

# Teacher's Supplement

## FACES™

People, Places, and Cultures

### MAGAZINE ARTICLES

New Year's Celebrations Through the Ages . 8

Expository Non-fiction 1260L

Ring in the New Year with Red

Underwear . . . . .12

Expository Nonfiction 1130L

Hog Wild for Hogmany . . . . .14

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New Year's Eve New York City Style . . . . .28

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AROUND THE WORLD

## Teachers' Guide for *FACES: Happy New Year Around the World*

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## OVERVIEW

*In this magazine, readers will learn how people around the world ring in the New Year. **Happy New Year Around the World** includes information*

*about the history, customs, and traditions surrounding New Year's celebrations from China to New York City.*

## ESSENTIAL QUESTION:

***How do New Year celebrations differ amongst people, places, and cultures and what recurring themes unite them?***

We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

## READ MULTIPLE ARTICLES PAGES 4 - 13

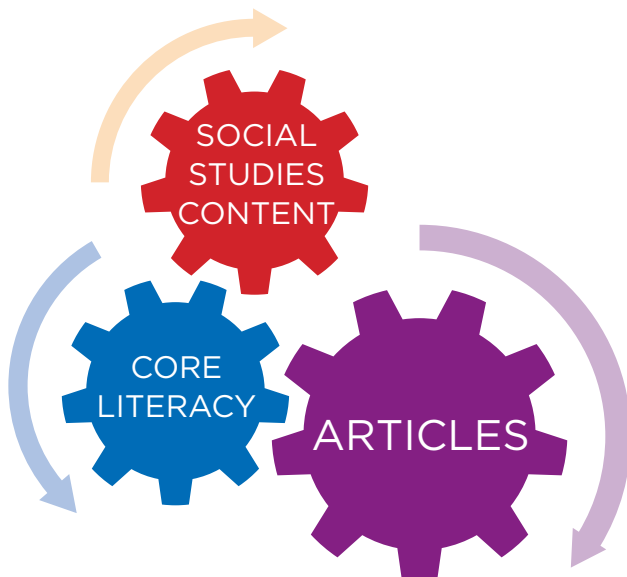
Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

The diagram illustrates the components of an article page, with callouts pointing to a sample article page titled "ARTICLE: What's Mine Is Yours" (Magazine pages 9-12, Narrative Nonfiction).

- Essential Question**: Points to the "ESSENTIAL QUESTION" section on the sample page.
- Content Concepts**: Points to the "CONTENT CONCEPTS" section on the sample page.
- C3 Framework for Social Studies State Standards**: Points to the "CROSS-CURRICULAR EXTENSION" section on the sample page.
- Key Vocabulary**: Points to the "KEY VOCABULARY" section on the sample page.
- Prepare to Read**: Points to the "PREPARE TO READ" section on the sample page.
- Close Reading Questions**: Points to the "CLOSE READING QUESTIONS" section on the sample page.
- Common Core Connections to teach reading and writing standards**: Points to the "COMMON CORE CONNECTIONS" section on the sample page.

## TEACH A MINI-UNIT PAGES 15 - 17

Magazine articles can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information. (CCSS.Reading.9) Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways. (CCSS.Writing.2)



## READING

**Core literacy concepts**, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

**Draw Inferences** (CCSS.InfoText.1)

**Describe Relationships** (CCSS.InfoText.3)

**Analyze Text Structure** (CCSS.InfoText.5)

**Interpret Visual Information** (CCSS.InfoText.7)

**Summarize** (CCSS.InfoText.2)

**Determine Word Meaning** (CCSS.InfoText.4)

**Understand Author's Point of View** (CCSS.InfoText.6)

**Explain Reasons and Evidence** (CCSS.InfoText.8)

### **FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:**

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

## SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

### **DISCUSSION OPTIONS—IN CLASS OR ONLINE**

**Article Clubs:** Form small reading groups of students reading the *same* article. Have students discuss the content, share ideas, and critically evaluate the text.

**Jigsaw Clubs:** Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

**Whole Class:** Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

## WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 15 – 17) as well as the **article pages** (pages 4 – 13) for ways to incorporate writing into your instruction.

# ARTICLE: New Year's Celebrations Through the Ages

Magazine pages 8 - 11, Expository Nonfiction



Discover how the ancient Romans, Egyptians, Chinese, and Babylonians celebrated New Year's and why most Americans consider January 1st to be New Year's Day.

