

FACES®

NEW YORK, NEW YORK!

In this issue, students dive into the lives of people living in one of the world's largest, richest, and most creative cities—New York!

CONVERSATION QUESTION

What makes New York City unique?

TEACHING OBJECTIVES

- Students will learn about New York City's history, geography, and culture.
- Students will describe how cultural characteristics of places change over time.
- Students will compare life in specific historical time periods to life today.
- Students will explain how cultural and environmental characteristics make places different from one another.
- Students will use details from a text to write a short story.
- Students will create a timeline.
- Students will write a script for a short film.



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.

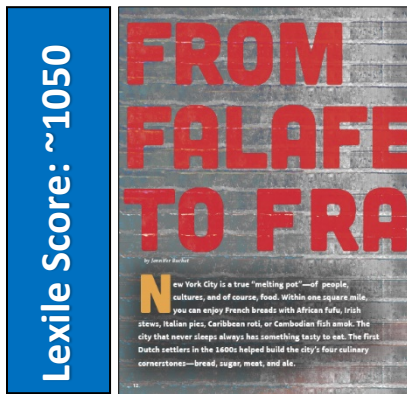
SELECTIONS

- **From Falafel to Franks**
Expository Nonfiction, ~1050L
- **The World Is Our Oyster**
Expository Nonfiction, ~1150L
- **Exploring the Boroughs of New York City**
Expository Nonfiction, ~1050L

From Falafel to Franks

pp. 12–15, Expository Nonfiction

Learn about the origins of the many different culinary traditions of New York City.



RESOURCES

- Change over Time

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about New York City's history, geography, and culture.
- Students will describe how cultural characteristics of places change over time.
- Students will use details from a text to write a short story.

KEY VOCABULARY

- **authentic** (p. 14) something of undisputed origin, often considered genuine
- **delis** (p. 15) stores where ready-to-eat food products, such as meats and cheeses, are sold
- **markets** (p. 15) stores where food and often household items are sold

ENGAGE

Conversation Question: What makes New York City unique?

Ask students to share what they know about New York City and its diversity. Next, ask them what the city's diversity might suggest about the types of foods available there. Prompt them to hypothesize some examples of foods that different groups might have introduced to the city. Then, have them check their predictions as they read the article.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentence.

- Many _____ food options are available at neighborhood _____ throughout New York City.
- The _____ of New York City are a great place for those looking for ready-to-eat _____ cuisine.

READ & DISCUSS

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

1. What foods were grown and sold in New York City in the 17th and 18th centuries?
2. What can you infer about the reasons why New York City's food traditions became more diverse in the 19th and 20th centuries?
3. Which areas of New York City have become known for certain types of cuisine?

CONCEPT/SKILL FOCUS: Describe Characteristics

INSTRUCT: Distribute copies of the *Change over Time* organizer. Explain to students that the cultural (e.g., ethnic, personal/familial, economic, etc.) characteristics of a place often change over time. Explain that immigration to New York City is the primary reason why cultural characteristics have changed over time there.

ASSESS: Have students record details of how cultural characteristics of New York City (related to food traditions) have changed over the past few centuries. Remind students to use evidence from the text.

EXTEND

English Language Arts The article mentions several different areas of New York City that people go to for certain types of food. Ask students to conduct research using print and digital sources about one of those areas. Then have them write a one-page short story about a character who visits that area and discovers the specific food tradition there. Tell students to describe how their character learns about the food tradition and what his or her feelings and perceptions of it are.

Change over Time As you read the article, record details about how the cultural characteristics of New York City’s food traditions have changed over time.

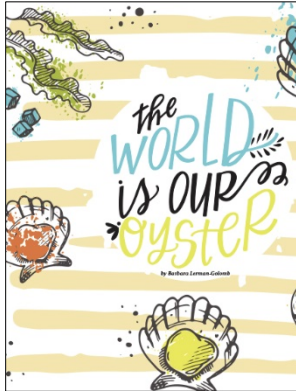
Time Period	Identify food traditions that were introduced by specific cultures. Hint: Culture can refer to any group, be it a racial, ethnic, or social group.
1600s	
1700s	
1800s–1900s	

The World Is Our Oyster

pp. 20–23, Expository Nonfiction

Explore the challenges faced by residents of New York City in restoring their once-thriving oyster population.

