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КРАЇНОЗНАВСТВО: ВЕЛИКОЇ БРИТАНІЇ
матеріали для самостійного опрацювання : навчальний посібник для студентів першого (бакалаврського) рівня вищої освіти та другого (магістерського рівня) вищої освіти

Yuliya Talalay

COUNTRY STUDIES: GREAT BRITAIN
materials for self-study : a textbook for Bachelor's Degree and Master's Degree students

Дрогобич / Drohobych
2025

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Зміст матеріалів для самостійного опрацювання відповідає програмам навчальних дисциплін «**Країнознавство Великої Британії : матеріали для самостійного опрацювання :** навчальний посібник для студентів першого (бакалаврського) рівня вищої освіти та другого (магістерського) рівня вищої освіти]**»**, складених на основі програмних результатів навчання, визначених в освітніх програмах «Середня освіта (Українська мова і література, мова і література (англійська))» першого (бакалаврського) рівня вищої освіти спеціальності «014 Середня освіта (Українська мова і література) «Середня освіта (Мова і література (німецька; англійська)) другого (магістерського) рівня вищої освіти спеціальності «014 Середня освіта (Мова та література (Німецька мова та література)) галузі знань «01 Освіта / Педагогіка». У ньому представлені завдання для засвоєння вивченого матеріалу, вправи, завдання на пошук слів, креативні проєкти, письмо, кросворди, тести.

ПЕРЕДМОВА

У посібнику подається матеріал для засвоєння тем «Географічне положення Сполученого Королівства», «Іберійці та Бікер народ», «Кельти», «Римське завоювання», «Англосаксонське завоювання», «Вторгнення Датчан», «Норманське завоювання», «Королі та королеви Сполученого Королівства». У роботі підібрано низку завдань на перевірку сприйняття лекційного матеріалу. У посібнику презентується система вправ тренувального характеру для кращого засвоєння матеріалу та відтворення його на практиці. Посібник присвячено розвитку навичок читання, мовлення та письма; вмінь студентів аналізувати та вести обговорення. Окрім засвоєння поданого матеріалу та збагачення лексичного запасу студентів, посібник містить завдання, що формують у них здатність логічно мислити, висловлювати власну думку щодо прочитаного, допомагають засвоїти різні методи самостійної роботи.

PREFACE

The textbook provides material for aaccruing knowledge on the topics "Geographical Position of the United Kingdom", " The Iberians and the Beaker Folk", "The Celts", "The Roman Conquest", "The Anglo-Saxon Conquest", "The Danish Invasion", "The Norman Conquest", "Kings and Queens of the United Kingdom". There is a selected number of tasks to test the perception of the lecture material. The textbook presents a system of training exercises for better assimilation of the material and its reproduction in practice. The textbook is dedicated to the development of reading, speaking and writing skills; students' ability to analyze and conduct discussions. In addition to mastering the presented material and enriching students' vocabulary, there are also tasks that form their ability to think logically, express their own opinion on what they have read, and help them master various methods of independent work.

ЗМІСТ / CONTENTS

THE GEOGRAPHICAL POSITION OF THE UK

1. Multiple Choice. Choose the correct answer.

1. What is the longest river in the UK?

    A. River Thames

    B. River Clyde

    C. River Severn

    D. River Trent

2. Which lake is the largest by surface area in the UK?

    A. Loch Ness

    B. Loch Lomond

    C. Lough Neagh

    D. Lake Windermere

3. Which of these rivers flows through London?

    A. River Mersey

    B. River Thames

    C. River Tyne

    D. River Avon

4. What is the highest mountain in the UK?

    A. Snowdon

    B. Scafell Pike

    C. Ben Nevis

    D. Slieve Donard

5. Where is Snowdon located?

    A. Scotland

    B. England

    C. Wales

    D. Northern Ireland [1]

2. Fill in the blanks:

1. The River Clyde flows through the city of _____.

2. The mountain _____ is the highest point in England.

3. Loch Ness is famous for _____.

4. The UK is made up of four countries: England, Scotland, _____, and Northern Ireland.

5. The Lake District is located in the country of _____.

3. Match the pairs (1 mark each). **Match the mountain to its peak height.**

11. Ben Nevis

12. Scafell Pike

13. Snowdon

14. Slieve Donard

A. 1,085 meters

B. 1,344 meters

C. 978 meters

D. 850 meters [1.]

Write your answers here:

11: ____   12: ____   13: ____   14: ____

4. Short Answers:

15. Name two major rivers in England.

16. Describe where the UK is located geographically in relation to Europe.

17. What is the difference between a lake and a river?

18. Why are mountains in the UK important for tourism and nature?

Bonus Question (2 marks)

19. What is the name of the mountain range where Ben Nevis is located?

THE IBERIANS AND THE BEAKER FOLK

[2]

1. Multiple Choice. Choose the correct answer.

1. The Beaker Folk are named after their:

   A. Hairstyles

   B. Stone tools

   C. Pottery vessels

   D. Clothing style

2. The Iberians mainly settled in:

   A. Eastern England

   B. Northern Scotland

   C. Southern and Western Britain

   D. Central Wales

3. The Beaker Folk are believed to have introduced what metal to Britain?

   A. Iron

   B. Silver

   C. Bronze

   D. Gold

4. Iberian hill forts were usually built:

   A. Underground

   B. Along rivers

   C. On mountain slopes

   D. On high ground

5. The Beaker culture is often associated with which period?

   A. Iron Age

   B. Bronze Age

   C. Stone Age

   D. Roman Britain

2. Fill in the blanks:

6. The Iberians were known for their strong _____ structures built on hills.

7. The Beaker Folk arrived in Britain around _____ BC.

8. One major innovation the Beaker people brought was the use of _____ tools and weapons.

9. The Iberians were skilled in working with _____, especially for making weapons.

10. Beaker graves often included pottery and personal _____ buried with the dead.

3. Match the Pairs. Match the group with its characteristic.

11. The Beaker Folk

12. The Iberians

   A. Used round barrows for burials and made bell-shaped pots

   B. Built fortified settlements and used stone walls for defense

   Write your answers here:

   11: _____   12: _____.

4. Short Answers:

13. What does the pottery of the Beaker Folk tell us about their culture?

14. Describe two key features of Iberian society in ancient Britain.

15. In what ways did the arrival of the Beaker Folk change life in Britain?

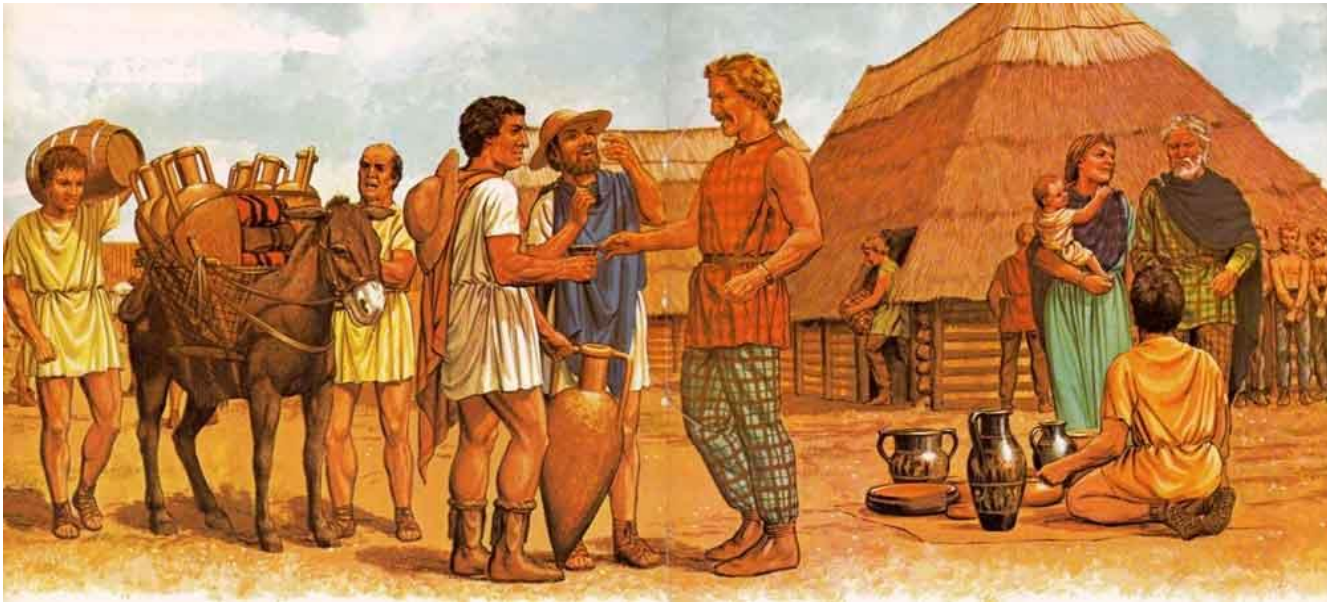16. How do archaeologists know about the lifestyles of the Iberians?