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## SOCIAL STUDIES CONCEPT

Cultural practices are affected by environmental and physical characteristics of places.

## CROSS CURRICULAR EXTENSION

### Science

Use a star chart to identify visible constellations and track their movement in the night sky.

## KEY VOCABULARY

**vernal (p.8)** occurring in the spring

**equinox (p.8)** a day when day and night are the same length

**silt (p.9)** sand, soil, mud, etc., that is carried by flowing water and that sinks to the bottom of a river, pond, etc.

**celestial (p.9)** of or relating to the sky: stars, planets, asteroids

## PREPARE TO READ

Many holidays are culturally or religiously specific. But New Year's celebrations are held all over the world. Predict: Where do you think these celebrations originated?

## CLOSE READING QUESTIONS

- Why did the ancient Babylonian high priest slap the king?
- Underline three important elements of the Chinese New Year. Why are they important?
- What phrases from the text describe the relationship between the Egyptians and their gods?

## COMMON CORE CONNECTIONS

### Cite Text Evidence *CCSS Info Text 8*

Find evidence supporting the idea that religion influences each civilization's New Year's festival.

### Analyze Relationships *CCSS Info Text 3*

How did the invention of the Gregorian calendar affect the way Catholics celebrated New Year's? Why did some Christian groups celebrate New Year's on different days?

### Narrative Writing *CCSS Writing 3*

Imagine you are living in ancient China. Write a narrative describing your preparations for and experiences during the New Year's celebration.



# ARTICLE: Ringing in the New Year with Red Underwear

Magazine pages 12 - 13, Expository Nonfiction



From dish throwing to grape eating, there are many seemingly strange customs and traditions surrounding New Year's celebrations. Explore the diverse traditions practiced during New Year's across the globe.

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## SOCIAL STUDIES CONCEPT

Combinations of cultural and environmental characteristics make places similar and different.

## CROSS-CURRICULAR EXTENSION

### Physical Education & Math

Many people make a New Year's resolution to get fit. Set a personal goal for yourself and keep a chart of your progress.

## KEY VOCABULARY

**longevity (p.12)** length of life

**prosperity (p.12)** the state of being successful

**superstition (p.12)** a belief that certain events or things will bring good or bad luck

## PREPARE TO READ

Ask students to hypothesize why many Americans make New Year's resolutions. Why do they think this tradition developed?

## CLOSE READING QUESTIONS

- Make a two-column table listing each location mentioned and the New Year's traditions practiced there?
- Underline parts of the text identifying things to avoid on New Year's.
- Find evidence in the text that supports the idea that people follow New Year's traditions to influence their future.

## COMMON CORE CONNECTIONS

### Analyze Details *CCSS Info Text 3*

Make a list of objects mentioned in the article and what they symbolize. What characteristics of each object leads to the symbolism?

### Understand Main Ideas *CCSS Info Text 2*

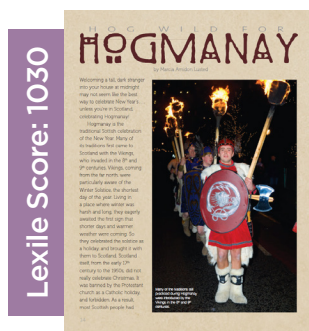
What is the main idea of this article? What other ideas are used to support the main idea?

### Present Opinions *CCSS Speaking and Listening 4*

Which New Year's tradition do you find most interesting? Form your opinion and share it with your classmates. Use facts and other descriptive details to support your opinion.

# ARTICLE: Hog Wild for Hogmanay

Magazine pages 14 - 17, Expository Nonfiction



Hogmanay is the name of the Scottish New Year's celebration. Many traditions related to this holiday were brought by Viking invaders centuries ago.

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## SOCIAL STUDIES CONCEPT

Combinations of cultural and environmental characteristics make places similar and different.

## CROSS-CURRICULAR EXTENSION

### Music

Learn the words and harmony to (there's more than one verse) "Auld Lang Syne" and have the class perform it.

## KEY VOCABULARY

**solstice (p.14)** one of the two times during the year when the sun is farthest north or south of the equator

**purify (p.17)** to free (someone) from guilt or evil thoughts

## PREPARE TO READ

Ask students what they know about the Vikings. Where were they from? What did they look like? What did they do?

## CLOSE READING QUESTIONS

- What did the name "Hogmanay" originate from?
- Underline parts of the text that describe what the first visitor after midnight on New Year's Eve should bring with them.
- Why is fire used during Hogmanay?

