

Faces™

Bready or Not

Bread is one of the world's earliest prepared foods. It is a symbol of culture, history, hunger, and peace. This month's issue of FACES explores how this simple food has brought people together and provided sustenance for societies throughout the ages.

CONVERSATION QUESTION

How is bread connected to culture?

TEACHING OBJECTIVES

- Students will learn about the history of bread in different regions.
- Students will learn the history of gingerbread.
- Students will learn about the dwindling trade of *poders*.
- Students will examine how the consumption of products connects people to distant places.
- Students will use a map to explain how goods move from place to place.
- Students will analyze the skills and knowledge required to produce certain goods.
- Students will tag and research geographical locations.
- Students will use mathematical formulas to determine the area and perimeter.
- Students will identify idioms.



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 Best Thing Before Sliced Bread**
Expository Nonfiction, ~1120L
- **Gingerbread: A Treat for the Ages**
Expository Nonfiction, ~1020L
- **Bringing Bread Makers Back**
Expository Nonfiction, ~930L

The Best Thing Before Sliced Bread

pp. 8–11, Expository Nonfiction

From soft pretzels to sliced loaves, bread is a staple food in the diet of North America. Readers will learn how bread differs around the world and the significance and history associated with each comforting bite.



RESOURCES

- Consumption of Products: Breaking Bread

OBJECTIVES

- Students will learn about the history of bread in different regions.
- Students will examine how the consumption of products connects people to distant places.
- Students will tag and research geographical locations.

KEY VOCABULARY

- hearth** (p. 9) the floor in front of or inside a fireplace
- reputed** (p. 10) believed to be true or to exist
- aristocratic** (p. 11) of the upper classes

ENGAGE

Conversation Question: How is bread connected to culture?

Entice students into a game of Twenty Questions in which they try to guess the topic of the article (bread). In this game, the players are allowed to take turns asking yes/no questions to unravel the mystery. Instead of calling out the answer, have students write their guess on a piece of paper after each question. At the end of the questions, did all students write the word *bread*?

INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary words. Review how to use context clues and background knowledge to infer the meanings of new words. Then have partners work together to determine the meaning of each term. Reveal definitions.

- The logs flamed on the hearth, warming the room.
- The old mansion on Folger Street is reputed to be haunted.
- Giles has an aristocratic family and a castle in Spain.

Emphasize the key vocabulary words when reading the article.

READ & DISCUSS

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

- How does the shape of a bread loaf connect to culture?
- How did Roman legionnaires help invent pizza?
- Why was an allowance made for bagels in space?
- What does the bread you prefer often depend on?
- What is the purpose of American sandwich bread?
- What two inventions in the early 1900s dramatically increased the consumption of bread?

CONCEPT/SKILL FOCUS: Consumption of Products

INSTRUCT: The article presents detailed information regarding the history of bread across the globe. Breads from different regions have different ingredients, shapes, and histories. Distribute the *Consumption of Products: Breaking Bread* graphic organizer and tell students they will be recording information about bread products near and far.

ASSESS: Review the chart. Have students discuss their favorite breads.

EXTEND

Geography: Have students review the article and highlight the geographical locations. Supply pairs of students with a map of the world and have them locate and label these locations, including the breads they are known for and the significance of these breads. Challenge pairs to conduct research using books and the internet to add three more countries and their bread products to the map.

Breaking Bread

Consumption of Products Use information from the article to provide details about each bread.

Bread	Region of Origin	Shape	History and Significance
plakous			
beugal			
baguette			
challah			

Gingerbread:

A Treat for the Ages

pp. 12–15, Expository Nonfiction

This article explores the origins and uses of ginger and gingerbread. Students will want to “*read, read, read, as fast as they can*” to discover the trail of origin and its many uses throughout time.



OBJECTIVES

- Students will learn the history of gingerbread.
- Students will use a map to explain how goods move from place to place.
- Students will use mathematical formulas to determine the area and perimeter.

KEY VOCABULARY

- **treacle** (p. 14) a syrup made from a blend of molasses, sugar, and corn syrup
- **consume** (p. 15) to eat or drink
- **concocted** (p. 15) made a food or drink by mixing different things together

ENGAGE

Conversation Question: How is bread connected to culture?

