

# FACES®

## TEACHING OBJECTIVES

- Students will explain probable causes and effects of events and developments
- Students will explain how cultural patterns influence the daily lives of people in both nearby and distant places
- Students will write narratives to develop real or imagined experiences or events
- Students will analyze the physical and environmental characteristics of different places

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.

## ISSUE THEME

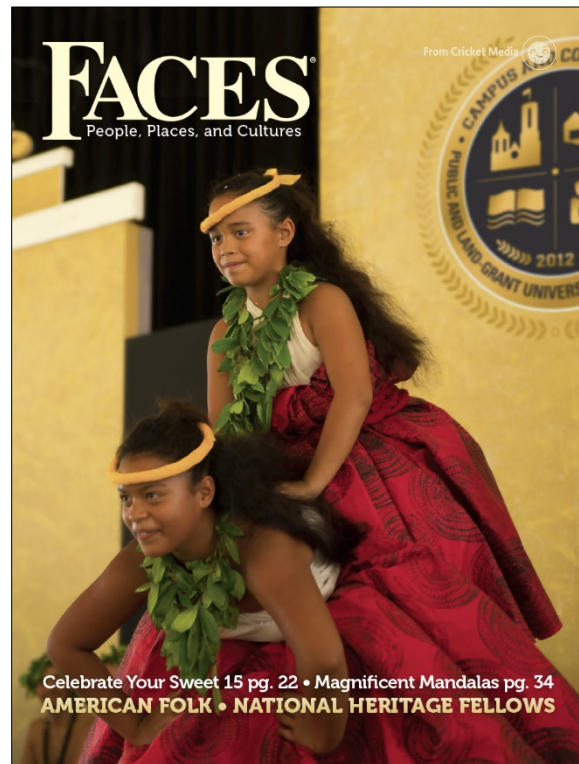
National Endowment for the Arts (NEA) National Heritage Fellows are folk artists who have a passion for learning traditional arts and passing them on to others.

## CONVERSATION QUESTION

How are folk traditions preserved through time?

## ABOUT FACES® MAGAZINE

A unique doorway into world cultures and societies, FACES® includes selections spanning history, literature, science, and the arts. Use it as a supplement to Social Studies curricula or as a springboard to discussion and writing in any classroom.



## SELECTIONS

- **American Folk: National Endowment for the Arts National Heritage Fellows**  
Expository Nonfiction, ~1250L
- **Sweet 15? Quinceañera and the Work of Eva Castellanoz**  
Expository Nonfiction, ~1150L
- **Stitch by Stitch, Row upon Row: A Legacy of Sweetgrass Baskets**  
Expository Nonfiction, ~1150L

## CONNECTING CURIOUS MINDS

Cricket Media offers 11 award-winning magazines for toddlers to teens. Our ePals Global Community® pairs educators and students around the world in exciting project-based learning. Our CricketTogether™ program matches mentors and students to build reading, writing, and critical thinking skills.

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## American Folk

pp. 8–11, Expository Nonfiction

Lexile Score: ~1250L



## THE ARTICLE

Teach students to identify causes and effects using this article about several NEA National Heritage Fellows who are keeping folk traditions alive.

## RESOURCES

- **Causes & Effects Organizer**

## OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain probable causes and effects of events and developments
- Students will write narratives to develop real or imagined experiences or events

## KEY VOCABULARY

- **ballad (p. 8)** a slow romantic song
- **textile (p. 8)** a woven or knit cloth
- **folk art (p. 8)** a traditional artistic form practiced by a group of people
- **fellowship (p. 8)** an award or position given to a person to study a topic or practice a craft

## ENGAGE

**Conversation Question:** How are folk traditions preserved through time?

Before reading the article, tell students that folk traditions are traditions that are typically passed down from one generation to another, but they may also be passed down through time in other ways. Ask them to share their ideas on how traditions may be passed through time.

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Have students copy each word, then scan the article with a partner to locate the words. Using context clues, students suggest a definition. Finally, students look up the word and correct any of their misconceptions.

## READ & DISCUSS

Have students read the article with a partner. Then display the questions below and have partners use them as prompts for discussion.

- What differences are there in the way NEA fellows learned their traditions?
- What similarities are there in the way NEA fellows learned their traditions?
- What perspective do all NEA fellows seem to share?

## CONCEPT FOCUS: Analyze Causes & Effects

**INSTRUCT:** After students have read the article, pass out copies of the **Causes & Effects Organizer**. Have students work in small groups to analyze the probable causes and effects of one NEA fellow's decision to learn and practice his or her folk-art tradition. Have groups share their ideas with the class.

**ASSESS:** Tell students to reread the article and choose a different NEA fellow to focus on. Then have them write a one-paragraph summary of the probable causes and effects of this NEA fellow's decision to learn and practice a folk-art tradition.