## COMMON CORE CONNECTIONS

### Explain Relationships *CCSS Info Text 3*

Organize the events of a typical Hogmanay celebration on a timeline, using details mentioned in the article.

### Drawing Inferences *CCSS Info Text 1*

Look at the list of items guests should bring on page 16. Why would these specific items be chosen? What do they symbolize?

### Opinion Writing *CCSS Writing 1*

The bottom of page 14 mentions the government banned a holiday for a time. Do you feel governments have the right to ban holidays? Support your opinion with facts and details.

# ARTICLE: New Year's Eve New York City Style

Magazine pages 18 - 21, Expository Nonfiction



This article looks at the history of the well-known Times Square New Year's Eve party in New York City. Learn about the first ball drop and its nautical origin.

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

## CROSS CURRICULAR EXTENSION

### Math & Science

Design and create a scaled, working model of the Times Square ball.

## KEY VOCABULARY

**bankruptcy (p.18)** a condition of financial failure caused by not having the money that you need to pay your debts

**nautical (p.19)** relating to ships and sailing

**blackout (p.19)** a period when lights are kept off or are hidden from view to guard against enemy airplane attack in a war

**obsolete (p.21)** replaced by something newer

## PREPARE TO READ

Many people have New Year's parties. Discuss with students what types of preparations would have to be made to host a celebration one like the one in Times Square?

## CLOSE READING QUESTIONS

- What words does the author use to describe Alfred Ochs? What perspective is created by the use of these terms?
- Identify key details that led to the success of the Times Square party.
- Sequence key events in the development of the Times Square celebration of New Year's.

## COMMON CORE CONNECTIONS

### Making Inferences *CCSS Info Text 1*

The text states the Times Square ball has been redesigned seven times. Why do you think it has been redesigned this many times?

### Evaluate Evidence *CCSS Info Text 8*

Determine the strength of evidence presented in the article to support the claim that Ochs' idea was a success.

### Research & Expository Writing *CCSS Writing 4 & 7*

Conduct research to discover each of the seven different designs for the Times Square ball, and write an expository essay describing the evolution of the ball's design.



Lexile Score: 110

## THE OLDEST NEW YEAR'S PARTY: CELEBRATING NAYROUZ

by Elizabeth Cline




The Egyptian Feast of Nayrouz has origins in the Egyptian Coptic church. As a religious remembrance, the symbolism and traditions are more reflective than party-going, but also remind people of the new beginnings offered in a New Year.

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## SOCIAL STUDIES CONCEPT

Combinations of cultural and environmental characteristics make places similar and different.

## CROSS CURRICULAR EXTENSION

### History

Conduct short research to find out why the Romans persecuted and killed Coptic Christians.

## KEY VOCABULARY

**Coptic (p.22)** the language of the Copts, which represents the final stage of ancient Egyptian

**martyr (p.22)** a person who is killed or who suffers greatly for a religion, cause, etc.

**incorporate (p.22)** to include (something) as part of something else

## PREPARE TO READ

Look at the picture on page 22. Predict how this church-based celebration might differ from non-religiously based New Year's celebrations.

## CLOSE READING QUESTIONS

- When is Nayrouz celebrated and why?
- List the different objects used in the Nayrouz and describe their uses.
- How is Nayrouz both a time of looking forward and backward? Cite evidence from the text to support your answer.

## COMMON CORE CONNECTIONS

### Determine Main Ideas *CCSS Info Text 2*

There is more than one main idea contained in this article. What are they and what details are used to support them?

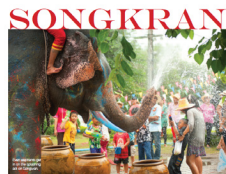
### Present a Speech *CCSS Speaking and Listening 4 & 6*

Review the different traditions associated with Nayrouz. Write and present a speech directed to tourists where you instruct them on how to prepare for celebrating Nayrouz.

### Narrative Writing *CCSS Writing 3*

Imagine you are a child celebrating Nayrouz. Write a narrative describing your experience. Incorporate details from the text.

Lexile Score: 970



**Splash! Splat!**  
Imagine the biggest water fight ever! People all around you have buckets and big water guns. Picture huge crowds filling the streets, completely soaking one another. Even elephants are spraying water! If you were celebrating the New Year in Thailand, you would not need to be using your imagination at all. This is Songkran, Thailand's New Year's celebration!

