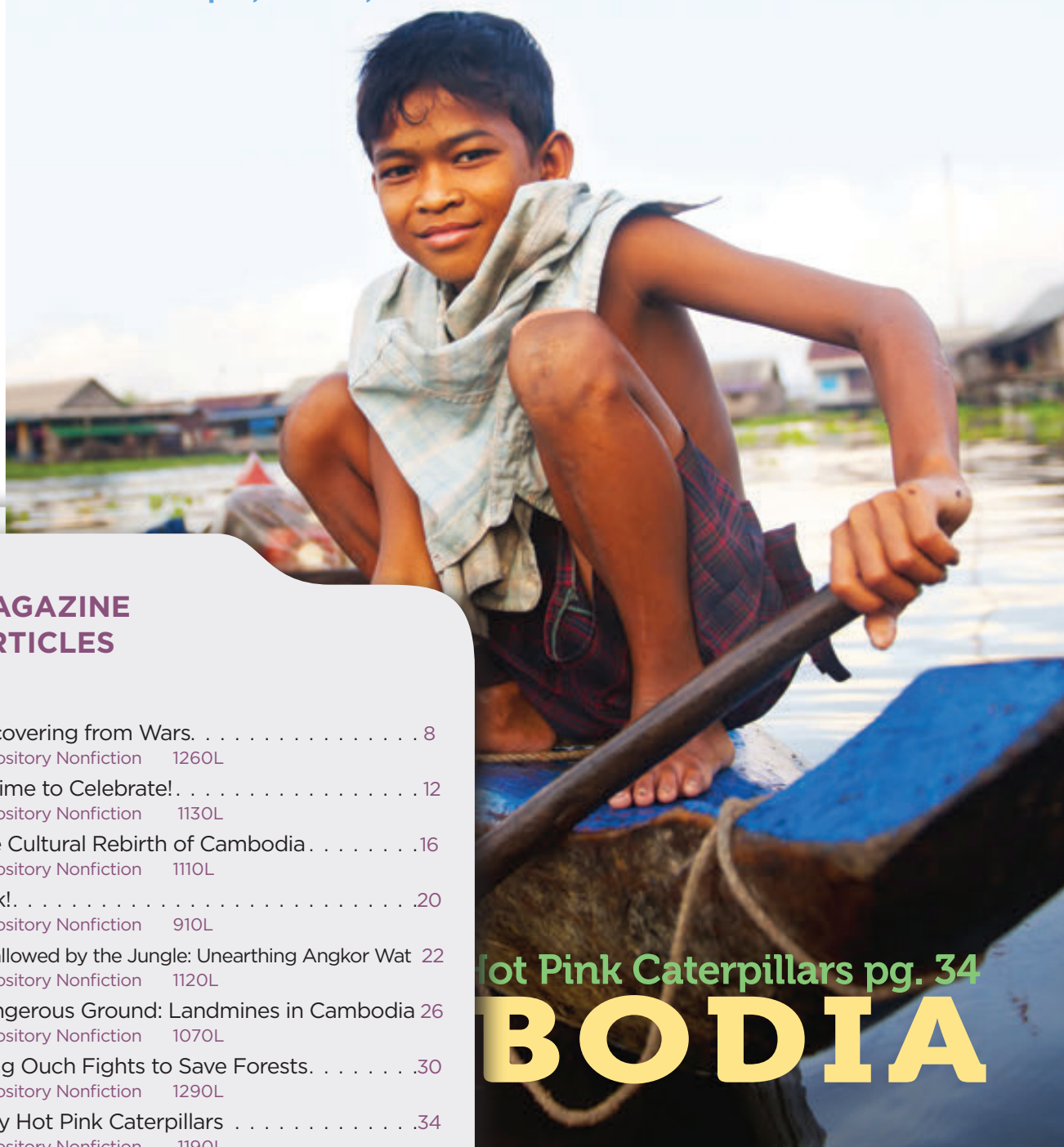


Teacher's Guide

FACES[®]

People, Places, and Cultures

From Cricket Media



MAGAZINE ARTICLES

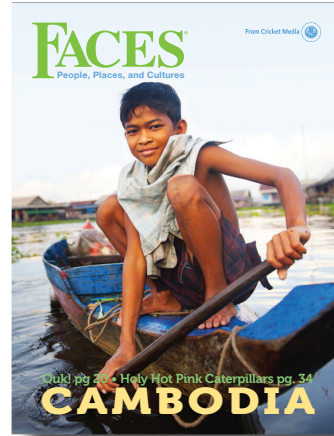
Recovering from Wars.	8
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BODIA



Teacher's Guide for *Faces: Cambodia*

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OVERVIEW

In this magazine, readers will learn about the recent history of Cambodia, its geography, and how the country continues to recover from wars.

