

Guy Fawkes Night

Name: _____ Date: _____

Sources: Pictures from: Google Images

Information adapted from: <http://funsocialstudies.learninghaven.com/articles/guyfawkes.htm>

On November 4th, 1605, Guy Fawkes was court red-handed in the basement of the British Parliament. He was trying to blow up the Houses of Parliament with gunpowder. Ever since then, on November 5, the British have celebrated his capture and execution buy burning a model of him on bonfires around the nation.



Although the plot involved blowing up the Houses of Parliament, it was mainly intended to Kill King James I. James had actually started out as King James VI of Scotland. When Queen Elizabeth I died, he was her nearest living relative, and so he became King of England.

At the time, England was divided on religious grounds. Elizabeth was a protestant, and Head of the Church of England. She persecuted the Catholics and had many priests and important Catholics executed. Needless to say, the Catholics weren't very happy about this. When she died they danced in the streets and celebrated her death. James had given the Catholics a private promise that he would stop the persecutions, if he became King.

As the Catholics were soon to learn, people will say anything to get power. James may have really intended helping the Catholics, but Parliament was against them, and he continued on where Elizabeth had left of.



Sum of these Catholics got together, recruited Guy Fawkes too do the dirty work, and hatched there plot. First, they rented a house with a basement that lay under the House of Lords (part of the Houses of Parliament). Then, they moved barrels of gunpowder into the basement, hiding it under piles of would. They needed to blow up the building when King James, his family and all of the non-Catholic members of

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Parliament were in it. This had to bee the day Parliament opened for a knew session. That year, dew to fear of plague, the opening of the Houses of Parliament was delayed four over 8 months. The delay meant the plot failed. To many people got to here about the plot. Someone who new about it had a relative who was a Member of Parliament. Not wanting his relative killed, he sent him a message telling him about the plot. The relative, Lord Monteagle, sent the letter to the King. The plotters knew that someone had told about the plot, but were determined to carry on anyway. Guy Fawkes, under the alias of John Johnson, was arrested in the basement, just a few ours before he was due to light the fuse.

He was taken to the Tower of London, tortured until he signed a confession and publicly executed on January 31, 1606. The other plotters were hunted down and shot or executed.



The tradition of lighting bonfires on November 5, started the same year as the plot itself. People, happy that the King had been saved, lit bonfires in the streets. Over the years the celebrations became more elaborate, and effigies of Guy Fawkes and even the Pope were added to the top of the fires. Fireworks came a little later. All towns and villages used to have a fire, then the tradition became for people to have private fires and firework displays.

Children make their dummies of Guy Fawkes and parade them in the streets before bonfire night. They ask for "a penny for the Guy" and use the money collected to by fireworks. Because of increased safety regulations most towns and villages have begun having public bonfires again. These days, private bonfires are few and their are not as many "Guys" on display in the streets.

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1. What happened on November 4th 1605?

2. Why do we celebrate Bonfire night on November 5th?

3. Who was Guy Fawkes trying to kill?

4. Why did King James VI of Scotland become King of England?

5. What religion was Queen Elizabeth I?

6. Why were the Catholics angry with King James I?

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7. Give two reasons why the gunpowder plot failed:

1. _____

2. _____

8. By what name was Guy Fawkes also known as?

9. What happened when Guy Fawkes was found in The Houses of Parliament?

10. When did the tradition of lighting Bonfires on November 5th start?

11. Name two things people do to celebrate Guy Fawkes night:

1. _____

2. _____

12. Why are public displays now more popular than private bonfires?

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13. Look at the words below, taken from the text.
Organise the words into alphabetical order.

November	Guy	Parliament	execution
religion	church	Catholic	king
plot	persecution	arrested	failed
London	tower	fireworks	bonfire

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

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14. Look up the words below in the dictionary to find their meanings:

persecute

effigy

alias

15. What is a proper noun?

16. Find all of the proper nouns in the text and write them in the box below:

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17. What are Homophones?