By Heidi Hughes  
**S**ongkran, one of Thailand's oldest traditions, marks the beginning of the wet season. In other words, it's the start of the rainy season. Celebrated by a three-day water festival from April 13-15, Songkran is the Thai New Year. It's a time of fun and games, but also a time of respect and purification. People make merit, and on the first day, they visit temples to pay respects to their ancestors and the Buddha. The water festival also includes the time of year, the length of the celebration, and the Buddhist traditions.

The Thai New Year's Celebration, Songkran, takes place in April. Ties to Buddhist beliefs make this a solemn celebration, but there is also plenty of room for fun. Follow proper etiquette to make sure your Songkran is a happy one!

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## GEOGRAPHY CONCEPT

Combinations of cultural and environmental characteristics make places similar and different.

## CROSS-CURRICULAR EXTENSION

### Science & History

Songkran begins around the time the dry-season begins in April. Research to discover ways in which both Buddhism and weather cycles influenced when the celebration begins.

## KEY VOCABULARY

**rite (p.26)** an act that is part of a usually religious ceremony

**ritual (p.27)** a formal ceremony or series of acts that is always performed in the same way

**reverent (p.27)** showing a lot of respect

**omen (p.28)** something that is believed to be a sign or warning of something that will happen in the future

**alms (p.29)** money, clothes, food, and other things given to poor people

## PREPARE TO READ

Summarize what you know about Buddhism. Where is it practiced? What beliefs are important to Buddhists?

## CLOSE READING QUESTIONS

- Read the red subheadings. How do they help organize the information presented by the author?
- List the different ways that water is used in Songkran?
- Underline three characteristics of Songkran directly related to Buddhist faith.

## COMMON CORE CONNECTIONS

### Determine Relationships *CCSS Info Text 7*

How do events practiced on the first day of Songkran relate to events practiced on the third day?

### Analyze Text Structure *CCSS Reading 5*

The author includes a section on "The 'Seven Dangerous Days of Songkran'." How does this section relate to the one before it?

### Opinion Writing *CCSS Writing 1*

Do you feel Songkran is a safe celebration? Support your opinion with facts and details from the article.

Lexile Score: 950

## ROSH HASHANAH: THE JEWISH NEW YEAR

Rosh Hashanah is the beginning of the Jewish New Year. Celebrating the Jewish New Year is a time when Jews around the world gather to pray, eat, and celebrate. Rosh Hashanah is the first day of the month of Tishrei, which is the Jewish month of September or early October. Rosh Hashanah is celebrated for two days, the first day is Rosh Hashanah and the second day is Yom Kippur. Rosh Hashanah is a time when Jews around the world gather to pray, eat, and celebrate. Rosh Hashanah is the first day of the month of Tishrei, which is the Jewish month of September or early October. Rosh Hashanah is celebrated for two days, the first day is Rosh Hashanah and the second day is Yom Kippur. Rosh Hashanah is a time when Jews around the world gather to pray, eat, and celebrate.



The author invites us into her home and synagogue to explain the symbols and traditions of Rosh Hashanah: the Jewish New Year.

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## GEOGRAPHY CONCEPT

People's perspectives influence what information is presented in the historical sources they create.

## CROSS CURRICULAR EXTENSION

### Art

Create a poster illustrating the different customs that are part of Rosh Hashanah.

## KEY VOCABULARY

**goblet (p.30)** a container used for drinking liquids that has a round bowl on top of a stem attached to a flat base

**synagogue (p.32)** a building that is used for Jewish religious services

**fast (p.32)** to eat no food for a period of time

## PREPARE TO READ

Look at the photos accompanying the article. Predict what Rosh Hashanah's origins are and where it is taking place.

## CLOSE READING QUESTIONS

- What is the relationship between Rosh Hashanah and Yom Kippur?
- Underline the materials needed to celebrate Rosh Hashanah.
- Why is Rosh Hashanah celebrated in September/October?

## COMMON CORE CONNECTIONS

### Making Inferences *CCSS Reading 1*

The author doesn't mention a specific geographic location? Based on this fact, what can you infer about the celebration of Rosh Hashanah?

### Understanding Point of View *CCSS Reading 6*

What is the author's point of view on Rosh Hashanah? How is their point of view reflected through particular words, phrases, or sentences?

### Research & Expository Writing *CCSS Writing 2 & 7*

Conduct research to compare and contrast the three Jewish denominations. Explain how Rosh Hashanah celebrations differ within each of these denominations.