FACES: Cambodia includes information about the people, places, and pastimes that make Cambodia unique.

ESSENTIAL QUESTION:

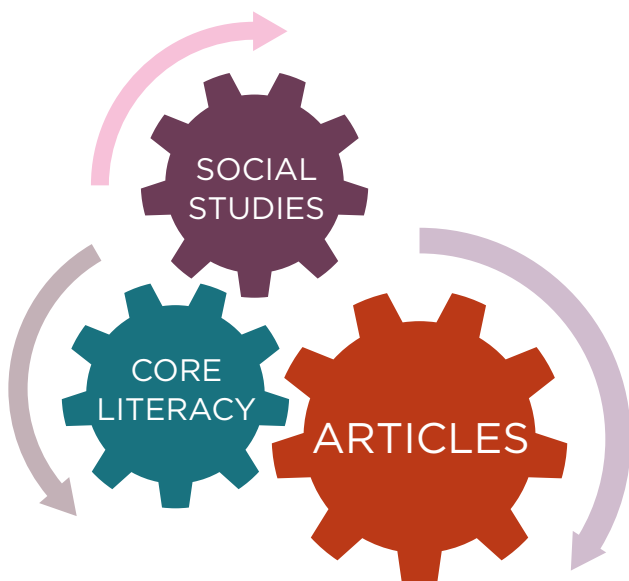
How have physical and human characteristics of place shaped modern Cambodian culture?



We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ INDIVIDUAL ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 14 - 16

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

Essential Question: How have physical and human characteristics of place shaped modern Cambodian culture?

MAGAZINE ARTICLES	SOCIAL STUDIES CONCEPTS	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Recovering from Wars Expository Nonfiction	Historical contexts shape people's perspectives.	<ul style="list-style-type: none"> Close Reading Analyze Cause/Effect Evaluate Evidence Collaborate 	<i>Reading 1, 3, 4 & 8</i> <i>Speaking & Listening 1</i>
A Time to Celebrate! Expository Nonfiction	Cultural traditions reflect human and physical characteristics of place.	<ul style="list-style-type: none"> Close Reading Determine Theme Analyze Text Structure Write Narrative Texts 	<i>Reading 1, 2, 5 & 8</i> <i>Writing 3</i>
The Cultural Rebirth of Cambodia Expository Nonfiction	Individuals may shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Relationships Analyze Purpose Present a Speech 	<i>Reading 1, 2, 3 & 6</i> <i>Writing 1 & 4</i> <i>Speaking and Listening 4 & 6</i>
Ouk! Expository Nonfiction	Cultural traditions reflect human and physical characteristics of place.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Make Inferences Research and Write 	<i>Reading 1, 3, 5 & 8</i> <i>Writing 1 & 7</i>
Swallowed by the Jungle: Unearthing Angkor Wat Expository Nonfiction	There may be multiple causes or effects of events and historical developments.	<ul style="list-style-type: none"> Close Reading Analyze Purpose Interpret Visual Information Write Explanatory Texts 	<i>Reading 1, 2, 6, 7</i> <i>Writing 2</i>
Dangerous Grounds: Landmines in Cambodia Expository Nonfiction	Political decisions can impact the movement of people, goods, and ideas.	<ul style="list-style-type: none"> Close Reading Draw Conclusions Analyze Relationships Collaborate 	<i>Reading 1, 2 & 3</i> <i>Speaking & Listening 1</i>
Leng Ouch Fights to Save Forests Expository Nonfiction	Individuals may shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Research and Write 	<i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 1 & 7</i>
Holy Hot Pink Caterpillars Expository Nonfiction	Environmental characteristics make places both similar to and different from one another.	<ul style="list-style-type: none"> Close Reading Determine Main Idea Evaluate Evidence Write Narrative Texts 	<i>Reading 1, 2 & 8</i> <i>Writing 3</i>
The Final King of Angkor Wat Fable/Play	Oral and written traditions reflect cultural elements of place.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze Word Choice Write Arguments 	<i>Reading 1, 2, 3, 4 & 7</i> <i>Writing 1</i>

Comparing Texts: CCSS Reading 9

Mini-Unit: CCSS Reading 1, Reading 7, Writing 2, Writing 3, Writing 9, Writing 10

ARTICLE: Recovering from Wars

Magazine pages 8-11, Expository Nonfiction



After years of brutal wars, Cambodia is a country on the path to recovery. With a new democratic government in place, freedoms are being restored to its people, but there is much more work to be done.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped modern Cambodian culture?

