

## EXERCISE 1.



Name: \_\_\_\_\_

# The Island of Great Britain

### The Island

Great Britain is a large island. It has several parts and it is bordered by water on all sides. Look at the map on the next page. Then write the name of Great Britain's parts on their place. Write in the names of the bodies of water that touch Great Britain.

- Scotland
- Atlantic Ocean
- North Sea
- England
- Irish Sea
- Wales
- English Channel

Great Britain is part of the United Kingdom. The United Kingdom is made up of England, Scotland, Wales, and Northern Ireland.

Add the name of **Northern Ireland** where it belongs.

Great Britain's closest neighbor is **France**.

Write the name of France where it belongs.

### Cities of Great Britain

Now find the following cities.

Mark their place on the map and write their name below the mark.

- London
- Manchester
- Liverpool
- Newcastle
- Dover
- Plymouth

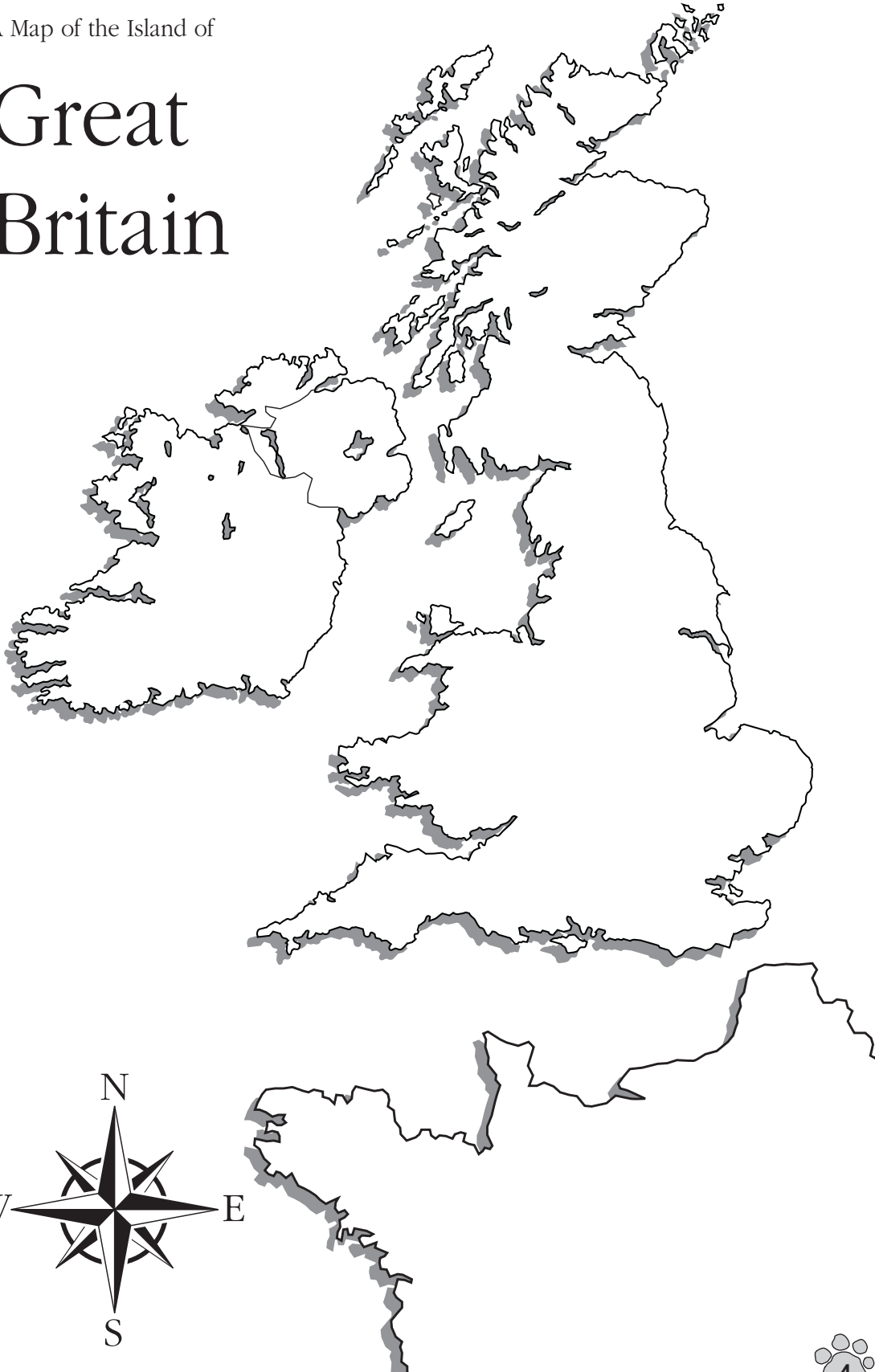
Draw in the famous River Thames. It runs right through London.