Bonus Question (2 marks)

17. Why is the Beaker culture considered a major step in the development of prehistoric Britain?

18.

[2]

THE CELTS

1. Celtic Art Creation:

• Objective: Explore Celtic culture through art.

Create your own Celtic-inspired artwork, focusing on traditional designs like knotwork, spirals, and animal motifs. Provide examples of Celtic designs from ancient artifacts or manuscripts like the Book of Kells. You can use markers, paint, or colored pencils on paper or create clay models of Celtic symbols.

2. Celtic Warrior Role-Play:

• Objective: Learn about the roles of Celtic warriors and their society.

Pick up a role within a Celtic tribe, such as a warrior, druid, craftsman, or farmer. You can dress up in simple costumes to represent their roles and act out scenes, like preparing for battle or performing rituals.

3. Celtic Mythology Storytelling:

• Objective: Dive into the rich world of Celtic myths and legends.

Surf the Internet and find a few popular Celtic myths, such as the story of the Lady of the Lake, the myth of Cú Chulainn, or the tale of the Morrígan. After a brief discussion, create and perform your own Celtic-inspired myths, either individually or in groups.

4. Celtic Language Exploration:

• Objective: Learn about the Celtic language and its influence.

Look at the following words and pick up the words of the Celtic origin:

> *Druid, cherry, Exe, head, altar, music, wine, iron, pear, leather, plum, ambassador, bronze, battle, whiskey, Avon, road, hand, bishop, kitchen, sky, mackintosh, index, Thames, moon, street, dad, plum, shamrock, cheese, land, lord, daughter, town, run*

5. Celtic Village Simulation:

• Objective: Understand Celtic daily life and societal structure.

Set up a simulated Celtic village in the classroom or outdoor space, with areas for a farm, a blacksmith, a druid's hut, and a warrior's camp. Students can rotate through the different "stations," learning about how the Celts lived, what tools they used, and how they interacted with nature. For example, the blacksmith station can involve making simple tools or jewelry, and the druid station can explore Celtic rituals or spiritual beliefs.

6. Celtic Music and Dance:

• Objective: Experience Celtic culture through music and movement.

Let's get acquainted with the traditional Celtic music, like folk songs or instrumental tunes playetd with instruments such as fiddles, flutes, and bagpipes. You could even perform a group dance like a simple Irish jig or Scottish ceilidh dance.

7. Celtic Mythological Creature Hunt:

• Objective: Explore Celtic mythology and creatures.

Have a "creature hunt" around the uni or classroom where students search for representations of Celtic mythological creatures, such as the Púca, the Banshee, or the Kelpie Students must explain the mythological significance of each creature.

8. Celtic Festivals:

• Objective: Learn about Celtic celebrations and festivals.

There were four major Celtic festivals: Samhain (Halloween), Imbolc, Beltane, and Lughnasadh. Choose one of these festivals and research its history, traditions, and associated symbols. You can then present your findings with the help of presentations, or creating decorations for the assigned festival.

9. Build a Celtic Roundhouse:

• Objective: Understand Celtic architecture and the importance of the roundhouse.

Work in groups in order to build a model of a Celtic roundhouse using simple materials like cardboard, sticks, and fabric. You can research how the roundhouse was designed to keep out the cold, provide space for multiple generations, and suit the needs of a farming society. After the model is built, each group can explain how their roundhouse reflects the Celtic life.

10. Celtic Treasure Hunt:

• Objective: Explore Celtic culture and archaeology.

Let's create a treasure hunt where you will search for the "Celtic treasures" hidden around the classroom or outside. These treasures could be pictures or replicas of Celtic artifacts, like torcs (neck rings), coins, or weapons. Each "treasure" could come with a clue or a short description explaining its significance in Celtic culture. The first team to find all the treasures wins a prize.

11. Word Search. Find the words of the Celtic origin and circle them:

The Celts

```
M F A R M I N G D V T D V G K Z O N L G P C N E
U V N A C L P M S P E A R N S I D Z J A J J Z K
K X C R H E I C M O S T A N D I N G S T O N E S
L C W K W S V R G H K V P O Y C J J E H O H N N
J B R Q E H D M R B B Z R T D Z M H G R P Z Q L
H O E O Y I F R I J F H W Q M E W D B F U P I D
C U E K S K C I R T A P T S N B K B T Q G E Q W
O D N D W S Y G T D R P Q Y I K S I E V H G A F
O I Y P K T B R O W F L C H Z A D V S G A T A K
R C C X G D A B D W T G E I C S V I S T T N A P
B C E W O T R N E M D T C R X F M C U L Z K F G
W A M P O N D D F W Q C I H V W E A E R N H L I
P I V X R C W B Y K U F D U I W L A G O D A B R
W K C S M M I K Y M I V A R E N I R I H Q Y I
X S X V W B S M I C T O E E V D F D A K C C C R
X V I T Y F X M E P B K M K D Y L T G Z T C O C
X T P L O H L X C S E B K A S U I X A M Y D S B
A F T K L R K W B D A C U W A X I K X I Q G H H
X C E Y H C C R T M W B Z C S Y L Z C Z N S N N
A E W N Z U G S Z L Q I I H U F S L D I O I K R
R D O L P A A S D N M R Q A E E Z Y H N S V U F
O G A P F E U P M O P C X Z B I A D V J F S W N
A K D V F V H I L L F O R T D E D J A U G I I D
A S F J L P N H R O J J U C Z U U B W V Y U F I
```

woad   wattle-and-daub   torc   standing stones   St Patrick   mead

hillfort   feast   chieftain   cauldron   farming   spear   sacrifice

brooch   bronze   bard   magic   cross   Boudicca   druid

[6]

THE ROMAN CONQUEST

Roman Britannia (c. 150 AD)

Iceni Brythonic tribe

⊙ *Roman city*   🏛 stationed legion

Roads
- Stane street
- Dere street
- Ermine street
- Akeman street
- Portway
- Fosse Way
- Watling street
- other roads

[4]

1. Roman Legionary Training

• Objective: Learn about Roman military tactics and discipline.

Create a mini "training camp" where participants practice Roman military drills. Use simple props like shields (made from cardboard) and "swords" (from pool noodles or sticks). Teach basic Roman formations like the "testudo" (tortoise formation), and explain the role of a Roman legionary in battle.

2. Build a Roman Villa (Diorama)

• Objective: Understand Roman architecture and daily life.

Surf the Internet and find some information about the Roman villas and create a diorama of a Roman house, including the atrium, courtyard, and rooms like the triclinium (dining room). Use clay, cardboard, and small figurines to bring the villa to life, paying attention to elements such as mosaics and furniture.