# ARTICLE: Hijri: The Islamic New Year

Magazine pages 36 - 37, Expository Nonfiction



Discover the origins and meaning of Hijri - a quiet religious celebration commemorating the prophet Muhammad's journey from Mecca to Medina - the Islamic New Year.

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## GEOGRAPHY CONCEPT

Individuals may shape significant historical change.

## CROSS-CURRICULAR EXTENSION

### History and Culture

Research the four holy months in Islam. Create a timeline describing these months and include images or illustrations of the events associated with each.

## KEY VOCABULARY

**resolution (p.37)** a promise to yourself that you will make a serious effort to do something that you should do

**emigrate (p.37)** to leave a country or region to live elsewhere

**crescent (p.36)** the shape of the visible part of the moon when it is less than half full

**prophet (p.37)** a member of some religions (such as Christianity, Judaism, and Islam) who delivers messages that are believed to have come from God

## PREPARE TO READ

On a map of Saudi Arabia, locate the cities of Mecca and Medina. Explain that Muhammad had begun preaching in Mecca before relocating to Medina.

## CLOSE READING QUESTIONS

- Why does the Islamic New Year fall on different days from year to year?
- What two things does Hijri mark the beginning of?
- Underline details in the text describing how Hijri is celebrated.

## COMMON CORE CONNECTIONS

### Determine Meaning *CCSS Info Text 5*

The author writes that Hijri is not a "celebration filled with parties, fireworks, and food." Why did the author describe the Hijri "celebration" in this way?

### Analyze Text Structure *CCSS Reading 2*

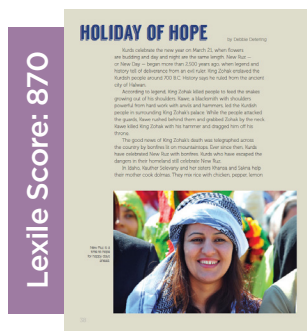
The article's main idea is that Hijri is a New Year's celebration with religious significance. Summarize details supporting this idea.

### Research & Write Arguments *CCSS Writing 1 & 7*

The author claims that Hijri is unlike other New Year's celebrations in other countries or religions. Argue your position on this claim and support your argument with evidence.

# ARTICLE: Holiday of Hope

Magazine pages 38 - 39, Expository Nonfiction



Kurds commemorate the overthrowing of evil King Zohak by a commoner named Kawe during the annual New Ruz celebration.

## ESSENTIAL QUESTION

**How do New Year's celebrations differ amongst people, places, and cultures and what recurring themes unite them?**

## SOCIAL STUDIES CONCEPT

Historical contexts have shaped and continue to shape people's perspectives.

## CROSS-CURRICULAR EXTENSION

### Geography

Conduct research to locate the ancestral homeland of the Kurdish people. Draw a map to show which modern-day nations the Kurdish people spread out amongst.

## KEY VOCABULARY

**legend (p.38)** a story from the past that is believed by many people but cannot be proved to be true

**anvil (p.38)** a heavy iron block on which heated metal is shaped by hitting it with a hammer

**telegraph (p.38)** to send a message

## PREPARE TO READ

Locate Kurdistan on a map. Analyze the geographic location. Why do you think Kurdistan has never been recognized as an independent nation?

## CLOSE READING QUESTIONS

- What is the significance of bonfires during New Ruz?
- How is New Ruz celebrated? Underline details in the text.
- In the author's account of the origin of New Ruz, which details suggest the influence of legends?

## COMMON CORE CONNECTIONS

### Draw Inferences *CCSS Info Text 1*

The author mentions that Kurds hope to be free "in their own country." What does this suggest about the place called "Kurdistan?"

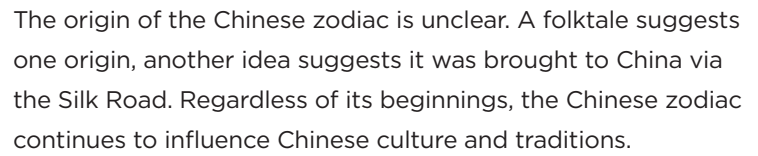
### Support Ideas *CCSS Info Text 2*

The author suggests that New Ruz is a time of "both joy and sadness." Find evidence from the article supporting this idea.

### Research & Write Arguments *CCSS Writing 1 & 7*

Should Kurdistan become an independent nation? Support your position with facts and details from this article and your own research.





## CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

### COMPARE ARTICLES

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

- Some New Year’s celebrations commemorate a land’s or a people’s history. Read “The Oldest New Year’s Party: Celebrating Nayrouz”, “Holiday of Hope”, and “Hogmany” to see how these people use a holiday to remember the past.
- Other New Year’s celebrations are based on religious rites and rituals. Read “Songkran”, “Rosh Hashanah: The Jewish New Year”, and “Hijri: The Islamic New Year” to see how religion is tied to the New Year.
- Read and compare “Songkran” and “Hogmany” to learn about lists of do’s and don’ts when celebrating the New Year.
- Symbolism plays a major role in many New Year celebrations. Read “Ring in the New Year with Red Underwear”, “Songkran”, “Rosh Hashanah: The Jewish New Year”, and “The Oldest New Year: Celebrating Nayrouz” to find out about some of these symbols and their meanings.
- Some New Year traditions are based on legend. Read and compare “Holiday of Hope” and “The Chinese Zodiac” to learn about these legends.
- Most Americans are familiar with the Times Square ball drop and the singing of “Auld Lang Syne”. Read “New Year’s Eve New York City Style” and “Hogmany” to find out the history behind these common New Year’s elements.

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

In this mini-unit, students will explore how and when the New Year is celebrated around the world. Students will learn about the reasons for the different celebrations and realize the common themes uniting them after reading articles and researching in groups. Each group's final activity will be presenting a 1- minute video newscast showing how the New Year is rung in at a specific place in the world.

**ENGAGE**
**READ AND  
COMPARE**
**APPLY**

**ENGAGE:** Show students the organizer below. Guide them in generating secondary questions from the each of questions below. Example: (Who?) People around the world. (Secondary Question) Do all people celebrate New Year's Eve? Example: (What?) Celebrate the end of a calendar year. (Secondary Question) How do celebrations across the world differ from one another? What do they have in common?



**Share the essential question:**

How do New Year's celebrations differ by people, places, and cultures and what recurring themes unite them?



**READ AND COMPARE ARTICLES:** Begin with a focus article as a base for building content knowledge and model how to work through the text.

**1) READ ALOUD:** Use “New Year’s Celebrations Throughout the Ages” pages 8-11 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

**2) DISCUSS THE ARTICLE:** After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

**3) READ NEW ARTICLES:** Help students choose additional articles to read based on their inquiry questions or what they wonder. Refer to the Article Pages for summaries of each article within *Happy New Year Around the World*.

**4) COMPARE ARTICLES:** After students have read multiple articles, guide them to make cross-text connections. Refer to page 14 for Cross-Text Comparisons to compare articles using prompts that help students integrate ideas and information.

## CHOOSE A PURPOSE FOR READING

**MAIN IDEAS AND SUPPORTING DETAILS:** *CCSS Reading 1* As you read, find out when New Year’s is celebrated in each article and why. What details make New Year’s unique in the culture you are reading about?

**DETERMINING THEME THROUGH SYMBOLISM:** *CCSS Reading 2* Many rituals, customs, and traditions involve symbolism. As you read, pay careful attention to objects or rituals mentioned in the articles and make note of what they represent. How do these symbols help people commemorate New Year’s around the world?

**UNDERSTANDING POINT OF VIEW:** *CCSS Reading 6* New Year’s celebrations have “roots.” Some are based on the land’s history, some are tied to religion, some are newer ideas meant to aid to the celebratory feel of the holiday. As you read, decide what the “roots” are for a particular culture’s New Year celebration.



**APPLY: NEW YEAR'S EVE BROADCAST**

Students will go “on assignment” where they prepare news segments featuring the New Year’s customs of places around the world. Divide students into 5 groups. Each group will use the library, internet, articles from this magazine, and other sources to research New Year’s in one of six different locations and create a 1-minute video of news segments on it.

**STEP 1: Organize Groups**

Divide students into five groups. (You will need at least 5 students per group).

**STEP 2: Choose Locations**

Based on interest, let the groups choose one of the six locations - **Egypt, Kurdistan, China, New York City, Scotland, Thailand.**

**STEP 3: Research**

Tell students to begin by reading their focus article(s) from this issue. Then allow students time for conducting additional short research.

**STEP 4: Plan Video**

Have group members divide tasks on the New Year’s Celebration Video Planner. Allow time for them to complete each task and review student contributions as a group.

**STEP 5: Create Video**

Allow time for students to create their videos. Help them obtain any necessary materials for recording and editing their videos. If video software is unavailable, have them use Power Point or another similar type of presentation software.

