

# Bonfire Night worksheet 1

★ Read the letter. Then put its parts in order.

Look at Guy Fawkes's letter. It tells the story of Bonfire Night in England. Someone mixed up the parts of the letter. Can you put them in order (1-5)?

We put 36 barrels of gunpowder into the cellar of the Houses of Parliament. We wanted to blow up the building, with the king inside.

These days, November 5th is Bonfire Night. People celebrate that my plan didn't work and the king lived. Children use old clothes to make dolls that look like me. They call them 'the Guy' and put them on bonfires. They also watch fireworks and eat baked potatoes and caramel apples. I never imagined anything like that!

My name is Guy Fawkes, and I lived in London, a long time ago. At the time, I wasn't happy with the king of England, James I. I wanted a different king.

But King James got a letter that told him about our plans. The king's guards caught me and my friends before the explosion, and sent us to prison on November 5th.

In 1605, I got into the cellar of the Houses of Parliament with thirteen friends. This was the building where King James worked.

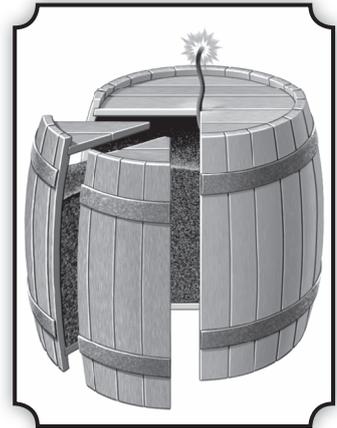


# Bonfire Night worksheet 2

The captions for these Bonfire Night pictures are not correct. Can you correct them?



chocolate apples  
*caramel*



box of gunpowder



doll of King James



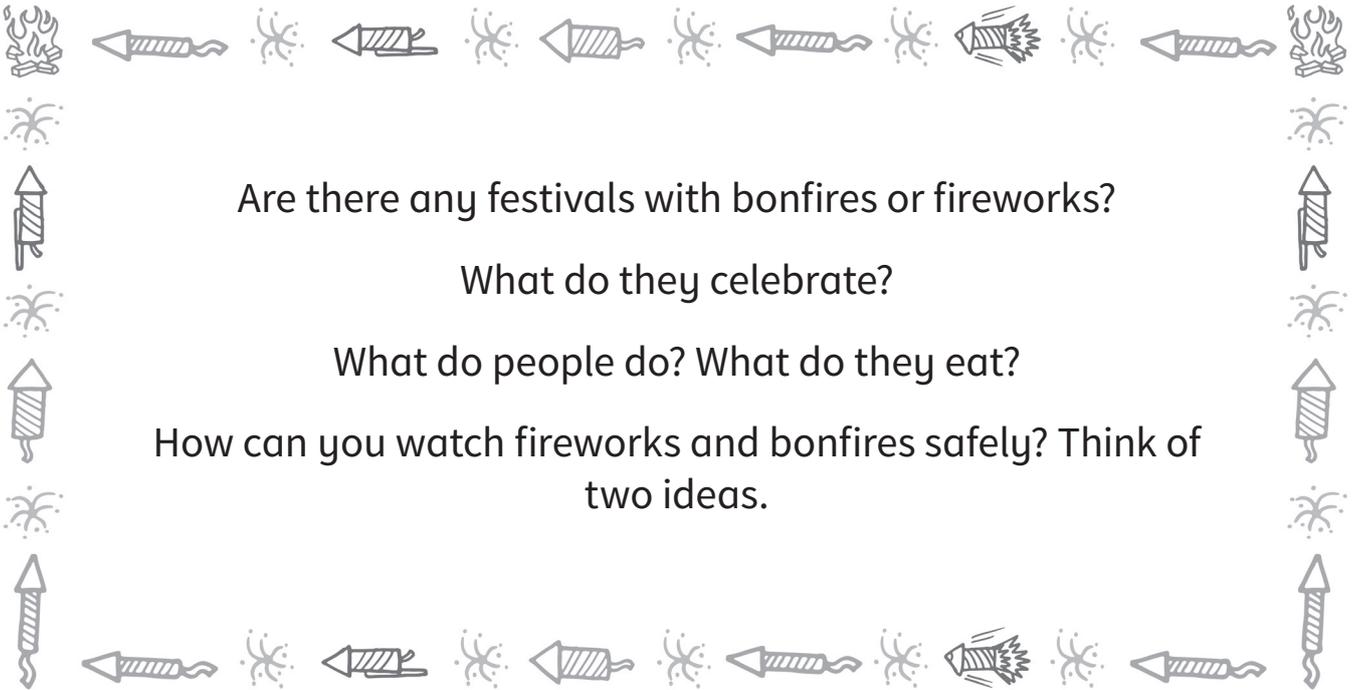
bonfire and firegames



boiled potato

# Bonfire Night worksheet 3

Answer the questions for your country.



Are there any festivals with bonfires or fireworks?

What do they celebrate?

What do people do? What do they eat?

How can you watch fireworks and bonfires safely? Think of two ideas.





