is NOT part of the UK. Report your findings to the class.

The Red Fox

(SL1) Debate: Should fox hunting be permitted in the UK?

(W7&W1) State your opinion on the above topic in written form. Support your view with reasons and information gathered from the article and additional research.

(RI1) List characteristics of foxes leading to the stabilized population.

(RL6&W3) Point of View exercise:

Assume you are one of the following:

- Farmer
- Tourism coordinator
- Fur-maker
- Fox
- Animal rights activist
- Hunter

Write a narrative about your experience with foxes.

(L4) There are many common expressions involving the fox. Determine the meanings of the following:

1. Clever as a fox/ Sly as a fox
2. When a fox preaches, take care of your geese.
3. The fox changes his fur, but not his habits.
4. A fox is a wolf who sends flowers.

(RL3&SL1) Go to www.taleswithmorals.com to find a list of Aesop's Fables. There are many involving the fox. Students can work in groups to find a fox fable, read it, and then compare and contrast the characteristics of the fabled fox to the real fox.

Explaining the United Kingdom

(SL2&3) Last September, Scotland voted to remain part of the UK. Watch/read/listen to BBC coverage of this historic event: www.bbc.com/news/uk-scotland-29270441

(W7) Conduct short research on the Tower of London. Why is it also known as The Bloody Castle? Check out <http://whc.unesco.org/en/list/488/video>.

(SL5) Find an image of the Union Jack. Identify the symbols of the different countries.

(SL1) Do you think the red dragon of Wales should be included? Why/why not? Sketch a possible revision of the flag to include all four countries.

(RL7) Page 9 shows a picture of a castle from the 13th century. How does this photo and caption compliment the article and your understanding of this region?

Four Cultures, One United Cuisine

(RL/RI1)

1. How does the history and culture of each country show itself in cuisine?
2. Read about the royal feasts on page 14. Why do you think such feasts were held? Was the same true of the general population? Why/why not?

(RL3) Compare/contrast UK cuisine to cuisine in your geographic region. Think of specific dishes representing the history and culture of your region.

(W7)

1. Conduct short research to find recipes for haggis, Yorkshire pudding, colcannon, or a Cornish pasty.
2. Conduct short research to find out more about 1400's-1500's Tudor banquets.
3. Tea is an integral part of UK culture. But it is not native to the region. Conduct research to find out where tea originated and how it came to the UK. (RH3)

(L5) The bottom of page 12 mentions how tea sparked rebellion. To which historic event is the author referring? (*The Boston Tea Party*)

Wild & Wacky Sports of the UK

(RI8) Find evidence in the article showing how British citizens made sport out of their work. Find evidence of British competitions having no relationship to work.

(RL3) What weird and wacky sports and festivals are held in your region? What makes them so entertaining?

(SL1) Collaborate with classmates to host an impromptu gurning contest.

(SL5) Watch YouTube segments of the World Shin Kicking Championships, Gloucestershire Cheese Rolling, and Caber Tossing.

The Irish Harp

(W7) Conduct short research to find images of the cruit.

(RL/RI3) Compare/contrast this ancient harp with a modern day harp. Why is there such a difference in shape, materials, and mode of playing the instrument?

(RI1) "In early Ireland, when fame and honor ranked high in importance, every king hired a cruiteer, or harper..." Do you think this statement was true in other places also? Has anything changed today? Why/why not?

(W3) Assume you are a harper for an Irish king. Compose a poem or song about your king's accomplishments. Now write one about your geography teacher!

Highland Games and Gatherings

(RL4) Define: clan, tartan, burly, kilt, kinsmen, rivalry, prowess

(RL3) Compare/contrast the original reason for the games with their purpose today.

(W7) Research the 1746 Act of Proscription. Why was it enacted?

(SL1) After researching this topic, discuss your thoughts on acts like this. What effects (positive or negative) does it have on a culture? Think of events in U.S. history similar to this. (i.e. forcing Native Americans to learn English, restricting the use of the German language during WWI, internment of Japanese Americans during WWII)

(SL5) Watch YouTube examples of the Highland Dance, Sword Dance, and the Fling. Pay special attention to the clothing.

Tartan

(RL4) Define: moors

(W7) Find images of the Royal Stewart, Campbell, and Rob Roy tartans. Do you own a piece of clothing sporting one of these popular patterns?

(W3) Tartans represented Scottish families and were easily identifiable. There are examples of this today, only the dress often reflects religious beliefs vs. a family name. If you've had personal experience with this, write about your feelings upon entering a new school. Or imagine your way of dressing sets you apart. How would it feel if nobody else at school dresses like you? Would you be proud? Embarrassed?

One Square Mile: The Historic City of London

(RL8) Find evidence in the text pointing to the significance of this particular section of London.

(W7& SL2) Research one of the following and summarize your findings for the class:

- The Great Plague of 1665
- The Great Fire of 1666
- Architect Christopher Wren
- Steps taken to protect St. Paul's Cathedral during World War II

Meet Nessie

(W1) Opinion: Do you believe the Loch Ness Monster is real? Support your opinion with details and information from the article.

(RL3) Tales and Legends:

There has been mention of these throughout the issue:

- Ravens in the Tower of London
- Sword Dance
- The Kelpies

Compare and contrast these legends and their purposes.

(RH3) What were the key steps resulting in Nessie-mania? Discuss the economic impact of Nessie-mania.

(RH6&W3) Author's Purpose:

This author includes information supporting both sides of the Loch Ness Monster issue. Why did the author choose to do this? How would the article differ if it hadn't been so balanced? Rewrite the article using loaded language and/or the avoidance or inclusion of particular information.

(W7) Research the Loch Ness Photo hoax of 1934. Even though the photo was a hoax, it turns out the legend of Loch Ness has been around much longer than that. Check out this website:

www.pbs.org/wgbh/nova/ancient/legend-loch-ness.html

Meet William Shakespeare

(RL/RI1)

1. Why can it be difficult to understand Shakespeare's writing?
2. Do you think the rhymes still work when his plays and poems are translated into foreign languages?

(RL8) Find evidence showing Shakespeare's plays appealed to a wide range of audiences both then and now.

(RL6) How did Shakespeare use point of view to give his audience something they hadn't seen before?

(RL3) Compare and contrast the characters and settings of Aesop's Fables to Shakespeare's plays.

(RL5) Look at examples of Shakespeare's sonnets and plays. Identify the important elements of a sonnet: 14 lines, 10 syllables per line, written in iambic pentameter. How does this differ from the play format?

Shakespeare's Way with Words

(L5) Look at the list of phrases and words made famous or coined by Shakespeare. Choose one from the bulleted list on page 39 and illustrate it.

The Smith and the Little People

(RL3) Describe the characteristics of the Wise Man, the Changeling, and the Blacksmith.

(RI1) How did the father rescue the son? Why do you think the son didn't talk for a year after being rescued? How did the son rescue the father?

(RL2) What is the message of the tale?

Wrap Up

Review the question asked in Getting Started. What elements unite these four countries? Are they physical, human or cultural characteristics?

Just for Fun:

- Host afternoon tea for the class.
- Hold a Weird & Wacky Sports contest. Students should brainstorm their own list of possible contests using classroom or playground materials. Competitions must be safe but also fun and entertaining.