*Congratulations! You Made a Map!*



A Map of the Island of

# Great Britain





# Romans and the Roads of England

When Simon met Marcus Larium at Hadrian's Wall, he learned how Roman soldiers lived 2000 years ago. He found out that the Romans were skilled engineers. Sir Nigel told him something about the roads that were built by Romans all those years ago.

"Today we think of Rome as a city in Italy, but 2000 years ago, Rome was an empire that covered most of the continent of Europe. Roman engineers built excellent roads," he told them. "They built them throughout all their empire so they could move large armies quickly. Many of England's roads today are built where Roman roads once ran. Not far from here, you can still see the ruins of some of the ancient roadways."

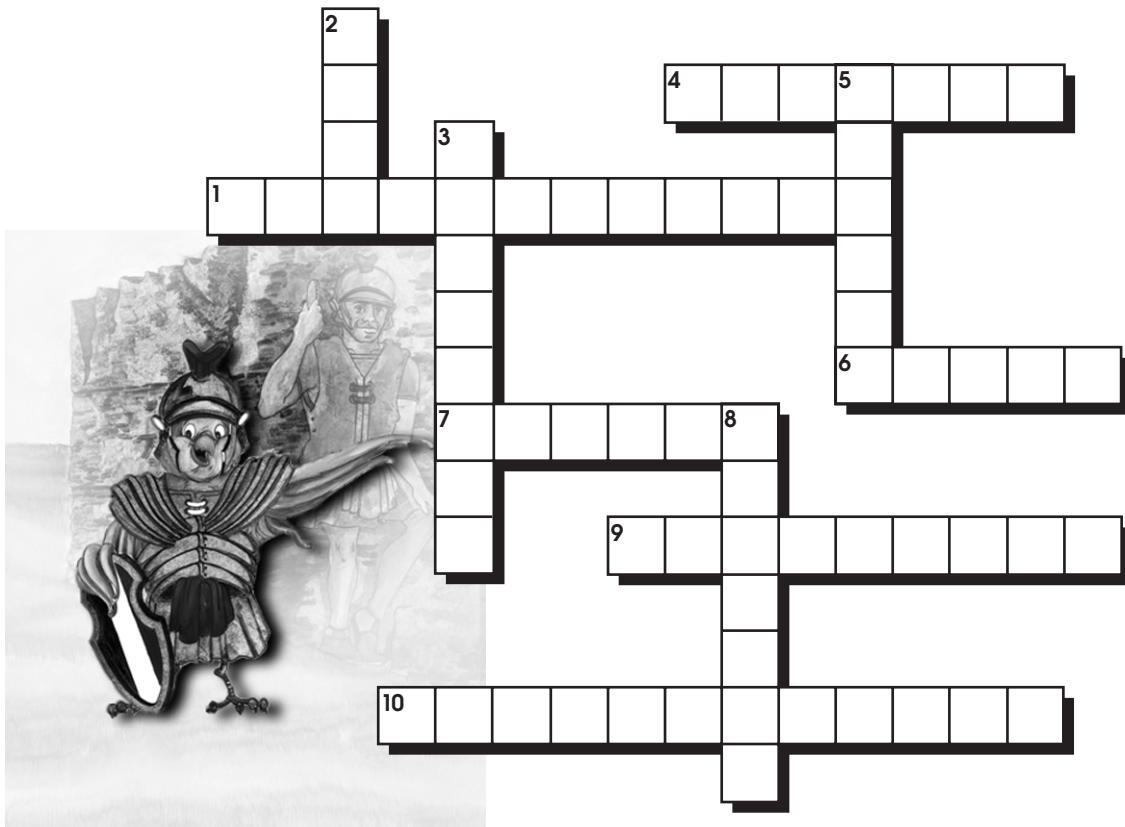
Simon read a book about how Romans built their famous roads. It was much more difficult then since they did not have any modern equipment to help. He learned that the first thing they did was to look for the shortest, flattest route between two points. Only then did they begin to lay the road. Simon sat down next to Barklee and showed her the pictures in the book. Here is what they learned.

