

# Faces™

## TRACKING GLOBAL HEALTH

Explore the health challenges facing the world and how people are addressing them.

## CONVERSATION QUESTION

What cultural characteristics influence our health?

## TEACHING OBJECTIVES

- Students will learn about cultural characteristics.
- Students will explain how natural and human-made catastrophic events in one place affect people in other places.
- Students will explain causes and effects of events and developments.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will conduct research.
- Students will create a brochure.
- Students will create an infographic.



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.

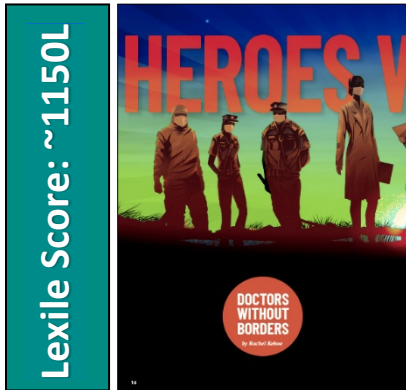
## SELECTIONS

- **Heroes Who Heal**  
Expository Nonfiction, ~1150L
- **The Healing Power of Music**  
Expository Nonfiction, ~1040L
- **Global Obesity: A BIG Disease is Growing**  
Expository Nonfiction, ~1160L

## Heroes Who Heal

### pp. 17–19, Expository Nonfiction

Across the world, many people don't have adequate access to healthcare, yet need it desperately. However, *Doctors Without Borders* strives to solve this problem.



## OBJECTIVES

- Students will learn about cultural characteristics.
- Students will explain how natural and human-made catastrophic events in one place affect people living in other places.
- Students will conduct research.

## KEY VOCABULARY

- **epidemics (p. 17)** a widespread occurrence of an infectious disease in a community
- **disasters (p. 18)** a sudden event, such as an accident or natural catastrophe, that causes great damage or loss of life
- **relief effort (p. 18)** a plan to help people and repair damages after a natural or human-made disaster

## ENGAGE

**Conversation Question:** What cultural characteristics influence our health?

Explain that there are many different reasons why events in one physical place may affect people living in other places. Have students try to come up with a few examples (e.g., a flood in a nearby region may require support and resources from their region). Then, explain that they'll be reading about a group of people who travels around the world to help others deal with different types of disasters.

## 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. How did Doctors Without Borders originate?
2. Where does Doctors Without Borders operate? Why?
3. What challenges do members of Doctors Without Borders face in trying to help people?

## CONCEPT/SKILL FOCUS: Explain Impact

**INSTRUCT:** Explain to students that natural and human-made catastrophic events occur across the globe. Also explain that while these events impact the people living in the area where the disaster occurred, they can also influence people living in other places. Point out that the article explains how doctors organized to form *Doctors Without Borders* to be able to help people in different places who were affected by various disasters.

**ASSESS:** Ask students to identify the primary reason why people in the Doctors Without Borders organization travel to different places to help people (they travel to regions where health care is not available). Then have students locate two different examples of places where the organization traveled to help people deal with disasters.

## EXTEND

**Social Studies** Have student groups choose a natural or human-made disaster (e.g., famine, pandemic, earthquake, etc.). Then, have groups use print and digital sources to research a specific example of that disaster (e.g., the 2017 South Sudan famine). Next, have groups research the relief efforts that were organized to help people deal with the disaster. Have groups present their findings to the rest of the class.

## The Healing Power of Music

pp. 20–23, Expository Nonfiction

Discover how people came to believe that music can heal the body and the mind and how it is used today.



### RESOURCES

- Explaining Cause and Effect

### OBJECTIVES

- Students will learn about cultural characteristics.
- Students will explain causes and effects of events.
- Students will create a brochure.

### KEY VOCABULARY

- **shamans (p. 21)** people regarded as having access to and influence on spiritual forces
- **therapists (p. 22)** a person skilled in a particular type of practice that helps people recover from some illness or other health issue
- **patients (p. 23)** a person receiving medical treatment for a health-related concern

### ENGAGE

**Conversation Question:** What cultural characteristics influence our health?

Ask students to share what they know about different types of music (e.g., classical, hip-hop, jazz, etc.). Then, ask them how different types of music makes them feel. Then, have them hypothesize how listening to or playing music could affect the health of their body. Guide them to understand that the field of music therapy is based on the idea that music can affect both emotions and the physical body.