**STEP 6: Present Video**

Have each student group present their video to the class.





## GROUP MEMBER NAMES:

### Mini-Unit Graphic Organizer

#### NEW YEAR'S CELEBRATION: VIDEO PLANNER

Phase/Task	Member (s) Responsible	Additional Details	Date Due
Prepare			
Read and take notes on focus article (s)	All		
Conduct additional research on celebration	All		
Identify characteristics of celebration	All	What makes this celebration unique? What symbols, colors, or objects are used in it? What factors influence when it begins?	
Plan			
Write and revise draft of script			
Assign roles within script		Who will be the reporter? Who will be the interviewee?	
Gather resources		What resources and technology do you need to create your news-segments?	
Rehearse news segments			
Create			
Record news segments			
Edit news segments and finalize video		Have all group members had a chance to review and approve final edits?	
Present			
Present video to class		Elaborate on each segment (i.e. custom) and its significance to the celebration after the video and answer questions.	

Location	Focus Article
Egypt	"The Oldest New Year's Party: Celebrating Nayrouz"
Kurdistan	"Holiday of Hope"
China	"Ring in the New Year with Red Underwear" and "The Chinese Zodiac"
New York City	"New Year's Eve New York City Style"
Scotland	"Hogmany"
Thailand	"Songkran"

NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

**NAME:** \_\_\_\_\_

### CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

**ESSENTIAL QUESTION OR INQUIRY QUESTION:**

**ARTICLE 1:**

**ARTICLE 2:**

**ARTICLE 3:**

**alms** money, clothes, food, and other things given to poor people

*DO bring along goggles, sunscreen, and a hat; (5) use public transportation; and (6) give **alms** and 'make merit', or visitors may just politely observe these Buddhist rituals. (p.29)*

**anvil** a heavy iron block on which heated metal is shaped by hitting it with a hammer

*Kawe, a blacksmith with shoulders powerful from hard work with **anvils** and hammers, led the Kurdish people in surrounding King Zohak's palace. (p.38)*

**bankruptcy** a condition of financial failure caused by not having the money that you need to pay your debts

*The newspaper was on the verge of **bankruptcy**, but Ochs was determined to make it successful. (p.18)*

**blackout** a period when lights are kept off or are hidden from view to guard against enemy airplane attack in a war

*It has taken place every year except for 1942 and 1943 when it was cancelled because of World War II **blackouts**. (p.19)*

**celestial** of or relating to the sky: stars, planets, asteroids

*Although the ancient Egyptian New Year did not occur in the spring, its date was determined by both a **celestial** and agricultural event. (p.9)*

**constellation** a group of stars that forms a particular shape in the sky and has been given a name

*Unlike the Western zodiac and its **constellations**, the Chinese zodiac is based on an ancient calendar. (p.42)*

**Coptic** the language of the Copts, which represents the final stage of ancient Egyptian

*One of the oldest calendars in the world is the **Coptic** calendar. (p.22)*

**crescent** the shape of the visible part of the moon when it is less than half full

*The Islamic religion follows its own lunar calendar, based on the appearance of the **crescent** moon in the sky every month (and which is why many flags from Islamic countries have a crescent symbol on them). (p.36)*

**emigrate** to leave a country or region to live elsewhere

*This is the month when the Muslim prophet Muhammad **emigrated** from Mecca to Medina in A.D. 622 and established an Islamic state. (p.37)*

**equinox** a day when day and night are the same length

*It began in late March during the first new moon after the vernal **equinox**. (p.8)*

**fast** to eat no food for a period of time

*As my family leaves the synagogue at sundown to break the **fast** at my grandparents' house, I look to the New Year with hope for peace and happiness. (p.32)*

**goblet** a container used for drinking liquids that has a round bowl on top of a stem attached to a flat base

*Dad holds up a **goblet** and says the blessing over the wine. (p.30)*

**incorporate** to include (something) as part of something else

*... as a way of remembering the martyrs who died under the Romans, they **incorporated** that remembrance with the celebration of the New Year, which they named the Feast of Nayrouz. (p.22)*

**legend** a story from the past that is believed by many people but cannot be proved to be true

*New Ruz — or New Day — began more than 2,500 years ago, when **legend** and history tell of deliverance from an evil ruler. (p.38)*