CORE CONTENT CONCEPT

Social Studies Historical contexts shape people's perspectives.

CROSS-CURRICULAR EXTENSION

History Research the Khmer Rouge. What was their goal?

KEY VOCABULARY

resilient (p. 8) able to become strong, healthy, or successful again after something bad happens

genocide (p. 11) the deliberate killing of people who belong to a particular ethnic, political, or cultural group

PREPARE TO READ

Ask students why the term “recovery” is used in the article’s title. Invite students to share their knowledge about the impact of wars on different societies.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What type of government does Cambodia have today? Find specific evidence in the text to support your claim. Discuss the meaning of the words “parliamentary democratic monarchy.” *CCSS Reading 1 & 4*
- Create a wheel chart (p. 17) showing examples of the devastation implemented by the Khmer Rouge. *CCSS Reading 1*
- What binds Cambodians together? Cite evidence from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Analyze Cause/Effect** Locate several examples of cause/effect relationships in the text. Give an example of one cause that has multiple effects. *CCSS Reading 3*
- **Evaluate Evidence** Locate evidence in the text that suggests Cambodia has made great strides in recovery. Is it sufficient evidence? What additional information would be helpful? *CCSS Reading 8*

SPEAKING AND LISTENING

Collaborate As a class, discuss what happens to cultures that experience suppression or persecution. Discuss how the destruction of a generation impacts future generations.

ARTICLE: A Time to Celebrate!

Magazine pages 12-15, Expository Nonfiction



Cambodia's culture celebrates a variety of festivals. Some, like Prachum Ben, center on religion, while others, like the Water Festival, have agricultural ties. A Cambodian New Year has special customs.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped modern Cambodian culture?

CORE CONTENT CONCEPT

Social Studies Cultural traditions reflect human and physical characteristics of place.

CROSS-CURRICULAR EXTENSION

Science Research the phases of the moon and what causes them. How do they affect the timing of holidays?

KEY VOCABULARY

enlightenment (p. 12) a final spiritual state marked by the absence of desire or suffering

phenomenon (p. 12) something that can be observed and studied and is typically unusual or difficult to fully explain

monsoon (p. 13) the rainy season that occurs in southern Asia in the summer

PREPARE TO READ

Make a basic timeline (p. 18) of American holidays throughout the year. Ask students to categorize different holidays into types (i.e. religious, traditional, historical, etc.).

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Underline the phenomenon associated with the Water Festival. *CCSS Reading 1*
- Locate evidence in the text of the presence of religion(s). Is the evidence sufficient to conclude there is one predominant religion in Cambodia? Why or why not? *CCSS Reading 2 & 8*

Craft and Structure

- Determine Theme** Locate examples of objects or activities used in Cambodia's New Year festivities. Determine the meaning behind their use. What theme do they represent? *CCSS Reading 2*
- Analyze Text Structure** Use the timeline graphic organizer (p. 18) to rewrite the article using a chronological structure. Compare this to the one you made in the Prepare to Read exercise. *CCSS Reading 5*

WRITING

Write Narrative Texts Assume you and your family celebrate Prachum Ben. Write a play in which one of your ancestors returns to visit you and offer advice. What advice would they give? To whom? Why?

ARTICLE: The Cultural Rebirth of Cambodia

Magazine pages 16-19, Expository Nonfiction



During the Khmer Rouge's reign of terror, Cambodia lost 90% of its fine arts population. Those who survived were sent to prison camps. Through the work of a survivor, Arn Chorn-Pond, Cambodia's fine arts community is regaining its skills and dignity.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped modern Cambodian culture?

CORE CONTENT CONCEPT

Social Studies Individuals may shape significant historical change.

CROSS-CURRICULAR EXTENSION

Music/Art Research the benefits of fine arts programs in schools.

