

Kerpoof Lesson Plan: History of Halloween



Title: History of Halloween

Topic(s): World history, American history, Ancient religions/beliefs, timelines, Venn diagrams
Materials and Resources: Kerpoof's Make a Movie, Student Timeline/Vocabulary key, Student Assignment, Classroom map, Timeline Key, Projection capabilities (optional), Ray Bradbury's *The Halloween Tree* (optional), Additional Resources

Grades: 5-8



Objectives: Students will learn about the origins of Halloween and the different ways it has been observed. They will demonstrate what they have learned by filling in a timeline and making an informational Halloween movie with Kerpoof's Make a Movie.

Standards:

Historical Thinking Standards, Grades 5-12 (Developed by the National Center for History in Schools)

- 1.E The student is able to interpret data presented in timelines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.
- 1.F The student is able to reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change
- 3.A The student is able to compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- 3.B The student is able to draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries

See Kerpoof's Make a Movie Introductory Lesson plan for a comprehensive list of applicable technology standards



Vocabulary:

Celts—Pronounced either “kelts” or “selts.” The Celts were the ancestors of the British people.

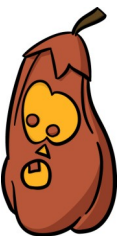
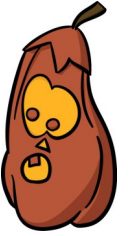
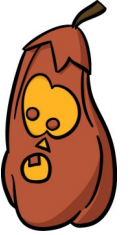
Samhain—Pronounced “sow-in,” where “ow” rhymes with “cow.” A Celtic holiday that marked the end of the harvest and the beginning of a new year.

All Saints' Day—A Christian holiday that commemorates the dead. It was originally celebrated on May 13.

Allhallows Eve—In the 8th C. C.E. (700-799 C.E.), Pope Gregory III moved All Saints' Day to November 1. People called the night before “Allhallows Eve.” Celebration of Allhallows Eve and All Saints' Day replaced celebration of Samhain in Europe.

Soul Cakes—Cakes that were given out to the poorer people in the community on Allhallows Eve.

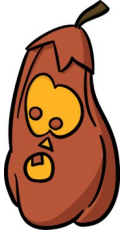
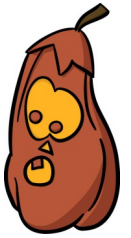
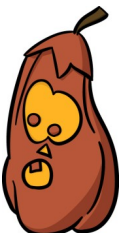
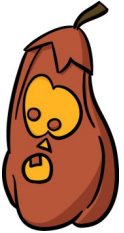
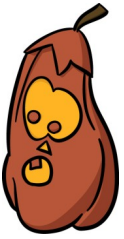
El Día de los Muertos—“The Day of the Dead,” a holiday celebrated in Mexico on Nov. 2. El Día de los Muertos is very similar to our Halloween in some ways, and very different in some ways. This holiday has been celebrated in Mexico and South America for thousands of years in different forms.

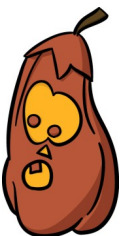




Day 1, Classroom Instruction:

1. Pass out the Student Timeline/Vocabulary Key. Tell the students that they will trace the history of Halloween on their timeline by writing down important dates and marking out spans of time. **A lecture script follows—make sure to supplement this information as necessary with your own research material and projected images (see Additional Resources).**
2. Begin by asking the students whether they've ever wondered about our Halloween traditions. Why do we dress up in costumes? Why do we carve pumpkins? Why do we go trick-or-treating and hand out candy? Why is Halloween so spooky? Tell students that Halloween began as a holiday in Ancient Britain, and has been celebrated in many different ways throughout history.
3. Ask whether students have heard of the Boston Celtics. Explain that the basketball team takes its name from the ancestors of the British people. They lived in the British Isles (Britain, Scotland, and Ireland) and Northern France over two thousand years ago [point out on classroom map if needed]. Prompt the students to find "500 B.C.E." on their timelines, and to write "Celts" underneath it.
4. The Celts had a holiday called "Samhain." Call on a student to read the definition aloud from their Vocabulary Key. Samhain was celebrated on November 1, and described as "the light that loses, the night that wins." Ask: Why do you think they called it that? [It starts getting darker in the fall; there's less daylight; the crops are done growing and now winter is coming.]
5. October 31 was the last day of the old year. The Celts believed that on the night of October 31, ghosts were allowed to roam the land doing mischief or visiting their families. People celebrated by welcoming them home with special food and drink, *or*, in the case of the more mischievous ghosts, by lighting bonfires and carrying lanterns made from hollowed-out turnips, into which frightening faces were carved to keep the ghosts away. Sometimes they even dressed up as scary animals to frighten away the ghosts. Ask: Does any of this sound familiar? How is Samhain similar to Halloween? [Celebrating with special food, carving pumpkins, dressing in costumes].
6. Tell the students that Samhain was celebrated by the Celts all the way up to about 700 C.E. Before that time [1st C. C.E., if your students want to mark it on their timelines], the Romans had come to live with the Celts in Britain. Gradually, the beliefs of the old Celts merged into the beliefs of the Romans, and together they became the British people.
7. Ask a student to read the definitions of "All Saints' Day" and "Allhallows Eve." Explain that in the 8th C. C.E., Pope Gregory III decided to switch the date of the religious holiday "All Saints' Day" and move it to November 1st, to match with the old date of Samhain. He called it "Allhallows Eve." This meant that some of the traditions of Samhain lived on, even though now the holiday was Christian. Instead of welcoming ghosts with food and wine, people made "soul cakes" to give to the poor. Instead of dressing up like wild animals, people began to dress up like saints. Ask: What sounds familiar? [Handing out food, dressing up].
8. The traditions of Allhallows Eve continued into the modern era, and caught on in America in the mid-1800s [have students mark their timelines]. During this time period, mil-



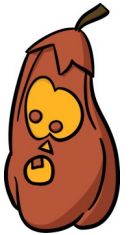
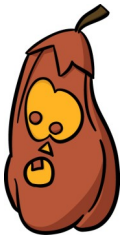


lions of Irish immigrants moved to the U.S. They celebrated Allhallows Eve (the name was shortened in the late 1800s to “Halloween”) by bobbing for apples, roasting nuts, and daring each other to dip their hands into a series of bowls while blindfolded. [Ask students to raise their hands if they’ve done these activities.] They carved pumpkins instead of turnips. Instead of dressing up like saints and knocking on doors for soul cakes, they dressed up in the sorts of costumes we wear today (witch, mummy, etc.) and went door-to-door asking for sweets. They also liked to pull pranks! On November 1st, farmers would wake up to find wagons on barn roofs, front gates hanging from trees, and cows in their neighbor’s pastures. There were even pranks involving outhouses! [Don’t let your students get any ideas—emphasize that prank-pulling is a tradition that has gone out of date. Modern Halloween is still a fun holiday, but it’s not an excuse to get into trouble.]

9. The Halloween traditions brought to America by the Irish immigrants caught on and spread. [If helpful, write on the board: All Hallows’ Evening < All Hallows’ Even < Allhallows Eve < Hallowe’en < Halloween]
10. In the early 20th C., Allentown, Pennsylvania held the first annual Halloween parade. In 1921, Anoka, Minnesota held the first citywide Halloween party. The holiday was seen as a way to promote community spirit. Children began to dress up in costumes and go on organized trick-or-treats in the 1920s, and by the 1950s trick-or-treating was established as the most widespread Halloween tradition of them all. By 1999, 92% of American children were trick-or-treating.
11. Ask a student to read the definition of “El Día de los Muertos.” If your students don’t know/aren’t learning Spanish, make sure you say the name clearly and have them repeat it back to you. Explain that you’ve traced how Allhallows Eve came to America to make Halloween, and now you’re going to look at a whole different holiday. In Mexico, El Día de los Muertos is a religious holiday, a time when family and friends gather to remember loved ones who have died. But it’s not a sad holiday—families put out spreads of favorite foods and drinks and have a party. Sometimes they put presents and decorations on the graves of their loved ones. One of the most popular foods associated with El Día de los Muertos is the sugar skull—each child gets a skull that has their name written across the forehead. Ask: what are the similarities and differences between Halloween and El Día de los Muertos? [Almost the same date, religious vs. secular, ghosts/skeletons are popular symbols, special food, El Día de los Muertos is a celebration of the dead, but Halloween isn’t...]
12. Draw a large four-fold Venn diagram on the board, and call on students to fill it in, thinking about the similarities and differences between Samhain, Allhallows Eve, Halloween, and El Día de los Muertos. When you’re done, the diagram should look similar to the one on the following page:

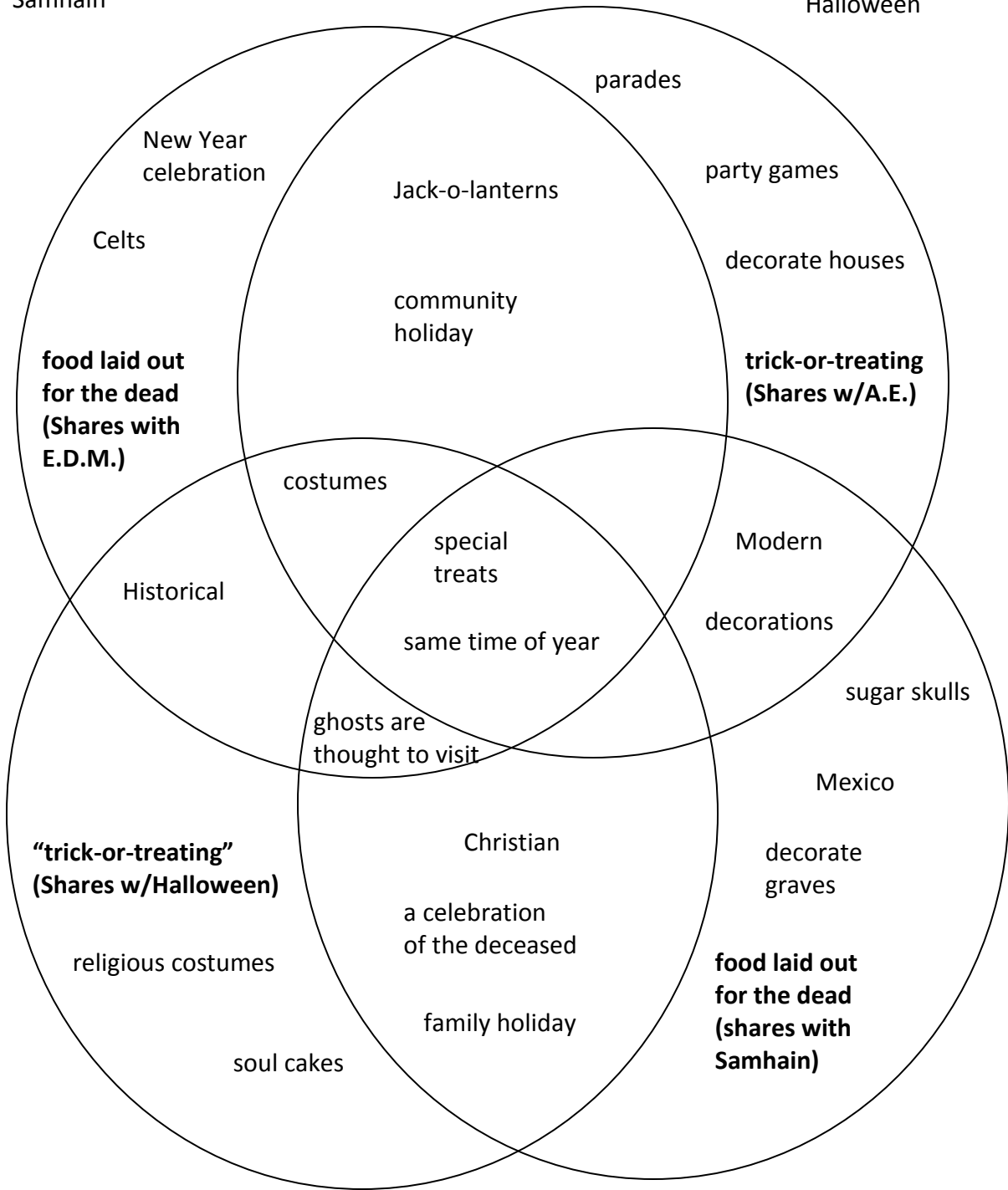
Optional Homework:

- Have students pick their favorite version of Halloween to research more thoroughly; assign a 1-2 page essay.
- For more advanced students, pass out copies of *The Halloween Tree* by Ray Bradbury. Allow them a week to read the book and write a 1 page summary.



Samhain

Halloween



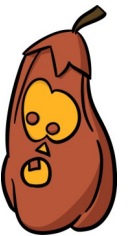
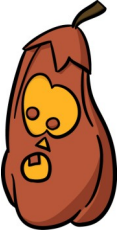
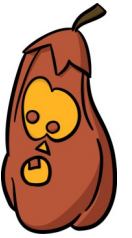
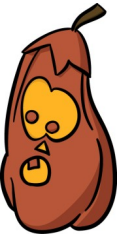
Allhallows Eve

El Día de los Muertos



Day 2-3, Kerpoof Day in the Computer Lab!

1. Pass out Student Assignments
2. Have students log in to Kerpoof. They should look over their Student Assignments so that they know what they are being asked to do. If needed, direct them to watch an example movie: <http://www.kerpoof.com/#/view?s=r205223r32w82-aebced>
3. Allow students ample time to complete the assignment. If they aren't already familiar with Make a Movie, Kerpoof provides an Introductory lesson plan at http://www.kerpoof.com/teach?c=lesson_plans.
4. After everyone has completed the assignment, encourage students to watch each other's movies and give star ratings.



History of Halloween: Student Assignment

Name: _____

- Login to Kerpoof.com with your Class ID
- Click on the Make a Movie activity
- Choose the Halloween scene (Spookier Stories)
- Make a creative and educational movie about the history of Halloween. The movie should be 30-60 seconds long. Make sure you include:
 - At least **two** of your favorite Halloween traditions.
 - At least **one** of the other “versions” of Halloween (Samhain, Allhallows Eve, or El Día de los Muertos);
 - one** way in which this holiday is similar to Halloween, and
 - one** way in which it is different.
 - At least **two** important dates or time periods.
- After you’re done with the first draft of your movie, watch it over at least **three** times:
 - First time—Isn’t your movie great?
 - Second time—Do you see anything you want to change?
 - Third time—Write down your changes and how to make them.
- After your movie is perfect, save and share with your group.
- What’s the most interesting thing you’ve learned about Halloween?

Kerpoof Lesson Plan: Additional Resources

Halloween:

- <http://en.wikipedia.org/wiki/Halloween>
- <http://www.history.com/content/halloween/real-story-of-halloween/halloween-comes-to-america>
- <http://www.americanheritage.com/events/articles/web/20051031-halloween-holidays.shtml>
- <http://www.everythingpreschool.com/themes/halloween/encyclopedia.php>

Samhain:

- <http://en.wikipedia.org/wiki/Samhain>
- <http://www.uwm.edu/~barnold/lectures/holloween.html>

Allhallows Eve/All Saints' Day:

- http://en.wikipedia.org/wiki/All_Saints

El Día de los Muertos:

- http://en.wikipedia.org/wiki/El_dia_de_los_muertos
- <http://www.dayofthedead.com/>
- <http://www.mocadventures.com/muertos.php>
- <http://www.palomar.edu/multicultural/DiadelosMuertos/>