

Faces™

It's a Small World

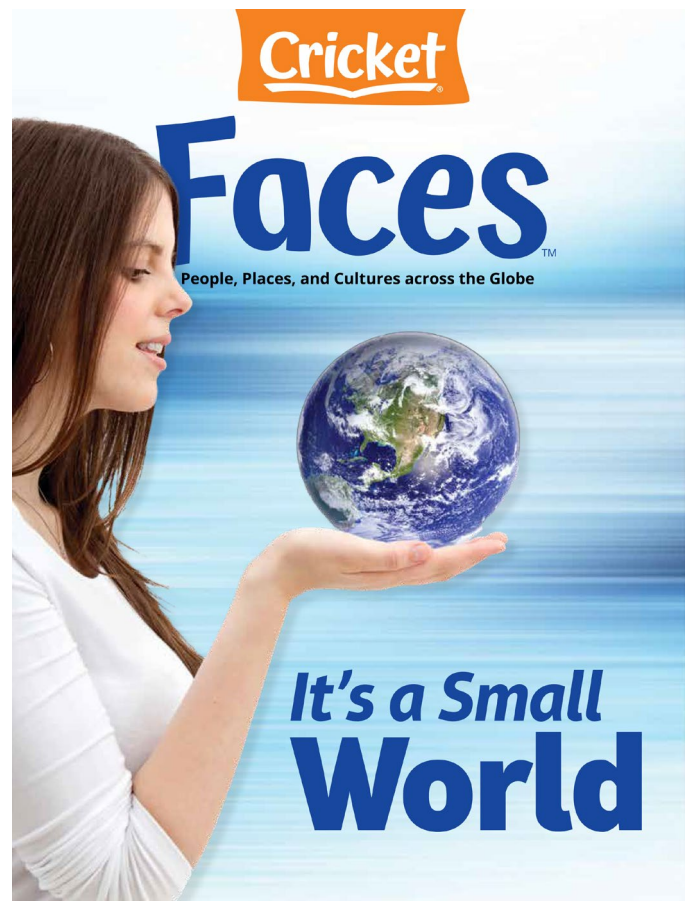
We have all been reminded time and again that in life, it's the little things that count. This month's issue of FACES magazine contains articles that demonstrate how tiny creatures, small cities, and miniature dwellings can have a sizeable impact.

CONVERSATION QUESTION

How can something small have great significance?

TEACHING OBJECTIVES

- Students will learn about Vatican City, the world's smallest independent state.
- Students will learn about the research of an entomologist working in Madagascar.
- Students will learn about Thailand's Spirit Houses.
- Students will use a map to explain relationships between geographical locations.
- Students will analyze how location impacts cultural and environmental characteristics.
- Students will identify main idea and details.
- Students will use a mathematical process to solve a word problem.
- Students will practice using the interview format to collect information.
- Students will research Thailand's major crops and major exports.



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.

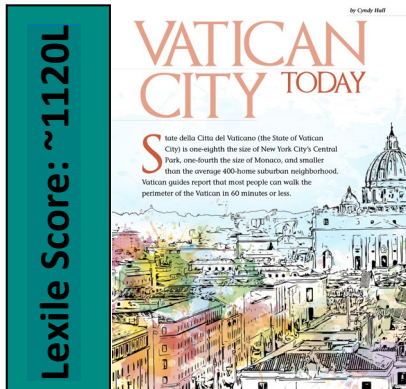
SELECTIONS

- **Vatican City Today**
Expository Nonfiction, ~1120L
- **An Interview with the Ant Man**
Interview, ~820L
- **Spirit Houses All Around**
Expository Nonfiction, ~990L

Vatican City Today

pp. 12–15, Expository Nonfiction

Though small in size, Vatican City was designated as a World Heritage site by UNESCO because of its great cultural and historical significance. Readers will learn the global importance of this tiny nation.



RESOURCES

- When in Rome: Using Maps

OBJECTIVES

- Students will learn about Vatican City, the world's smallest independent state.
- Students will use a map to explain relationships between geographical locations.
- Students will use a mathematical process to solve a word problem.

KEY VOCABULARY

- **suburban** (p. 12) relating to a town or other area where people live in houses near a larger city
- **perimeter** (p. 12) the outside edge of an area or surface
- **neutral** (p. 13) not supporting one political view over another

ENGAGE

Conversation Question: How can something small have great significance?