KEY VOCABULARY

malnourished (p. 17) not eating enough food or not eating enough healthy food

stipend (p. 18) a usually small amount of money that is paid regularly to someone

PREPARE TO READ

Define the term "rebirth." Predict why Cambodia's culture is experiencing rebirth. What is the significance of this rebirth for Cambodians today?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Highlight the reason Chorn-Pond's life was spared. *CCSS Reading 3*
- Create a timeline (p. 18) of Chorn-Pond's life. *CCSS Reading 2*
- How is Chorn-Pond helping his native land? Use explicit details from the text to support your answer. *CCSS Reading 1 & 2*

Craft and Structure

- **Analyze Relationships** Use details from the article to summarize the effects the Khmer Rouge and Chorn-Pond each had on Cambodia's fine arts community. Analyze the relationships between the two. *CCSS Reading 2 & 3*
- **Analyze Purpose** The author includes three different viewpoints on why Chorn-Pond returned to Cambodia (from his adoptive family, his flute teacher, and Chorn-Pond himself). What was the author's purpose in doing so? *CCSS Reading 6*

SPEAKING AND LISTENING

Present a Speech Pretend you are Chorn-Pond and you are talking about your non-profit organization, Cambodian Living Arts. What would you say to stress the importance of supporting Cambodia's fine arts? Write a speech from Chorn-Pond's point of view and present it to your classmates.



Cambodian chess, also known as Ouk Chhoeu trang, is the most popular game in the country. Although similar to international chess in many ways, there are aspects of Ouk Chhoeu trang that remain unique to Cambodian culture.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped modern Cambodian culture?

CORE CONTENT CONCEPT

Social Studies Cultural traditions reflect human and physical characteristics of place.

CROSS-CURRICULAR EXTENSION

Math Analyze the moves different pieces can make on a chess board. What is the fewest number of moves it would take to put the opponent's king in check?

KEY VOCABULARY

metropolis (p. 20) a very large or important city

rival (p. 21) a person or thing that tries to defeat or be more successful than another

PREPARE TO READ

Summarize what you know about chess. What are the basic rules? What's the object of the game? Would you classify it as easy or difficult to learn?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Create a Venn diagram to compare and contrast Ouk Chhoeu trang and international chess. *CCSS Reading 3*
- Cite evidence from the text supporting the idea that chess is an ancient game. Is the evidence sufficient to support this claim? *CCSS Reading 1 & 8*

Craft and Structure

- Analyze Text Structure** Use the Venn diagram from above to explain the text structure the author chose. Why is this a fitting choice? Why would a chronological structure prove to be difficult? *CCSS Reading 5*
- Make Inferences** The author states that the game pieces used to be made of bronze. Now they are wooden. Compile several inferences from this statement. *CCSS Reading 1*

WRITING

Research and Write Chess is a recognized sport by the International Olympic Committee. What do you think? Is chess a sport or a game? Is it both? Should it be an Olympic event? Write an argument to persuade your audience of your position. Be sure to support your argument with evidence and discuss any counterclaims that oppose your position.

ARTICLE: Swallowed by the Jungle: Unearthing Angkor Wat

Magazine pages 22-25, Expository Nonfiction

Lexile Score: 1120L

SWALLOWED BY THE JUNGLE: UNEARTHING ANGKOR WAT

When French explorer Henri Mouhot rediscovered Angkor Wat in 1860, archaeologists and tourists from around the world have come to admire its architecture and learn about the region's history.



Since French explorer Henri Mouhot rediscovered Angkor Wat in 1860, archaeologists and tourists from around the world have come to admire its architecture and learn about the region's history.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped modern Cambodian culture?

CORE CONTENT CONCEPT

Social Studies There may be multiple causes or effects of events and historical developments.

CROSS-CURRICULAR EXTENSION

Science Invent a new technological tool to benefit those working on the Angkor Wat site.

KEY VOCABULARY

moat (p. 22) a deep, wide ditch filled with water that goes around the walls of a place (such as a castle) to protect it from attack

erode (p. 22) to gradually destroy by natural forces

inscriptions (p. 24) words that are written on or cut into a surface

PREPARE TO READ

Have you ever seen one of the Indiana Jones movies? What is Indiana Jones searching for? What aspects of these movies are appealing? Do you think they are realistic?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Underline sentences that suggest the rediscovery of Angkor Wat was an accident. *CCSS Reading 1*
- Highlight the theories of what led to the downfall of Angkor Wat. *CCSS Reading 2*

Craft and Structure

- Analyze Purpose** The author includes a quote from Henry Mouhot in the article. Why do you think the author chose to include this quote? How did its inclusion affect your understanding of the article? *CCSS Reading 6*
- Interpret Visual Information** Use details from the text and images to sketch a bird's-eye view of Angkor Wat. *CCSS Reading 7*

WRITING

Write Explanatory Texts Explain the importance of Angkor Wat as both a religious site and an architectural wonder. Incorporate specific details from the text in your explanation.

ARTICLE: Dangerous Ground: Landmines in Cambodia

Magazine pages 26-29, Expository Nonfiction



Since the 1970s, millions of landmines have been laid across Cambodia. Many of these were buried by orphaned children who were treated as slaves. Today, Cambodia uses a combination of humans and trained animals to reclaim land and promote the movement of people.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped modern Cambodian culture?