3. Roman God and Goddess Role Play

• Objective: Explore Roman mythology and religion.

Choose a Roman god or goddess and learn about their role in Roman culture. Afterward, each participant can dress up as their chosen deity (using costumes, props, or simple symbols) and perform a short skit showcasing their god's powers and stories. For example, one could act as Jupiter, the king of the gods, or Venus, the goddess of love.

4. Roman Coin Creation

• Objective: Understand Roman currency and trade.

Find out about the Roman coins, including their designs and significance. Design their own Roman-style coin using clay or air-dry clay. You can carve symbols or images that represent the Roman gods, emperors, or important events.

5. Roman Feast (Food Tasting)

• Objective: Discover Roman cuisine and dining customs.

Prepare a small Roman-style feast using ingredients the Romans might have eaten, such as olives, bread, cheese, fruits, and honey cakes. If possible, make Roman-style dishes like *moretum* (herbed cheese spread) or *libum* (Roman cheesecake). Afterward, discuss Roman dining practices, including how meals were eaten and by whom.

6. The Roman Mosaic Art

• Objective: Learn about Roman art and decoration.

Study Roman mosaics and how they were made. Then, create a mosaic using small, colorful pieces of paper, tiles, or beads. The designs could depict scenes from the Roman life or be inspired by famous mosaics, such as those found in Pompeii.
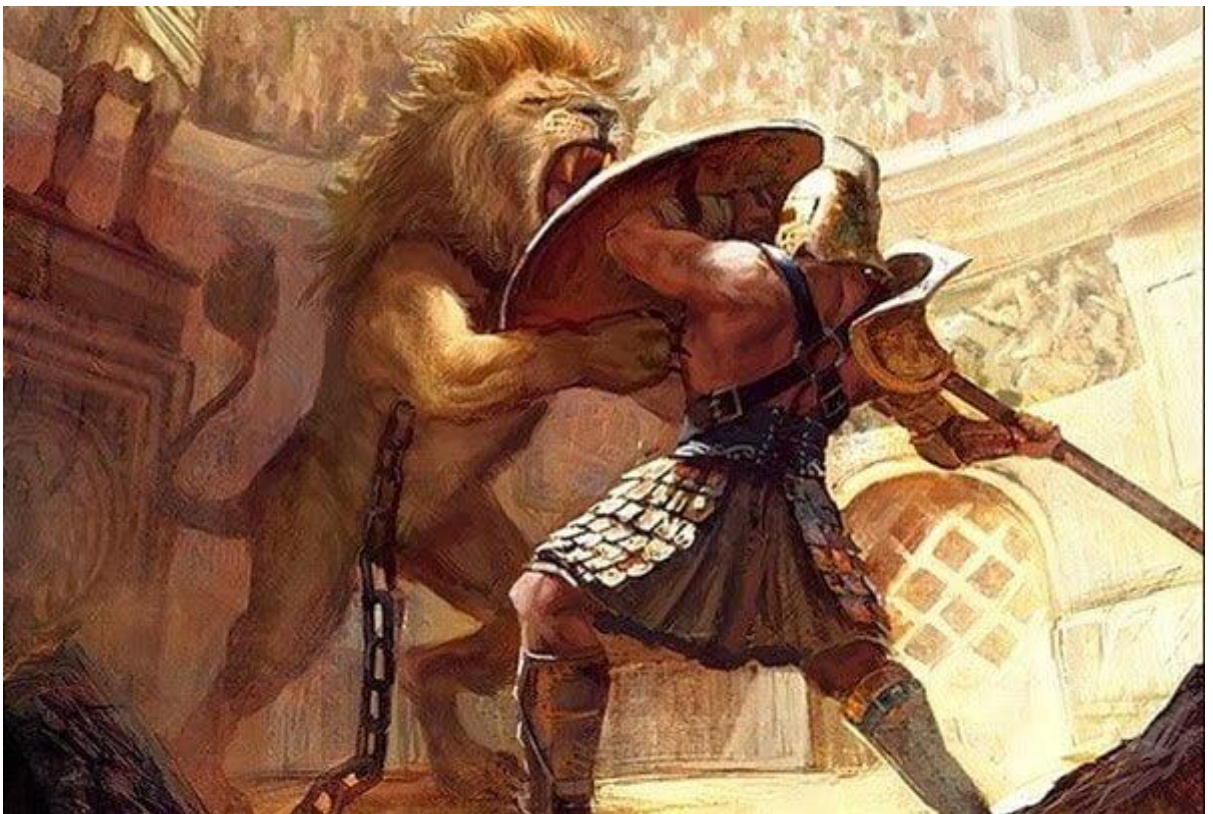
7. The Roman Gladiator Games

• Objective: Explore Roman entertainment and gladiatorial combat.

Reenact a Roman gladiatorial game with a focus on the rules, roles, and types of gladiators. Use foam swords and shields for safety. You can create mock battles between "gladiators" (students) and hold mini competitions or challenges, such as a race or strength contest.

8. The Roman Senate Debate

• Objective: Learn about Roman governance and politics.

Set up a mock Roman Senate where participants act as senators. Present a historical issue (like a decision on war or the economy), and let the participants debate the issue in character. Discuss the role of the Senate in ancient Rome and how decisions were made.

9. The Roman Fashion Show

• Objective: Understand the Roman clothing and fashion.

Carry out the research on the Roman clothing (tunic, toga, stola) and host a Roman fashion show, where the participants dress in simple versions of the Roman garments. Discuss the significance of different styles of dress for various social classes, such as the toga for the Roman citizens or the stola for women.

Pantheon Rome

Colosseum

10. The Roman Architecture Challenge

• Objective: Learn about the Roman engineering and architecture.

Watch a video about the Roman architecture. Work in groups in order to design and build a model of a famous Roman structure like *the Colosseum, the Pantheon,* or an aqueduct using materials such as marshmallows and toothpicks, or cardboard and glue. Explain the architectural features that made Roman buildings so impressive, such as the use of arches, domes, and concrete.

11. Create a Roman Road

• Objective: Understand the significance of Roman engineering.

Discuss the Roman road systems and their importance in the empire's expansion. Then, design and "build" a Roman road using materials like sand, rocks, and clay. Talk about how the Roman roads were constructed with multiple layers for durability.

12. The Roman Chariot Race

• Objective: Experience the Roman entertainment.

Watch a video about a chariot race (on a track or in a large open space). Make notes. Explain the history and excitement of the Roman chariot races, which took place in the Circus Maximus.

13. The Roman Poetry Writing

• Objective: Explore Roman literature and poetry.

Flick through the works of Roman poets like Virgil and Ovid. Discuss the main topic of the Roman poems.

14. The Roman Bathhouse Experience

• Objective: Learn about the Roman public baths and hygiene.

Create a role-play experience where participants visit a "Roman bathhouse". Discuss the importance of bathing in Roman culture and the different sections of the bathhouse, such as the *caldarium* (hot bath) and *frigidarium* (cold bath).

