

# FACES®

## BONNIE SCOTLAND

Journey to Scotland and discover the unique history, passion for storytelling, and artistic skills that help make its culture so rich.

## CONVERSATION QUESTION

How do the cultural and physical characteristics of place influence life in Scotland?

## TEACHING OBJECTIVES

- Students will learn about the history of Scotland
- Students will learn about Scottish arts
- Students will analyze how the cultural characteristics of places change over time
- Students will explain how cultural patterns influence the daily lives of people
- Students will describe how the physical characteristics of places are connected to human identities and cultures
- Students will use maps
- Students will write an ode
- Students will draw a weaving design



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **Scotland: More Than Kilts and Bagpipes**  
Expository Nonfiction, ~1050L
- **Edinburgh: A Real Page-Turner**  
Expository Nonfiction, ~1150L
- **It's Tartan, Not Just Plaid**  
Expository Nonfiction, ~1050L

# Faces® Teacher Guide: February 2018

## Scotland: More Than Kilts and Bagpipes

pp. 8–11, Expository Nonfiction

Explore Scotland's geography and culture as you learn about its history.



### RESOURCES

- Analyze Place

### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about the history of Scotland
- Students will analyze how the cultural characteristics of places change over time
- Students will use maps

### KEY VOCABULARY

- referendum (p. 9)** a general vote by the electorate on a single issue
- glens (p. 10)** narrow valleys
- patron saint (p. 11)** the protecting or guiding saint for a person or place

### ENGAGE

**Conversation Question:** How do the cultural and physical characteristics of place influence life in Scotland?

Ask students to share what they know about Scotland's geography and culture. Then explain that as a country, Scotland is over 1,000 years old. Ask students what living in a country that is this old might be like.

### INTRODUCE VOCABULARY

Write the following sentences on the board. Then ask students to choose words from the vocabulary list to complete them.

- Walking through the \_\_\_\_\_, I saw many ruins.
- The people looked to their \_\_\_\_\_ to help them choose wisely during the \_\_\_\_\_.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Which three distinct time periods are described in the article?
- How have Scotland's cultural characteristics changed over time?
- How might Scotland's environmental characteristics have influenced the development of its culture?

### CONCEPT/SKILL FOCUS: Analyze Place

**INSTRUCT:** Pass out copies of the *Analyze Place* graphic organizer. Have students record cultural characteristics for each of the time periods listed in the organizer.

**ASSESS:** Have students work in pairs to discuss how the cultural characteristics of Scotland at different time periods are similar or different. Invite pairs to share their findings with the rest of the class, supporting their reasoning with evidence from the text.

### EXTEND

**Geography** Remind students that Scotland occupies the northern third of Great Britain as well as many islands. Tell students to use an atlas or other resource to review a detailed map of Scotland. Then have them determine how many different islands or parts of islands make up the entire country.

**Analyze Place**

As you read the article, record the cultural characteristics of Scotland at different points in history. (**Hint:** You may have to infer some characteristics based on details provided in the article.)

Time-Period	Cultural Characteristics
<b>Ancient</b>	
<b>Middle Ages– 1700s</b>	
<b>20th–21st Century Scotland</b>	

## Edinburgh: A Real Page-Turner

pp. 12–15, Expository Nonfiction

So, where did the idea of Hogwarts come from? Read about Edinburgh's role as a center for literacy in Scotland and find out!



### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about Scottish arts
- Students will explain how cultural patterns influence the daily lives of people
- Students will write an ode

### KEY VOCABULARY

- **spellbinding** (p. 12) holding one's attention completely
- **ambassador** (p. 15) a person who acts as a representative or promoter of a specified activity
- **literary** (p. 15) concerning the writing, study, or content of literature

### ENGAGE

**Conversation Question:** How do the cultural and physical characteristics of place influence life in Scotland?

Ask students to think about what living in a large "City of Literature" might be like. What kinds of shops, stores, and buildings might it have? What would people do for leisure there? How might it have earned this title?

### INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What kinds of literary activities and places are there in Edinburgh?
- Which writers have called, or call, Edinburgh home?
- How do people living in Edinburgh celebrate their literary heritage?

### CONCEPT/SKILL FOCUS: Analyze Cultural Patterns

**INSTRUCT:** Tell students that cultural patterns include the human and physical characteristics and the beliefs and values that are reflected in cultural practices. Explain that people living in Edinburgh value literature and that as a result, literary activities and locations are very popular there. Next, review the questions in the Read & Discuss section, pointing out that these are also examples of how cultural patterns influence people's way of life.

**ASSESS:** Have students work in pairs to consider the cultural patterns in Edinburgh and in their local area. Then have them draw a Venn diagram and use it to note similarities and differences they notice in the cultural patterns.

### EXTEND

**English Language Arts** Explain that an ode is a poem that celebrates and praises someone or something. Continue by explaining that in an ode, the poet directly addresses his or her subject. (Example: "Edinburgh, you great city of Scotland.") Have students write a ten-line ode to celebrate Edinburgh's special role in history as a "City of Literature." Suggest students incorporate details about Edinburgh's past and present inhabitants in their poems.

## It's Tartan, Not Just Plaid

pp. 20–22, Expository Nonfiction

Ever wonder why people in Scotland wear kilts? Or what those kilts evolved from? Find out by reading about tartans and the role they played in Scottish clan-based society!



### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about Scottish arts
- Students will describe how the physical characteristics of places are connected to human identities and cultures
- Students will draw a weaving design

### KEY VOCABULARY

- **tartan** (p. 20) a woolen cloth woven in several patterns of plaid
- **hardiness** (p. 20) the ability to endure difficult conditions
- **Highlands** (p. 20) the mountainous part of Scotland

### ENGAGE

**Conversation Question:** How do the cultural and physical characteristics of place influence life in Scotland?

Ask students to share what they know about Scottish kilts. Where did they come from? What is their purpose? Then explain to students that as they read, they will be learning about the history and meaning of a precursor to the kilt, known as a tartan.

### INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using all three words in a single sentence. Finally, tell students to look for these words as they read the story.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What are the physical characteristics of Scotland?
- How were tartans originally used by Highlanders?
- What do tartans represent for Scottish people, in the past and present?

### CONCEPT/SKILL FOCUS: Describe Connections

**INSTRUCT:** Explain to students that the physical characteristics of the regions where people live affect how humans form their identities and culture. Also explain that identities are “aspects of life in a place that humans feel connected to.”

**ASSESS:** Have students work in pairs to read the article to locate at least one example of how human identities are connected to the physical characteristics of the land in Scotland. If students seem stuck, prompt them by asking them to think about the identities of Scottish people living in the highlands and about the original purpose of the tartan.

### EXTEND

**Art** Remind students that this article describes how tartans served as a way of identifying with a clan. Have students come up with their own family tartan designs using vertical, diagonal, and horizontal stripes of different colors. Invite students to share designs and explain how they represent their families.