CORE CONTENT CONCEPT

Social Studies Political decisions can impact the movement of people, goods, and ideas.

CROSS-CURRICULAR EXTENSION

Math Use the details mentioned in the article to set up a proportion showing the total number of Cambodians that could be hurt or killed by the time the landmines are diffused.

KEY VOCABULARY

amputee (p. 27) a person who has had an arm or leg amputated

demining (p. 27) the act of removing landmines from an area

PREPARE TO READ

Movement of people, goods, and ideas is a key theme of geography. Predict what happens when this movement is restricted or prohibited. How might a lack of movement impact cultural development?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Underline details from the text that describe landmines. *CCSS Reading 1*
- Cite evidence from the text that supports the idea that diffusing the landmines replaces fear with freedom. *CCSS Reading 1 & 2*
- Create a 3-column chart to compare different demining options. *CCSS Reading 3*

Craft and Structure

- Draw Conclusions** Why doesn't Aki Ra know when his birthday is? Support your answer with details from the text. *CCSS Reading 1 & 2*
- Analyze Relationships** Use the Cause/Multiple Effects graphic organizer (p. 19) to list the multiple effects landmines have had on Cambodia and its people. *CCSS Reading 3*

SPEAKING AND LISTENING

Collaborate The author states that it may take 20 years to diffuse the remaining landmines. Debate possible solutions and/or improvements that may speed up the process.

Deforestation is occurring in Cambodia at an alarming rate. Most of this activity is being done illegally. Thanks to Leng Ouch, international attention has been given to this issue, which he hopes will encourage Cambodia's government to implement change.



ARTICLE: Holy Hot Pink Caterpillars

Magazine pages 34-35, Expository Nonfiction



Cambodia is part of the Greater Mekong region. This region is a biodiversity hotspot where scientists continue to discover new species of plants and animals.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped modern Cambodian culture?

CORE CONTENT CONCEPT

Social Studies Environmental characteristics make places both similar to and different from one another.

CROSS-CURRICULAR EXTENSION

Science Conduct research to find out how often new species are discovered. What is the importance of these new discoveries?

KEY VOCABULARY

cyanide (p. 34) a very poisonous chemical

biodiversity (p. 34) the existence of many different kinds of plants and animals in an environment

PREPARE TO READ

Cambodia's climate can be described as warm and wet. Predict what types of plant and animal species might be found in this type of climate.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Highlight a sentence that explains the location of the Greater Mekong region. *CCSS Reading 1*
- Underline three factors that threaten the Greater Mekong region. *CCSS Reading 2*
- Cite evidence from the text that supports Stuart Chapman's statement, "There is plenty more where this came from." Is it sufficient? *CCSS Reading 1 & 2*

Craft and Structure

- **Determine Main Idea** Summarize the main idea of the text and list supporting details. *CCSS Reading 2*
- **Evaluate Evidence** Cite evidence from the text that supports the claim that the Mekong region is home to a number of diverse life-forms. Determine if the evidence provided to support this claim is both sufficient and relevant. *CCSS Reading 2 & 8*

WRITING

Write Narrative Texts Choose one of the animals featured in this article and write a folktale describing how the animal got its unique characteristic (i.e. how the catfish grew so big, how the caterpillar got its hot pink color, etc.).

ARTICLE: The Final King of Angkor Wat

Magazine pages 42-45, Fable/Play



Four animals compete in a race to the top of a hill to determine which of them possesses the qualities of a great king.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped modern Cambodian culture?

CORE CONTENT CONCEPT

Social Studies Oral and written traditions reflect cultural elements of place.

CROSS-CURRICULAR EXTENSION

Speech/Language Arts Perform the play as directed.

KEY VOCABULARY

ruins (p. 42) the remaining pieces of something that was destroyed

peril (p. 45) the possibility that you will be hurt or killed or that something unpleasant or bad will happen

PREPARE TO READ

Look at the illustrations and format of this selection. How would you classify it? Why?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Underline the quality each animal feels a king should possess. Why do they choose those qualities? *CCSS Reading 1*
- Using details from the play, sketch a map showing the routes the animals chose. *CCSS Reading 3*
- Highlight a sentence from the play that you feel sums up the theme. *CCSS Reading 2*

Craft and Structure

- Interpret Visual Information** Look at the illustration on page 43. What features of the snake symbolize danger? Find evidence in the text that supports the idea that it was dangerous as well as the idea that it was not. *CCSS Reading 7*
- Analyze Word Choice** What does the word “diligence” mean? Cite evidence from the text to support your answer. *CCSS Reading 4*

WRITING

Write Arguments Elephant says, “Many qualities are necessary to be a good king—including strength, kindness, diligence, and bravery.” In this election year, what characteristics do you feel constitute a good leader? Be sure to support your opinion and evaluate any counterarguments to your position.



CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- The Khmer Rouge devastated Cambodia long after their reign ended. Reread “Recovering from Wars” and “The Cultural Rebirth of Cambodia” to comprehend the long-lasting effects of the Khmer Rouge and how Cambodians struggle to overcome them.
- Cultures around the world spend their downtime in similar fashions. What’s popular in Cambodia? Reread “A Time to Celebrate!” and “Ouk!” to find out how Cambodians spend their leisure time.
- The Greater Mekong region is filled with wild and weird animals. Some are native to the region while others have been purposefully imported. Collect information from multiple articles to differentiate between the native and non-native species and their purposes.
- Religion is a part of culture. How does religion help define Cambodia? Gather information from multiple articles to draw conclusions.
- Cambodian citizens have become activists to raise awareness and implement change where they feel it’s needed most. Reread “The Cultural Rebirth of Cambodia,” “Dangerous Ground: Landmines in Cambodia,” and “Leng Ouch Fights to Save Forests” to compare three men spearheading change in their country. How are they an example to others?
- Resources belonging to a country are extremely important, whether they are natural or man-made. Make connections between multiple articles to learn the importance of Cambodia’s natural resources and explain how people are also an invaluable resource.





EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

ENGAGE

READ FOR A
PURPOSE

APPLY

ENGAGE: Engage students in the topic of environmental preservation by asking them to recall the physical and human characteristics of place that have shaped modern Cambodian efforts to preserve their environment and culture. Complete one example with your students, using landmines as a physical characteristic. Then, have students continue in pairs or independently until the graphic organizer is complete. Review the physical characteristics together and ensure that students have an accurate understanding of recovery efforts.

Physical or Human Characteristic	Details	Recovery Efforts





READ FOR A PURPOSE

INTRODUCE THE ACTIVITY: THE TIME IS NOW: CAMBODIAN COMMERCIALS Subtle music, beautiful graphics, a memorable voice. Ask students to think of a favorite TV commercial. What elements made it so memorable? Explain that in this mini-unit students will work in groups to create commercial advertisements promoting awareness of environmental and cultural issues in present-day Cambodia. At the end of the mini-unit, each group will present their commercial to the class. The commercial may be presented as a short film or as a storyboard.

RETURN TO THE TEXT: Explain to students that before they can complete their commercial they must gather information. Break students into small groups and allow groups to choose from one of these present-day issues:

1. Arts and Architecture
2. Deforestation
3. Landmines

Provide the following information for each group along with the Synthesis: Reading Multiple Articles graphic organizer (p. 21). Instruct students to use the graphic organizer to record details and facts from each article that they could use in their commercial.

Group 1: Arts and Architecture

- Recovering from Wars
- The Cultural Rebirth of Cambodia
- Swallowed by the Jungle: Unearthing Angkor Wat

Group 2: Deforestation

- Leng Ouch Fights to Save Forests
- Holy Hot Pink Caterpillars

Group 3: Landmines

- Recovering from Wars
- Dangerous Ground: Landmines in Cambodia



**APPLY: THE TIME IS NOW: CAMBODIAN COMMERCIALS****STEP 1: Choose an Audience**

Hand out the “Who, What, Where, When, Why, and How” graphic organizer (p. 22). Explain that each group must choose an **audience** for their commercial. The choices are: **senior citizens, school faculty, or peers**. Factors to consider: If students choose senior citizens, they need to remember that some senior citizens may be Vietnam War veterans. They may have a deep knowledge of Cambodia’s past. They may have traveled to the area as tourists. If students choose school faculty, some may have traveled or volunteered overseas. Students’ peers most likely have never been to Cambodia. Remind students not to assume their audience has a complete knowledge of Cambodia’s past. Once students choose, place the audience in the “Who” box of the graphic organizer.

STEP 2: Choose Content and Structure

Based on the audience chosen, each group member will analyze the details and information they recorded on their Synthesis graphic organizers and choose the content best suited to promote awareness about their topic. Discuss different options for the structure of student commercials. What ideas from their favorite commercials could they incorporate into this commercial? Enter information regarding content and structure in the “What” box of the graphic organizer. Have groups assign appropriate tasks to each group member.

