

FACES®

WORLD OF ISLANDS

Discover islands around the world and explore the historical, cultural, and environmental characteristics that make each island unique.

CONVERSATION QUESTION

What makes places unique?

TEACHING OBJECTIVES

- Students will learn about island environments.
- Students will explain how culture influences the way people modify and adapt to their environments.
- Students will analyze the combinations of cultural and environmental characteristics that make places unique.
- Students will explain how cultural and environmental characteristics affect population distribution.
- Students will use text details to draw a diagram.
- Students will create a brochure.
- Students will write a narrative.



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.

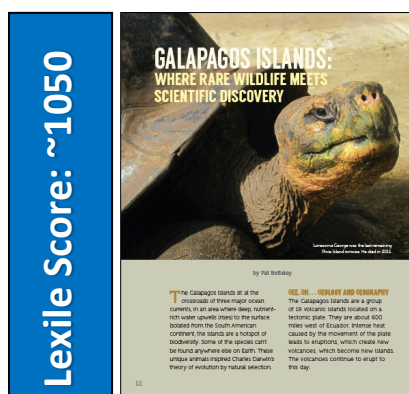
SELECTIONS

- **Galápagos Islands: Where Rare Wildlife Meets Scientific Discovery**
Expository Nonfiction, ~1050L
- **Madagascar: The One-of-a-Kind Island**
Expository Nonfiction, ~950L
- **The Maldives and Their Fight Against Rising Seas**
Expository Nonfiction, ~1250L

Galápagos Islands: Where Rare Wildlife Meets Scientific Discovery

pp. 12–15, Expository Nonfiction

Learn about the physical characteristics that make the Galápagos Islands well suited for a diverse array of species and a destination for humans looking for resources and pleasure.



RESOURCES

- Explain Modification

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about island environments.
- Students will explain how culture influences the way people modify and adapt to their environments.
- Students will use text details to draw a diagram.

KEY VOCABULARY

- **biodiversity** (p. 12) the variety of life in a particular habitat or ecosystem
- **natural selection** (p. 12) a theoretical process where organisms better adapted to their environment tend to survive

ENGAGE

Conversation Question: What makes places unique?

Ask students to describe ways in which people living two hundred years ago might have modified their environments. Then ask them to describe the ways modern humans modify their environments. Finally, ask students to hypothesize how these ways of modifying environments might have long-term impacts on the species that live in those environments.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below. Have students complete the sentences using the vocabulary words. Go over responses. Then remind students to look for the vocabulary words as they read the article.

- With such _____, the Galápagos Islands are one of the most unique habitats in the world.
- Darwin believed that the birds he saw had survived over time due to _____.

READ & DISCUSS

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

1. What types of species make their home in the Galápagos Islands?
2. What are the physical characteristics of the Galápagos Islands?
3. How and why have humans affected the environment in the Galápagos Islands?

SKILL FOCUS: Explain Modification

INSTRUCT: Distribute copies of the *Explain Modification* organizer. Guide students as they identify and record the different actions taken by humans that have modified the environment of the Galápagos Islands and impacted the species that live there.

ASSESS: Have students work in pairs to draw a conclusion about the overall impact of humans on the environment of the Galápagos Islands and the species that live there. Remind students to use the information they recorded in their organizers to help them draw their conclusions. Afterward, discuss ideas as a class.

EXTEND

Science Remind students that the article provides details about how the Galápagos Islands were formed. Have them highlight these details and use them to create a diagram showing this process. Remind students to label their diagrams.

Explain Modification

Review the article to find information about three human actions that may have affected the environment of the Galápagos Islands and the species living there. Record this information in the chart below.

Human Action	How the Action Impacted the Environment and Species

Draw a Conclusion Use details from the chart to draw a conclusion about the impact of humans on the environment of the Galápagos Islands and the species living there.

Madagascar: The One-of-a-Kind Island

pp. 16–17, Expository Nonfiction

Explore the people, events, and environmental characteristics that make Madagascar one of the most unique places in the world.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about island environments.
- Students will analyze the combinations of cultural and environmental characteristics that make places unique.
- Students will create a brochure.

