

# Countries Around the World™

## United Kingdom

### Program Summary

Meet 10-year-old Alice. She and her family live in London, the capital of the United Kingdom. Join Alice as she attends school and introduces us to aspects of the United Kingdom's geography and population during her lessons. After school lets out for the weekend, Alice heads home through the streets of London. Next, Alice and her family go to Borough Market to shop for authentic British foods, like bread pudding, before sitting down in a restaurant for a meal of fish and chips. Experience the United Kingdom's governmental structure when Alice and her family see the Palace of Westminster, home of the Parliament, and visit Buckingham Palace where they watch the ceremonial changing of the guard. After playing a game of soccer and watching a cricket match in Green Park, Alice gazes at the herds of red deer in Richmond Park. Finally, Alice joins her family on a boat ride on the Thames River.

### Country Information

- **location:** Western Europe, a group of islands that includes the northern one-sixth of the island of Ireland, between the North Atlantic Ocean and the North Sea; bordered by Ireland (Northern Ireland only)
- **capital:** London
- **official language:** No official language, but English is the primary language, followed by Welsh and Scottish Gaelic
- **type of government:** constitutional monarchy
- **total area:** approximately 244,820 sq km
- **climate:** temperate; moderated by prevailing southwest winds over the North Atlantic Current; more than one-half of the days are overcast
- **terrain:** mostly rugged hills and low mountains; level to rolling plains in the East and the Southeast
- **major bodies of water:** Atlantic Ocean, North Sea, Thames River (England), English Channel (England), Loch Ness (Scotland) and Lough Neagh (Northern Ireland)
- **natural resources:** includes coal, petroleum, natural gas, iron ore, lead, zinc, gold, tin, limestone, salt, clay, chalk, gypsum, potash, silica sand, slate and arable land
- **industries:** includes machine tools, electric power equipment, automation equipment, railroad equipment, shipbuilding, aircraft, motor vehicles and parts, electronics and communications equipment, metals, chemicals, coal, petroleum, paper and paper products, food processing, textiles and clothing
- **agricultural products:** includes cereals, oilseed, potatoes, vegetables, cattle, sheep, poultry and fish

### Vocabulary

**London Underground** — The name of London's subway system.

**pound sterling** — The currency of the United Kingdom.

(Continued)

**bread pudding** — A baked dessert that is made with cubes or slices of bread, which are saturated with a mixture of milk, eggs, sugar, vanilla and spices.

**chip** — A food, made from potatoes, that is similar to french fries.

**bobbies** — A slang term for police.

**Parliament** — The legislative body of the United Kingdom.

**Union Jack** — Another name for the flag of the United Kingdom.

**football** — What residents of the United Kingdom call soccer.

**cricket** — A game for two teams, of 11 members each, that is played on a field with two wickets 20 meters apart.

**shrew** — A small mammal that resembles a mouse and has a long, pointed snout and small eyes and ears.

### Pre-viewing Discussion

- Lead a discussion about diversity. How does a society benefit by having a diverse population? How can diversity lead to a better understanding of other peoples? What would the world be like if everyone was the same? Can diversity help you learn something about yourself? Why or why not? How is learning about another country and culture related to diversity? Have students watch for examples of diversity in this program.
- Distribute outline maps of the United Kingdom to the students. Have them find and label the capital, other major cities and the constituent countries of England, Scotland, Wales and Northern Ireland. Ask questions, such as: Do you think there are differences among the people who live in the United Kingdom? What are some differences? How might the countries' geographic locations be a factor in differences among the people? Do you think there any similarities among the people living in the United Kingdom?
- Inform students that they are about to embark on a video field trip to the United Kingdom that is presented from the point of view of a girl who lives in London. Discuss the concept of point of view and how the perspective of one person or place is not necessarily representative of the perspectives of other people and places. Questions to ask include: If you were asked to describe the place where you live, what would you say? What in your description would be fact and what would be opinion? How is your opinion related to the idea of point of view? Is your description of where you live a complete representation of what life is like in your country? Why or why not? How would you describe life in your country? How is that description different from your description of life in your community? Which elements are the same? As students prepare to watch the program, instruct students to watch for examples of the point of view. Afterwards, discuss how the point of view and subject of the program may or may not be representative of the entire United Kingdom.