STEP 3: Location, Location, Location

Ask students to determine the location of their commercial and when the filming/storyboard building will take place. Enter this information in the “Where” and “When” boxes of the graphic organizer.

STEP 4: Create Storyboard

Before filming or filling out your storyboard, revisit the purpose of each commercial. Place the purpose of the commercial in the “Why” box. Do students clearly state what they are raising awareness about? Are they using language appropriate to their audience? Make changes if necessary. Then, allow time for students to create their storyboards, either as a series of sketched scenes on poster board with accompanying narration or as a film.

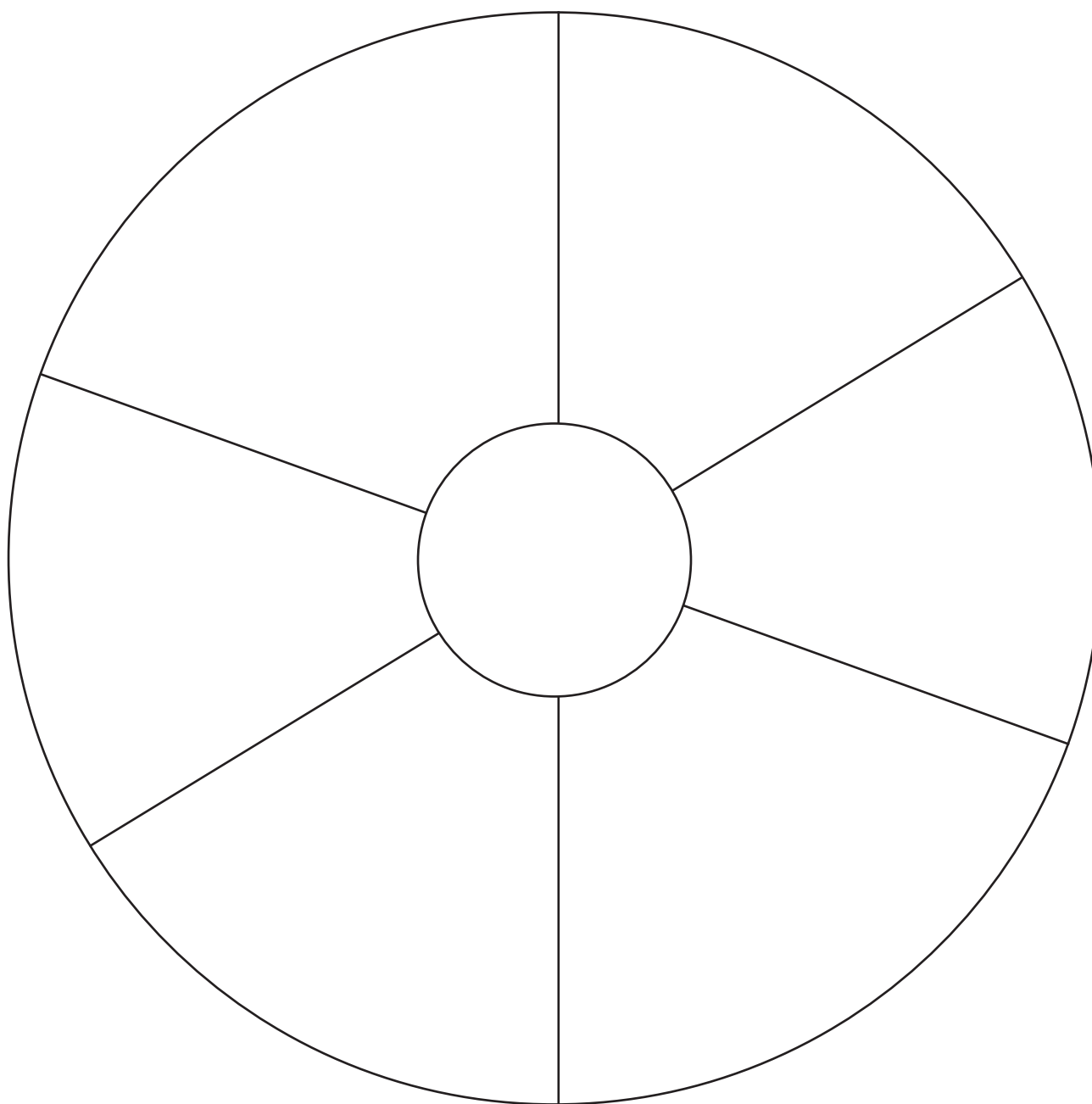
STEP 5: Film and Present

Determine who will film and speak in the commercial or who will present the storyboard to the class. Write this information in the “How” box.



