

UNIDAD DIDÁCTICA INTEGRADA

TÍTULO: HALLOWEEN

CENTRO	IES DELGADO BRACKENBURY (LAS CABEZAS DE SAN JUAN)	
ALUMNADO	1º ESO	
ASIGNATURAS	INGLÉS – LIBRE CONFIGURACIÓN, LENGUA, EPV	
OBJETIVOS GENERALES:	<ol style="list-style-type: none"> 1. Escuchar y comprender información específica de textos orales en situaciones comunicativas variadas, adoptando una actitud respetuosa, tolerante y de cooperación. 2. Expresarse e interactuar oralmente en situaciones habituales de comunicación de forma comprensible y apropiada, ejercitándose en el diálogo como medio para resolver pacíficamente los conflictos. 3. Leer y comprender textos diversos de un nivel adecuado a las capacidades e intereses del alumnado, con el fin de extraer información general y específica, complementando esta información con otras fuentes para, con sentido crítico, adquirir nuevos conocimientos. 4. Utilizar la lectura en distintos soportes como fuente de placer y enriquecimiento personal. 5. Escribir textos sencillos con finalidades diversas sobre distintos temas utilizando recursos adecuados de cohesión y coherencia. 9. Utilizar adecuadamente estrategias de aprendizaje y todos los medios a su alcance, incluidas las tecnologías de información y comunicación y medios audiovisuales para obtener, seleccionar y presentar información oralmente y por escrito en la lengua extranjera. 10. Valorar y apreciar la lengua extranjera como medio de comunicación, cooperación y entendimiento entre personas de procedencias y culturas diversas, fomentando la solidaridad y el respeto a los derechos humanos, dentro del ejercicio democrático de la ciudadanía. 11. Apreciar la lengua extranjera como instrumento de acceso a la información y herramienta de aprendizaje de contenidos diversos, como medio de expresión artística y para el desarrollo de la capacidad de aprender a aprender. 	
OBJETIVOS ESPECÍFICOS:		
LENGUA	EPV	INGLÉS
<ul style="list-style-type: none"> - Reconocer elementos y recursos literarios propios de una narración fantástica. - Buscar e interpretar información sobre un tema concreto en Internet u otros medios. 	<ul style="list-style-type: none"> - Caracterizar esta festividad como expresión artística y darla a conocer en el entorno escolar. - Trabajar e interactuar en grupo y valorar respetuosa y productivamente el trabajo de los /las compañeros/as. -12. Utilizar el lenguaje plástico para representar emociones y sentimientos, vivencias e ideas, contribuyendo a la comunicación, reflexión crítica y respeto entre las personas. 	<ul style="list-style-type: none"> - Leer y aprender curiosidades sobre el origen de Halloween. -Comprender las ideas principales de un documental. -Ubicar en el tiempo el origen de esta festividad. Hablar sobre esta festividad. - Fomentar el interés por conocer la cultura y lengua extranjera.

CONTENIDOS:		
LENGUA	EPV	INGLÉS
<p>-Verificar que leen de modo comprensivo y que contestan oportunamente a las cuestiones sobre la lectura.</p> <p>-Evaluar si recuerdan las características más importantes de los relatos de misterio.</p> <p>-Constatar que se expresan oralmente con brevedad, claridad y léxico apropiado, utilizando lenguaje</p>	<p>-Comunicación creativa de la comprensión cultural de Halloween.</p>	<p>- Movilización de información previa sobre tipo de tarea y tema.</p> <p>- Escucha y comprensión de mensajes orales breves, relacionados con las actividades del aula: instrucciones, preguntas, comentarios, diálogos.</p> <p>- Distinción y comprensión de la información básica de textos orales y escritos, transmitidos de viva voz o por medios audiovisuales sobre temas habituales concretos.</p> <p>-Narración de acontecimientos.</p>
TEMPORALIZACIÓN DE CONTENIDOS Y ACTIVIDADES: finales de octubre y primera semana de noviembre.		
LENGUA	EPV	INGLÉS
<p>SESIÓN 1: LECTURA Lectura de un relato con preguntas de comprensión.</p> <p>SESIÓN 2: EXPOSICIÓN ORAL Exposición oral de las actividades.</p>	<p>SESIÓN 5: MANUALIDADES Decoramos la clase con manualidades realizadas por los alumnos con la temática de la festividad.</p> <p>Decoramos la biblioteca.</p> <p>Decoramos las puertas de las clases: actividad "puertas terroríficas".</p>	<p>SESIÓN 1: VOCABULARY - WARM UP: ¿CÓMO CELEBRAS HALLOWEEN? - Pictionary: A través del conocido juego, los alumnos aprenderán el vocabulario básico relacionado con la festividad.</p> <p>- SESIÓN 2: READING Lectura de un texto sencillo en inglés, con preguntas de comprensión, que explique el origen de esta fiesta, dónde y cómo se celebra actualmente.</p> <p>- SESIÓN 3: LISTENING COMPREHENSION YouTube: halloween for kids story</p> <p>- SESIÓN 4: SPEAKING Aprendemos la letra y cantamos la canción: "This is Halloween"</p>
METODOLOGÍA:		
<ul style="list-style-type: none"> • Se trabajarán de forma lúdica las destrezas (listening, speaking, reading, writing) para desarrollar la competencia lingüística de nuestros alumnos, tanto en L1 (Lengua castellana) como en L2 (inglés). • Se fomentará el interés por la cultura de otros países y por el uso de la lengua extranjera. • Se fomentará el interés por la lectura. • Se fomentará la creatividad y el trabajo en equipo. 		