Students may know little about gingerbread beyond the classic fairy tale “The Gingerbread Man.” Construct a K-W-L chart (Know—Want to Know—Learned) to record students’ prior knowledge about gingerbread and what they would like to know about this sweet treat flavored with ginger spice. Return to the chart after completion of the reading and activities, and have students add details about what they have learned.

INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Explain that students will be creating a word search puzzle using these three words and 17 other theme-related words from the article. Suggest students highlight topical words as they read. Then distribute grid paper. Share the puzzles with another class for use as a pre-reading exercise for this article.

READ & DISCUSS

Pose the following questions to prompt meaningful discussion:

1. Why did sailors carry ginger with them on ships?
2. How valuable was ginger in England in the medieval period?
3. Why was ginger especially popular in Europe in the 1300s?
4. Why were gingerbread letters eaten in the Middle Ages?
5. How do children in Sweden make wishes with gingerbread cookies?

SKILL FOCUS: Using Maps

INSTRUCT: The article presents the reader with a detailed history of gingerbread and explores traditions and locations. First, have students review the article and highlight the geographical locations. Then provide students with copies of a simple world map. Next, list the following locations on the board: origin point of ginger root, Silk Road, gingerbread capital of the world, largest gingerbread man, largest gingerbread house. Have students plot and label these locations on their world maps to show how ginger originated in Southeast Asia and traveled around the world.

ASSESS: Ask for a volunteer(s) to share their maps and describe the routes and special locations.

EXTEND

Geometry: The article explains that the world’s largest gingerbread house was 42 feet wide and 60 feet long. (There are amazing video clips of the house’s construction viewable online.) Have students calculate the perimeter and area of the house by using the proper formula and the R-D-W (Read-Draw-Write) process.

Answers:

Area = length × width $42 \times 60 = 2,520$ square feet

Perimeter = (length + width) × 2 $(42 + 60) \times 2 = 204$ feet

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Bringing Bread Makers Back

pp. 16–18, Expository Nonfiction

Waking to the smell of freshly baked bread may soon be a distant memory to some people living in Western India. This article details the dwindling trade of traditional *poders* (bakers) and attempts to resurrect this trade.



RESOURCES

- Analyze Skills and Knowledge: All You Knead

OBJECTIVES

- Students will learn about the dwindling trade of *poders*.
- Students will analyze the skills and knowledge required to produce certain goods.
- Students will identify idioms.

KEY VOCABULARY

- aromatic** (p. 18) having a pleasant and distinctive smell
- resurrect** (p. 19) to cause something that had ended or been forgotten to exist again

ENGAGE

Conversation Question: How is bread connected to culture?

Define traditional foods for the class as follows: “foods and dishes that have been passed down for generations and the beliefs and practices connected to the production and consumption of these foods.” Point out that traditional foods are a meaningful part of culture, identity, and heritage. Have students consider traditional meals they enjoy. Invite them to share the meal’s components, history, and traditions. Discuss why traditional meals seem more special than basic meals.

INTRODUCE VOCABULARY

Post and discuss the two vocabulary words and definitions. Have students Think-Pair-Share with a partner. Give them the following directives, one at a time:

- Describe foods or dishes that are **aromatic**.
- How could you **resurrect** a friendship that had ended?

READ & DISCUSS

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

- Why did people in Goa switch their preference from rice to bread?
- How does Goan bread differ from its Portuguese counterpart?
- Why do *poders* face widespread discrimination?
- Why is it difficult for *poders* to receive aid from the government?
- How are young Goans attempting to resurrect bread making?

CONCEPT/SKILL FOCUS: Skills and Knowledge

INSTRUCT: Help students understand that the article was written to teach readers how traditional trades, such as bakers (*poders*) are steeped in tradition and skill. Knowledgeable tradespeople historically passed down techniques and ingredient lists to sustain the tradition for future generations. Have students complete the *Analyze Skills and Knowledge: All You Knead* worksheet, which details the trade of a *poder*.