First, the Romans cleared the trees and brush away from the route. Then they dug a trench about 1 meter deep, along the path of the road. Next, they filled the trench with four layers of stones. The first layer was large stones laid close together, then a layer of smaller rocks, then a layer of gravel, and finally, on top they fit stone slabs together. They were very clever builders because they knew that if they did not make the road so that water would drain easily from it, it would break up into pieces and get big holes. So, to make sure the rainwater drained from the surface of the road, they built it with a raised curve. That made the road higher down the middle than on the edges. The curve was called a "camber".

Then they dug ditches along the sides of the road so the water that ran off the road would run down into the ditches. It made the roads very solid and long-lasting. Some Roman roads are still visible today after 2000 years.

Many of the roads of England and other parts of Europe are built on the old roads laid down by the Romans centuries ago.

# A Roman Road Crossword



## Clues

### Across

1. The ghost Simon met
4. What was dug alongside the roads
6. The Romans built many...
7. The continent where many Roman roads were built
9. Romans were skilled...
10. The Roman wall in the north of England

### Down

2. The number of layers in a Roman road
3. The Romans were good road...
5. The curve down the middle of a Roman road
8. The country Simon and Barklee visit in this book



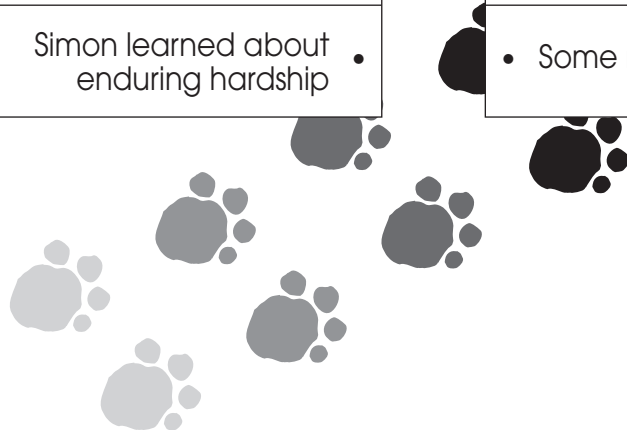
# An Adventure in England

A “cause” is something we do, some action we take or some reason we take an action. The “effect” is the result. Usually we recognize the “effect” first. It is important to identify the “cause”. Think of it as the “BE-cause.”

In the story *Simon & Barklee in England*, the travelers had an adventure at Hadrian’s Wall. Go back and read that part of the story again. It begins on page 41.

Draw a line from each “be-cause” in the left column to its “effect” in the right column.

BE-CAUSE	EFFECT
A Roman soldier lost a coin •	• They were strong and brave
Roman soldiers had difficult lives and endured hardships •	• He learned about that the Romans spoke Latin and went to a school called a ludus
Ruins of the Roman wall are left today •	• He was filled with confidence
The Romans built excellent roads for their armies •	• We know something of how they lived and what their community looked like
Simon listened carefully to the soldier’s story •	• Simon found it two thousand years later
Simon learned about enduring hardship •	• Some roads are still visible today



Now think about “be-cause” and “effect” and imagine you are traveling in England. Can you imagine what might happen? Write your answers in the space or talk about it with your teacher or family. Remember - you are in England!

<b>BE-CAUSE</b>
• You learned about England in school
• Your family takes a trip to London
• You study a map and guidebook before you go
• You learn something about England before you travel there
• You want to know more about the country

<b>EFFECT</b>

