

Teacher's Guide for FACES

July/August 2013: TOP 20 CITIES

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Getting Started

Look at a world map. Before perusing the issue, have students guess which cities will be discussed in the issue. Keep this list. Then make a list of what criteria you think the editors used to choose the 20 places.

High 5

(RI7) What city is depicted on pages 2 & 3? How do you know?

At a Glance

Locate all of the extreme cities listed. Do you notice anything about their geographic locations?

(SL1) Work in groups to make an extreme award for your hometown. What distinguishes your hometown from others in your state/region/country?

(W1) Would you like to live in one of these extreme places? Choose one and write an opinion paragraph explaining why you would/would not live there.

Wild in the City

(RL8) Find evidence showing how wildlife can help and hurt the cities they inhabit.

(SL3) Invite someone from animal control to talk about wildlife run-ins. Summarize and list evidence of wildlife in your community. How does the presence of wildlife affect your community?

In the City

(RL2) What is the theme of the article?

(RL7) How do the photographs help define the meaning of the word *city*?

(RI9) Do all cities look like the ones in the photos? Compare/contrast photos to where you live.

(SL1) How do modern cities reflect history?

Megacities with Mega Challenges

(RL4) Define: meaning of prefix mega-, megacity, megachallenge, infrastructure

(SL1) What are the biggest problems facing megacities? Brainstorm possible solutions to problems like pollution, traffic jams, earthquakes, aging infrastructure, and electric shortages. (Look at the closing sentence of the article to get started.)

(RL7) Which challenges are depicted in the article's photographs? How do they help you understand the magnitude of the problems?

(RI1) What other problems can stem from megachallenges?

(W1) Would you like to live in a megacity? Why/why not?

Two to Tango

(L4) Find the meanings of the following terms:

gauchos, Pampas, eke, compadres, emigrate, immigrate, Payadores, milonga, bandoneon

(RI1)

- Does the story of the gaucho sound similar to U.S. cowboys?
- Why was the tango considered socially unacceptable?
- How did the music of Buenos Aires reflect the emotions of the gauchos?

(RH) Trace the development of the tango. Include each different cultural origin.

View the Top 5 Favorite Tangos at www.youtube.com/watch?v=VSF2i03JM-A

Discuss how these tangos differ from the basic steps shown on page 15.

Which elements of the dance change and which elements must be present to make it a tango?

The Sights and Sounds of Tokyo

(RL1)

- How do the Japanese use space effectively?
- What is their national symbol?
- How do the people of Tokyo combine a modern lifestyle while honoring history?
- Find details for these 5 headings: Landmarks, Food, Religion, Technology, Entertainment

(RL8) Find evidence suggesting the Japanese culture treasures loyalty.

(RI1) Why do you think Akihabara is a top attraction? What technology do you think is being showcased this year?

(W7) What do sumo wrestlers eat? Go to: www.travel.cnn.com/tokyo/none/secrets-sumo-wrestlers-diet-067161

Everything Old is New Again in London

(RI1) How does the shape of the Globe Theatre benefit the audience and performers?

(W7)

- Research William Shakespeare. What was life like in London during his lifespan? Name some of his famous plays.
- Research the Puritans. Why did they shut down London's theatres? Why did Puritans later travel to the Americas?

(RI1) Notice it was an American who takes on this cause of rebuilding the theatre. Why?

(L4) What is the meaning of the article's title?

Dear Tommy

(RL3) After reading Tommy's correspondence with Eliana, you might notice more similarities than differences. Why might this be the case? (Consider geographic locations mentioned.)

City of Angels

(RI1)

- Because of its location along the San Andreas Fault, Los Angeles is similar to what other city in this issue?
- Locate Los Angeles on a map. Why might the geographic location appeal to people?
- Do these same reasons explain why early settlers might have resided here?
- How has L.A. changed over the years?
- Even considering all of the problems it faces, do you think L.A. still is the City of Angels?

Take a Tour of the Kremlin

(W7)

1. What is a UNESCO World Heritage Site? Find other places with this distinction. Go to www.whc.unesco.org/en/list to view a world map.
2. Why was Ivan the Terrible so terrible? Do you feel this was a fact, opinion, or reasoned judgment? (RH8)
3. Who was Vladimir Lenin? Why do people wait in line to see his preserved body?

(RH7) How do the photos help with your understanding of the places mentioned in the article?

(RH6) How might historical figures such as Ivan the Terrible and Vladimir Lenin be presented to Russian citizens? Do you think U.S. citizens learn the same information? Why/why not?

Stay Connected in Seoul

(RL4) Define: kiosks, ubiquitous, peninsula

(RL8) The article says the Korean Peninsula has been known as the "Land of Morning Calm." Find evidence from the article showing how this is true today. Find evidence that this is no longer true today.

(SL1) Technology plays a huge role in the city. How might other cities, including where you live, model Seoul?

(RL7) How does the photo on the bottom of page 34 show both the connectedness of Seoul and the "calm" part of Seoul?

The Beauty of Cape Town

(RL4) Define: parliament, penitentiary, antiapartheid, incarcerate

(RI1)

- Use a world map to trace the sea route from Europe to Asia. Locate the Cape of Good Hope. How do you think it got that name?
- Why does a seaport reflect so many cultural influences?
- How did white settlers treat the native South Africans?

(RI9) Compare the last question to what took place in America with Native Americans.

(SL3) Listen to Nelson Mandela speak. Summarize what he says.

www.history.com/speeches/nelson-mandela-gathers-support-to-abolish-apartheid#nelson-mandela-gathers-support-to-abolish-apartheid

(W7) Conduct quick research to find out what rock hyraxes and dassies look like.

A National Art: The Shanghai Acrobats

(RH3) Trace the development and spread of acrobatics as a national art form in China. How was the Silk Road involved?

(W3) Assume you are trying out for the Shanghai Magic Academy of Acrobatics. Write about what you do, how you feel, what you hear, etc.

Check out the Great Chinese State Circus performing Swan Lake at www.nzwide.com/swanlake.htm

The Cinderella of New Orleans

(RL9) Compare and contrast this version of Cinderella with the traditional version.

(RL3) Name characteristics of Celeste, Coraline & her mother.

(RL2) What is the story's central message?

(RI1) How does this version of Cinderella reflect the culture of New Orleans?

Wrap Up

Choose one of the following activities.

1. Look at the lists you made in the opening activity. How many cities did you name? What criteria did the editors use to choose them? Did you predict some of these things?
2. Make a bulleted list of points you learned from this issue.
3. Create a travel brochure for one of the places mentioned in the issue. What makes it appealing to tourists? How would you present the facts on a brochure?