EVALUACIÓN:

LENGUA	EPV	INGLÉS
<p>CRITERIOS:</p> <ul style="list-style-type: none"> Promover la reflexión sobre la conexión entre la literature y el resto de las artes: música, pintura... como expression del sentimiento humano. <p>INSTRUMENTOS:</p> <ul style="list-style-type: none"> Actividades orales. Lecturas comprensivas. 	<p>CRITERIOS:</p> <ul style="list-style-type: none"> Promover la creatividad y la expression artistica. Promover la reflexión sobre la conexión entre la literature y el resto de las artes: música, pintura... como expression del sentimiento humano. <p>INSTRUMENTOS:</p> <ul style="list-style-type: none"> Manualidades y dibujos decorativos . 	<p>CRITERIOS:</p> <ul style="list-style-type: none"> Identificar la información esencial y algunos de los detalles más relevantes en textos orales breves y bien estructurados, transmitidos de viva voz o por medios técnicos. CCL, CD. Identificar algunos elementos culturales o geográficos propios de países y culturas donde se habla la lengua extranjera y mostrar interés por conocerlos. CAA, CSC, CEC. Incorporar a la producción de los textos orales algunos conocimientos socioculturales y sociolingüísticos adquiridos. CCL, CSC, SIEP. <p>INSTRUMENTOS:</p> <ul style="list-style-type: none"> Actividades orales y on-line: uso del inglés oral en clase. Composición escrita. Observación en clase.

RECURSOS:

<ul style="list-style-type: none"> Pizarra digital. Textos en L1 y L2. Lecturas en L2 on-line: <p>http://www.teach-nology.com/gold/halloween2.html http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/halloween.html http://www.kico4u.de/english/topicotw/halloween.htm http://a4esl.org/q/h/vm/halloween.html (quiz)</p> <ul style="list-style-type: none"> Actividades de comprensión oral en L2 on-line: <p>YouTube: halloween for kids story: Schoolies stories of the dark Halloween nursery rhyme</p> <ul style="list-style-type: none"> Canciones y juegos on-line en L2: <p>Canción: "This is Halloween"https://www.youtube.com/watch?v=m2_cNmg4kpw</p> <p>Jokes: http://cavernsofblood.com/halloween-jokes/index.htm</p> <ul style="list-style-type: none"> Cartulinas, rotuladores, pinceles.

ACTIVITIES

UNIDAD DIDÁCTICA 1 LIBRE DISPOSICIÓN: THIS IS HALLOWEEN

SESIÓN 1: VOCABULARY

- WARM UP: ¿CÓMO CELEBRAS HALLOWEEN?
- PICTONARY: A través del conocido juego, los alumnos aprenderán el vocabulario básico relacionado con la festividad.

SESIÓN 2: READING

Lectura de un texto sencillo en inglés, con preguntas de comprensión, que explique el origen de esta fiesta, dónde y cómo se celebra actualmente.

