

FACES®

OUR COLORFUL WORLD

Discover how people from around the world have used and perceived color.

CONVERSATION QUESTION

How has color played an important role in human cultures?

TEACHING OBJECTIVES

- Students will learn how different cultures have used and perceived color
- Students will analyze combinations of cultural and environmental characteristics that make places both similar to and different from other places
- Students will explain how cultural patterns influence the daily lives of people
- Students will explain how cultural characteristics of places are connected to human identities
- Students will use details from a text to write a procedural text
- Students will create a timeline
- Students will give an oral 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

- **Coloring the World of the Ancients**
Expository Nonfiction, ~1050L
- **Gender Colors Through the Ages**
Expository Nonfiction, ~950L
- **Brightening the Holidays with Color**
Expository Nonfiction, ~1050L

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Coloring the World of the Ancients

pp. 12–14, Expository Nonfiction

Learn how different ancient societies used combinations of natural resources to make vibrant colors.

Lexile Score: ~1050



COLORING THE WORLD

Look around. Pigments, coloring agents that are used to color paints, are everywhere. They are also used to color ink, pencils, crayons, and many other products.

These early pigments were used to create the first cave paintings. They are found in the general area of a pigment. They are also used to color pigments in modern art. Ancient people combined natural colors with substances to make paints or dyes. The earliest known paint is a mixture of red ochre and animal fat. The earliest known dye is a mixture of red ochre and animal fat. The earliest known ink is a mixture of red ochre and animal fat.

In the late 1980s, an archaeologist discovered a 3,500-year-old ancient pottery containing a red pigment. This is the oldest pigment manufacturing and preservation site ever discovered. It was made from crushed hematite and mixed with oil and yellow ochre. The hematite was crushed into small pieces and mixed with the ochre. The mixture was then mixed with oil and yellow ochre. The mixture was then mixed with oil and yellow ochre. The mixture was then mixed with oil and yellow ochre.

Over paintings from the 15000 BCE. The earliest paint colors that people used ochre as well as other natural minerals to make pigments. When we think about the ancient world, we think about the great pyramids and the great Sphinx. But we also think about the ancient world of color. The ancient world was a world of color. The ancient world was a world of color. The ancient world was a world of color.

ENGAGE

Conversation Question: How has color played an important role in human cultures?

Ask students to look at each other and the classroom and identify all of the different colors that they see. Have them hypothesize how those colors are made. Then tell them they will learn about how ancient cultures made different colors using natural materials.

INTRODUCE VOCABULARY

After reviewing the vocabulary terms and definitions, write the sentences below on the board. Then ask students to use the terms from the vocabulary list to complete the sentences.

- _____ of minerals and other substances were used by ancient cultures to produce a variety of colors.
- An understanding of _____ is necessary to produce a _____.

READ & DISCUSS

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

- Why did ancient societies create different colors?
- What methods were used to create colors in the ancient world?
- Why were some colors rarer than others?

SKILL FOCUS: Analyze Places

INSTRUCT: Distribute copies of the *Creating Colors* organizer. Inform students that places have both cultural characteristics (e.g., beliefs, values, practices, desires) and physical characteristics (e.g., landforms, bodies of water, climate, soil, minerals, animal life, vegetation). Guide students as they identify the cultural and physical characteristics of the ancient societies mentioned in the article and record them in the second and third columns of the *Creating Colors* organizer.

ASSESS: Have students work in pairs to analyze how the cultural and physical characteristics they identified for each location made that place similar to and different from other places identified on the organizer. Invite them to share their analyses.

EXTEND

English Language Arts Ask students to review the article to identify the methods used to produce at least five different colors. Then have students create a “Color-Making Guide” by rewriting these methods as procedures with concrete steps to follow.

RESOURCES

- Creating Colors Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn how different cultures have used and perceived color
- Students will analyze combinations of cultural and environmental characteristics that make places both similar to and different from other places
- Students will use details from a text to write a procedural text

KEY VOCABULARY

- **chemistry (p. 12)** science that deals with the composition and properties of substances
- **deposits (p. 12)** substances that have been produced in the earth
- **synthetic compound (p. 13)** a human-made substance versus one that was produced by natural processes

Creating Colors

A place is more than just a location on a map. It is a unique collection of physical and cultural characteristics. For each of the locations identified in this organizer, review the article to list their physical and cultural characteristics. An example is shown. Then work with a partner to describe how people in each location used both physical and cultural characteristics to produce colors.

