

Faces™

BIRD IS THE WORD

Explore the fascinating world of birds, and learn how humans have fit into the history, geography, and culture of Brazil to learn more about what makes it unique.

CONVERSATION QUESTION

Why are birds important to human cultures?

TEACHING OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about cultural characteristics.
- Students will explain how cultural characteristics make places similar.
- Students will explain probable causes of events and developments.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will conduct research.
- Students will give a multimedia presentation.
- Students will write a script.



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.

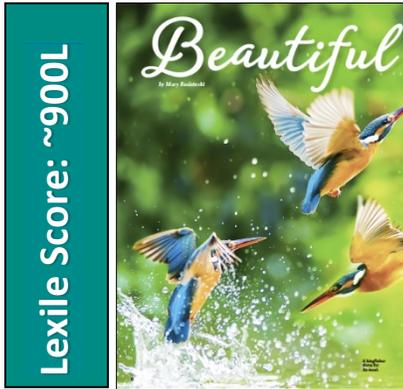
SELECTIONS

- **Welcome to Brazil**
Expository Nonfiction, ~900L
- **Caring for Wounded Winged Friends**
Expository Nonfiction, ~900L
- **Do the Crane Dance**
Expository Nonfiction, ~1100L

Beautiful Birds

pp. 8–11, Expository Nonfiction

Explore the evolution of birds and what makes them unique in the animal kingdom, as well as why they have been important to human cultures.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about cultural characteristics.
- Students will explain how cultural characteristics make places similar.
- Students will conduct research.

KEY VOCABULARY

- **diversity (p. 11)** the quality of having members of a group with a range of different social and physical characteristics
- **adapted (p. 10)** to have adjusted to new conditions
- **symbolize (p. 19)** to represent or stand for something other than what an object, place, or person is

ENGAGE

Conversation Question: Why are birds important to human cultures?

Explain that birds are very diverse and have adapted to change in many different ways. Also explain that that human cultures sometimes form beliefs about animals based on the qualities they see them possessing. Ask students to share an example of an animal humans see a particular quality in (e.g., a lion is brave).

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.

- As birds have _____ through time, they have come to _____ many different qualities respected by cultures.
- The _____ of birds is due to the way they have _____ to the environmental changes around them.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What evolutionary characteristics help make birds unique?
- Why are birds considered intelligent?
- How have human cultures interacted with and perceived birds?

CONCEPT/SKILL FOCUS: Explain Similarity

INSTRUCT: Explain to students that cultural patterns are common, repeated ways of behaving or thinking. Also explain that cultural patterns can be similar across cultures. Point out the section of the article that explains how people have interacted with and perceived birds throughout time.

ASSESS: Ask students to identify the primary cultural characteristics of human-bird interaction identified in the article (e.g., used for food and for making objects including tools; used for hunting; used for religious ceremonies; used in myths and folklore; perceived as symbols of peace, wisdom, and prosperity, etc.). Then, have students identify two different cultures and explain how their understanding or use of birds was similar.

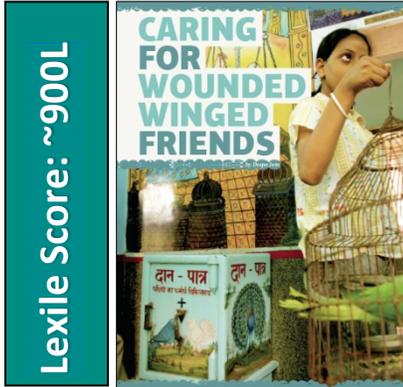
EXTEND

Social Studies Have student groups research how birds, including their parts, have been used by humans in religious activities. Instruct them to focus on one specific culture. Then, have them pair with another group and discuss similarities and differences between the way the two cultures they have learned about involve birds in religious activities.

Caring for Wounded Winged Friends

pp. 16–19, Expository Nonfiction

Discover how religious beliefs motivate a part of Indian society to care for birds that are injured or ill.