<http://www.teach-nology.com/gold/halloween2.html>

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/halloween.html>

<http://www.kico4u.de/english/topicotw/halloween.htm>

<http://a4esl.org/q/h/vm/halloween.html> (quiz)

SESIÓN 3: LISTENING COMPREHENSION

YouTube: halloween for kids story: [Schoolies | stories of the dark | Halloween nursery rhyme](#)

SESIÓN 4: SPEAKING

Aprendemos la letra y cantamos la canción: "This is Halloween" https://www.youtube.com/watch?v=m2_cNmg4kfw

Jokes: <http://cavernsofblood.com/halloween-jokes/index.htm>

SESIÓN 5: MANUALIDADES

Decoramos la clase con manualidades realizadas por los alumnos con la temática de la festividad.

Mini-Unit

Subtopic: Halloween (history)

Grade Level: 1st-2nd

Author: Jill Neitz

Background:

The history of Halloween goes back more than 2,000 years. The earliest celebrations of Halloween were among the Celtic people who lived in the areas which are now Great Britain and Northern France.

The Celts were people who worshiped the beauty of nature. They worshiped a Sun God and believed that without him, they would not live. They also worshipped Samhain who was the lord of the dead and of the cold, dark winter season. They believed that on October 31 Samhain would call together all of the dead and these souls would take on the shape of an animal. They believed that all creatures wandered the Earth on that night. This was called the Vigil of Samhain.

The Druids, which were the priests of the Celtic people, would build fires on the hilltops in belief that the large fires would help to strengthen the Sun God, and give him power enough to overcome the lord of darkness so that the sun season could continue. They believed that the fires were sacred, therefore they burned dried crops and sacrificed animals to help strengthen the Sun God. At midnight they stop worshipping the Sun God and start to worship Samhain because he will be the ruler for the next six months. This is the starting of the new year. They perform ceremonies through the night to ask the spirits to tell the future of the upcoming year. In the morning each household receives an ember from the fire, this ember is used to start fires in their own homes with the belief that it will ward off evil spirits in the new year.

The Celts continued with their ceremonies until they were conquered by the Roman Catholics. The Roman Catholics brought with them their own customs and traditions. They had established All Saints Day or All Hallows Day on November 1. This was a day in which all saints who did not have their own declared holiday were honored. The church had hoped that by establishing this holiday, it would do away with the Vigil of Samhain and the other ceremonies

and celebrations held on October 31 through November 1. But this was not so. Soon witchcraft came about, and October 31 was renamed Night of the Witch. It was believed that the devil and all of his followers (demons, witches) would come out on this night to perform unholy acts to make a mockery of the All Hallows Day celebration. These ceremonies and celebrations continued and October 31 was then called All Hallows Even. It was a night for superstitious beliefs and mystery. Through the years the name was shortened to Hallowe'en and then to Halloween.

Note from TeacherLINK webmaster: I have received emails indicating that Jill's history of Halloween is not entirely correct, specifically that the Celts were conquered by the Romans, not the Roman Catholic Church. Below, I've added a quote from the [History Channel](#) website on the history of Halloween:

Ancient Origins: Halloween's origins date back to the ancient Celtic festival of Samhain (pronounced sow-in).

The Celts, who lived 2,000 years ago in the area that is now Ireland, the United Kingdom, and northern France, celebrated their new year on November 1. This day marked the end of summer and the harvest and the beginning of the dark, cold winter, a time of year that was often associated with human death. Celts believed that on the night before the new year, the boundary between the worlds of the living and the dead became blurred. On the night of October 31, they celebrated Samhain, when it was believed that the ghosts of the dead returned to earth. In addition to causing trouble and damaging crops, Celts thought that the presence of the otherworldly spirits made it easier for the Druids, or Celtic priests, to make predictions about the future. For a people entirely dependent on the volatile natural world, these prophecies were an important source of comfort and direction during the long, dark winter.

To commemorate the event, Druids built huge sacred bonfires, where the people gathered to burn crops and animals as sacrifices to the Celtic deities.

During the celebration, the Celts wore costumes, typically consisting of animal heads and skins, and attempted to tell each other's fortunes. When the celebration was over, they re-lit their hearth fires, which they had extinguished earlier that evening, from the sacred bonfire to help protect them during the coming winter.

By A.D. 43, Romans had conquered the majority of Celtic territory. In the course of the four hundred years that they ruled the Celtic lands, two festivals of Roman origin were combined with the traditional Celtic celebration of Samhain.