Location	Physical Characteristics (landforms, bodies of water, climate, soil, minerals, animal life, vegetation)	Cultural Characteristics (beliefs, values, practices, desires)
South Africa 100,000 BCE	<ul style="list-style-type: none"> • caves • rocks • shells • bones • iron • ochres 	<ul style="list-style-type: none"> • made tools from rocks • had a pigment-processing workshop • combined ochres with bone marrow to make paints • stored paints in shells • used bones for paintbrushes • painted cave walls
Global 10,000 BCE (Neolithic Era)		
Egypt 4,000–2,600 BCE		
China 7,000–800 BCE		
Roman Empire c. 100 CE		
Afghanistan 500 CE		
Mexico 900 CE		

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Gender Colors Through the Ages

p. 15, Expository Nonfiction

Discover why boys are associated with the color blue and girls with the color pink and how this wasn't always the case.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn how different cultures have used and perceived color
- Students will explain how cultural patterns influence the daily lives of people
- Students will create a timeline

KEY VOCABULARY

- **retailers** (p. 15) persons or businesses that sell goods to the public
- **marketing** (p. 15) the action of promoting and selling products, including advertising
- **stereotypes** (p. 15) widely held but oversimplified ideas about particular characteristics associated with any social group

ENGAGE

Conversation Question: How has color played an important role in human cultures?

Ask students to imagine that their parents tell them they are going to have a new baby brother or sister. Invite students to share their ideas about what color of clothing their parents would buy for the new baby and why.

INTRODUCE VOCABULARY

Together, review the vocabulary words and their definitions. Then tell students that the article is about colors associated with baby clothing. Ask students to hypothesize how the vocabulary words relate to the topic of the color of baby clothes.

READ & DISCUSS

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

- What type of clothing did babies in the 18th century wear? What color was this clothing?
- Why were specific colors associated with boys and girls in the early 1900s?
- How did different groups of people influence clothing colors for boys and girls in the mid- to late-1900s?

SKILL FOCUS: Explain Cultural Patterns

INSTRUCT: Explain to students that cultural patterns refer to human characteristics, such as beliefs and values, that are reflected in cultural practices. Explain that changes in cultural patterns led to certain colors being associated with girls and other colors with boys. Then have students work in pairs to discuss and compare their answers to the Read & Discuss questions.

ASSESS: Have partners write a summary that explains how and why cultural patterns related to gender and clothing color have changed over time. Invite pairs to share their summaries. Then bring the class together to discuss what may cause these cultural patterns to change in the future.

EXTEND

Social Studies Ask students to use details from the article to create a timeline detailing major shifts in the colors associated with boys and girls from the 1700s to the present.

Brightening the Holidays with Color

pp. 34–37, Expository Nonfiction

Learn why certain colors are associated with specific events and celebrations around the world.

Lexile Score: ~1050



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn how different cultures have used and perceived color
- Students will explain how cultural characteristics of places are connected to human identities
- Students will give an oral presentation

KEY VOCABULARY

- **associations** (p. 34) feelings, memories, or thoughts that are connected to a person, place, or thing
- **commemorate** (p. 34) to do something special in order to remember and honor an important event or person from the past
- **symbolic** (p. 34) expressing or representing an idea or quality without using words

ENGAGE

Conversation Question: How has color played an important role in human cultures?

Ask students to think of any major celebration or holiday. Have them identify the colors that are associated with this event and invite them to hypothesize why this is so. Encourage as many students as possible to share before revealing that in this article, they will learn about how different uses of color help to make groups of people unique.

INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to compose a single sentence that uses all three words. Tell students that they may have to change the tense or form of the words to make their sentence grammatically correct. Invite volunteers to share their sentences. 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 factors affect the colors associated with specific events?
- Why do colors associated with specific events sometimes change?
- How are the colors associated with specific events connected to the history or purpose of the events?

SKILL FOCUS: Explain Connections

INSTRUCT: Explain that the cultural characteristics of a place include the beliefs, values, and practices that are widely held or followed by the people who live in that place. Then explain that cultural characteristics are what make different societies or groups of people unique.

ASSESS: Arrange students in pairs. Have each pair reread the article and identify at least three groups of people and determine the beliefs, values, or practices that make them unique.

EXTEND

English Language Arts Have students work in groups. Ask them to choose one celebration or event not included in the article and research the reasons why certain colors are associated with it. Then have each group give a short two-minute oral presentation to the rest of the class to share their findings.