Word Search. Find the words of the Roman origin and circle them:

Name: _____   Date: _____

THE ROMANS

```
U U B Z A M P H I T H E A T R E N G F R T U U V
L U X J X I Q H G I N P R A P X A U W C I V M T
I N O K V I N I O C T Y S V T E M P L E X J C N
R O H G K Y F J E U T A T S H O F B N Z N R R B
O E T S P A R T I C U S A X G P U G I O O Y Z J
N H M D U L U F N T O I M I L U P S N R M X N J
T T G M H E D U X P S I S S A C B J E C G Z B B
I N A C R T R O F L L I H Z Q O A P G F Z S A F
P A I P A F W O J C R Z C O P J M N R T O T Y C
P P Q T B E J E T H P A R Q T E D H O L H P I N
E L S Q H V H G U H M Q R E I F L O D H X A Q N
D Y D R O W S Z N K W U N M E X C I O S S S U W
S S S X C H A R I O T E V R Y Y E U Q O J R E L
P J J H U H S O Y N K D D A O R S G M S Q Z E M
E H U X I C A A J S B U S X P E M L T Q T B N Q
A U O V U E B O M W G C F X P W U A N H T C B S
R D H T S O L Z A P Z T K E F Y E D A K J C O D
F V U T F M B D L G H S Y Q N M S I R O C V U S
H M L N O Q E W L V Z O O F L R S A L R T F D R
V E B T L S P S I O B P R O B F O T A O S X I S
C L B G Z N R B V Y F E N A K Z L O K M G S C E
W M E V C R O U N D H O U S E B O R X A C Y C T
T X G R Z N L Q N Y K P G B A P C E B N K I A G
F C G F S I G U Z N W Q H W L X K S Z T S D Q Z
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AMPHITHEATRE   AMPHORA   AQUEDUCTS   ARMY

BATH HOUSE   CASSIS   CELTS   CHARIOT   COIN

COLOSSEUM   EMPEROR   GLADIATOR   HILL FORT

IRONTIPPEDSPEAR   MOSAIC   PANTHEON   PUGIO   PULIM

QUEEN BOUDICCA   ROAD   ROMAN   ROUNDHOUSE   SCUTUM

SHIELD   SOLDIER   SPARTICUS   STATUE   SWORD   TEMPLE

VILLA

[6]

THE ANGLO-SAXON CONQUEST

1. The Anglo-Saxon Costume Design

• Objective: Learn about Anglo-Saxon clothing and fashion.

Surf the Internet and find out about the Anglo-Saxon clothing styles and create your own design for an Anglo-Saxon costume. Use materials like paper, fabric, or clay to make miniature clothing items or accessories. You can also draw the outfit and explain its significance and the materials used.

2. The Anglo-Saxon Map Making

• Objective: Understand the geography of Anglo-Saxon England.

There is a map below. Mark key kingdoms (like Wessex, Mercia, Northumbria, and East Anglia) and important landmarks. Add details about the settlements, rivers, or battle sites. Use color codes and symbols to make it visually appealing.

<div align="right">[5]</div>

3. The Anglo-Saxon Village Diorama

• Objective: Learn about Anglo-Saxon daily life and architecture.

Create a diorama of an Anglo-Saxon village, including houses (like the longhouse), farms, workshops, and surrounding landscape. Use materials like cardboard, clay, and small figurines to represent people and animals.

4. The Anglo-Saxon Storytelling

• Objective: Learn about the importance of oral history.

Write or act out an Anglo-Saxon legend or myth. This could be a story about Beowulf or a local folk tale. Perform their stories in groups, using props or costumes for added fun.

6. The Anglo-Saxon Food Tasting

• Objective: Discover the diet and food of the Anglo-Saxons.

Conduct research on common foods eaten by the Anglo-Saxons and prepare a simple meal or snack (such as bread, cheese, or roasted meats) to taste. Discuss how food was prepared, stored, and shared in Anglo-Saxon society.

7. The Anglo-Saxon Trade and Economy Simulation

• Objective: Understand the role of trade and economy in Anglo-Saxon society.

Set up a mock market with items the Anglo-Saxons might have traded, such as wool, pottery, or weapons. Choose roles (merchants, farmers, craftsmen) and trade goods based on the barter system.

8. The Anglo-Saxon Battle Strategy

• Objective: Learn about the warfare and tactics of the Anglo-Saxons.

Watch a video about the Anglo-Saxon battle. Discuss the tactics, weapons, and strategies used by the Anglo-Saxons and their enemies.

9. The Anglo-Saxon Poetry Writing

• Objective: Explore Anglo-Saxon literature and poetry.

Find out more about the Anglo-Saxon poetry (like *"Beowulf")*.

10. The Anglo-Saxon Artifact Investigation

• Objective: Learn about the Anglo-Saxon artifacts and archaeology.

Examine images or replicas of Anglo-Saxon artifacts (such as weapons, jewelry, or pottery) and discuss their uses. Create their own replicas using clay, cardboard, or other materials and explain what they represent.

11. Word Search.

Anglo saxon word search