The first was Feralia, a day in late October when the Romans traditionally commemorated the passing of the dead. The second was a day to honor Pomona, the Roman goddess of fruit and trees. The symbol of Pomona is the apple and the incorporation of this celebration into Samhain probably explains the tradition of "bobbing" for apples that is practiced today on Halloween.

By the 800s, the influence of Christianity had spread into Celtic lands. In the seventh century, Pope Boniface IV designated November 1 All Saints' Day, a time to honor

saints and martyrs. It is widely believed today that the pope was attempting to replace the Celtic festival of the dead with a related, but church-sanctioned holiday. The celebration was also called All-hallows or All-hallowmas (from Middle English Alhallowmesse meaning All Saints' Day) and the night before it, the night of Samhain, began to be called All-hallows Eve and, eventually, Halloween. Even later, in A.D. 1000, the church would make November 2 All Souls' Day, a day to honor the dead. It was celebrated similarly to Samhain, with big bonfires, parades, and dressing up in costumes as saints, angels, and devils. Together, the three celebrations, the eve of All Saints', All Saints', and All Souls', were called Hallowmas.

The Legend of Jack-O'-Lantern (Pass it on)

By

Wicke Chambers & Spring Asher

The Irish brought Jack-O'-Lantern to America. Jack was a legendary, stingy drunkard. He tricked the Devil into climbing an apple tree for a juicy apple and then quickly cut the sign of the cross into the tree trunk, preventing the Devil from coming down. Jack made the Devil swear that he wouldn't come after his soul in any way. The Devil promised. However, this did not prevent Jack from dying. When he arrived at the gates of heaven, he was turned away because he was a stingy, mean drunk. Desperate for a resting place, he went to the Devil. The Devil, true to his word, turned him away. "But where can I go?" pleaded Jack. "Back where you come from," spoke the Devil. The night was dark and the way was long, and the Devil tossed him a lighted coal from the fire of Hell. Jack, who was eating a turnip at the time, placed the coal inside and used it to light his way. Since that day, he has traveled the world over with his Jack-O'-Lantern in search of a place to rest. Irish children carved out turnips and potatoes to light the night on Halloween. When the Irish came to America in great numbers in the 1840s, they found that a pumpkin made an even better lantern, and so this "American" tradition came to be.

References:

Chambers, W. Asher, S. (1983). The Celebration Book of Great American Traditions. New York: Harper & Row, Publishers.

Cordello, B. (1977). Celebrations. New York: Butterick Publishing.

Hurda, D.J. (1983). Halloween. New York: Franklin Watts.

Patterson, L. (1963). Halloween. Champaign, Illinois: Garrard Publishing Company.

Shaulis, J. (1996). Battle for Halloween surfaces once again. The Herald Journal. Logan, Utah. pg. 10

** I chose to focus on only one aspect of Halloween, the jack-o'- lantern. (pumpkins)

Objectives:

- * Students will organize sequence cards appropriately.
 - * Students will give examples of and illustrate some "Pumpkin facts".
 - * Students will recognize that Halloween is celebrated in different countries around the world.
 - * Students will recognize that Halloween traditions are different in different areas.
 - * Students will recognize different uses of pumpkins.
 - * Students will relate pumpkins to the jack-o'-lantern and Halloween.
-

Time Allotment: Approximately 4 to 5 class periods

Resources Needed:

sequence cards
Pumpkin Pumpkin book
map (world)
Pumpkins (various sizes)
scales
measuring tapes
recipe ingredients

Procedures:

A. Predictions. Ask the children to make predictions about what they think the inside of a pumpkin looks like.(ex. solid, liquid, slimy, etc.) Have a small pumpkin there for them to handle and look at. Write the predictions on the board. Then cut open the pumpkin and look at the inside. Check to see if any predictions were right. Discuss about what is inside the pumpkin. (ex. seeds, meat, etc.)

B. Sequencing. This activity shows the correct growth sequence, from a seed to a pumpkin, and finally a jack-o'-lantern. Use the cards to show the correct

sequence. This can be done individually or as a group. Read the story Pumpkin Pumpkin by Jeanne Titherington. Use the cards to sequence the events in the book. Students may also retell the story using only the sequence cards. Each child should have a set of sequence cards. (see Appendix)

C. History. Discuss the history of the pumpkin and how they were spread throughout the world. Show the children on a world map that pumpkins originated in Northern, Central and South America. After the Americas were discovered the pumpkins were taken back to France and England. Show the travels on the map. Then have the children identify the areas on the map.

