

Book: *United Kingdom*

Chapter One: The Landscape

Subject area(s): Social Studies

Amount of time needed: Two 40-minute periods or one 90-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Recognize and re-create the political boundaries and physical features of the nation of the United Kingdom.

Materials needed:

- ✓ Play-Doh, clay, or salt dough (3:1:1 ratio of flour, salt, & water)
- ✓ Cardboard
- ✓ Markers
- ✓ Toothpicks
- ✓ Paper
- ✓ Tape

Activities:

- 1) The teacher will briefly review the information in the text concerning the major aspects of the United Kingdom's landscape.
- 2) Students will break into groups of two or three and create topographic maps of the United Kingdom. The maps should include labeled line drawings of nearby countries and bodies of water. The United Kingdom should be three dimensional and should show England, Wales, Scotland, and Northern Ireland. The maps should include the information from the Quick Facts on page 13, either using flags made of toothpicks, paper, and tape, or by writing it somewhere on the maps' surface.

Assessment:

- ✓ Are the maps three dimensional and show England, Scotland, Wales, and Northern Ireland?
- ✓ Do the maps show the nearby countries and bodies of water that border the United Kingdom?
- ✓ Is the information from the Quick Facts included in the project?

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Chapter Two: United Kingdom's History and Government

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) Summarize and present historical information about an assigned period in the United Kingdom history.
- 2) Identify three main points about each period based on the information in the group presentations.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Students will break into six groups. The teacher should assign each group one of the sections mentioned in the chapter: the Roman Invasion, the Invasion of the Anglo Saxons and the Normans (assign two sections together), the Rise of the Tudors, the Victorian Age, the Twentieth Century, the United Kingdom's Government. The groups should prepare a brief summary of the material in their section and prepare a presentation for the class.
- 2) When the groups are complete, the teacher should call the groups up in chronological order and allow each group to make a brief presentation to the rest of the class regarding the information in its section.
- 3) While listening to the other groups, students should write down three main points about each presentation.

Assessment:

- ✓ Do the presentations contain a good summary of the main points regarding the historical period in question?
- ✓ Did the students correctly identify three main points from each presentation?

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Chapter Three: The Economy

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify major export and import commodities of the United Kingdom.
- 2) Identify the United Kingdom's import and export partners.

Materials needed:

- ✓ Photocopies of line map of Europe, which can be obtained at http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf
- ✓ Markers
- ✓ Paper
- ✓ Scissors
- ✓ Glue

Activities:

- 1) The teacher will divide students into groups of three or four and ask each group to create a map showing the United Kingdom's trading commodities and relationships. The students should mount the provided map on a larger piece of construction paper. On that map, the students should draw arrows to the United Kingdom's top eight export partners. The width of the arrows should show what percentage of the nation's exports go to the particular country. Students should do the same with the top six import partners, except that the arrows should point to the United Kingdom from the import partner. If the partner is off the provided map, the arrow should point to the edge of the map in the correct direction, with a label showing to which country the arrow points. In addition, students should indicate which products are being exported and which are being imported, either with pictures or text.

Assessment:

- ✓ Does the map indicate with which nations the United Kingdom is trading and to what degree?
- ✓ Does the map show which products are being exported and which are being imported?

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Chapter Four: The United Kingdom's People and Culture

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify qualities of the social class structure, unusual traditions, cuisine, education system, music, and literature of the United Kingdom.
- 2) Write letters home as if they were exchange students to the United Kingdom.

Materials needed:

- ✓ Writing paper
- ✓ Pen or pencil

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of the United Kingdom's people and culture and will also refer to the recipes on pages 78 and 79.
- 2) The teacher will use this starter: "Imagine you are an exchange student in the United Kingdom. Write a letter to someone at home that describes what your life is like there and what you are learning about the people and culture of the United Kingdom. Include information about social class, an unusual tradition, education, famous authors or musicians and sports. Describe a meal using a traditional recipe (pages 78–79). Also include other imagined details of your life to make the entries seem realistic."

Assessment:

- ✓ Does the letter contain information about social class traditions, food, other interesting traditions, education system, literature, and music?
- ✓ Does the letter contain other fictional information to promote a realistic "feel"?

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Chapter Five: The Cities

Subject area(s): Social Studies, Art

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) List the five major cities of the United Kingdom.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel poster about two of the cities.

Materials needed:

- ✓ Poster board
- ✓ Pen, pencil
- ✓ Computers, printers
- ✓ Markers, crayons

Activities:

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to list the five cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel poster that contains pictures and information about two of the cities. The students should use artwork or computer pictures to illustrate it. The posters should be designed to invite people to visit these cities.

Assessment:

- ✓ Does the poster contain accurate information about the cities?
- ✓ Does the poster contain pictures and text presented in an attractive format?

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Chapter Six: Formation of the European Union

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the important features of the EU, including the Three Pillars.
- 2) List the 25 members of the EU.
- 3) Define the term autonomous.

Materials needed:

- ✓ Copies of attached worksheet
- ✓ Pens

Activities:

- 1) The teacher will review the information contained in chapter 6 with the class.
- 2) The teacher will ask the students to complete the attached worksheet, using the information in the text.

Assessment:

- ✓ Are all areas of the worksheet filled in correctly?

Using the information in Chapter 6,
fill in the information in
the space given.

The European Union

Name the 25 Member Nations:

Pillar One

Pillar Two

Pillar Three

What is the EU? Include the term **autonomous** and its definition in your explanation.

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Chapter Seven: United Kingdom in the European Union

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify at least three of the United Kingdom's priorities for the EU.

Materials needed:

- ✓ Paper
- ✓ Pens

Activities:

- 1) The teacher will review the information on pages 73–75 of the text.
- 2) The teacher will give the class the following starter: “You are a representative to the European Union from the United Kingdom. Select three of the priorities listed on page 75 and make a brief speech (2–3 minutes) advocating that the EU adopt those priorities. The speech should be convincing.”

Assessment:

- ✓ Can the student name three of the United Kingdom's priorities for the EU's future?
- ✓ Did the speakers have supporting facts and rationale, and were they presented in a convincing manner?