

Teacher's Guide for FACES

November/December 2013: Places in Peril
Prepared by Heather Bode

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*All codes listed in parentheses refer to Common Core Standards.

Getting Started:

(RI1) The title of this issue is Places in Peril. How will this relate to the people and cultures of each place?

World Map: Use a world map to locate each place as you read articles. This helps illustrate the point that this is a global issue.

Graphic Organizer Worksheet: At the end of this teacher's guide you will find a worksheet. Allow each student to choose an article (or assign one) and have students complete the worksheet.

High 5

(RL1) Categorize the five points as "man-made" places in peril or "natural" places in peril.

At a Glance

Take a virtual tour of Machu Picchu at www.peru-machu-picchu.com.

(W7) Machu Picchu is a World Heritage Site. (There are several other places in this issue with this same distinction.) Conduct short research to find out what it means to be a World Heritage Site.

(RI1) Make a pro/con list with the heading: Visitors Come to Machu Picchu.

The Gentle Giants of the Galapagos Islands

(RL1) What characteristics made the tortoises easy to prey upon? What steps are being taken to protect them?

(R14) Why is the term "gentle giant" a fitting description of the tortoises?

(RI1) How did the introduction of non-native species affect the tortoises?

(RL8) Find evidence that humans are responsible for the demise of this tortoise.

Our Endangered Wealth

(RL4) Vocabulary: biodiversity, latitudinal gradient, altitudinal gradient, pharmaceutical companies, frugivores

(RL4) The title of the article is "Our Endangered Wealth." When we think of wealth, we often think of money. Is this what the author means?

(L5) What is the meaning of the following expressions from the article?

- Tropical forests are the lungs of the earth.
- Loss of species is like removing rivets in a plane's wing.

(RI1) The first paragraph on page 10 mentions how rainforests help the earth stay cooler. What is the connection to global warming?

(SL1) Break students into groups or partners. Assign a section of the article to each group. Have the group create a web or other graphic organizer of their choice to summarize the section and present it to the class.

Mount Taylor- A Peak in Peril

(RH6) Read an opinion piece on the 1872 mining law at:

www.nytimes.com/2012/01/12/opinion/a-mining-law-whose-time-has-passed.htm

Identify aspects of the text that reveal the author's point of view.

(W7) Conduct short research on mining practices of 1872 vs. today.

(RL9) Compare and contrast these.

(RL8) Find evidence in the article that supports mining on Mount Taylor. Find evidence against mining on Mount Taylor.

(SL1/W1) The closing paragraph presents many interesting questions. Have students debate these questions as a group. Or allow students to write an opinion piece addressing one or several of the questions.

(RL7) How do the photos accompanying the article show the modern day battle over Mount Taylor?

Grief Along the Reef

(RL1) List all the reasons the reefs are in peril. What can be done to counter these perils?

(RL3) Compare/contrast the coral reef habitat to rain forests.

(RL7) Watch video of the Great Barrier Reef at:

www.smithsonianchannel.com/sc/web/show/134605/secrets-of-the-great-barrier-reef OR
www.video.nationalgeographic.com/video/places/parks-and-nature-places/oceans/oceans-barrier-reef/

Look at the photos accompanying the article. How do they help you better understand the Great Barrier Reef?

Art: Draw the different types of reefs described on page 17.

Dear Tommy

(W3) Working to overcome disaster: Jack and Peter spent long hours helping friends and family recover from Hurricane Sandy. Maybe something similar has happened to you. Write about what you did to help in times of disaster. (This can be a real or imagined experience.)

(W7) One year later: Conduct short research to find out how areas destroyed by Hurricane Sandy have recovered.

(RL8) Look for evidence in the emails that all of the boys tried to remain and look for the positive...even in times of disaster.

Endangered Lighthouses

(W7) Research the importance of lighthouses and their role in history.

(SL1) Debate: Sometimes technological advances prompt the demise of other things. Is this progress? Should lighthouses be maintained for historical purposes? What happens if the technology fails?