D. Writing Experience. Take the children to a pumpkin patch in which pumpkins are growing. Allow them to ask questions and explore. Discuss with the students the economics of growing pumpkins. Discuss that some farmers specifically grow pumpkins (fruits and vegetables) for a profit. The farmers invest time and money into growing and caring for the pumpkins which they have planted. In turn, they sell them to the public either from their own stands or to grocery stores for resale. Have the children draw a picture or write a sentence or two about what they saw. Share with the class.

E. Mini Lecture. Explain the different facts about pumpkins (see Appendix), (Hint: You may want to have visual aids for some of the "facts" for example, different types of pumpkins, vines, canned pumpkin). Also discuss how we use pumpkins for jack-o'-lanterns. Tell the brief history of the jack-o'-lantern. Have the children make books and illustrate them using the facts they have learned. They can design their own pumpkin covers. Have the children share and read their books.

F. Field Trip. Discuss with the students that Halloween is a much bigger holiday in the United States than in Europe. Although we did get the ideas and traditions from the Europeans. In England, and other European countries it is not much of a holiday. Discuss with the students about the community Halloween traditions. One of the biggest traditions in Logan, Utah is the Pumpkin Walk (in which scenes of a given theme are created by carving and painting pumpkins). Relate our local traditions to traditions in other parts of the country. In New York City they have a Halloween parade in which the people in the community dress up in silly and odd costumes and parade down the streets. Other community traditions include festivals, carnivals, and parties. Have the children attend the pumpkin walk or create their own Halloween parade.

G. Math Application. Give a pumpkin to each group of four or five students. Have students weigh, measure and find other facts about their pumpkins by answering the following questions: How long is the stem of your pumpkin? How many ridges are there going around the pumpkin? What is the

circumference of your pumpkin? How much does your pumpkin weigh? How many seeds are in your pumpkin? (be sure a hole is cut in the top of the pumpkin) Have each group record their answers on a class graph. Discuss the graph. You may also discuss economic prices of the pumpkins. Have the children figure out higher and lower prices per pound by weight.

H. Hands-on. Each child will participate in making one of the following recipes: Quick and Easy Pumpkin Pie, Pumpkin Bread, or Roasted Pumpkin Seeds. (see appendix for recipes) The children will be instructed to use correct measurements and methods. The children will then be able to taste each of the items the class has prepared. Discuss different ways to use pumpkins in celebrations (food, jack-o-lanterns, decoration, sell for profit, etc.).

I. Open Discussion. After all of the previous activities have been completed ask the students to respond to the following question. "What do you know about pumpkins?"

Assessment:

- * Ability to sequence the cards of the growth of a pumpkin will be assessed.
- * Ability to recognize specific areas where pumpkins are grown on a world map will be assessed.
- * Created books and sharing of them will be assessed.
- * Math responses will be assessed.
- * Responses to discussion questions will be assessed.

Appendix: Handouts

Hill, N. (1992). Food for Thought. Greensboro, North Carolina. Carson Dellosa Publishing Company, Inc.

[Return to Celebrations Table of Contents](#)

Name _____

Date _____

The Origins of Halloween

Halloween has its origins in the ancient Celtic celebration called Samhain (pronounced sow-in). The Celtic people lived in Ireland, the United Kingdom, and northern France over 2,000 years ago. The Celtic New Year began on November 1. Samhain was a festive that celebrated the end of summer and the harvest season on the day before the new year. During this festival, the Celts would wear costumes and try to tell each other their future.

By the time Christianity had spread to the region in the ninth century A.D., Nov. 1st had been designated All Saints Day or All-hallows. The day before, October 31st, was referred to as All-hallows Eve. It is now simply called Halloween.

1. The origin of Halloween can be traced to
A. Italians B. Germans C. Celts D. Russians
2. The celebration of Samhain took place on November 1. True or False
3. During Samhain, people would
A. wear costumes B. play games C. tell the future D. A. and C.
4. Christianity had spread to Ireland, the United Kingdom, and northern France by
A. 600 A.D. B. 700 A.D. C. 800 A.D. D. 900 A.D.
5. All-hallows Eve is another name for Halloween? True or False



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