```
N C W G X J Q Y L G L C D S Z G Q V D T A C I D
S U H A H L V Y X R O A P S I Z Q F F Q H Y O R
X T N W O J Y M F U Q E E P E A O S O L Y S W M
U S G C Y M B E F N A O L W J T O M P N F W A P
Q Y U K Y M R A V R G R A B R V T V A T N O R P
F X X G X J Y K Y U M F A R H N G L Y C V R R P
Z H K A O D G O M E B U K Y H K V Y E N K D I G
J O A F L A E I P A P W Z P U X R Z M Q U O L
H C R L O D C A A C E U Q K J X V S L M E T R N
Z T T U K H G O G R Y K X E O N N G F R L N S E
C E J W M E M S T U H N Y M S I T A J N X L T X
L M K O A A R W K P K E T I B A S R I G N U D O
O L C E W R N E L O X N I H P L B T T X Q C Z M
A E B B A T H E G B U V B E K Y K G D D A Q N T
K H N E U H T P Z G M C S U J W B B D Z A G Q V
S T K K C D O N O W A T C J B V U V N Z W U U H
H V G J X E L K G V R D G J C Z G J B Q A L B T
I Z E H W P C D W Y Q L N C C D L D T F U X W Y
E X Y D P H E L E D I U B P H T I X Y D G J Y S
L M S K X X B R O O C H U N N J L R A E Q Y C Z
D E Y H T I M S R E D E B A K G Z A M N I D H Y
Z X A R B L R R K U I W V Q Y E G A L L I V X I
K L L S T H L S T L X S G U O P Q L D B S K Q L
A T C D K R Z W E E B O I V W I U E K W E N I A
```

settlement   smith   oxen   hearth   ale   beowulf   bede

bayeaux   tapestry   spear   dagger   cloak   cloth   dung

village   daub   clay   helmet   sword   shield   brooch   warriors

[6]

THE DANISH INVASION
ALFRED THE GREAT

1. Mapping the Danish Invasion

Objective: To understand the geography and strategic locations during the Danish invasions and Alfred the Great's defense of Wessex. Mark and label key locations such as:

- The Danelaw (Viking-controlled areas)
- Wessex (Alfred the Great's kingdom)
- Key battle sites (e.g., the Battle of Edington)
- Major Viking settlements

Add arrows or lines to indicate the movement of the Viking invasions and Alfred's defensive measures. Discuss how geography influenced the Viking invasions and how Alfred used terrain (e.g., rivers, hills, etc.) to his advantage.

Use two different colours to mark out how Danelaw divided the country

[5]

2. Timeline of Key Events

Objective: To help students organize and analyze key events during the Danish invasions and Alfred's reign.

Create a timeline of significant events related to the Danish invasions and Alfred the Great's responses (e.g., Viking raids, key battles, the formation of the Danelaw, the Treaty of Wedmore). Each event should be marked with the year (or approximate year) and a short description (1-2 sentences). Include at least five key events. Discuss how Alfred's strategies and reforms evolved over time in response to Viking threats:

3. The Viking Invasions and the Anglo-Saxon Resistance

Objective: To compare the Viking invasions with Alfred the Great's strategies for resistance.

Divide into small groups and research one of the following topics:

- The nature of Viking invasions: Who were the Vikings? What were their tactics, and why were they successful in raiding England?

- Alfred's defensive strategies: How did Alfred the Great defend Wessex? What innovations did he introduce (e.g., military reforms, fortifications)?

Each group should also include a short (1-2 paragraph) answer to the question: "What was the most significant factor in Alfred's success against the Viking invasions?"

Have a class discussion comparing the two sides. Discuss how Alfred's strategies helped to defeat the Vikings and the lasting impact on English history.

4. Debate: Alfred the Great vs. Viking Invasions

Objective: To engage students in critical thinking and argumentation by examining Alfred's role in defending England.

Divide into two teams. One team will argue that Alfred the Great was the key factor in defeating the Viking invasions, and the other team will argue that the Viking invasions themselves were the driving force that led to the shaping of England's future (with or without Alfred's direct intervention). Each team should research their arguments and use historical facts to support their position (e.g., Alfred's military reforms, the establishment of the Danelaw, the impact of Viking raids on English culture). **Vote on which team presented the strongest case.**

Follow-up:
Discuss the importance of Alfred's leadership and Viking invasions in shaping the future of England. Were both elements essential to the formation of England as a unified kingdom?

5. Cultural Comparison: the Viking vs. the Anglo-Saxon Society

Objective: To understand the differences between the Viking and the Anglo-Saxon cultures and how they influenced each other.

Conduct research regarding key aspects of the Viking and the Anglo-Saxon cultures. Focus on:

- Social structure (e.g., kings, warriors, slaves, freemen)
- Economy (e.g., agriculture, trade, raiding)
- Religion (e.g., Norse paganism vs. Christianity)
- Warfare and defense (e.g., Viking ships vs. Anglo-Saxon forts)

Compare and contrast these elements in a table format or as short written report.

Follow-up:
Ask students to reflect on how the Viking invasions might have influenced the Anglo-Saxon society, including changes in trade, language, and military practices.

6. Alfred the Great's Legal Reforms

Objective: To explore Alfred's contribution to law and governance.

Pay attention to Alfred the Great's Doom Book. Read and summarize the key elements of Alfred's legal reforms. Answer questions such as:

1. What were the main goals of Alfred's legal code?
2. How did Alfred's laws reflect his Christian values?
3. How might these laws have contributed to the stability and defense of Wessex?

> *Follow-up:*
>
> *Discuss in pairs or small groups the potential impact of these laws on both the Anglo-Saxon and Viking populations. Would they have been effective in preventing further invasions?*

7. Creative Writing: A Day in the Life of a Viking Raider

Objective: To engage students with Viking history by imagining the experiences of a typical Viking raider.

Write a short creative story (300-400 words) from the perspective of a Viking raider who is participating in the invasion of England. The story should reflect the raider's thoughts and feelings as they approach the English coastline, experience a raid, and perhaps encounter resistance from the Anglo-Saxons. You should include historical details about Viking warfare, their motivations for raiding, and the challenges they faced.

8. Alfred the Great's Military Reforms: Designing a Fort

Objective: To understand Alfred's military strategies and the importance of fortifications.

Design their own fortified town (or "burh") using Alfred the Great's military strategies as a guide. You should draw a diagram or map of their fort, showing key features like:

- Strong walls and gates
- Watchtowers and defensive positions
- Locations for storing supplies and weapons
- Entry points for both people and goods.

Write a brief description (100-150 words) explaining why they chose these features and how they would protect the town from Viking raids.

9. The Viking Legacy in Modern England

Objective: To understand the lasting impact of the Vikings on England.

Conduct research and write about the legacy of the Vikings in England. Possible areas of focus:

- Viking influence on the English language (e.g., words derived from Old Norse)
- Viking place names in England
- Cultural exchanges between Vikings and Anglo-Saxons
- The creation of the Danelaw and its lasting impact on English governance
- Students should include specific examples of Viking influence.

10. Word Search

The Vikings