NAME: _____

WHEEL CHART



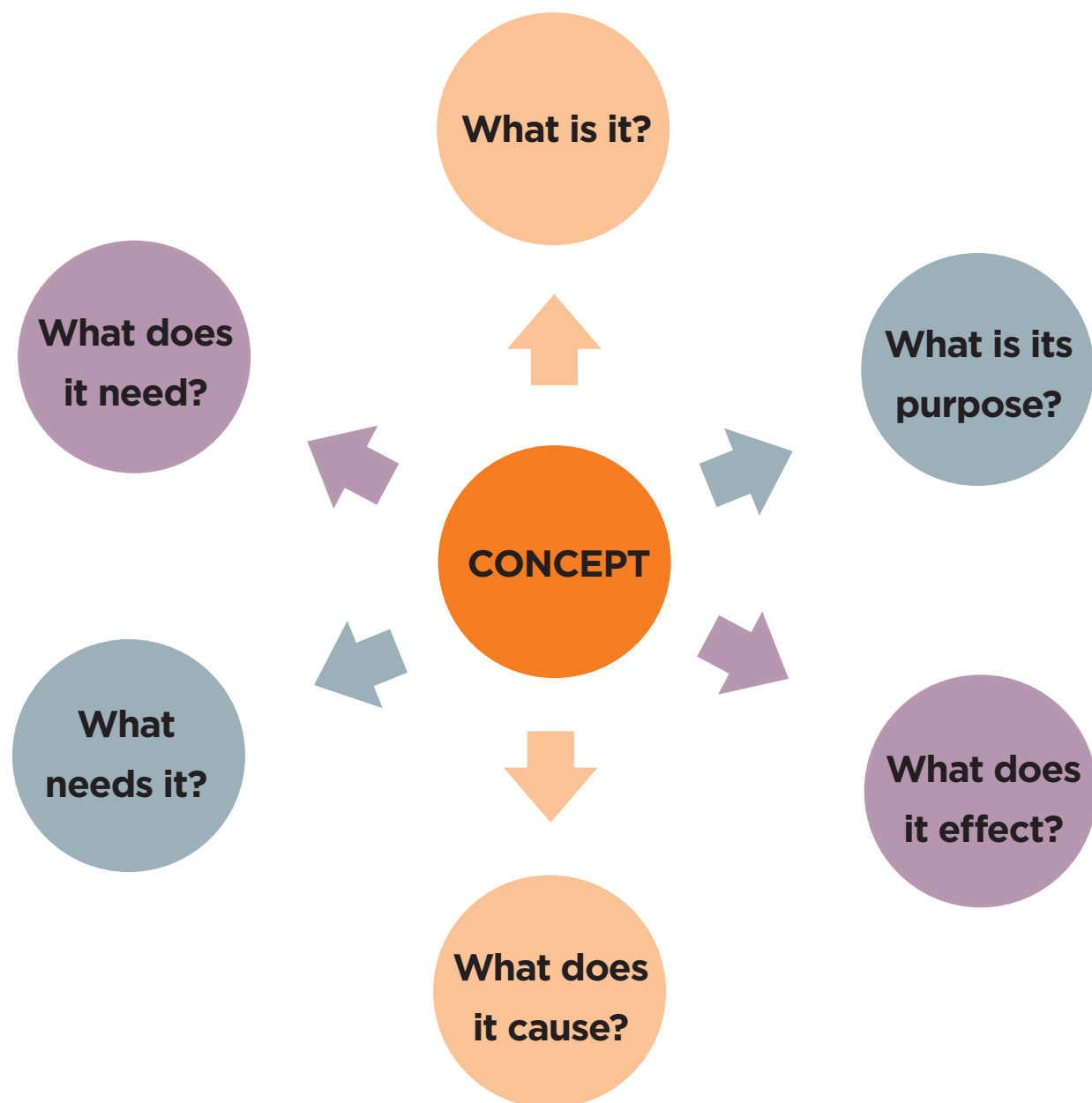
NAME: _____

TIMELINE

CAUSE		MULTIPLE EFFECTS

NAME: _____

CONCEPT MAP



NAME: _____

SYNTHESIS: READING MULTIPLE ARTICLES

Use this chart to gather related information from several articles about the Essential Question, a particular key idea, or a general topic.

ARTICLE 1

ARTICLE 2

ARTICLE 3

NAME: _____

WHO, WHAT, WHERE, WHEN, WHY, AND HOW

WHO	
WHAT	
WHERE	
WHEN	
WHY	
HOW	



Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects .	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/ Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

