

Faces™

Celebrating Fall

“Life starts all over again when it gets crisp in the fall.”

F. Scott Fitzgerald, *The Great Gatsby*

For many, autumn is a time of new beginnings and a time to give thanks. This month’s issue of FACES salutes the change of season with articles that celebrate autumn’s traditions, holidays, and festivals.

CONVERSATION QUESTION

How is autumn celebrated around the world?

TEACHING OBJECTIVES

- Students will learn how the autumnal equinox is celebrated around the world.
- Students will learn how Halloween began in the United States.
- Students will learn how different nations give thanks.
- Students will present a summary of studied information.
- Students will analyze how ideas move from place to place.
- Students will examine tradition.
- Students will conduct a classic earth science experiment.
- Students will research the plight of immigrants.
- Students will participate in a gratitude game.



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

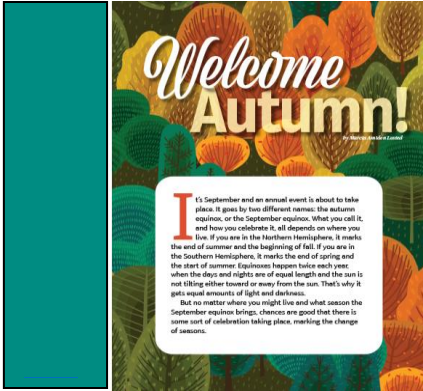
- **Welcome Autumn!**
Expository Nonfiction
- **The Immigration of Halloween**
Expository Nonfiction
- **Giving Thanks**
Expository Nonfiction

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Welcome Autumn!

pp. 8–11, Expository Nonfiction

Depending on location, the autumn equinox marks either the beginning of fall or the start of summer. Readers will learn how different nations across the globe welcome and celebrate these changes in season.



RESOURCES

- Present a Summary: Seasonal Celebrations

OBJECTIVES

- Students will learn how the autumnal equinox is celebrated around the world.
- Students will present a summary of studied information.
- Students will conduct a classic earth science experiment.

KEY VOCABULARY

- **equinox** (p. 8) either of two times of the year when the sun crosses the plane of Earth's equator and day and night are of equal length
- **balustrade** (p. 10) a kind of low wall that is placed at the sides of staircases and that is made of a row of short posts topped by a long rail
- **incense** (p. 11) a substance that is used often in religious ceremonies to produce a strong and pleasant smell when it is burned

ENGAGE

Conversation Question: How is autumn celebrated around the world?

Draw a word web on the board and write the word **FESTIVAL** in the center. Have students meet in small groups to discuss their experiences attending or reading about different kinds of festivals. Add responses to the web and then introduce the article. Revisit the word web after students read the article and have them circle the celebrations or descriptors that pertain to autumn and add new words to the web.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary. Provide groups of students with actual Scrabble tiles or print out a letter/value sheet available online. Have students list the point value for each word and total the sum. Then instruct them to put the three words in order from lowest value to highest value. During a quiet period, allow students to revisit the issue to locate and define the word that has the highest point value.

READ & DISCUSS

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

1. How does the September equinox differ in the Northern the Southern Hemispheres?
2. Describe Stonehenge and the theories about its purpose.
3. Why do people gather at Stonehenge during the autumnal equinox?
4. What do people eat in Scotland on September 29? What do they eat in England on this day? Why?
5. Why do you think humans celebrate the change of seasons?

CONCEPT/SKILL FOCUS: Present a Summary

INSTRUCT: The article contains information about autumnal equinox celebrations across the globe. Have students use the chart on the *Present a Summary: Seasonal Celebrations* worksheet to collect information about each of the festivals listed. Instruct them to refer back to the article for specific details. The **THINK TANK** activity requires students to use details in the chart to write a paragraph that summarizes information about one of the festivals.

ASSESS: Use worksheets to assess students' ability to write a summary.

EXTEND

Earth Science: Use a globe and a flashlight to replicate how sunlight shines on the Earth, causing seasonal changes and light differences. Have students choose a few random places on the globe and guide them to notice that during the winter, the Northern Hemisphere leans away from the sun and there are fewer daylight hours. Demonstrate that the further you move from the equator, the more unequal daylight and darkness become.

Seasonal Celebrations

Present a Summary Use information from the article to complete the chart below. Then complete the THINK TANK activity.

WHAT (What is the festival's name?)	WHO and WHERE (Where is the festival celebrated and who celebrates it?)	HOW (How does the festival celebrate the equinox?)
Moon Festival		
The Snake of Sunlight		
Higan		

THINK TANK: Reread the chart and choose one of the festivals to write a well-formed summary about. The summary should be comprehensive, accurate, and objective.

The Immigration of Halloween

pp. 16–19, Expository Nonfiction

This article informs readers that today's America is the result of a blending of many traditions, beliefs, and cultures. Specifically, the text describes how Halloween was brought to North America through the emigration of the Scottish and Irish peoples of Celtic descent.



RESOURCES

- Ideas Travel: Trick-or-Tradition

OBJECTIVES

- Students will learn how Halloween began in the United States.
- Students will analyze how ideas move from place to place.
- Students will research the plight of immigrants.

KEY VOCABULARY

- **emigrate** (p. 16) to leave one's country or region of origin to live elsewhere
- **famine** (p. 18) a situation in which many people do not have enough food to eat
- **stealthy** (p. 19) quiet and secret in order to avoid being noticed

ENGAGE

Conversation Question: How is autumn celebrated around the world?