```
E R I C T H E R E D R N B A C V R Y C W L M L D
P A S Y L H U T P I H S G N O L J X Y I Q F E E
I M J I P T H T I Y N T N D R A O B R A T S I I
L D W K A M V T P J X E D Q V Y V J T S V B F Q
L S P S L N Q O E G D W B B Y Z M V I Z V Q E R
L I B S Y E S W G Q R V H O S Q U N Z A I D R T
Z Q B R U Q D S C N O U J B S E G A Y O V P I H
L E F E A N O N H I W W I S A U S M V I W U C R
Y L M V N M R I L C S B A P N S P E A R Q A S X
H H I O C R I L K B F R H O O I B S P C P R O O
Y Q A R R H I E E P N O Y Y R V R K U A V C N X
I S K A M M D V S K C A G G S M D A Y F C H Y K
L U P E N K X A D G N X C K E M D G V G A E J R
P C U S S Y W J I B I Y R C M R W A S N G R V U
H V K G R R X G U E P X M Q E A J S T S T S A Z
L Y Z L I U R X K N V H R M N I N D G G Q O I X
Q F Z L F Y C S A G A S P W X D Y R J V L F D E
L Y A Y L X B W H S X G I X R E Q O I W P W J S
I G R L L S K V A H A L L A U R E J S O S J W F
A V Y B V I K I N G S W H M N S N F G O G E P E
S H N E M T F A R C H Q L W U U O Z L F R H M R
F B O F G N E M S E R O J S U G B X W I Z X E L
T H R O W I N G A X E S H B U P T B P F Y V W H
X I H Y M Q R T Y L Z E F T E U F Y T I W C C O
```

archers   craftmen   eric the red   fjords   javelins   leif ericson

longship   norsemen   oresmen   raiders   sagas   sail   sea rovers

spear   starboard   sword   throwing axes   vahalla   vikings

voyages
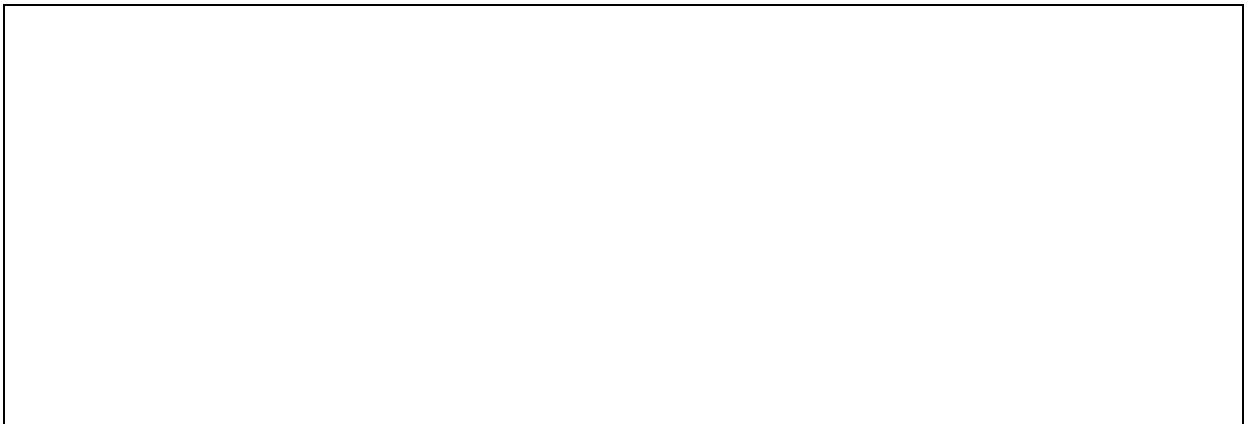
[6]

THE NORMAN CONQUEST

1. Historical Debate:

• Objective: Understand the different perspectives of the Norman Conquest.

Divide into groups, with one side supporting King Harold and the Anglo-Saxons, and the other supporting William the Conqueror and the Normans. Each group must present arguments about why their side was justified in claiming the throne of England. At the end of the debate, hold a vote to see who convinced the class more.

2. Create a Timeline:

• Objective: Help students understand the sequence of key events during the Norman Conquest.

Create a visual timeline that includes events such as the Battle of Hastings, the Battle of Stamford Bridge, the coronation of William the Conqueror, and the Domesday Book's compilation. This can be done on paper, a whiteboard, or using an online tool.
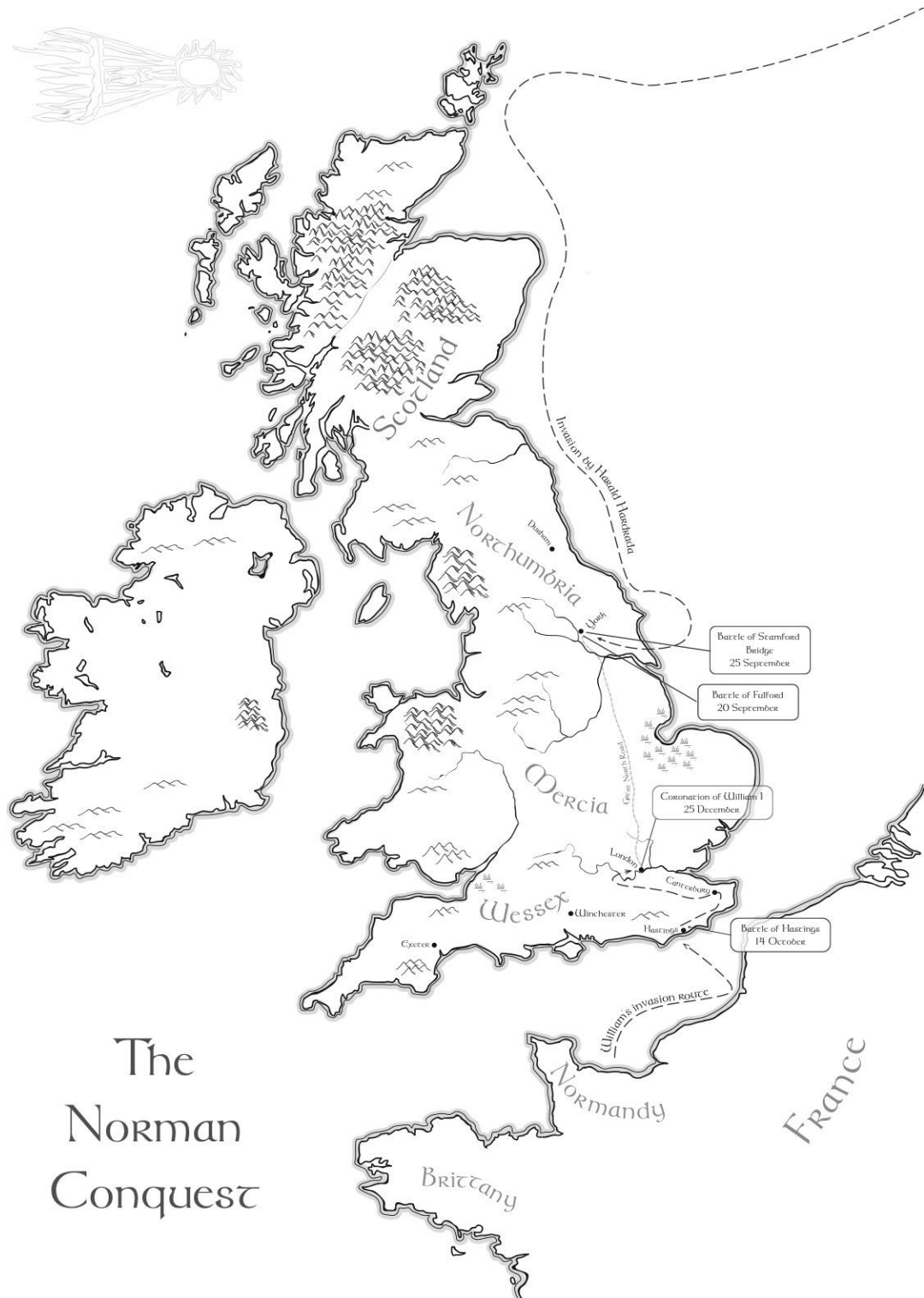
3. Role-Playing the Battle of Hastings:

• Objective: Dive deep into the Battle of Hastings and explore tactical decisions.

Divide into two teams to represent the Anglo-Saxon and Norman armies. Use the basic information about the tactics each army applied. Discuss the outcomes and what could have changed if different strategies were used.

4. Mapping the Conquest:

• Objective: Learn about the geographic aspects of the Norman Conquest.

Use maps of England and Normandy to trace William's journey to the throne, marking important locations such as the Battle of Hastings, the landing in Pevensey, and the route William took after winning. You could also include the major castles built by the Normans post-conquest.

[3]

5. Create a "Norman vs. Saxon" Advertisement:

• Objective: Understand the cultural differences between the Anglo-Saxons and Normans.

Create advertisements or "campaign posters" that showcase life in Norman England versus Anglo-Saxon England. They could focus on differences in language, architecture, religion, and customs, highlighting how each group might market their way of life.

6. Write a Letter from 1066:

• Objective: Experience life during the Norman Conquest through personal writing.

Write a letter from the perspective of an Anglo-Saxon or Norman soldier, a peasant, or a noble. The letter could describe events like the Battle of Hastings, reactions to William's victory, or the impact of the Conquest on daily life. The letter should express emotions and thoughts appropriate to the time.

7. The Norman Castles and Architecture Challenge:

• Objective: Learn about Norman military architecture.

Jot down the concept of Norman motte-and-bailey castles. Have them work in groups to design and build a model of a castle using clay, cardboard, or Legos. Discuss the features of these castles, such as their strategic location, the keep, and the surrounding ditches.

8. Domesday Book Exploration:

• Objective: Understand the significance of the Domesday Book.

Show excerpts from the Domesday Book and discuss its purpose. Create a mock version of the Domesday Book for their own town or neighborhood, including details about people, resources, and land ownership.

9. The Norman Conquest Jeopardy:

• Objective: Reinforce key facts about the Norman Conquest in a fun, competitive way.

Set up a Jeopardy-style quiz game with categories such as "Battles," "Key Figures," "Norman Castles," and "The Anglo-Saxon Resistance." Teams compete to answer questions based on their knowledge of the conquest.

10. The Anglo-Saxon vs. the Norman Cuisine Comparison:

• Objective: Explore cultural differences through food.

Research the different types of food eaten by Anglo-Saxons and Normans during the period. Compare and create simple recipes inspired by the foods of the time (e.g., porridge, bread, meats, and stews for the Anglo-Saxons, and dishes like spiced meats, pies, and wine for the Normans). You could even host a medieval-style "feast" for the class.

TEST 1

1.   Choose the correct option:

1.   Who were the first known inhabitants of Great Britain?

A) the Romans

B) the Anglo-Saxons

C) the Celts

D) the Beaker Folk

2.   The first humans to settle in Great Britain arrived around which period?

A) 10,000 BC

B) 2,500 BC

C) 500 AD

D) 1,000 BC

3.   Which of these groups is believed to have crossed into Britain from continental Europe during the Neolithic period?

A) the Celts

B) the Romans

C) the Anglo-Saxons

D) the Picts

4.   The Stonehenge monument is believed to have been constructed by which group?

A) the Romans

B) the Anglo-Saxons

C) the Neolithic people

D) the Vikings

5.   Which of the following was a key cultural feature of the Celts in ancient Britain?

A) theRoman baths

B) the Iron Age hill forts

C) the Viking ships

D) the written language

2.   Pick up True or False:

1.   The first humans to live in Britain were hunter-gatherers.

True / False

2.   The Anglo-Saxons were the first group to inhabit Great Britain.

True / False

3.   The Celts arrived in Britain from the Iberian Peninsula (modern-day Spain and Portugal).

True / False