Taj Mahal: How Long Will It Last?

(RL7) Find evidence of deterioration in the photos.

(RL1) List the obstacles faced by conservationists.
What steps have been taken to help preserve the Taj Mahal?

(RI1) Locate Agra on a map. Use the map scale to figure out how far away 4,000 miles is for new industrial plants. What are the implications of this?

The Dead Sea...Is It Dying?

(RL4) Vocabulary: basin, salinity, siphon, potash, hydroelectric

(EEA2) Write expressions to represent the following:
The Dead Sea's water may disappear by 2050. How many years will it be until it disappears?
How old will you be?

(RL7) What unique properties of the Dead Sea are illustrated in the photos?

(W7) Conduct short research to find out more about one of the following topics: World Bank, Cleopatra, Two Seas Canal Project

Vanishing Glaciers

(RI7) Look at the people in the article photos. What can you infer about the size of glaciers?

(RL1/SL1) Reverse SQ3R:

Break students into 5 groups. Assign each group one section to read. After reading, give the group their accompanying question. Once they have found their answers, they may survey the rest of the article until all groups are finished. Each group then picks a representative to present their answer to the class.

Section 1-Alert! Glaciers in Retreat!

Question: What are 2 causes of glacial retreat? What is the effect?

Section 2-Measuring Changes in Glaciers

Question: How do scientists measure changes in glaciers?

Section 3-Importance of Glaciers

Question: Why are glaciers important?

Section 4- We Need Glaciers

Question: What are three reasons why we need glaciers?

Section 5-Conservation of Glaciers

Question: Why is glacier conservation difficult?

(L5) Discuss the meanings of these similes:

Ice core samples are like tree rings.

Glaciers are like safe deposit banks.

Timbuktu: Mysterious Desert City

Watch a modern day journey to Timbuktu at:

www.nbcnews.com/video/rock-center/45973190

(L5) Students may have heard an expression like "I'm going to kick this ball from here to Timbuktu!" What is the meaning of such an expression?

(W3) Imagine your city is being evacuated. As chief historian/librarian, what would you save? Why?

(RPA3) What percentage of Timbuktu's documents was destroyed?

The Everglades: Wetlands at Risk

(RI1) Locate the Everglades on a Florida map. About what percentage of Florida do the Everglades cover?

(RL4) Vocabulary: swamp, marsh, brackish, sloughs, sawgrass

(RL3) Describe the settings of Timbuktu and the Everglades. Compare and contrast the two sites.

(W7&9) Conduct short research on the Everglades. Find evidence from informational websites to support the author's statement of "more and more of the Everglades has been drained to create farmland and build houses."

James the Vine Puller

(RL2) What is the theme or message of the folktale?

(RI2/SL1) How does the imagery of James's dream of being pulled in 2 directions apply to many of the places in peril named in this issue?

(SL6) Perform the play for the class.

Wrap Up

(SL4) If you used the graphic organizer worksheet mentioned in Getting Started, have students present their findings to the class.

Take the matching test. (It can be found at the end of this teacher's guide.)