Use a K-W-L chart (**K**now-**W**ant to know-**L**earned) to record students' prior knowledge about Vatican City and what they would like to know about this independent state. Return to the chart after students complete the activities below and have students add details about what they've learned. If there are remaining curiosities about the Vatican, allow the class to use books and the internet to find more information.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions on the board. Then display these cloze sentences and have students complete them:

1. The fence around my house identifies the _____ of my property.
2. Instead of taking a side when my sisters fight, I am _____.
3. My family moved north of the city to a _____ neighborhood.

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion:

1. Why does Vatican City hold a position of global importance?
2. What structures take up most of the Vatican's space?
3. Who lives in Vatican City?
4. How is the government in this city structured?
5. Describe daily life inside the Vatican.
6. What are some of the duties of people who work in the Vatican?

CONCEPT/SKILL FOCUS: Using Maps

INSTRUCT: Guide students to acknowledge the importance of the four cardinal directions (north, south, east, west) and the scale of a map when using a map to locate a place or calculate distances. Distribute the *When in Rome: Using Maps* worksheet and tell students they will be using the map on article page 15 to complete the questions. If necessary, review cardinal directions and how to use a map scale.

ASSESS: Have students work in pairs to complete the worksheet. Then review the answers with the class.

EXTEND

Mathematics Remind students that article page 12 states that Vatican City is one-eighth the size of New York's Central Park. Display this word problem: *If Central Park occupies an area of 840 acres, how many acres does Vatican City occupy?* Have students use the Read-Draw-Write process to show their mathematical thinking and to solve the problem.

Answer: 105 acres

When in Rome

Using Maps Use the map of Vatican City on page 15 to answer the question sets below. You will need to use a compass rose to state cardinal directions and the scale to calculate distances.

Cardinal Directions: north, south, east, west



Part 1: The compass rose above shows cardinal directions. Draw a similar compass rose on the map on page 15 to indicate that Audience Hall is to the south and the Pigna Courtyard is to the north. Then use the map and the compass rose you drew to fill in the correct answers below.

1. The Sistine Chapel is _____ of the Vatican.
2. The Post Office is _____ of the Papal Printing Office.
3. Saint Peter's Square is _____ of the Church of Saint Stephen.
4. Saint Peter's Basilica is _____ of the Ethiopian Seminary.
5. The Heliport is _____ of the Radio Station.

Part 2: Locate the scale in the bottom left corner of the map. Notice that it provides measurement in meters, as well as feet. Use the scale to fill in the correct answers below.

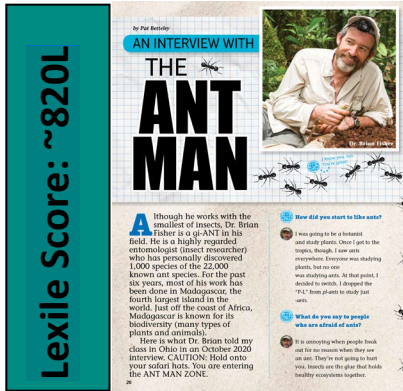
6. The distance from the Academy of Sciences to the Art Gallery is approximately _____ meters.
7. The distance from the garage to the San Damaso Courtyard is approximately _____ feet.
8. The distance from the Palace of the Holy Office to the Railroad Station is approximately _____ meters.
9. The distance from the Lourdes Grotto to St. Peter's Square is approximately _____ feet.
10. The distance from the Mosaic Studio to the Teutonic College is approximately _____ meters.

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An Interview with the Ant Man

pp. 20–23, Interview

Grab your safari hat and join Dr. Brian Fisher as he studies the ants of Madagascar. Readers will learn why insects are the glue that holds a healthy ecosystem together.



RESOURCES

- Smarty P-ANTS: Impact of Location

OBJECTIVES

- Students will learn about the research of an entomologist working in Madagascar.
- Students will analyze how location impacts cultural and environmental characteristics.
- Students will use the interview format to collect information.

KEY VOCABULARY

- **entomologist** (p. 20) a scientist who studies insects
- **botanist** (p. 20) a scientist who studies plants

ENGAGE

Conversation Question: How can something small have great significance?

Inform students that the subject of the article, Dr. Brian Fisher, created a website that identifies ant species by region. Demonstrate using the site by visiting Antweb.org and typing in the name of your region. Browse through the results with the class and demonstrate how to read the pie chart. Then ask students how many species look familiar.

INTRODUCE VOCABULARY

Post and discuss the vocabulary words and definitions on the board. Inform students that these are just two types of scientists who study the world's ecosystems. Give students three minutes to list other experts who conduct research in this field. Ask students to share responses.