## Level 4

# Teaching notes

### Bonfire Night

- These cultural notes describe both the origins of this festival, as well as its current traditions. You can explain as much as you think is relevant to your class and encourage students to recognize and point to the relevant items on the worksheet.
- Bonfire Night, also known as Guy Fawkes Night or Guy Fawkes Day, is annually held on November 5th, mainly in the U.K. It is the anniversary of the discovery of a plot to blow up the Houses of Parliament in London in 1605. The plot was called the Gunpowder Plot. One of its members was a man called Guy (Guido) Fawkes. He wanted to blow up King James I and his government for religious reasons. Fawkes and the rest of the plotters put 36 barrels of gunpowder in cellars beneath the House of Lords, ready to cause an explosion. But one of the conspirators sent a letter to his friend who worked in Parliament. He told him not to go to work on November 5th. King James's supporters got hold of the letter, and the plot was foiled. Guards arrested the plotters, who were waiting in the cellars. The plotters were all executed. People lit bonfires around London to celebrate King James's survival. Some months later, November 5th was officially designated as the annual public date for commemorating the conspiracy's failure.
- In the U.K., many people celebrate Bonfire Night by lighting bonfires. There is traditionally a dummy man on top of the bonfires, which people call "the Guy". "The Guy" is a kind of doll which represents Guy Fawkes. People also like setting off fireworks and sparklers. Some towns and villages organize fireworks displays in public parks, while other people prefer to have smaller fireworks parties in their yards. Families with children enjoy watching the fireworks displays and the model of Guy Fawkes being burned. Traditional foods on this day include baked potatoes, black peas, parkin, and caramel apples. Baked potatoes are potatoes baked with the skin on, and sometimes with some filling. Parkin is a cake from the north of England made with ginger, oatmeal, and black treacle (a sweet syrup similar to molasses). Caramel apples are apples put on a stick, and covered with a sticky layer of caramel.

### Bonfire Night worksheet 1

- **Pre-activity:** Use the cultural notes to introduce Bonfire Night to students. Ask them how much they know about it. They can use L1 if necessary. Or you can try this idea: on the board, write some key phrases to establish how much students know about the history behind Bonfire Night. For example, write *London in 1605, barrels with gunpowder, Guy Fawkes and some friends, against King James I, blow up the Houses of Parliament*. Ask students to connect these ideas, and predict what the story is about. They could also guess why the festival is called Bonfire Night. You can conduct this activity with the whole class, or ask pairs to make their own predictions and share them. Write the class's ideas on the board. You can also use the picture of Guy Fawkes at the bottom of the letter to activate some prior knowledge.
  - Point to the letter and say *Look, Guy Fawkes left this letter! But its parts are not in order. Can you put them in order?* Read the example with students. Tell them not to worry about any new words. The aim is for them to understand the main ideas, and so figure out the correct order of these ideas. Students read the letter and put its parts in order, writing the numbers 2–5 in the boxes.
- Key:** number order from top to bottom: 3, 5, 1, 4, 2
- Check with students if any of their predictions from the pre-activity were correct. Then they tell you the order of the letter parts, and take turns to read each paragraph following the correct order. Work on the meaning and pronunciation of any new words. Some items worth highlighting may be: *barrels, cellar, blow up, gunpowder, guards, prison, Houses of Parliament*.
  - **Optional follow-up activities:** Students read the letter and act it out. They get into groups, and take up these roles within each group: Guy Fawkes, King James I, the king's guards, Guy Fawkes's friends. As the roles are all male, explain that in this case girls will play the male roles too. In their groups, students write a short script for their play. After rehearsing their play, they come to the front to perform it. Students can vote for the best script and/or performance.

- Exploit this traditional Guy Fawkes poem with students. Some of its lines can be missing and students can put them in the right place, or students can complete the poem with some missing words, or draw a picture illustrating it.

*Remember, remember*

*The 5th of November*

*Gunpowder treason and plot.*

*We see no reason*

*Why gunpowder treason*

*Should ever be forgot!*

## Bonfire Night worksheet 2

- Say *Look, Guy Fawkes wrote about these things in his letter. But the picture captions are not correct! Can you correct them? Read the letter again to find the answers.* Do the example with students. Say that they'll have to correct one word in each caption. Students read the letter again, and correct the captions below the pictures. While checking the answers with students, clarify the meaning of any of the vocabulary items as necessary.

**Key:** correct captions from left to right: **caramel** apples, **barrel** of gunpowder, doll of **Guy Fawkes**, bonfire and **fireworks**, **baked** potato

- **Optional follow-up activity:** As you check the answers, ask students questions related to some of the pictures, e.g. *Have you ever tried caramel apples / baked potatoes? Look at the baked potato. What is the filling? (Cheese, meat, onion), What other fillings would you like?, Have you ever made a doll with old clothes?, Do you know anyone that has?*

## Bonfire Night worksheet 3

- In pairs, students discuss and answer the questions. They can do this activity orally. Then they share their answers with the rest of the class. As the answers are being discussed, circulate around the class, helping students with any new vocabulary as necessary. Some ideas for the last question are:  
*Don't touch fireworks; Don't stand close to the bonfire or the fireworks; Only adults can light the fireworks; Keep your pets at home; Don't pick up fireworks from the ground.*

**Key:** Students' own answers

- **Optional follow-up activity:** After students have shared their answers to the last question, they put together "Firework and bonfire rules" for the class, including five or six tips. Help students with any new vocabulary as necessary.