

FACES®

COSTA RICA

Journey to Costa Rica and explore how its geography helped shape its unique culture.

CONVERSATION QUESTION

How is Costa Rican culture unique?

TEACHING OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about Costa Rican cuisine, geography, and art
- Students will analyze how the cultural characteristics of places change over time
- Students will explain how cultural patterns influence environments and the daily lives of people
- Students will describe how the physical characteristics of places are connected to human identities and cultures
- Students will use details from a text to create a recipe
- Students will conduct research using print and digital sources
- Students will create a multimedia presentation



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

- **La Comida Tipica**
Expository Nonfiction, ~1050L
- **Children Rescue a Rainforest**
Expository Nonfiction, ~750L
- **Traditional & Fantastic**
Expository Nonfiction, ~1050L

La Comida Tipica

pp. 12–14, Expository Nonfiction

Explore how different cultures influenced Costa Rican cuisine, from its earliest inhabitants to Chinese immigrants.



RESOURCES

- Change over Time

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about Costa Rican cuisine
- Students will analyze how the cultural characteristics of places change over time
- Students will use details from a text to create a recipe

KEY VOCABULARY

- **indigenous** (p. 12) originating in a particular region or environment
- **immigrants** (p. 12) people who come to a country to live there
- **culinary** (p. 12) relating to cooking

ENGAGE

Conversation Question: How is Costa Rica unique?

Ask students to guess what types of foods are common in Costa Rica. Have them record their predictions. As they read the article, have them check their predictions to see if they were accurate.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then write the following sentences on the board and ask students to use the vocabulary words to complete them.

- _____ introduced new foods to the _____ people of Costa Rica.
- The _____ tastes of Costa Ricans have changed over time as new foods have been introduced.

READ & DISCUSS

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

- What types of food did indigenous Costa Ricans eat?
- How did the arrival of the Spanish change the diet of Costa Ricans?
- What words would you use to describe the Costa Rican cuisine?

SKILL FOCUS: Analyze Change

INSTRUCT: Pass out copies of the *Change over Time* organizer. Have students record information about the cultural characteristics that have influenced the cuisine of Costa Rica at different points in time.

ASSESS: Have students work in pairs to discuss the cultural characteristics of Costa Rican cuisine and how it has evolved over time. Invite pairs to share their findings with the rest of the class and remind them to support their reasoning with evidence from the text.

EXTEND

English Language Arts Remind students that the article mentions many different foods and dishes that are found in Costa Rica. Tell students to imagine they are chefs who have been asked to use traditional Costa Rican foods to create a new dish. Tell students to identify five different foods and use them to create a recipe. Invite students to share recipes with the class.

Change over Time

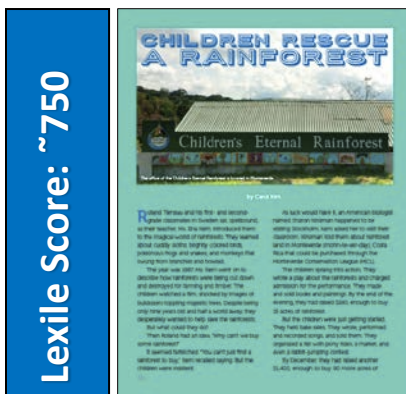
Record information about the cultural characteristics that have influenced the cuisine of Costa Rica at different points in time. Hint: You may have to infer some characteristics based on details provided in the article.

Time-Period	Characteristics of Cuisine (i.e., types of food)
Pre-European: Indigenous Tribes	
Turn of the 16th Century: Spanish Arrival	
Mid-1800s: Chinese Immigration	

Children Rescue a Rainforest

pp. 16–19, Expository Nonfiction

Learn how children halfway across the world from Costa Rica started a movement to protect this country’s rainforests.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about Costa Rican geography
- Students will explain how cultural patterns influence environments and the daily lives of people
- Students will conduct research using print and digital sources

KEY VOCABULARY

- **rainforests (p. 16)** tropical forests that receive a lot of rain and have very tall trees
- **preserve (p. 17)** an area where plants and animals are protected
- **deforestation (p. 17)** the act of cutting down or burning all the trees in an area

ENGAGE

Conversation Question: How is Costa Rican culture unique?

Tell students to imagine a rainforest. Ask them what comes to mind. Then ask them to hypothesize why protecting the rainforests in Costa Rica might be important.

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 as clues. 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:

- Why were Costa Rican rainforests being cut down?
- How have preservation efforts impacted deforestation in Costa Rica?
- How does the preservation of the rainforest in Costa Rica benefit people living there?

SKILL FOCUS: Explain Influence

INSTRUCT: Explain to students that cultural patterns include beliefs and values that influence people’s behavior and actions. Remind students that in the article, they read about people in Sweden and other countries whose beliefs and values led them to make efforts to preserve rainforests in Costa Rica. Inform students that they are going to analyze the impact that children in Sweden and across the world have had on the environment and daily lives of people living in Costa Rica.

ASSESS: Have students reread the article to answer this question: How have efforts to preserve rainforests in Costa Rica influenced the environmental and economic activities there? Invite students to check their work by discussing their findings with a partner.

EXTEND

Science Remind students that Costa Rica’s rainforests are home to a “very disproportionate amount of the world’s flora and fauna.” Have students conduct research using digital and print resources to identify at least three examples of flora and three examples of fauna located in the Costa Rican rainforests. Ask students to gather at least three facts about each of the plants and animals they identify and to present their findings to the class.

Traditional & Fantastic

pp. 36–38, Expository Nonfiction

Discover the methods used by indigenous artists in Costa Rica to make beautiful art.

Lexile Score: ~1050



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about traditional Costa Rican art
- Students will describe how the physical characteristics of places are connected to human identities and cultures
- Students will create a multimedia presentation

KEY VOCABULARY

- **traditions (p. 36)** ways of doing things that have been used by the people in a particular group for a long time
- **pre-Columbian (p. 37)** relating to the history and cultures of the Americas before the arrival of Christopher Columbus in 1492
- **wares (p. 38)** objects that are being sold by someone

ENGAGE

Conversation Question: How is Costa Rican culture unique?

Ask students to share what they know about the types of natural resources available in Costa Rica. Then ask them to hypothesize how indigenous artists might use these materials.

INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to practice using all three words in a single sentence. Finally, tell 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 materials do indigenous Costa Rican artists use? Where do these materials come from?
- Why is the method of pottery-making described in the article considered traditional?
- How is tourism important for indigenous artisans in Costa Rica?

SKILL FOCUS: Describe Connections

INSTRUCT: Explain that the physical characteristics of a place can influence the identities and culture of the people who live there. Also explain that identities are “aspects of life in a place that humans feel connected to.” Then have students work in pairs to reread the article and locate two examples of how human identities are connected to the physical characteristics of the Costa Rican environment.

ASSESS: Invite several groups to share their findings with the rest of the class. Then ask students to think of the physical characteristics of their home location—what landforms and waterways are present? Ask them to share how these characteristics are connected to their own identities and culture.

EXTEND

Social Studies Have students use the internet and the library to learn about indigenous arts and crafts produced in their region, state, or country. Then have students use what they learn to create a multimedia presentation. Provide time for students to share their presentations with the class.