RESOURCES

- **Explaining Cause**

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about cultural characteristics.
- Students will explain probable causes of events.
- Students will give a multimedia presentation.

KEY VOCABULARY

- **peril (p. 17)** the state of being in serious or immediate danger, or of having one's survival threatened
- **recovery (p. 17)** the state of having returned to normal health, particularly physical

ENGAGE

Conversation Question: Why are birds important to human cultures?

Ask students to think about the types of human activities that might affect animals. Guide them to identify a few examples of human-environment interaction (including modifying landscapes) that could endanger animals. Then, tell them that sometimes, cultural beliefs and practices can benefit animals. Ask them to hypothesize what some of these might be.

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

Read the article with a partner, and then use these prompts for discussion:

- How do cultural patterns endanger birds in India?
- How do human-induced environmental factors endanger birds in India?
- How do religious beliefs relate to efforts to protect birds in India?

CONCEPT/SKILL FOCUS: Explain Cause

INSTRUCT: Explain to students that cultural beliefs can be used explain why people do certain things. Tell students that they'll be examining why and how religious beliefs affect how Jains in India help birds recover from injuries and illnesses.

ASSESS: Ask students to use the graphic organizer to determine how each of the three religious beliefs identified have influenced what and how Jains do at the hospital. To prompt deeper comprehension, hold a class discussion where you invite students to discuss the pros and cons of how the Jains care for the birds (see p. 19 for cons).

EXTEND

Science Invite students to research any endangered animal in the world. Ask them to gather information on how humans and their impact on the environment might be affecting them. Also, instruct them to identify any efforts by humans to help them. Then, have them organize their findings into a multimedia presentation and present it to the rest of the class.

Explaining Cause

As you read the article, identify the religious beliefs that have influenced Jains to care for injured birds in India.

Religious Beliefs	Influence on Jains' Actions
Should not harm any living creature	
Beings have a right to be free	
Vegetarian diet is sacred	

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Do the Crane Dance

pp. 24–26, Expository Nonfiction

Discover how the large, black-necked crane has become the focus of a relatively new dance ceremony performed in Bhutan.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about cultural characteristics.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will write a script for short film.

KEY VOCABULARY

- **habitat** (p. 24) the natural home or environment of an animal
- **threatened** (p. 26) the state of having an uncertain chance of continued survival
- **sacred** (p. 26) something considered spiritual or serving a religious purpose, and so deserving respect

ENGAGE

Conversation Question: Why are birds important to human cultures?

Ask students to identify a species that is threatened by human action or environmental change. Ask them if they are aware of any efforts to protect them or raise awareness about their plight. Last, inform students that some animals that are threatened become the focus of cultural events, such as celebrations and dances.

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

Read the article with a partner, and then use these prompts for discussion:

- When did the Bhutanese people start performing the Crane Dance?
- How is the Crane Dance performed? Why is it performed this way?
- How does the Crane Dance ceremony display a relationship between human culture and the environment?

CONCEPT/SKILL FOCUS: Explain Influence

INSTRUCT: Inform students that cultural patterns have impacts on how people live their daily lives. Explain that people living in Bhutan have a tradition of performing dances. Then, note that these dances are held because of their belief systems.

ASSESS: Arrange students into pairs and ask each pair to re-read the article to identify at least one cultural pattern (e.g., ancient and/or modern traditions, etc.) made by the Bhutanese people that has impacted their daily life, particularly during the time when the cranes first arrive each year. Then, have them identify what those impacts are (i.e., preparation for and holding of ceremonies and dances; farming patterns). Last, have pairs share their findings with another pair to ensure comprehension.

EXTEND

Science Invite students to use print and digital sources to learn more about how species indigenous to Bhutan have been impacted by humans and environmental changes. Then, ask them to write a short script for a five-minute documentary about any human or environmental impacts on those species.