

# Faces™

## NEW ZEALAND: Land of Enchantment

Explore the unique geography, culture, and history of New Zealand.

### CONVERSATION QUESTION

What factors make New Zealand a unique place?

### TEACHING OBJECTIVES

- Students will learn about place.
- 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 for a short film.



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

- **The First Trip to New Zealand**  
Expository Nonfiction, ~700L
- **Living Above the Boiling Earth**  
Expository Nonfiction, ~900L
- **The All Blacks**  
Expository Nonfiction, ~1100L

# Faces® Teacher Guide: November 2020

## The First Trip to New Zealand

pp. 12–15, Expository Nonfiction

Explore how researchers, including indigenous peoples, discovered the history of the Maori settlement of New Zealand.



### OBJECTIVES

- Students will learn about place.
- Students will explain how cultural characteristics make places similar and different.
- Students will conduct research.

### KEY VOCABULARY

- **oral traditions (p. 13)** a community's cultural and historical traditions passed down by word of mouth
- **archaeological (p. 14)** relating to the study of human activity through the recovery and analysis of physical objects
- **genealogy (p. 14)** an account of the descent of a person, family, or group from one or more ancestors

### ENGAGE

**Conversation Question:** What factors make New Zealand a unique place?

Explain that there are many different kinds of evidence researchers can use to study the past. Note that evidence can be physical, as in an object, but can also be oral, as in information contained in stories. Invite students try to identify several different examples of physical and oral evidence of where the earliest inhabitants of America came from.

### INTRODUCE VOCABULARY

Write the sentences below on the board. Then ask students to use the vocabulary words to complete them.

1. Researchers used \_\_\_\_\_ evidence to investigate various details about Maori settlement passed down through \_\_\_\_\_.
2. The \_\_\_\_\_ of the Maori people is contained within some of their \_\_\_\_\_.

### READ & DISCUSS

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

1. Why did researchers believe the Maoris came from Polynesia?
2. How did oral traditions help researchers determine the origin of the Maoris?
3. In what ways has science confirmed cultural beliefs held by the Maoris about their settlement of New Zealand?

### CONCEPT/SKILL FOCUS: Explain Culture

**INSTRUCT:** Explain to students that cultural patterns are common, repeated ways of behaving or thinking. Also explain that cultural patterns can be similar from place to place, and that researchers can use these similarities to help trace the origins of a group of people. Point out the section of the article that explains how archeologists confirmed the geographic origins of the Maori settlers of New Zealand.

**ASSESS:** Ask students to identify the primary cultural characteristics archeologists discovered in the article (e.g., stone tools and shell ornaments.). Then have students analyze why the archeologists felt these pieces of evidence were sufficient to claim they had discovered the origins of the Maori people.

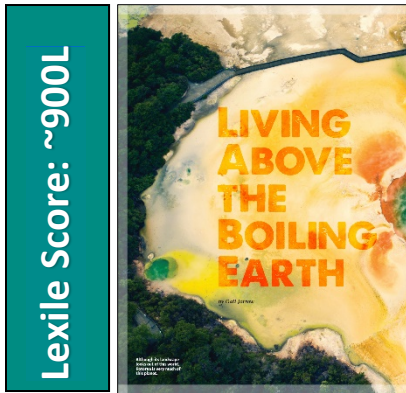
### EXTEND

**Social Studies** Have student groups choose a place on the Earth and identify the earliest known human inhabitants. Then have groups use print and digital sources to collect at least three pieces of evidence that explain the geographic origins of those people (e.g., where they came from before settling that place).

## Living Above the Boiling Earth

pp. 22–25, Expository Nonfiction

Discover why sections of New Zealand’s North Island are littered with hot, colorful spots where water rises to the surface.



### RESOURCES

- Explaining Cause

### OBJECTIVES

- Students will learn about place.
- Students will explain probable causes of events.
- Students will give a multimedia presentation.

