

Faces™

GO FISH!

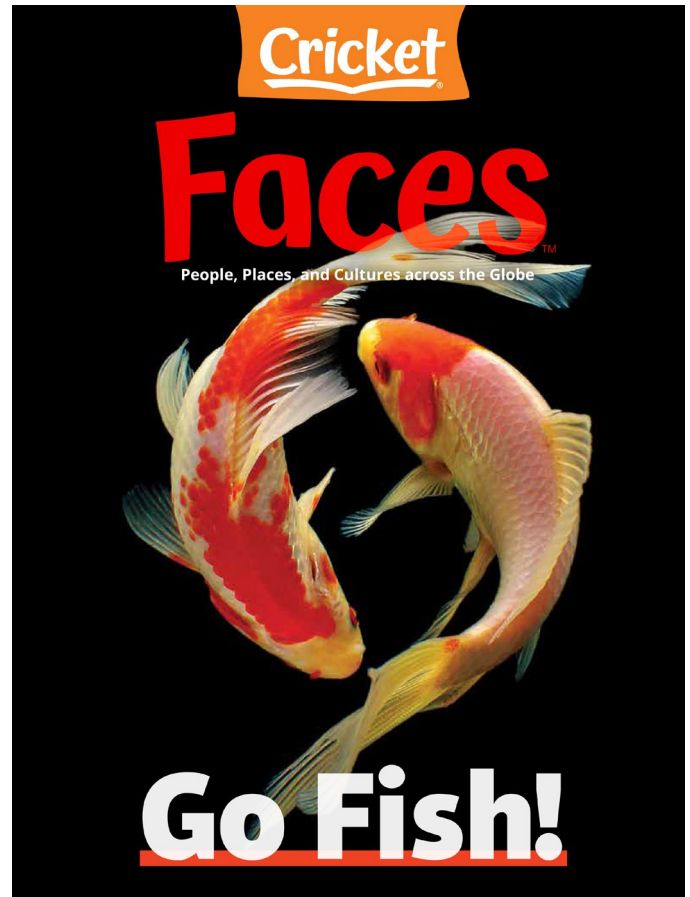
There's something fishy about this month's issue of FACES. Articles explore a variety of fish species and how they play a part in a region's lifestyle and diet, as well as its culture and traditions.

CONVERSATION QUESTION

How are fish an important part of history?

TEACHING OBJECTIVES

- Students will learn about the impressive bluefin tuna.
- Students will learn why cod fish are an important part of Basque culture.
- Students will learn how goldfish are an integral part of Chinese culture.
- Students will analyze the relationship between humans and their environment.
- Students will examine how location impacts different aspects of a culture.
- Students will study cultural symbolism and tradition.
- Students will use information from an article to create and solve mathematical word problems.
- Students will plot geographical locations on a map of the world.
- Students will express homophones as visual puns.



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.

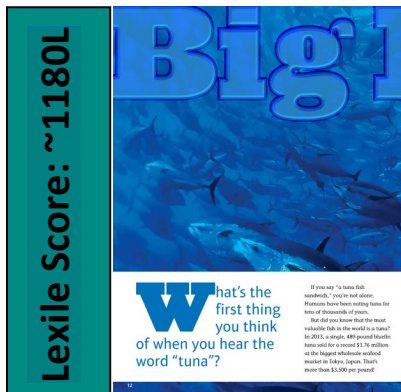
SELECTIONS

- **Big Blue: One Very Cool Tuna**
Expository Nonfiction, ~1180L
- **Oh My Cod!**
Expository Nonfiction, ~1170L
- **Fish of Abundance & Prosperity**
Expository Nonfiction, ~1230L

Big Blue: One Very Cool Tuna

pp. 12–15, Expository Nonfiction

This article explains why the bluefin tuna is considered one of the most magnificent and complex animals in the world. Its beauty, speed, and strength are a source of inspiration from sea to shining sea.



RESOURCES

- Analyze Relationships: Fin-tastic

OBJECTIVES

- Students will learn about the impressive bluefin tuna.
- Students will analyze the relationship between humans and their environment.
- Students will use information from the article to create and solve mathematical word problems.