### Follow-up Activities

- King Arthur is a fabled British monarch whose adventures are described in many legends. Read selections from Robin Lister's *Story of King Arthur* (Houghton Mifflin, 2005) to the class. After the reading, students can share their impressions of the stories and discuss their elements. Then, working in small groups, students can select one of the tales in *Story of King Arthur* and complete story maps for them by visiting [www.readwritethink.org/materials/storymap/index.html](http://www.readwritethink.org/materials/storymap/index.html). Keeping the same groups, encourage students to reenact their favorite scenes from *Story of King Arthur* for the class. Have students write and illustrate their own chapters about King Arthur and the Knights of the Round Table for inclusion in a class book. Finally, students can investigate the history of King Arthur by visiting [www.bbc.co.uk/wales/history/sites/king\\_arthur/](http://www.bbc.co.uk/wales/history/sites/king_arthur/). Students can create fact posters about King Arthur and use graphic organizers to compare the myth of King Arthur to the historical one.

(Continued)

- William Shakespeare is a well-known English poet and playwright of the Renaissance whose seminal works are still widely-read today. Sharing Marcia William's *Tales from Shakespeare: Seven Plays* (Candlewick Press, 2004), an adaptation of some of William Shakespeare's most famous works, is a great way to introduce students to one of the greatest playwrights of all time. Students can create illustrations of their favorite scenes and write captions that explain the scenes and/or contain quotations from the specific work. Then, engage students in an author study of William Shakespeare. On a class bulletin board, have students write and illustrate information they learn about William Shakespeare, including a time line of his life and his works, events in history during Shakespeare's time and quotations in addition to any other relevant information that they discover. Students can even add their illustrated scenes to the bulletin board.
- A "bobbie" is a police officer? And people put on "jumpers" when it's cold outside? Even though the United States and England share a common language, many words and terms used in England are quite different from their American counterparts. Share with students a glossary of typical British words and phrases by visiting [www.woodlands-junior.kent.sch.uk/customs/questions/glossary/index.htm](http://www.woodlands-junior.kent.sch.uk/customs/questions/glossary/index.htm). Students can pick a few words from the list and write them and their definitions on note cards. Post the note cards on a word wall dedicated to the lingo of England. As an extension, have students write letters to each other using the British-English words and phrases.
- In Wales, one of the constituent countries of the U.K., people feel a great sense of pride about the Welsh language. Moreover, Welsh names have special meanings in Wales, especially since there was a time when Welsh was effectively banned in the United Kingdom! Students can learn the pronunciations and meanings behind common Welsh names by visiting [www.bbc.co.uk/wales/livinginwales/sites/howdoisay/names/](http://www.bbc.co.uk/wales/livinginwales/sites/howdoisay/names/). Then, students can pick Welsh names for themselves and create posters that feature their Welsh names and their meanings and pronunciations. Encourage students to make Welsh name tags and call each other by their Welsh names. As an extension, students can give their homes Welsh names by visiting [www.bbc.co.uk/wales/livinginwales/nameyourhouse/](http://www.bbc.co.uk/wales/livinginwales/nameyourhouse/) for an interactive questionnaire that suggests Welsh names for a house based on the house's characteristics.
- Write a series of journal entries as if you have been touring Scotland. Students can write journal entries that create a narrative about traveling around Scotland while providing facts about the different places (e.g., "Today I visited Edinburgh Castle, which is built on a rock that is believed to have been inhabited as far back as 850 B.C.E.!"). Students also can draw pictures of the different places discussed in their journal entries. Information and pictures of some of Scotland's travel destinations can be found at [www.historic-scotland.gov.uk/](http://www.historic-scotland.gov.uk/).
- Originating from the East End of London, Cockney rhyming slang is a type of linguistic code in which one or two words are substituted as an alternative for another, more common word that rhymes with the substituted words. For example, "I walked up the apples and pears" actually means, "I walked up the stairs." And sometimes, the rhyming word is left out so that the aforementioned sentence would be, "I walked up the apples." Students will have fun inventing their own rhyming slang and writing sentences that use it. Students can take turns reading their sentences to the class. Have the class guess what the presenter's slang phrases mean.
- Located in the countryside in the South of England, the ancient monuments of Stonehenge continue to inspire awe and wonderment in people all over the world. Students can learn more about the megaliths at Stonehenge by visiting [witcombe.sbc.edu/earthmysteries/EMStonehenge.html](http://witcombe.sbc.edu/earthmysteries/EMStonehenge.html). Based on the information that they find, students can create informational booklets about Stonehenge. Then, have students work together to build a model of Stonehenge and a time line of its construction for display in the classroom. Students can take turns discussing what they learned about Stonehenge.
- Students can compare and contrast the constituent countries of the United Kingdom by creating Venn diagrams. An interactive tool for creating Venn diagrams with three circles can be found at [www.readwritethink.org/student\\_mat/student\\_material.asp?id=32](http://www.readwritethink.org/student_mat/student_material.asp?id=32).
- Though the Royal Family holds no real political power in the United Kingdom, it is still highly revered and retains a certain celebrity status, often appearing in the pages of the United Kingdom's many newspapers. Have students find facts about the kings and queens who have ruled the United Kingdom throughout history by visiting [www.royal.gov.uk/output/Page5.asp](http://www.royal.gov.uk/output/Page5.asp). Then, based on the information that they find, have students create newspaper pages that detail the lives and the historical events related to the United Kingdom's monarchy. As students finish drafts of their papers, have them exchange with each other for peer editing sessions. An interactive tool for creating newspaper pages can be found at [interactives.mped.org/ppress110.aspx](http://interactives.mped.org/ppress110.aspx).
- Have students work in small groups to build classroom displays that represent England, Scotland, Wales and Northern Ireland, the four main member countries of the United Kingdom. Begin by dividing the class into four groups and assign each group a member country of the United Kingdom. Displays can include fact sheets, posters, pictures, illustrations, maps, representations of national symbols and time lines. In addition, each group can plan and give a presentation about its assigned country.