To activate prior knowledge, have students take out a sheet of paper and crayons/colored pencils/markers. Give them the simple directive to draw "Halloween." Set a timer for five minutes. Then have students take an art walk around the classroom to view their classmates' artwork. When students return to their own desks, discuss what common images and colors they observed (pumpkins, witches, skeletons, etc.). Ask, "WHY do these images represent the celebration on October 31?"

INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Then display these prompts and have students discuss responses with a partner.

1. Discuss reasons why a family would choose to **emigrate** to the U.S.
2. Can **famine** be prevented in our future? How?
3. How can being **stealthy** serve an animal in the wild?

READ & DISCUSS

Pose the following questions to prompt meaningful discussion.

1. Who brought most of the stories and traditions that we celebrate as Halloween to the United States?
2. Explain what event brought about the immigration of Halloween to the U.S.
3. What did the Celts believe happened on the last day of October?
4. Why was America called the "Land of Promise"?
5. How did witches and warlocks become associated with Halloween?

SKILL FOCUS: Ideas Travel

INSTRUCT: Discuss with the class how this article was written to educate readers about the manner in which ideas and traditions move from place to place. Many nations today exist as a mixture of cultures, beliefs, and ideas. Distribute the *Ideas Travel: Trick-or-Tradition* graphic organizer and have students record the original meaning of the various elements of Halloween. Refer back to the introductory activity and compare the meanings of today.

ASSESS: Have the class peer-review the worksheet in small groups and discuss the meanings of the elements in modern Halloween.

EXTEND

Social Studies: Article page 18 refers to America as the "Land of Promise" and explains that people experiencing hardship came to the United States where they found life to be "different, though not always easier than the life they left behind." Have students use online sources and current reliable news sources to research why life may not be easier in the United States for many of the people who immigrate here. Pose the question: *Why is immigration currently a controversial issue?*

Trick-or-Tradition

Ideas Travel Record the origins of the Halloween elements listed below.

Ghosts and
Skeletons:

Black Cats:

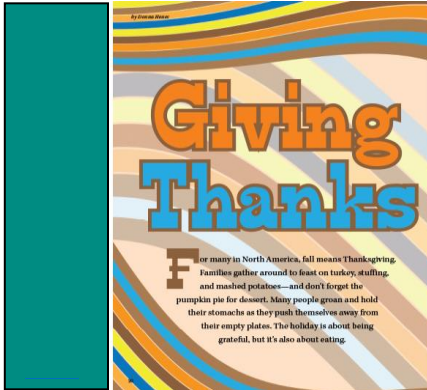
Jack-o-Lanterns

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Giving Thanks

pp. 20–23, Expository Nonfiction

New seasons bring a change of weather, a change of clothes, and new holidays to enjoy. Readers will learn that although foods and celebrations may differ, the expression of gratitude is universal.



RESOURCES

- Examine Tradition: Autumn Appreciation

OBJECTIVES

- Students will learn how different nations give thanks.
- Students will examine tradition.
- Students will participate in a gratitude game.

KEY VOCABULARY

- **harvesting** (p. 21) gathering crops
- **altar** (p. 22) a raised structure used in religious ceremonies for worship and offerings

ENGAGE

Conversation Question: How is autumn celebrated around the world?

Present the title of the article—“Giving Thanks”—and ask students how they give thanks or show gratitude. Remind students that as we head into fall, the focus of many holiday celebrations is giving thanks. Ask students to share their experiences of Thanksgiving, including the foods, the people, and the traditions. Acknowledge the similarities and differences in the ways that different families give thanks.

INTRODUCE VOCABULARY

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

1. After harvesting sunflower seeds, store them in an airtight container.
 2. Lea placed flowers on the altar and then bowed her head.
- Challenge students to write one super sentence using both words.

READ & DISCUSS

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

1. What is Thanksgiving about?
2. In earlier times, what were the factors that affected the content of the Thanksgiving meal?
3. How does growing your own food help you to understand the hard times of life?
4. Explain Succoth, the Jewish harvest festival.
5. When and how did the Macy’s Thanksgiving Day Parade get started?

CONCEPT/SKILL FOCUS: Examine Tradition

INSTRUCT: The article presents the reader with detailed information regarding several autumn festivals. These celebrations embrace gratitude, tradition, family, and food. Distribute the *Examine Tradition: Autumn Appreciation* graphic organizer and tell students they will record the traditions and details of each festival listed.

ASSESS: Review the chart. Have students explain which celebration they would choose to attend and why.

EXTEND

Social-Emotional: Gratitude is a powerful emotion that can transform the learning environment. Play a gratitude game with the class using a bag of multicolored candies—at least six colors. As the bag is passed around the room, students select one candy and state what they are grateful for in that color category: RED = a person, GREEN = a place, ORANGE = an experience, YELLOW = a thing, BLUE = a skill/ability, BROWN = something that begins with the first letter of your name.

Autumn Appreciation

Examine Tradition Review the article and highlight information about how the cultures listed below give thanks and celebrate the harvest. Include details about events, foods, people, and traditions.

<p>Cherokee</p>	<p>Ainu</p>
<p>Chinese</p>	<p>Various African Peoples</p>

**Celebrations of
Thanks**

Discuss with a Partner: *Which celebration would you like to attend? Why?*