### KEY VOCABULARY

- **plates (p. 24)** a massive slab of solid rock that float on the Earth’s mantle
- **geyser (p. 24)** a spring characterized by the periodic discharge of hot water and steam
- **geothermal (p. 25)** relating to or produced by the internal heat of the Earth

### ENGAGE

**Conversation Question:** What factors makes New Zealand a unique place?

Ask students to share what they know about different types of geological processes (e.g., the formation of mountains, the water cycle, etc.). Guide them to understand that each of these processes is caused by different geological conditions. Then tell them they’ll be learning about geologic activity on New Zealand’s North Island.

### 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

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

1. How are thermal zones created?
2. Why are sections of the earth in New Zealand different colors?
3. How have people living in Rotorua both adapted to and modified the unique geography there?

### CONCEPT/SKILL FOCUS: Explain Cause

**INSTRUCT:** Explain to students that places undergo many different kinds of geological processes. Tell students that they’ll be examining the causes of geologic activity in the Rotorua area.

**ASSESS:** Ask students to use the *Explaining Cause* graphic organizer to determine the geological causes of the three geologic events listed on the right side of the organizer. Have groups share their findings to ensure comprehension.

### EXTEND

**Science** Invite students to select one of the following geological phenomena - volcanos, mudslides, or earthquakes. Ask students to work in groups to research the geological causes of the phenomenon they chose. Have them gather written and visual information and complete a multimedia presentation. Then have students share their findings with the class.

### Explaining Cause

As you read “Living Above the Boiling Earth,” identify the various geologic and human causes of the events listed on the right side of the chart.

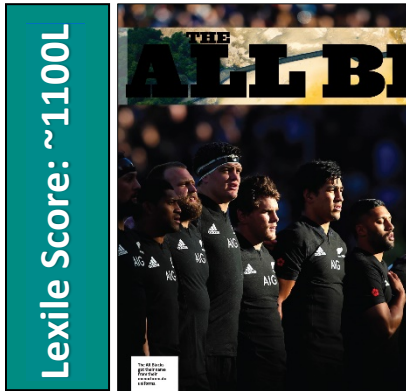
<p style="text-align: center;"><b>Causes</b> <b>(Geologic &amp; Human)</b></p>	<p style="text-align: center;"><b>Events</b></p>
	<p>Geysers allow hot water and steam to escape to the surface of the Earth.</p>
	<p>The ground around geysers turns different colors.</p>
	<p>There was reduced geyser activity in the 1980s.</p>

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## The All Blacks

### pp. 30–33, Expository Nonfiction

Discover how the All Blacks rugby team in New Zealand have become one of the most respected teams in the world.



## OBJECTIVES

- Students will learn about place.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will write a script for a short film.

## KEY VOCABULARY

- **fame** (p. 31) the state of being well-recognized by a large group of people
- **resilience** (p. 33) the capacity to recover quickly from difficulties
- **humility** (p. 33) a modest view of one's own importance

## ENGAGE

**Conversation Question:** What factors make New Zealand a unique place?

Ask students to think about how a sport can reflect different cultural beliefs (e.g., sports may reflect the belief that if you work hard you can achieve any goal). Ask them if they are aware of the sport of rugby. Explain that rugby is a very physical sport, somewhat similar to American football and soccer. Finally, inform students that they'll be learning about the ways in which rugby in New Zealand is influenced by Maori cultural beliefs.

## 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

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

1. Why is rugby known as a "rough game?"
2. Why do the All Blacks members perform the Haka at the start of games?
3. What cultural values are taught by playing rugby?

## 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 New Zealand have a tradition of playing rugby. Then note that various aspects of how the All Blacks team plays the game are tied to the belief systems of the Maori people.

**ASSESS:** Have students work in pairs. Ask pairs to reread the article to identify at least one cultural pattern (e.g., ancient tradition) of the Maori people that has impacted the daily life of All Blacks rugby players. Then have them identify what those impacts are (i.e., the Haka rally cry serves to remind the players of the Maori ancestors' strength).

## EXTEND

**Science** Invite students to use print and digital sources to learn more about how ancient Maori traditions have impacted the daily life of people living in New Zealand. Then ask them to write a short script for a five-minute documentary about these impacts.