KEY VOCABULARY

- overfished** (p. 13) depleted the stock of a fish
- spawn** (p. 13) to produce or lay eggs in water
- ichthyologists** (p. 14) scientists who study the biology, behavior, and environment of fish
- pelagic** (p. 14) relating to or living in the sea far from the shore

ENGAGE

Conversation Question: How are fish an important part of history?

Post the title of the article and then read the following sentence from page 13: “Some people think of the bluefin as the tiger or wolf of the sea.” Ask students what they can infer about the qualities of the bluefin tuna from this statement. Have them make inferences about a bluefin’s size, hunting habits, speed, and position on the food chain. Revisit inferences after reading the article and discuss why the ability to make reasonable inferences is a critical tool for readers.

INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Instruct students that they will be creating a word search puzzle using those four words plus another 16 theme-related words. Suggest they highlight topical words as they read for use in the word search. Share the puzzles with another class for use as a prereading exercise for this article.

READ & DISCUSS

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

- Describe the appearance, physical features, swimming capabilities, and habits of the bluefin tuna.
- What three traits do all varieties of tuna species have in common?
- How is a bluefin’s skeleton different from a shark’s skeleton?
- What is unique about the bluefin tuna’s circulatory system?
- Why are worldwide bluefin populations plummeting to very low levels? What can be done to save the bluefins?

CONCEPT/SKILL FOCUS: Analyze Relationships

INSTRUCT: Review with the class that the environment contains living and nonliving elements. The living environment is most prominently comprised of humans, animals, and plants. This article presents details about the ways the bluefin tuna has influenced human behaviors, artistic output, and technological advancements. Instruct students to record these relationships on the *Analyze Relationships: Fin-tastic* graphic organizer.

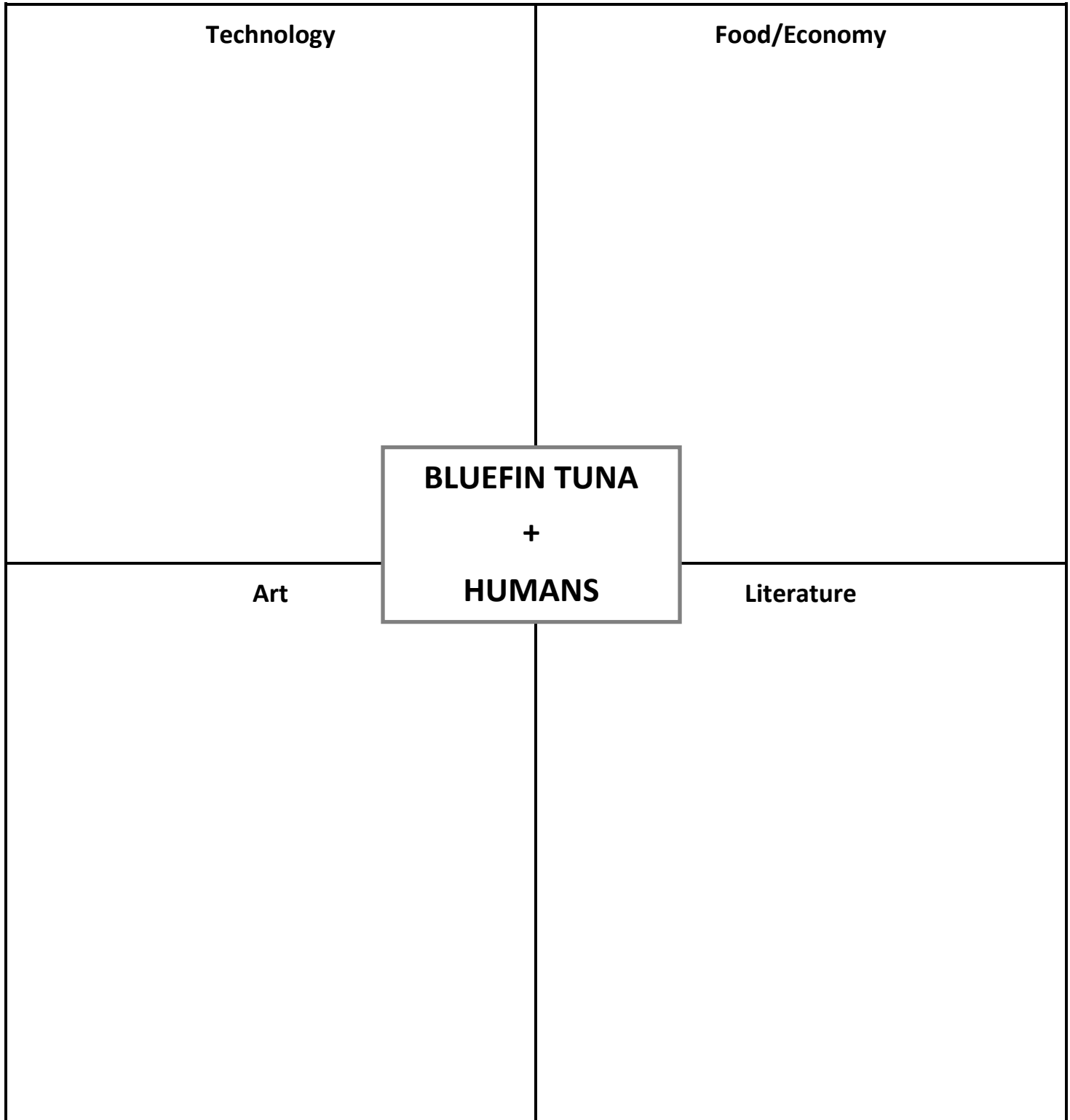
ASSESS: Review the chart with the class. Have students brainstorm how other animals have influenced the elements listed on the chart.