## Suggested Internet Resources

- [www.britainusa.com/4kids/](http://www.britainusa.com/4kids/)  
Assembled by the British Embassy in Washington, D.C., this children's site includes information on British history, geography, culture and sports. Includes a picture gallery.
- [www.woodlands-junior.kent.sch.uk/customs/questions/](http://www.woodlands-junior.kent.sch.uk/customs/questions/)  
Learn about the culture and customs of England from children who live there! The students of Woodlands Junior School present this comprehensive site to teach people around the world all about England.
- [www.bbc.co.uk/wales/](http://www.bbc.co.uk/wales/)  
This up-to-date site by the BBC features information about the history, news, people and culture of Wales.
- [www.bbc.co.uk/scotland/](http://www.bbc.co.uk/scotland/)  
This up-to-date site by the BBC features information about the history, news, people and culture of Scotland.
- [www.bbc.co.uk/northernireland/](http://www.bbc.co.uk/northernireland/)  
This up-to-date site by the BBC features information about the history, news, people and culture of Northern Ireland.
- [library.thinkquest.org/CR0212302/england.html](http://library.thinkquest.org/CR0212302/england.html)  
Learn about the culture and customs of England from the perspective of a child who lives there! The students of Roosevelt School in Wauwatosa, Wisconsin present this award-winning site to teach people about different cultures.
- [www.cia.gov](http://www.cia.gov)  
The CIA World Factbook web site presents detailed and up-to-date information on the United Kingdom and many other countries. Topics include geography, people, government, economy, transportation and communication. On the main page of the CIA site, click on the "World Factbook" link.

(Continued)

## Suggested Print Resources

- Adil, Janeen R. *Scotland: A Question and Answer Book*. Capstone Press, Mankato, MN; 2007.
- Blashfield, Jean F. *England*. Children's Press, Danbury, CT; 2006.
- Corbishley, Mike, Ian Dawson, J. Gillingham, James Mason and Kenneth Morgan. *The History of Britain and Ireland*. Oxford University Press, New York, NY; 2005. A resource for teachers.
- Deady, Kathleen W. *England*. Capstone Press, Mankato, MN; 2000.
- Hestler, Anna. *Wales*. Marshall Cavendish, Tarrytown, NY; 2001.

Teacher's Guide written by Brian Wales, Curriculum Specialist, Schlessinger Media

Teacher's Guides for titles in this series are available at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- |                  |             |                   |                  |
|------------------|-------------|-------------------|------------------|
| • Algeria        | • Estonia   | • Jordan          | • Portugal       |
| • Argentina      | • Finland   | • Kenya           | • Romania        |
| • Australia      | • France    | • Lebanon         | • Russia         |
| • Austria        | • Germany   | • Madagascar      | • Rwanda         |
| • Belgium        | • Greece    | • Mali            | • South Africa   |
| • Bolivia        | • Guatemala | • Malta           | • Spain          |
| • Brazil         | • Iceland   | • Mexico          | • Sweden         |
| • Cambodia       | • India     | • Mongolia        | • Switzerland    |
| • Canada         | • Indonesia | • Morocco         | • Turkey         |
| • Chile          | • Ireland   | • Myanmar (Burma) | • United Kingdom |
| • China          | • Israel    | • Netherlands     | • United States  |
| • Czech Republic | • Italy     | • Norway          | • Venezuela      |
| • Denmark        | • Japan     | • Peru            | • Vietnam        |



Teacher's Guide Copyright 2007 by Schlessinger Media, a division of Library Video Company  
P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620

Program © Marathon and Pixcom Productions - MMIV All Rights Reserved