READ & DISCUSS

Preview the questions below. Then read the article aloud, pausing for discussion when answers to the questions are revealed.

1. What is Dr. Fisher's advice on identifying different types of ants?
2. What is unique about the way the animals got to Madagascar?
3. Why are there so many species of ants in Madagascar?
4. Explain the dangers Dr. Fisher has faced while conducting research.
5. Why is an adventurous personality an asset to Dr. Fisher's work?

CONCEPT/SKILL FOCUS: Impact of Location

INSTRUCT: Display a world atlas and have students locate Madagascar. Guide students to recall that Dr. Fisher mentioned that Madagascar's location impacts the species of plants, animals, insects there and the culture of the Malagasy people. Tell students to use information from the article to complete the *Smarty P-ANTS: Impact of Location* worksheet. Encourage students to share ideas with their classmates.

ASSESS: Circulate as students are working and have content-related mini-conversations. Remind students to give specific details in their answers.

EXTEND

Language Arts Discuss the interview format as a method for sharing information with readers. Point out that the one-to-one interview format permits direct questioning and generally results in a focused conversation guided by the interviewer. Give students practice using this format to collect and share information by assigning pairs of students the task of interviewing each other. Have the class participate in a brainstorming session to give them ideas for topics and questions. Then have students prepare their interview questions and write or record the answers. Remind them that the interview should be interesting for others to read or hear and should provide entertainment and/or learning value.

Smarty P-ANTS

Impact of Location Consult the article to explain how each of the elements listed below is unique to the culture and environment of Madagascar.

Element	Description
Insect Species	
Plant Species	
Animal Species	
Malagasy Lifestyle	
Malagasy Diet	

Think Tank: On page 22, Dr. Fisher discusses the aptly named Dracula ant. Describe a fictitious species of ant that YOU discovered. Give it an unusual name and explain the reason for its name. Draw a picture of your ant on the back of the paper.

Faces® Teacher Guide: July/August 2021

Spirit Houses All Around

pp. 32–33, Expository Nonfiction

Journey to Thailand and explore the tiny structures that accompany most residential and commercial buildings. Readers will learn the cultural importance of these beautiful Spirit Houses.



OBJECTIVES

- Students will learn about Thailand’s Spirit Houses.
- Students will identify main idea and details.
- Students will research Thailand’s major crops and exports.

KEY VOCABULARY

- **guardian** (p. 32) a defender, protector, or keeper
- **restock** (p. 33) to provide a new supply of something to replace what has been used
- **sacred** (p. 33) highly valued and important

ENGAGE

Conversation Question: How can something small have great significance?

Ask students to share small objects, events, experiences, or exchanges with others that are greatly significant to them. Then have students work in small groups to discuss and answer the Conversation Question. Invite groups to share their ideas with the class. Finally, tell students to note the significance of small things in this article.

INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Then display the questions below and have students work in pairs to answer them. Invite volunteers to share their answers. Then remind students to look for the vocabulary words as they read the article.

1. Which person is not a suitable **guardian**: parent, baby, teacher?
2. Which things can't be **restocked**: refrigerator, first aid kit, songs?
3. Which place is not considered **sacred**: temple, mosque, attic?

READ & DISCUSS

Have students read the article in small groups and then answer the questions below. Discuss responses.

1. What is the purpose of Spirit Houses in Thailand?
2. What is animism?
3. How is the placement of the Spirit House determined?
4. What is placed at the entrance of a Spirit House? Why?
5. What happens to a Spirit House that gets old or damaged?

CONCEPT/SKILL FOCUS: Main Ideas

INSTRUCT: Show students a straightforward nonfiction magazine article with section headings. Explain that headings help readers understand the main idea in each section of an article. Demonstrate this using one section in the article you found. Point out that “Spirit Houses All Around” doesn’t have headings. Have students work in pairs to reread the article and identify different sections of information where headings could be inserted.

ASSESS: Have partners write headings for the different sections they identified. Then have them exchange work with another pair and see if they can summarize the information under the other pair’s headings. Tell pairs to note headings they think should be moved or revised. Then have pairs get together to discuss their ideas about each other’s work.

EXTEND

Geography Display a map of Asia and point out Thailand. Remind students that offerings left at Spirit Houses include jasmine, rice, and fruit—all products grown on the land. Have students research crops grown in Thailand’s tropical climate and exported to other countries.