EXTEND

Mathematics The article states that a full-grown bluefin tuna can weigh more than three-quarters of ton—more than a grizzly bear and pretty close to the weight of a Volkswagen Beetle. Have students use the R-D-W to express how much the bluefin would weigh in pounds. (Provide the equivalent: 1 ton = 2,000 pounds.) Challenge students to use the measurement information in this article to create two word problems for a partner to solve.

Fin-tastic

Analyze Relationships Review the article and locate passages that explain how the relationship between humans and the bluefin tuna has influenced various elements of society. Record your findings below.



Oh My Cod!

pp. 20–23, Expository Nonfiction

This article takes students on a journey from Western Europe to the banks of Newfoundland, Canada. Readers will learn about the interconnection of the Basque people and the hardy cod fish.



RESOURCES

- Impact on Culture: Something Seems Fishy

OBJECTIVES

- Students will learn why cod is an important part of Basque culture.
- Students will examine how location impacts different aspects of a culture.
- Students will plot geographical locations on a map of the world.

KEY VOCABULARY

- **enzyme** (p. 21) a chemical substance in animals and plants that helps to cause natural processes, such as digestion
- **dialect** (p. 22) a form of language that is spoken in a particular area and that uses some of its own words, grammar, and pronunciations
- **conservation** (p. 23) the protection of animals, plants, and natural resources

ENGAGE

Conversation Question: How are fish an important part of history?

Present the title of the article and inform the students that they will be reading about the importance of cod fish in the history, cuisine, and culture of the Basque people. As a motivating activity, display the sidebar on page 23 and have students work in pairs to practice saying different phrases in the Basque language. Encourage them to use some Basque words in class throughout the day (Ex: *ez*="no"/*bai*="yes").

INTRODUCE VOCABULARY

Display and discuss the meanings of the key vocabulary words. Then display these prompts and have students discuss them with a partner:

1. What process would an **enzyme** in the stomach likely aid?
2. Sometimes a variety of **dialects** are spoken in one region. How might this make communication difficult?
3. What are three examples of **conservation** efforts?

READ & DISCUSS

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

1. How are young cod fish able to survive in subzero temperatures?
2. Describe the living environment and diet of the cod fish.
3. Why were whales highly regarded in Europe during the Middle Ages? What happened when they became scarce in Basque waters?
4. Why can it be difficult for Basque speakers who live in different villages to understand one another?
5. What has saved the cod fish in the farthest reaches of the Atlantic?

CONCEPT/SKILL FOCUS: Impact on Culture

INSTRUCT: Explain that the abundance of a resource in a particular region shapes many aspects of the culture there. Distribute the *Impact on Culture: Something Seems Fishy* organizer and tell students they will be noting the impact of cod fish on the history, economy, lifestyle, and cuisine of the Basque people. Have students work in pairs to reread the article, underline passages that will be helpful for this purpose, and then record the information in the chart.