4.   The Neolithic revolution in Britain began around 6,000 BC.

True / False

5.   The Picts are an ancient group associated with the northern part of Britain, mainly Scotland.

True / False

3.   Write short answers:

1.   Who were the Picts, and where did they live in ancient Britain?

2.   What was one major advancement that the Neolithic people brought to Britain?

3.   Explain the significance of the Bronze Age to the development of the first inhabitants of Great Britain.

4. What is one key difference between the Celts and the Romans in terms of their impact on Britain?

5. What is one major archaeological site associated with the first inhabitants of Britain, and why is it important?

TEST 2

1. What language became the official language of England after the Norman Conquest?

a) Latin

b) Old English

c) Norman-French

d) German

2. Which of the following English words comes from Old French, introduced after the Norman Conquest?

a) Cow

b) Mutton

c) Pig

d) Sheep

3. The majority of legal and governmental terms in English, such as "court", "judge", "parliament" have origins from which language?

a) Latin

b) Old Norse

c) Old French

d) Anglo-Saxon

4. Which of the following words is of Norman-French origin, referring to a position of authority within the English aristocracy?

a) Earl

b) King

c) Baron

d) Thane

5. What was the primary influence of the Norman Conquest on the English vocabulary?

a) a shift towards Germanic words

b) the introduction of many Latin words

c) a large influx of French words, especially in law, governance, culture

d) the decline of English and the rise of French as the spoken language

6. The word "feudal" (referring to the social system introduced by the Normans) comes from which language?

a) Old French

b) Old English

c) Latin

d) Old Norse

7. Which of the following English words comes from the Norman-French and is related to military or nobility?

a) Knight

b) Lord

c) Squire

d) Soldier

8. Many English words related to food, such as "beef" (from French "boeuf") and "veal" (from French "veau"), originated from the Norman Conquest. What is the reason for this?

a) The Anglo-Saxons used English for farming and raising animals, while the N ormans used French for consuming and preparing food

b) The Normans had a strong agricultural economy, leading to the widespread use of French food terms.

c) The French had a significant influence on food production during the reign William the Conquer.

d) The French brought with them different animals that the Anglo-Saxons didn't have.

9. Which of the following pairs of words shows the typical English distinction between Anglo-Saxon (common people) and Norman-Frech (ruling class) terms?

a) Cow (Anglo-Saxon) / Beef (French)

b) House (Anglo-Saxon) / Castle (French)

c) Ship (Anglo-Saxon) / Vessel (French)

d) All of the above

10. What was the effect of the Norman Conquest on the English language's grammar?

a) The grammar became more complex, with additional rules.

b) English lost most of its grammatical inflections.

c) English adopted Latin-style word order.

d) French grammar became the dominant structure.

TEST 3

I. Multiple Choice:

1. **Which of the following was *not* a Germanic tribe?**

   A) Visigoths

   B) Vandals

   C) Huns

   D) Saxons

2. **The Franks eventually settled in what modern-day country?**

   A) Germany

   B) France

   C) England

   D) Denmark

3. **The Anglo-Saxons were primarily made up of which two Germanic tribes?**

   A) Vandals and Goths

   B) Angles and Saxons

   C) Franks and Lombards

   D) Jutes and Huns

4. **The Danish Invasion of England began in what century?**

   A) 5th

   B) 8th

   C) 9th

   D) 11th

5. **The Danelaw referred to:**

   A) The Viking code of honor

   B) A treaty between the Danes and Saxons

   C) The area of England under Danish control

   D) A Danish king's set of rules

   II. True or False:

6. **___ The Visigoths were responsible for the sack of Rome in 410 CE.**

7. ___ The Vikings came from regions now known as Norway, Sweden, and Denmark.

8. ___ The Danes peacefully coexisted with Anglo-Saxons from the start.

9. ___ The Lombards settled in what is now Italy.

10. ___ Alfred the Great led resistance against Danish invaders in Wessex.

III. Short Answers:

11. Describe two impacts the Germanic tribes had on the fall of the Western Roman Empire.

_____

12. What was the importance of the Danelaw in English history?

_____

13. How did the Danish invasions influence the culture or language of England?

_____

14. Name one major battle or event involving the Danes and explain its significance.

15. Who were the Jutes, and what role did they play in early English history?

Kings & Queens of the UK

1. Royal Timeline Poster Project

Objective: Learn about key monarchs in British history and understand the chronology.

Choose 5–10 significant monarchs (e.g., William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Queen Elizabeth II, etc.):

- Create a visual timeline poster or digital slide presentation.
- Include dates, portraits, fun facts, key events, and one "Did You Know?" per monarch.

2. Design Your Own Royal Coat of Arms

Objective: Understand symbolism in monarchy and British heraldry.

Design your own family or fictional royal coat of arms using symbolic images that represent their personality, values, or interests. Share and explain designs with the class or hang them up as a "Wall of Nobility."

3. Royal Drama: Mini Roleplay / Skit

Objective: Learn through performance and collaboration.

Divide into small groups. Pick famous royal events to act out (e.g., the trial of Anne Boleyn, the coronation of Elizabeth II, Queen Victoria's era, King Charles III's modern monarchy). Write and perform short skits (2–5 minutes).

4. Who's That Monarch? Mystery Quiz Game

Objective: Develop deduction skills and historical knowledge.

Create clue cards for various monarchs.

Example: "I had six wives. I broke away from the Catholic Church." (Henry VIII)

Take turns picking a card and reading clues aloud while others guess who it is. You can turn it into a team-based trivia game!

5. Royal Residences Virtual Tour & Report

Objective: Explore geography, architecture, and modern monarchy.

Choose a royal residence (e.g., Buckingham Palace, Windsor Castle, Balmoral, Kensington Palace).

- Research its history, current use, and fun facts.
- Create a travel brochure, short report, or video blog.

