

English Lesson Plan – The History of Halloween

Subject content from the National Curriculum 2014	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication 	
Aims of the National Curriculum 2014 (aims in bold will be met during this day)	
<p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils’ vocabulary, ranging from describing English 18 Notes and guidance (non-statutory) their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond</p>	
Cross-Curricular Links	SMSC (from Ofsted Guidance April 2014)
<p>History</p> <ul style="list-style-type: none"> • Changes in an aspect of social history Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. (KS2) • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Gain and deploy a historically grounded understanding of abstract terms such as 	<p>Spiritual</p> <ul style="list-style-type: none"> • Experience enjoyment and fascination in learning about others and the world around them. • Use imagination and creativity in learning. <p>Moral</p> <ul style="list-style-type: none"> • Investigate, and offer reasoned views about, moral and ethical issues. <p>Social</p> <ul style="list-style-type: none"> • Show interest in, and understanding of, the way communities and societies function at a variety of levels. <p>Cultural</p> <ul style="list-style-type: none"> • Show understanding and appreciation of the wide range of cultural influences that have shaped their own heritage • Be willing to participate in, and respond to artistic, technological, scientific and cultural opportunities.

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'empire', 'civilisation', 'parliament' and 'peasantry'.

- **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions** and create their own structured accounts, including written narratives and analyses.
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. (KS2)**

Learning Objectives

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

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THE HISTORY OF HALLOWEEN



More than two thousand years ago the Celts who lived in Ireland celebrated a special festival called Samhain on 1st November. It was their New Year celebration. Later 1st November became known as All Saints Day or All Hallows. The evening before All Hallows became known as Hallows Eve and later Halloween or Hallowe'en.

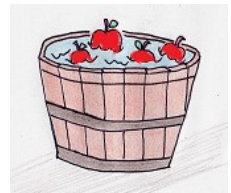
The Celts believed that evil spirits would come out to harm them on Hallows Eve so they used to dress up in costumes to look like ghosts so that the evil spirits would think they were like them and not hurt them.

People used to make lanterns by carving turnips and putting candles inside them. When many Irish people emigrated to America to escape the potato famine of 1846, they took the tradition of Halloween with them, except that it was easier to find pumpkins rather than turnips and this is what Americans used to make their jack o'lanterns. Halloween is not a public holiday. It's just a day when people have lots of fun.

Halloween Activities

Apple Bobbing

Apples are put into a large container full of water and contestants have to try to take a bite out of an apple without using their hands and without pushing the apple against the side of the container.



Dressing up

People choose costumes to dress up as ghosts, vampires, witches and many other things.



Carving Jack o'Lanterns

People choose a big pumpkin. They empty it and then carve holes for the mouth, nose and eyes. A candle is then put inside and the pumpkin is often put in front of the house to frighten off evil spirits!



Trick or Treating

Children go out knocking on their neighbours doors to ask for sweets. The sweets are the treat and if they don't get any they might play a trick on you!

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Answer the following questions:

1. Who celebrated Samhain more than two thousand years ago?

2. According to the Celts, what appeared on Hallows Eve?

3. What did the Celts do so that the evil spirits would not harm them?

4. Why did many Irish people emigrate to America in 1846?

5. What do Americans make jack o'lanterns with?

6. Where do Americans usually put their jack o'lanterns?

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Trick or Treat - Comprehension, Writing and Reading

"OK, thank you for letting me know and I hope the children are better soon. Bye-bye," said Mom in soothing tones as she replaced the phone.

"Who's sick?" asked Dylan politely, even though he was more interested in what pizza to order for his little sister Anisha and her cackle of little witches who were coming for tea.

"Jas's girls all have the measles, so you know what that means?" stated Mom, looking worried.

"No pizza?" offered Dylan, looking even more worried.

"Will you stop thinking about your stomach for one minute!" Mom snapped. "It means your little sister has no-one to take her trick or treating. Jas's eldest daughter was going to dress-up and take them; she's in your year at school!"

"Oh! No, no, no!" wailed Dylan, who had just realised where this conversation was going. No way was he dressing up as a witch or a male witch - whatever one of those was called.

Thirty minutes later Dylan was escorting his little sister out of the front door. His face was covered in thick white make-up. He had a route and a list of addresses of people his Mom knew and strict instructions not to miss anyone out as they were expecting a visit.

Outside he pulled his peak cap as low as possible and promptly walked into a lamppost. Anisha was a perfect mini-witch, with a floaty black dress and cape; a purple wig and matching purple pom-poms on her shoes. She had purple lipstick and purple nail polish and glittery stuff everywhere. There was a very strong smell of perfume; maybe half a bottle's worth. No chance of losing you in the dark thought Dylan.

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At the first house Dylan found himself standing at the front door by himself.

"Anisha come here," he hissed, just as the door opened to reveal a hefty man with a very stern glare. Dylan managed to mumble something about his Mom and little sister but the man still glared at him. Then Anisha neatly stepped from behind him and the man's face crumpled into a big sappy smile.

"She's so cute!" said the big man and disappeared inside the house. A minute later he returned with his wife who also said: "She's so cute!" as she dropped a handful of chocolates into Anisha's basket.

This process was repeated at every house and apart from some very quiet 'thank you' mumbles from Anisha, she managed not to speak to anyone. Not even the old ladies who wanted to know how old they both were and what they wanted to do when they left school. Mostly everyone stared at Dylan as if he was mad and cooed over Anisha as if she was a princess.

Three hours later and Dylan was glad to be back at home.

"How did you get on?" asked Mom who had closed up the business by herself and emptied the shop till.

"She wouldn't speak to anyone and they all thought she was lovely!" said Dylan crossly.

"The fine art of being cute," stated Anisha and lifted the lid on a piping hot pizza. Mom laughed and Dylan's jaw fell open.

"Why did you hide at every house?" snapped Dylan, still cross.

"They might have had a big dog," explained Anisha and Mom laughed again.

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1. Why do you think Mom is speaking in soothing tones in the opening sentence?
2. Why is Mom worried after the phone call?
3. Why is Dylan worried? Give two reasons.
4. What is the difference between who's and whose?
5. What collective noun has the writer used to describe a group of witches?
6. Look up **coven**. What does it mean?
7. Why does Dylan walk into a lamppost?
8. We are told what Dylan thinks; quote his thoughts in the text.
9. Match a quote from the text to support each comment about Anisha:-

shy	
pretty	
clever	
girlie	

10. How does the first man react to Dylan and Anisha?
11. Give two reasons why Anisha was hiding as the neighbours opened their doors.

Your writing task

Describe going trick or treating one evening.

Plan five paragraphs.