KEY VOCABULARY

- **colony (p. 16)** an area controlled by or belonging to a country that is usually far away from it
- **conserve (p. 17)** to keep something from being damaged or destroyed

ENGAGE

Conversation Question: What makes places unique?

Discuss how people, plants, and animals living on a remote island might develop in different ways from those living on the mainland. Have students explain the reasons for their ideas. Then explain that living in isolation on an island provides opportunities for people, plants, and animals to develop in unique ways.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to use the vocabulary words to make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

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

1. How did Madagascar come to be populated by both Asians and Africans?
2. What cultures helped to shape the modern culture of Madagascar?
3. Why is Madagascar's environment considered unique?

SKILL FOCUS: Analyze Place

INSTRUCT: Tell students that places in the world can be both similar and different, based on their cultural and environmental characteristics. Explain that while Madagascar is one of many islands in the world, its cultural and environmental characteristics make it unique.

ASSESS: Have students work in pairs to create a list of two historical, two cultural, and two environmental characteristics of Madagascar. Then have them discuss how these characteristics could make Madagascar different from other places. Encourage students to think of the combinations of these characteristics that might make Madagascar unique, even if a single characteristic by itself does not (e.g., the fact that it was a colony isn't unique, but the fact that it was a colony with many rare species does). Finally, invite students to share their ideas with the class.

EXTEND

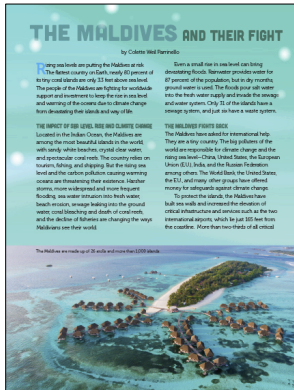
Language Arts Have students use details from the article to create a three-part travel brochure for Madagascar. Tell students to use details about the history, culture, and environment of Madagascar to make their brochures persuasive and to encourage people to visit. Ask students to draw pictures to illustrate major points and interesting details. Invite students to share their brochures with the class.

The Maldives and Their Fight Against Rising Seas

pp. 18–19, Expository Nonfiction

Learn how people living in the Maldives are taking action to reduce the risks they face from rising sea levels.

Lexile Score: ~1250



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about island environments.
- Students will explain how cultural and environmental characteristics affect population distribution.
- Students will write a narrative.

KEY VOCABULARY

- **climate change (p. 18)** change in global or regional climate and weather patterns
- **elevation (p. 18)** the height above a given level, especially sea level
- **reclaimed (p. 19)** retrieved or recovered something that had been previously lost

ENGAGE

Conversation Question: What makes places unique?

Ask students to think about what life would be like in a country made up of hundreds of tiny islands, where the majority of the land lies only a few feet above sea level. Discuss the risks that living in such a place might pose and ways to limit those risks.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write three sentences that use the vocabulary words correctly. Invite students to share their sentences. Then remind them 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:

1. How high above sea level is most of the land in the Maldives?
2. Where are most of the buildings located in the Maldives? Why do you think this is so?
3. What have the people in the Maldives done to protect themselves from rising sea levels?

SKILL FOCUS: Explain Distribution

INSTRUCT: Tell students that culture—the system of attitudes, values, and beliefs held by a group of people—influences how people behave. Then explain that environmental characteristics also influence how people behave. In addition, both culture and environment influence where a population lives in a place. Point out that the article discusses where the people of the Maldives choose to live as a consequence of both cultural and environmental characteristics.

ASSESS: Have students work in pairs to write a one-paragraph summary of why and how the majority of the people of the Maldives live near the ocean on lands that are barely above sea level. Then hold a class discussion about the steps the people are taking to limit the risks posed by where they live. Encourage students to evaluate these steps and decide whether they are sufficient.

EXTEND

English Language Arts Tell students to use details from the article to help them imagine living in the Maldives. Then tell them to write a story set in the Maldives that describes where they live, what they do for work, and what risks they face by living there. Encourage students to describe a particular event or day in the life of a person living in the Maldives.