6. Royal Debate: Who Was the Most Influential Monarch?
Objective: Practice persuasive speaking and historical analysis.

- Choose a monarch.
- Research their reign and achievements.
- Hold a classroom debate or structured discussion defending why their monarch was the most influential in British history.

7. Create a Modern Royal Family Tree
Objective: Understand royal succession and family dynamics.

- Research the modern royal family from Queen Victoria to King Charles III.
- Build a family tree using printed portraits or hand-drawn ones.
- Include titles, key events (like abdications or successions), and roles today.

8. Multiple Choice:
1. Queen Elizabeth II became queen in what year?

A) 1945

B) 1952

C) 1963

D) 1977

2. What was Queen Elizabeth II's husband's name?

A) Prince George

B) Prince Charles

C) Prince William

D) Prince Philip

3. **King Charles III was officially crowned in what year?**

   A) 2022

   B) 2023

   C) 2020

   D) 2024

4. **What is the official residence of the British monarch in London?**

   A) Windsor Castle

   B) Sandringham House

   C) Buckingham Palace

   D) Balmoral Castle

5. **Before becoming King, Charles held which title for many years?**

   A) Duke of Edinburgh

   B) Prince of Wales

   C) Earl of Sussex

   D) Lord of Windsor

   9. True or False:

6. **___ Queen Elizabeth II was the longest-reigning monarch in British history.**

7. **___ King Charles III is the son of Queen Elizabeth II.**

8. **___ Queen Elizabeth II had three children.**

9. **___ King Charles III is married to Camilla, Queen Consort.**

10. **___ Queen Elizabeth II was born in Scotland [1].**

   10. Short Answer:

11. **Name one major event or achievement during Queen Elizabeth II's reign.**

12. **What is one tradition that takes place during a royal coronation?**

13. **What are two challenges or changes that King Charles III might face as a modern monarch?**

14. **Describe how the British monarchy has changed between Queen Elizabeth II's reign and King Charles III's time so far.**

15. **Queen Elizabeth II met with every UK Prime Minister during her reign. Who was the first and who was the last?**

11. Do the crossword:

Tudors
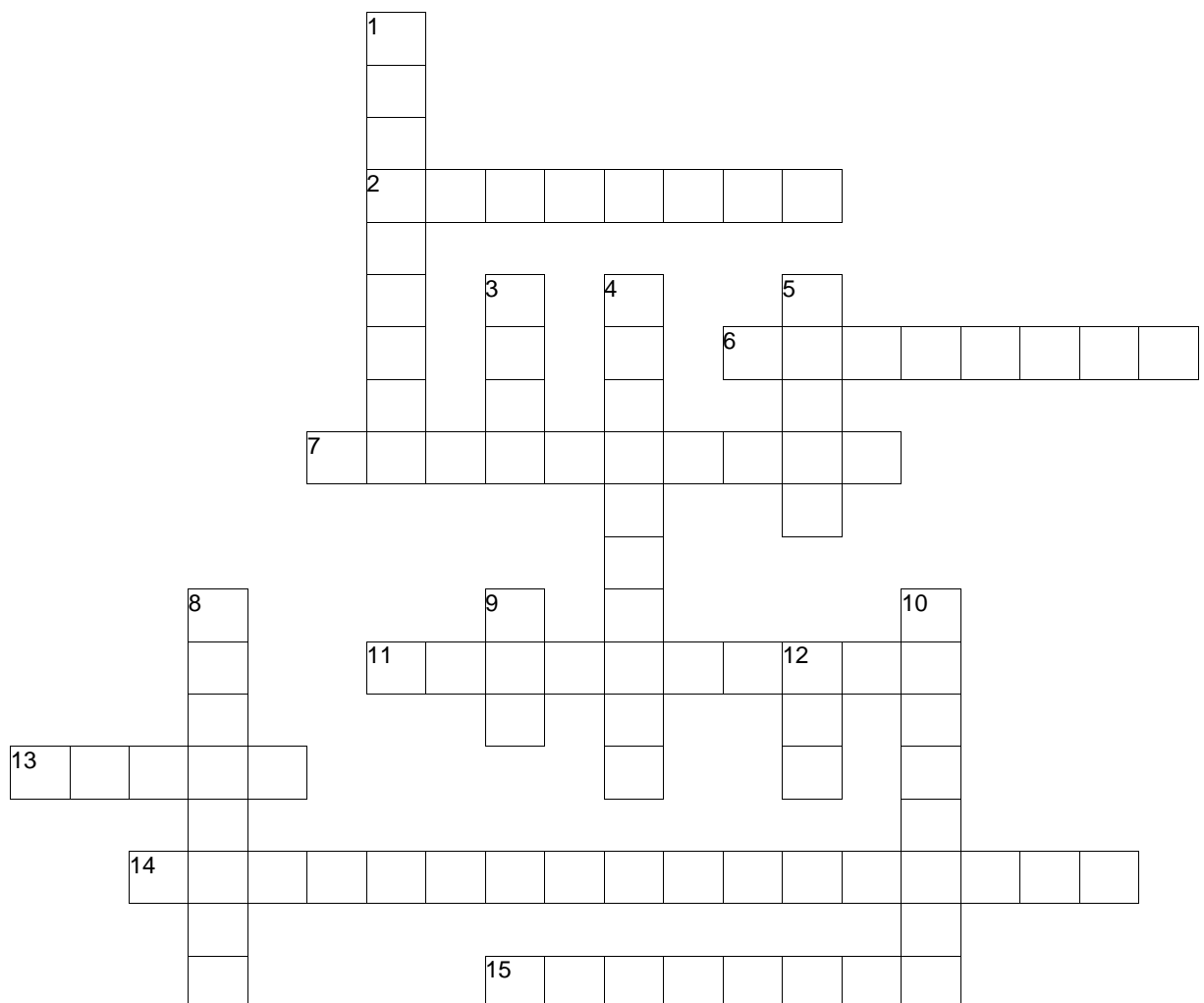
Across

2. Who was king after Henry vIII?
6. What religion was Queen Mary I?
7. Who was Elizabeth I mother?
11. Who was the queen that never had children or never got married?
13. How long did lady Jane grey reign for?
14. Which one of his six wives was Henry VIII married to for the longest?
15. Who was Henry vIII

Down

1. How old was Henry vIII when he came to the throne?
3. How many Tudor kings and queens were there all together?
4. What was Elizabeths sister also known as?
5. Who reigned from 1553-1558?
8. How long did the tudors rule for?
9. How many wives did Henry vIII have?
10. Who reigned for 48 years?
12. How many of his wives did Henry vIII behead?

[6]

TEST 4

1. UK Country Profile. Write a report (1–2 pages) covering:

- The countries that make up the UK

- Population and major cities

- Government and monarchy

- Economic sectors (finance, healthcare, etc.)

- Symbols (flag, anthem, patron saints).

2. Historical Timeline Assignment. Create a timeline of key events in UK history:

- The Norman Conquest (1066)

- Magna Carta (1215)

- The Act of Union (1707)

- WWII & Churchill's leadership

- Brexit (2016–2020+).

3. What is Britishness? *(Short Essay).* **Explore what it means to be British today. Discuss:**

- National identity

- Immigration and multiculturalism

- Traditional vs modern values

4. **Debate: Monarchy vs Republic. Hold a debate:***"Should the UK remain a constitutional monarchy?".* **Bring in historical and modern arguments.**

5. Famous Brits Mini-Presentation. Each student picks a famous British person to present for 3–5 minutes. Include what they contributed to British society or culture:

- Winston Churchill

- Queen Elizabeth II

- David Attenborough

- J.K. Rowling
- Adele
- Alan Turing.

6. What Do You Know About the UK? Answer the questions:

- What is the difference between Great Britain and the United Kingdom?
- How is the Prime Minister chosen?
- Who is the descended of King George II?
- How the Celts have changed the lanauage?
- Why did the romans withdraw for the first time the island?
- Who summoned the first Parliament?
- What has happened in the 16th century?
- Is it possible to become a member of the Parliament?
- Who built the first fleet?
- How many days work the House of Lords and the House of Commons?
- What was the significance of the Act of Supremacy?
- What kind of steps are being taken during the second reading of the bill?
- Who managed to establish a religious compromise during the reign?

7. Explore a UK Region. Pick one country in the UK (e.g. Wales, Scotland) and write a report on:

- Geography & main cities
- Language & dialects
- Traditions & holidays
- Relationship with the rest of the UK.

8. Deep Dive into a UK Holiday. Choose one to research:

- Bonfire Night
- Remembrance Day
- St. George's Day / St. Andrew's Day
- Trooping the Colour.

9. Brexit: What Happened? Research and write a brief explanation of:

- Why the UK voted to leave the EU

- Key arguments for and against

- The consequences of Brexit (social, political, economic).

10. UK Culture Quiz *(Teams of 3–4)*. Sample questions:

- What are the four capital cities of the UK nations?

- What's the name of the UK's parliament building?

- Who wrote *Hamlet*?

- Name a British dish that includes mashed potatoes.

11. British Pub Roleplay or Café Chat. Set up a pretend British café or pub. Students role-play:

- Ordering food in "British English"

- Small talk topics (the weather, trains, football).

12. Create a "Visit the UK" Brochure. Design a digital or paper brochure promoting:

- London attractions

- Natural beauty

- Cultural events

- Tips on British etiquette and slang

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Електронне навчально-методичне видання

Талалай Юлія

КРАЇНОЗНАВСТВО: ВЕЛИКОЇ БРИТАНІЇ
матеріали для самостійного опрацювання: навчальний посібник для студентів першого (бакалаврського) рівня вищої освіти та другого (магістерського рівня) вищої освіти

Yuliya Talalay

COUNTRY STUDIES: GREAT BRITAIN
materials for self-study: a textbook for Bachelor's Degree and Master's Degree students

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