## EXTEND

**Language Arts** Folk art can be a form of music, a way of dancing, a special way of telling of a story, a style of baking a cake, or even a job that is unique to a community or region. Inspire students to become storytellers by asking them to choose one of the folk arts in the article and write a short, fictional story explaining how the art form originated. Encourage students to use imagination to create a colorful and engaging tale. Invite students to read their finished stories to the class.

## Causes & Effects Organizer

There may be many factors that influence an artist to choose a specific folk art and multiple effects resulting from this choice. In the chart below, fill in details from the article about one artist's decision to learn and practice a specific tradition. (Hint: It's OK to cite specific details from the article or to draw conclusions based on the specific details.)

**Name of artist:** \_\_\_\_\_

**Folk art tradition this artist practices:** \_\_\_\_\_

<b>Causes:</b> What facts from the article explain why this artist became interested in the tradition?	<b>Effects:</b> What happened in this artist's life as a result of learning and practicing the tradition?

## Sweet 15?

pp. 22–25, Expository Nonfiction

Lexile Score: ~1150



### THE ARTICLE

This article explores the Latin American tradition of quinceañera, a celebration for young women who are preparing for adulthood. Use it to teach students how to compare and contrast places through traditions.

### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will analyze how cultural characteristics make places both similar and different

### KEY VOCABULARY

- **cotillions** (p. 23) large, formal parties for dancing
- **debutante balls** (p. 23) dances held for young women to mark their formal entry into adult society
- **indigenous** (p. 24) existing naturally in a particular region or environment
- **chastity** (p. 24) the quality of showing restraint

### ENGAGE

**Conversation Question:** How are folk traditions preserved through time?

Before reading the article, ask students to share what they expect to happen when they turn into an adult. Ask them to discuss the details with a partner. Invite students to share answers, and then, explain that some cultures have formal traditions passed down through time to mark the transition from youth to adulthood.

### INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Have students copy each word, then scan the article with a partner to locate the words. Using context clues, students suggest a definition. Finally, students look up the word and correct any of their misconceptions.

### READ & DISCUSS

Have students read the article with a partner. Then display the questions below and have partners use them as prompts for discussion.

- What does the quinceañera tradition involve?
- Why are the origins of the quinceañera unclear?
- Why might the cultural characteristics of Texas and Mexico be similar?

### CONCEPT FOCUS: Analyze Place

**INSTRUCT:** After reading the article, have students work in small groups to create a list of all celebrations mentioned in the article that mark “coming of age.” Then, ask groups to discuss how “coming of age” traditions make places both similar and different.

**ASSESS:** Have students make a list of the traditional features of the quinceañera. Then, instruct them to use details from the article to identify at least two possible ways that modern American quinceañera celebrations may differ from those held in Mexico.

### EXTEND

**Art/Fashion** Explain that hats and headpieces are worn for many reasons: for protection and warmth, as fashion statements, and as part of cultural customs or ceremonies. Ask students to conduct research online and in the library to identify two examples of folk traditions that make use of hats or headpieces. Then have students draw these hats on paper or poster board and add facts and details about them. Finally, invite students to present their posters to the class.

## Stich by Stich, Row upon Row

pp. 38–40, Expository Nonfiction



### THE ARTICLE

Use this article about Mary Jackson, an NEA National Heritage Fellow who continues the basket-weaving tradition first developed by her West African ancestors, to teach students how to recognize cultural influences.

### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain how cultural patterns influence the daily lives of people in both nearby and distant places
- Students will analyze the physical and environmental characteristics of different places

### KEY VOCABULARY

- **sweetgrass (p. 38)** a fragrant grass that grows in moist soil
- **palmetto leaves (p. 38)** the fan-shaped leaves of the palm plant
- **bulrush (p. 39)** any of several large grasses that grow in moist soil

### ENGAGE

**Conversation Question:** How are folk traditions preserved through time?

Before reading the article, ask students to share their ideas about why people living in different places sometimes have similar cultural patterns. Then, explain that human movement and movement of ideas help influence cultural patterns in both nearby and distant places.

### INTRODUCE VOCABULARY

Review the vocabulary words and read them aloud. Then have students copy each word and scan the article with a partner to locate the words. Tell partners to use context clues to develop definitions. Finally, have students look up the words and correct any misconceptions.

### READ & DISCUSS

Have students read the article with a partner. Then have partners use the questions below as prompts for discussion.

- Where did the folk tradition Mary practices today originate?
- In what ways has Mary added to the basket-weaving tradition?
- How does Mary pass along the tradition of basket weaving?

### CONCEPT FOCUS: Explain Cultural Influences

**INSTRUCT:** After reading the article, have students work in small groups to identify specific developments in the article that explain how similar cultural patterns influenced the daily lives of both Mary's ancestors in West Africa and Mary's daughter.

**ASSESS:** Have students work independently to identify one way that Mary's actions have resulted in similar cultural patterns influencing the daily lives of people in different places.

### EXTEND

**Geography** Sweetgrass and other common materials used in basket weaving grow well in moist soils. Have students use physical maps to determine the areas in your region where these types of grasses could potentially grow.