18. Look at the words underlined in the text. Write the corrections below:

court	_____	buy	_____
dyed	_____	of	_____
sum	_____	too	_____
there	_____	would	_____
bee	_____	knew	_____
dew	_____	four	_____
to	_____	here	_____
new	_____	scent	_____
ours	_____	bean	_____
knight	_____	by	_____
their	_____		

19. One incorrect homophone in the text has not been underlined. Find it and highlight it in the text.

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20. Put the capital letters, full stops, question marks and exclamation marks in the following sentences:

bonfire night is celebrated on the night of november 5th

guy fawkes was arrested for trying to blow up the houses of parliament

why did the catholics want to blow up the houses of parliament

the gunpowder plot was intended to kill king james I

guy fawkes was taken to the tower of london and tortured until he signed a confession

he was publicly executed on january 31st 1606

bang the firework exploded

fireworks and bonfires are lit across the uk to remember the night guy fawkes was captured and put to death

fireworks can be dangerous be careful never go back to a lit firework

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21. Look at the advert below, then answer the questions:

Lee Park
Fireworks Display



Saturday 5th November
18:00 - 21:00

Fascinating Fireworks and Fabulous Food

- Lighting of the bonfire 18:30
- Children's face painting and crafts 18:00 - 19:00
- Food served 19:00 - 20:00
- Fireworks 20:00 - 21:00

Everyone Welcome.
Limited tickets available.
Don't Delay, Book Today!

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1. Where is the fireworks display taking place?

2. Name 3 things happening at this event:

3. This text is an Advert. Adverts are designed to:

- | | | | |
|-------------|--------------------------|-------------|--------------------------|
| a. describe | <input type="checkbox"/> | b. inform | <input type="checkbox"/> |
| c. persuade | <input type="checkbox"/> | d. instruct | <input type="checkbox"/> |

4. Name 3 of the features used in this text

5. The times on the text are in 24 hour format. Write the times again below in 12 hour format.

18:00	_____	18:30	_____
19:00	_____	20:00	_____
21:00	_____		

6. What time will food be served? _____

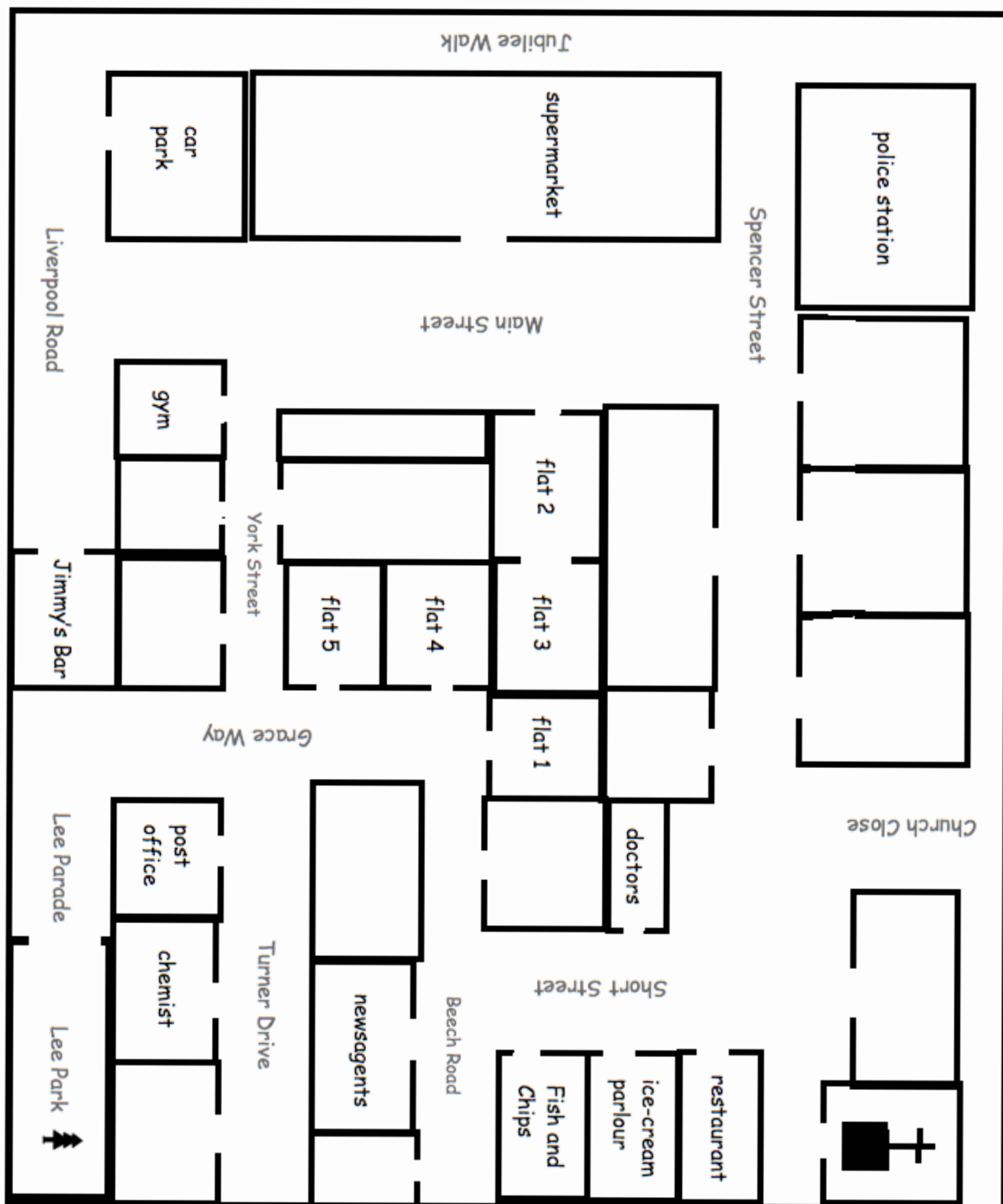
7. The date on the text is written in the long form. Write the date again below in short form: _____

