

# FACES®

## THE WORLD OF ELEPHANTS

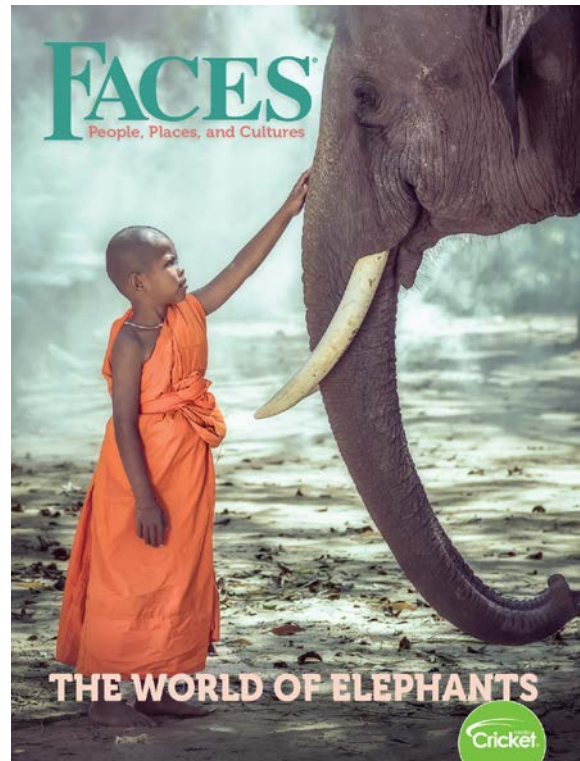
Discover why elephants face danger from human populations and how some groups are working to protect elephants and their environments.

## CONVERSATION QUESTION

How have humans impacted elephants and the environments they live in?

## TEACHING OBJECTIVES

- Students will learn how elephants and the environments they live in have been influenced by humans.
- Students will analyze the combinations of cultural and environmental characteristics that make places similar to and different from other places.
- Students will explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- Students will explain how culture influences the way people modify their environments.
- Students will use details from a text to write an informational brochure.
- Students will write an ode.
- Students will create a graph.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **Pachyderms and People**  
Expository Nonfiction, ~950L
- **Women Saving Elephants**  
Expository Nonfiction, ~950L
- **Women on the Front Lines of Conservation**  
Expository Nonfiction, ~950L

## Pachyderms and People

pp. 12–15, Expository Nonfiction

Explore the history of human interaction with elephants and learn about the human activities that threaten elephants.



## RESOURCES

- Analyze Place Worksheet

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn how elephants and the environments they live in have been influenced by humans.
- Students will analyze the combinations of cultural and environmental characteristics that make places similar to and different from other places.
- Students will use details from a text to write an informational brochure.

## KEY VOCABULARY

- ecosystem (p. 13)** everything that exists in a particular environment, including living things, such as plants and animals, and things that are not living, such as rocks, soil, and water
- poacher (p. 14)** a person who kills or catches animals illegally

## ENGAGE

**Conversation Question:** How have humans impacted elephants and the environments they live in?

Have students predict how many wild elephants exist today and where they are located. Then have students hypothesize about how human activities affect elephant populations. Tell students to check their predictions as they read the text.

## INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Next, have students work in pairs to decide how the words are connected. Invite students to share their ideas. Then remind students to look for these words as they read the story.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How might ecosystems be affected by reductions in elephant populations?
- How are elephant populations threatened by human activity?
- How are farmers making adjustments that help to protect elephants?

## SKILL FOCUS: Analyze Place

**INSTRUCT:** Tell students that the article contains details about cultural and environmental characteristics of places in Africa and Asia. Distribute copies of the *Analyze Place* worksheet. Have students answer the questions on it to identify cultural and environmental characteristics related to elephants in Africa and Asia.

**ASSESS:** After students have completed the worksheet, have them work in pairs to discuss how Africa and Asia are similar and different, based on human interactions with elephants. Students may list the similarities and differences or record them in a Venn diagram.

## EXTEND

**Social Studies** Ask students to imagine they work at a zoo in the elephant section. Tell them that their project is to create a short brochure about elephants using details from the text. The brochure should tell zoo visitors about the historical use of elephants, their importance to humans and the environment, and about how they've been impacted by human activity.

### Analyzing Place

Every place in the world—whether it’s a small town, a big city, a state, country, or large region—has cultural and environmental characteristics. Use this organizer to compare the interaction between humans, elephants, and the environment in Asia and Africa.