**longevity** length of life

*The length of the noodles symbolizes **longevity** and good health. (p.12)*

**martyr** a person who is killed or who suffers greatly for a religion, cause, etc.

*In A.D. 283 they adopted their own Coptic calendar, and as a way of remembering the **martyrs** who died under the Romans, they incorporated that remembrance with the celebration of the New Year, which they named the Feast of Nayrouz. (p.22)*

**nautical** relating to ships and sailing

*Time balls, originally used by ship captains who needed to know the exact time in order to adjust their **nautical** instruments, were also used by people to set their watches. (p.19)*

**obsolete** replaced by something newer

*Although the invention of radio signals made them **obsolete**, a few time balls still survive. (p.21)*

**omen** something that is believed to be a sign or warning of something that will happen in the future

*While the street parties are now mostly for fun, they originally symbolized religious cleansing, renewal, hope for regenerating rains, and washing bad **omens** away. (p.28)*

**prophet** a member of some religions (such as Christianity, Judaism, and Islam) who delivers messages that are believed to have come from God

*This is the month when the Muslim **prophet** Muhammad emigrated from Mecca to Medina in A.D. 622 and established an Islamic state. (p.37)*

**prosperity** the state of being successful

*For the Filipino people, the holiday is all about circles — symbols of wealth and **prosperity**. (p.12)*

**purify** to free (someone) from guilt or evil thoughts

*This might be linked to the winter solstice as well, with the fireballs symbolizing the return of the sun and how it **purified** evil spirits. (p.17)*

**resolution** a promise to yourself that you will make a serious effort to do something that you should do

*It is also a time for Muslims to think about the passing of time and the fact that they will grow older and eventually die, and may be a good time to make some sort of **resolutions** for the coming year. (p.37)*

**reverent** showing a lot of respect

*Some of the most **reverent** activities occur that afternoon, when people delicately wash Buddha images. (p.27)*

**rite** an act that is part of a usually religious ceremony

*People get time off from work, perform **rites** of renewal and purification, show respect, and ask for blessings. (p.26)*

**ritual** a formal ceremony or series of acts that is always performed in the same way

*Children show respect and ask for blessings from older relatives in similar **rituals**. (p.27)*

**silt** sand, soil, mud, etc., that is carried by flowing water and that sinks to the bottom of a river, pond, etc.

*Because the Egyptians relied on these floods to deposit fertile **silt** onto their farmlands, many of their New Year's rituals involved pleasing Hapi, the god of the Nile. (p.9)*

**solstice** one of the two times during the year when the sun is farthest north or south of the equator

*Vikings, coming from the far north, were particularly aware of the Winter **Solstice**, the shortest day of the year. (p.14)*

**superstition** a belief that certain events or things will bring good or bad luck

***Superstitions** abound, and many of them are quite unusual. (p.12)*

**synagogue** a building that is used for Jewish religious services

*In the afternoon my family joins members of our congregation at a lake near our **synagogue**, for tashlich (tosh-LEEK). (p.32)*

**telegraph** to send a message

*The good news of King Zohak's death was **telegraphed** across the country by bonfires lit on mountaintops. (p.38)*

**vernal** occurring in the spring

*It began in late March during the first new moon after the **vernal** equinox. (p.8)*

**zodiac** an imaginary area in the sky that the sun, moon, and planets appear to travel through

*That is why the cat and the rat are enemies, and why there are 12 animals in the Chinese **zodiac**, with the rat first and the pig last. (p.42)*



## **Hogmany**

- <http://hogmanay.net/>

Read about places all over Scotland celebrating Hogmany. Watch videos of last year's fireworks and listen to 20 versions of Auld Lang Syne.

## **New Year's Eve New York City Style**

- <http://www.timessquarenyc.org/index.aspx>

Read about different New Year's Eve events and learn tips experiencing this celebration in New York City.

## **The Oldest New Year's Party: Celebrating Nayrouz**

- <https://www.suscopts.org/coptic-orthodox/church/calendar/>

Learn more about the Coptic calendar and how the months got their names.

## **Songkran**

- [http://www.louisianafolklife.org/LT/Articles\\_Essays/laotian.html](http://www.louisianafolklife.org/LT/Articles_Essays/laotian.html)

Learn how Songkran is celebrated in America by a group of Laotians living in Louisiana.

## **Rosh Hashanah: The Jewish New Year**

- <http://www.history.com/topics/holidays/rosh-hashanah-history>

Watch this video by the History Channel about Rosh Hashanah from a Rabbi's point of view.