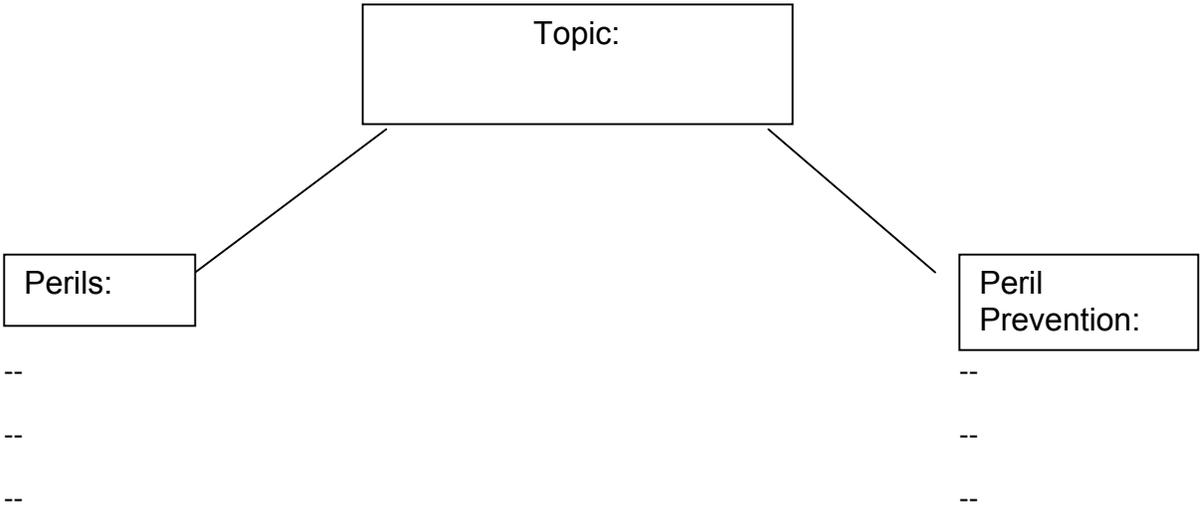
Answers:

1.C 2.F 3.D&G 4.E&G 5.B&G 6.B 7.E 8.A&C 9.B

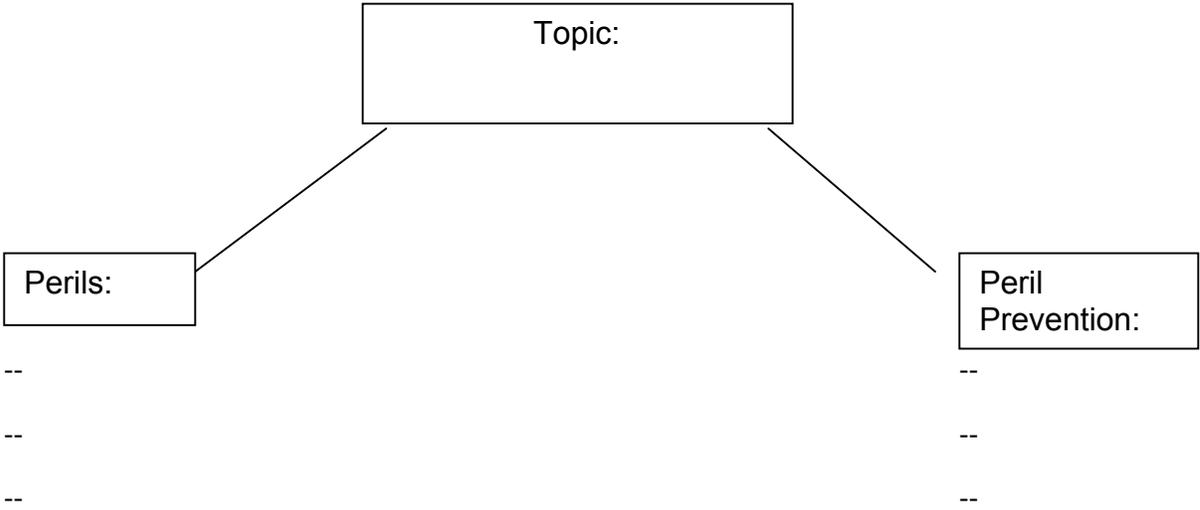
(SL1/5) Work in groups to discuss the long-term consequences of the absence of places like the Everglades, glaciers, etc.

Create a powerpoint presentation showing these global changes.

Graphic Organizer Worksheet



Graphic Organizer Worksheet



Match Each Place With A Peril

(Many places may have more than one answer! Answers may be used more than once.)

1. Machu Picchu _____
2. Biodiversity hotspots _____
3. Mount Taylor _____
4. Great Barrier Reef _____
5. Taj Mahal _____
6. Dead Sea _____
7. Glaciers _____
8. Timbuktu _____
9. Everglades _____

- A. War
- B. Population Growth
- C. Erosion
- D. Mining
- E. Climate Change
- F. Deforestation
- G. Pollution

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