**Africa**

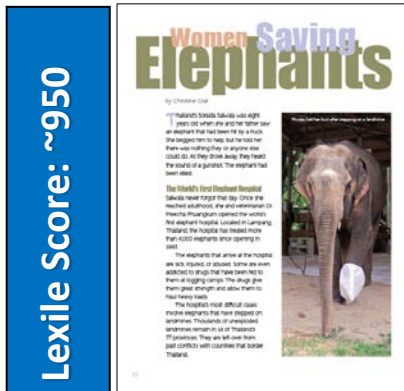
**Asia**

<p><b>Cultural Characteristics:</b> What beliefs do people have about elephants?</p>		
<p><b>Cultural Characteristics:</b> How have humans interacted with elephants in the past and present?</p>		
<p><b>Environmental Characteristics:</b> How do elephants impact the environment?</p>		
<p><b>Environmental Characteristics:</b> How do humans impact the environment?</p>		

## Women Saving Elephants

pp. 16–19, Expository Nonfiction

Discover how sick, injured, and abused elephants are brought back to health by a dedicated group of women in Thailand.



### OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn how elephants and the environments they live in have been influenced by humans.
- Students will explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- Students will write an ode.

### KEY VOCABULARY

- **prosthetic** (p. 17) relating to an artificial body part
- **veterinarian** (p. 17) a person who is trained to give medical care and treatment to animals
- **rehabilitation** (p. 18) relating to bringing someone or something back to a normal, healthy state

### ENGAGE

**Conversation Question:** How have humans impacted elephants and the environments they live in?

Tell students that many elephants become injured or sick, by their own actions and by human actions. Have students share ideas for how they could help these elephants. Then tell them they'll be reading about a group of women who have dedicated their lives to helping elephants.

### INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Then have students work in pairs to write sentences that use the vocabulary words. Invite students to share their sentences. Then remind students to look for these words as they read the article.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What human activities have resulted in elephants becoming sick or injured?
- How are elephant populations threatened by human activity?
- How and why did Chailert change the environment?

### SKILL FOCUS: Explain Influence

**INSTRUCT:** Explain that cultural patterns are the behaviors that reflect the values of people who are part of that culture. Tell students that “Women Saving Elephants” contains details about cultural patterns and economic decisions that have had a powerful effect on the environment and on people’s daily lives.

**ASSESS:** Display the following three questions: (1) What do Chailert and the other women who help the elephants value? (2) How have they acted on those values? (3) How have their values influenced the environment and the daily lives of people in Thailand? Have students work in pairs to review the article to find details that will help them write answers to the questions. Invite students to share their answers.

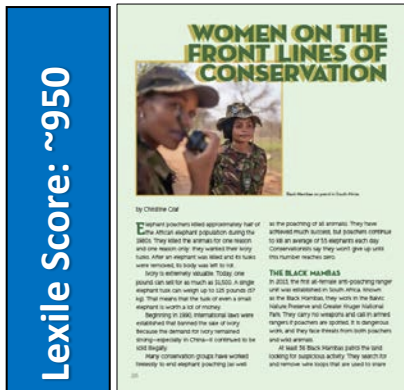
### EXTEND

**Social Studies** Inform students that an ode is a poem that pays tribute to someone or something. Ask students to think about the actions of the women described in the article and to write a short poem that pays tribute to them.

## Women on the Front Lines of Conservation

pp. 26–29, Expository Nonfiction

Discover how a group of women risk their lives every day to help protect African elephants from poachers.



## ENGAGE

**Conversation Question:** How have humans impacted elephants and the environments they live in?

Ask students if they know where ivory comes from. Explain that in order to obtain ivory, poachers kill many elephants. Show students images of carved elephant tusks and of stockpiled elephant tusks, available on the internet. Explain that this article describes people who are trying to put an end to elephant poaching.

## INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Next, have students work in pairs to decide how the words are connected. Invite students to share their ideas. Then remind students to look for these words as they read the story.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What do the Black Mambas remove from the environment?
- How do the Black Mambas change the way people modify their environments?

## SKILL FOCUS: Explain Influence

**INSTRUCT:** Explain that *culture* refers to the shared beliefs, values, and behaviors of a group of people. Ask volunteers to identify some of the beliefs, values, and behaviors of the Black Mambas and the Akashingas. Inform students that they will be working to identify different beliefs, values, and behaviors that have resulted in a change in the way poachers have modified the environment.

**ASSESS:** Have students work in pairs to identify one belief, value, and behavior of the Black Mambas or Akashingas and explain how these have led to changes in how poachers modify their environments.

## EXTEND

**Math** Tell students that the Lower Zambezi Valley had 18,000 elephants in 2002. Then, have them use evidence from the text to create a bar graph comparing the number of elephants in 2002 and 2018.

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn how elephants and the environments they live in have been influenced by humans.
- Students will explain how culture influences the way people modify their environments.
- Students will create a graph.

## KEY VOCABULARY

- **conservation (p. 26)** the protection of animals, plants, and natural resources
- **preservation (p. 28)** the act of keeping something safe from harm or loss
- **endangered (p. 29)** used to describe a type of animal or plant that has become very rare and that could become extinct