### 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. What factors led to music therapy being established as a field of study?
2. What subjects do Music Therapy students study?
3. How does music therapy work to help heal people?

### CONCEPT/SKILL FOCUS: Explain Cause

**INSTRUCT:** Explain to students that events have both causes and effects. Explain that the practice of using music for therapeutic purposes has a long history, and that each event in that history can be viewed as having both a cause and an effect.

**ASSESS:** Ask students to use the *Explaining Cause and Effect* graphic organizer to determine the causes and effects associated with different events in the history of music being used for therapeutic purposes. Have groups share their findings to ensure comprehension.

### EXTEND

**Science** Invite students to imagine how they could use music to help people be healthy or recover from a health issue. Then, challenge them to create a brochure that explains the following: a) what type of music they create and the instruments used to create it, b) how their organization involves people with that type of music (e.g., how people listen to or play instruments), and c) why their type of music therapy is beneficial. Tell students to use at least three drawings or images in their brochures. Then have students share their brochures with the rest of the class.

### Explaining Cause and Effect

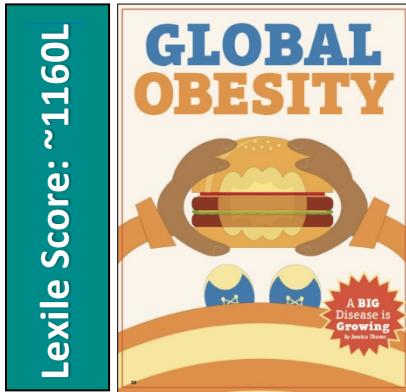
As you read “The Healing Power of Music,” identify the various historical causes and effects of the events listed below.

Causes	Events	Effects
	<p>U.S. soldiers return home from World War II with terrible injuries.</p>	
	<p>Michigan State University offers the first music therapy academic program.</p>	
	<p>Since the 1950s, research on the use of music therapy in a wide variety of settings has shown positive results.</p>	

## Global Obesity: A BIG Disease is Growing

pp. 30–33, Expository Nonfiction

Explore how is obesity increasingly becoming a public health issue across the globe, and what can we do about it?



### OBJECTIVES

- Students will learn about cultural characteristics.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will create an infographic.

### KEY VOCABULARY

- **obesity (p. 31)** excessive fat accumulation that presents a risk to health
- **developing nations (p. 31)** countries that have a low level of income and level of services available to them
- **health systems (p. 32)** institutions at the local, state, and national levels that make up a nation's ability to identify and treat health issues

### ENGAGE

**Conversation Question:** What cultural characteristics influence our health?

Ask students to think about the factors that might contribute to obesity. Then, ask them what the health effects of obesity might be. Last, have them hypothesize how culture influences people's likelihood of becoming obese.

### 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 might experts not expect obesity to be an issue in developing nations?
2. What does data reveal about global trends regarding obesity?
3. What factors are causing the global increase in obesity?

### CONCEPT/SKILL FOCUS: Explain Influence

**INSTRUCT:** Inform students that cultural patterns have impacts on how people live their daily lives. Explain that the article discusses different factors that increase the likelihood of obesity for people across the globe.

**ASSESS:** Have students work in pairs. Ask pairs to reread the article to identify at least one cultural pattern (e.g., behavior related to food consumption, ways of traveling, etc.) that has impacted the daily life of people across the globe. Then have them identify what the impacts of those patterns are (i.e., increasing use of cars leads to less exercise).

### EXTEND

**Math** Invite students to use print and digital sources to research facts related to obesity across the globe. Students may also use data presented in the article. Once students have obtained the necessary data and information, have them organize it into an infographic that includes the following elements: a) at least one graph or chart, b) at least three facts displayed prominently, and c) at least two images. Then invite students to share their infographics with the rest of the class.