ASSESS: Review the answers and invite students to share their responses to the Think Tank question at the bottom of the worksheet.

EXTEND

Geography Instruct students to reread the article and highlight all of the geographical locations contained in the text. Provide pairs of students with a world map and have them plot and label each location. Challenge them to trace the route of the Basque fishermen.

Something Seems Fishy

Impact on Culture Consult the article to explain how cod fish have influenced each different element of Basque culture.

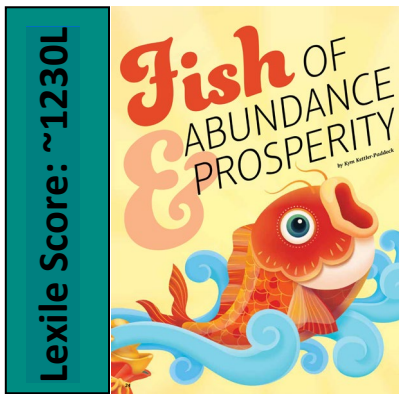
Cultural Element	Influence of Cod Fish
history	
economy	
lifestyle	
cuisine	

Think Tank: Write about a food that plays an important part in your own family’s celebrations and lifestyle. Describe the food and why it has a role in your family’s history.

Fish of Abundance & Prosperity

pp. 24–27, Expository Nonfiction

From the Yangtze River to the modern glass bowl, goldfish have a purposeful presence in Chinese culture. Students will learn how goldfish have been a prominent feature in Chinese art and festivals for nearly two millennia.



RESOURCES

- Cultural Symbolism and Tradition: It's O-fish-al

OBJECTIVES

- Students will learn how goldfish are an important part of Chinese culture.
- Students will study cultural symbolism and tradition.
- Students will express homophones as visual puns.

KEY VOCABULARY

- **mutation** (p. 25) a change in the genes of a plant or animal that causes physical characteristics that are different from what is normal
- **ubiquitous** (p. 25) seeming to be seen everywhere
- **auspicious** (p. 26) showing or suggesting that future success is possible

ENGAGE

Conversation Question: How are fish an important part of history?

Have students use the article title and the art on page 24 to make predictions about what this article will be about. Students could work in pairs or small groups. Have students record and share their predictions with the class. Then remind them to check their predictions after they read the article.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions on the board. Then display the following cloze sentences and have students supply the correct word:

1. Fifty years ago, computers were rare, but now they are _____.
2. A _____ caused the tree to produce two different colors of flowers.
3. In India, elephants are considered _____ symbols of wealth.

READ & DISCUSS

Read the article aloud with the class. Have students reread the article in small groups to answer the questions below. Discuss responses.

1. Explain the progression from the gray carp found in the Yangtze River to the domesticated goldfish we know today.
2. What were “mercy ponds”?
3. How did the invention of the earthenware goldfish bowl change the course of goldfish history?
4. How are homophones used by the Chinese to make visual puns incorporating goldfish?
5. Why does a thriving market for goldfish exist in modern times?

CONCEPT/SKILL FOCUS: Culture and Tradition

INSTRUCT: Goldfish have been an important part of Chinese culture for nearly two millennia. More than simply a source of food (carp), goldfish have become an auspicious symbol for the Chinese people. Have students discuss how fish symbolism is used in Chinese festivals and celebrations. Students will utilize the *Cultural Symbolism and Tradition: It's O-fish-al* worksheet to demonstrate how symbols are often combined to alter their meaning. Have students reread page 26 and then create the images conveying auspicious wishes.

ASSESS: Have students do an “art walk” to view their classmates’ creations.

EXTEND

Language Arts The article states that the Chinese language has many homophones—words that sound alike but have different meanings. These homophones are sometimes used to make visual puns in which images of physical objects represent abstract concepts that share the same pronunciation. For instance, the character for *fish* is a homophone of the word *abundance*, so fish images express wishes of abundance. Have students use English-language homophones to create visual puns.

It's O-fish-al

Cultural Symbolism and Tradition Review page 26 of the article, which explains how the Chinese people combine characters to represent good wishes. The images you recreate below would likely be featured during the Chinese New Year or Spring Festival.

A child holding a large goldfish and a lotus flower means _____	A goldfish wrapped in a lotus leaf means _____