Lexile Score: ~1150



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about New York City's history, geography, and culture.
- Students will compare life in specific historical periods to life today.
- Students will create a timeline.

KEY VOCABULARY

- **marine** (p. 21) of, found in, or produced by the sea
- **estuary** (p. 21) an area where a river flows into the sea
- **overharvest** (p. 22) to take more natural products from the land or sea than can be replaced

ENGAGE

Conversation Question: What makes New York City unique?

Ask students to share what they know about overconsumption of resources. Have students provide examples of foods or other renewable resources that have been overconsumed. Then ask students to imagine the reasons why something—such as oysters in New York City—might have been overconsumed once. Have them share these reasons (economic, cultural, personal) and then check their predictions as they read the article.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

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

1. Why did oysters thrive in the early days of New York City?
2. How did New York City's growth in population and economic importance threaten the oyster population?
3. What actions have been taken to help restore New York City's oyster population?

CONCEPT/SKILL FOCUS: Compare Historical Periods

INSTRUCT: Explain to students that a historical period is defined as any range of time that can be characterized by a specific theme (i.e., a period of conflict, innovation, environmental change, etc.). Tell them that the article mentions two distinct periods of time for people living in New York City.

ASSESS: Have students reread the article to identify two periods of time for people living in New York City (pre-1972 and post-1972). Next, have students identify similarities and differences regarding the growth and consumption of oysters for people living during those periods. Last, invite student groups to discuss their findings as a class.

EXTEND

Social Studies The article discusses how the Clean Water Act (1972) helped to create a significant change in how the oyster population in New York City's harbor fared. Ask students to find at least five other key dates (remind them that some "dates" may be eras instead) and create a timeline that tells the story of the oyster population in New York City.

Exploring the Boroughs of New York City

pp. 24–25, Expository Nonfiction

Learn how the city of New York evolved over time from a loose network of over 40 different cities, towns, and villages to a large city with five boroughs.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about New York City's history, geography, and culture.
- Students will explain how cultural and environmental characteristics make places different from one another.
- Students will write a script for short film.

KEY VOCABULARY

- **counties (p. 24)** areas of a state or country that are larger than a city and have their own government to deal with local matters
- **cities (p. 24)** densely settled areas, typically located within a single county, with populations that mainly work in nonagricultural industries
- **towns (p. 24)** settled areas with smaller populations than cities, typically located within a single county

ENGAGE

Conversation Question: What makes New York City unique?

Ask students to imagine what life would be like if each neighborhood around a school had its own government. How would the neighborhoods work together on things like transporting kids to school on buses? What would be the potential benefits of uniting the neighborhoods under one single government?

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using all three words in a single sentence. Finally, tell 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:

1. How did the original five counties of New York evolve by the late 19th century?
2. Why did New York become a city with five boroughs?
3. How have the histories of each of the five boroughs of New York City helped to make them unique?

CONCEPT/SKILL FOCUS: Explain Difference

INSTRUCT: Inform students that cultural and environmental characteristics of places, when combined, make places different from one another. Explain that people living in modern-day New York live in one of its five boroughs. Also explain that each of these boroughs has different cultural and environmental characteristics.

ASSESS: Arrange students into groups of four or five and ask each pair to reread the article to identify two boroughs they'd like to focus on. Then have them identify the cultural patterns (i.e., historical, economic, and social developments) and environmental factors (i.e., geographic features) that make each borough unique. Last, have students share the "borough-pairs" that they selected and give a short 30-second presentation on what makes each borough unique.

EXTEND

Social Studies The article discusses some of the cultural and environmental factors that led to the unification of New York as a city of five boroughs and that make each area of the city unique. Invite students to use print and digital resources to research a single borough and how it developed over time. Then ask them to write a short script for a five-minute documentary about the evolution of life within that borough from the 16th century to modern times.