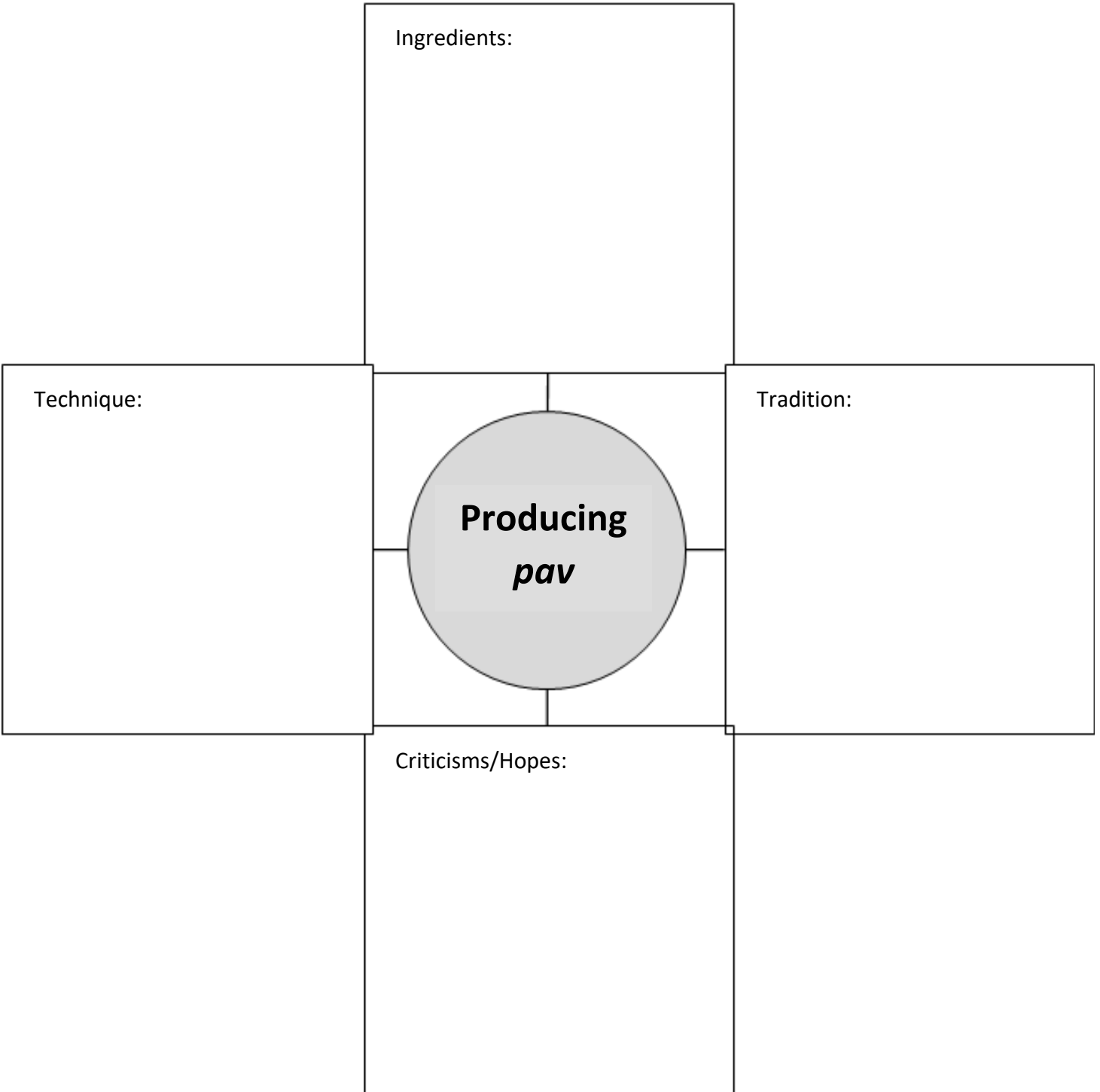
ASSESS: Share answers from the THINK TANK aloud. Collect and review.

EXTEND

Language Arts: Ask students to explain the meaning of the expression, “the best thing since sliced bread” (describes something that is very good, useful, or handy). Explain that the expression is an example of an idiom. An idiom is an expression that has a meaning different from the meaning of the individual words. Have students share other common idioms: break the ice, hit the sack, miss the boat, under the weather, etc. For a kinesthetic activity, print out a list of idioms and have volunteers take turns acting them out while seated students try to guess the idiom.

All You Knead

Analyze Skills and Knowledge Consult the article to complete the organizer below using details.



THINK TANK: Will you carry on your family's food traditions? How?