8. How long will the display last for? _____

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22. Now look at the map below and answer the questions on the next page:



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1. Paul and Ellen live in Flat 2, Main Street. They want to go to the fireworks display at Lee Park.

Write directions to tell them how to get there:

2. It takes 25 minutes to get from their flat to the park. What is the latest time they have to leave to get there on time? _____

3. Paul and Ellen want to meet their friends after the display has finished. They walk out of the park onto Lee Parade. At the end of the road, they turn right onto Grace Way and then left onto York Street. They walk to the end of this road and turn left and walk along the road behind the gym. They go into the building at the end of this road.

Where are they meeting their friends? _____

What is the name of the street you are on? _____

4. Paul and Ellen are still hungry and want to get some food on the way home.
Where could they go?

5. Which building on the map has a car park? _____

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Functional English and Maths mapping

Ticks indicate main skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.

Functional English		Coverage and range statements		
Skill standards		The coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts; however, relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. Reference: Ofqual (2009), Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2. http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria		
Reading				
• Entry 2 Read and understand straightforward texts that explain, inform or recount information		Understand the main events in chronological texts		
	✓	Read and understand simple instructions and directions		
		Read and understand high frequency words and words with common spelling patterns		
	✓	Use knowledge of alphabetical order to locate information		
• Entry 3 Read and understand the purpose and content of straightforward texts that explain, inform and recount information	✓	Understand the main points of texts		
	✓	Obtain specific information through detailed reading		
	✓	Use organisational features to locate information		
	✓	Read / understand texts in different formats using strategies / techniques appropriate to task		
• Level 1 Read and understand a range of straightforward texts	✓	Identify the main points and ideas and how they are presented in a variety of texts		
	✓	Read and understand texts in detail		
	✓	Utilise information contained in texts		
		Identify suitable responses to texts		
Writing				
• Entry 2 Write short texts with some awareness of the intended audience	✓	Use written words and phrases to record and present information		
		Construct compound sentences using common conjunctions		
		Punctuate correctly, using upper and lower case, full stops and question marks		
	✓	Spell correctly all high frequency words and words with common spelling patterns		
• Entry 3 Write texts with some adaptation to the intended audience		Plan, draft and organise writing		
	✓	Sequence writing logically and clearly		
		Use basic grammar including appropriate verb-tense and subject-verb agreement		
	✓	Check work for accuracy, including spelling		
• Level 1 Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience		Write clearly and coherently, including an appropriate level of detail		55-60% weighting
	✓	Present information in a logical sequence		
	✓	Use language, format and structure suitable for purpose and audience		
		Use correct grammar, including correct and consistent use of tense		40-45% weighting
	✓	Ensure written work includes generally accurate punctuation / spelling & that meaning is clear		

Functional Maths – covers several aspects of Functional Maths, including:

E2: Recognise and use familiar measures, including time and money

E3: Complete simple calculations involving money and measures

Also covers many aspects of the adult literacy and numeracy curriculum.

<http://www.excellencegateway.org.uk/page.aspx?o=sflcurriculum>

More link son the download page for this resource at www.skillsworkshop.org