

Teacher's Guide

FACES[®]

People, Places, and Cultures

From Cricket Media



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Teacher's Guide for *Faces: Festivals around the World*

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OVERVIEW

In this magazine, readers will learn about different kinds of celebrations around the world.

Faces: Festivals around the World includes

information about the different reasons people celebrate, how people celebrate, and some of the commonalities of festivals around the world.

ESSENTIAL QUESTION:

How do festivals make places similar and different?



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

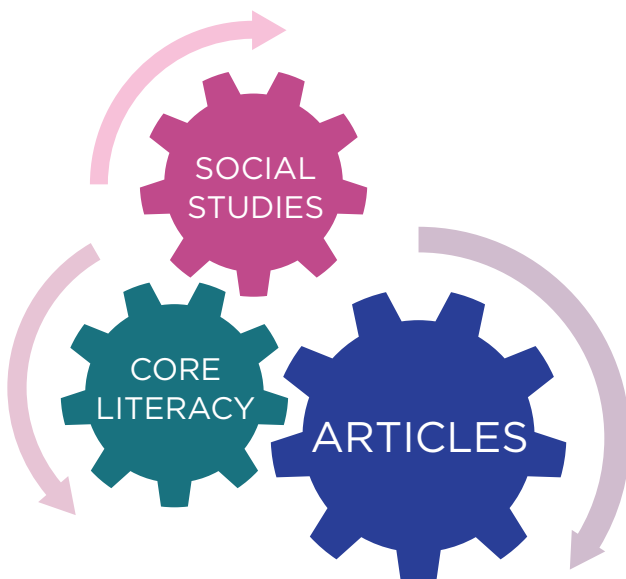
READ INDIVIDUAL ARTICLES PAGES 4 - 13

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



TEACH A MINI-UNIT PAGES 15 - 17

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



Essential Question: How do festivals make places similar and different?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
The Timeless Fleet of Amsterdam	Human activities affect the cultural characteristics of places or regions.	<ul style="list-style-type: none"> Close Reading Understanding Point of View Evaluate Evidence Present a Speech 	<i>Reading 1, 2, 6 & 8</i> <i>Writing 1</i> <i>Speaking & Listening 4</i>
Maslenitsa—Pancake Festival	Humans adapt to the places they choose to inhabit.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Meaning Evaluate Evidence Write a Song 	<i>Reading 1, 2, 3, 4 & 6</i> <i>Writing 3</i>
Party in the Streets: Mombasa's Carnival	Cultural practices are affected by environmental and physical characteristics of place.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Write a Brochure 	<i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 2</i>
Abby Goes to La Feria	Cultural practices are affected by environmental and physical characteristics of place.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Understand Point of View Write a Social Media Post 	<i>Reading 1, 3, 5 & 6</i> <i>Writing 2</i>
Semana Santa: Guatemala's Holy Week	Historical contexts have shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Evaluate Evidence Collaborate 	<i>Reading 1, 2, 3, 5 & 8</i> <i>Speaking & Listening 1</i>
Behind the Scenes of a Mardi Gras	Human activities affect the cultural characteristics of places or regions.	<ul style="list-style-type: none"> Close Reading Understand Point of View Compare Information Write a Persuasive Proposal 	<i>Reading 1, 3, 6 & 9</i> <i>Writing 1</i>
Purim: The Joyous Jewish Holiday	Individuals may shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Character Traits Evaluate Evidence Write a Play 	<i>Reading 1, 2, 3, 4 & 8</i> <i>Writing 3</i>
The Mid-Autumn Festival	Patterns of food consumption are influenced by the resources available in a region.	<ul style="list-style-type: none"> Close Reading Analyze Point of View Compare Texts Write a Menu 	<i>Reading 1, 2, 6 & 9</i> <i>Writing 2</i>

Comparing Texts: *Reading 3 & 9; Writing 2*

Mini-Unit: *Reading 1, 2, 3 & 9; Speaking & Listening 1, 4 & 6*

ARTICLE: The Timeless Fleet of Amsterdam

Magazine pages 10-13, Narrative Nonfiction



Celebrated only once every five years, Sail Amsterdam has become one of the largest sailing celebrations in Europe. A true sensory celebration, the author takes us along as she explores the sights and sounds of the festival.

ESSENTIAL QUESTION

How do festivals make places similar and different?

CORE CONTENT CONCEPT

Social Studies Human activities affect the cultural characteristics of places or regions.

CROSS-CURRICULAR EXTENSION

Math The author states measurements in the metric system. Convert the statistics to American Standard measurements.

KEY VOCABULARY

gangway (p. 10) a board or other structure that people walk on to get on or off a ship

beacon (p. 10) a strong light that can be seen from far away and that is used to help guide ships, airplanes, etc.

rigging (p. 11) the ropes and chains that are used on a ship to help support the masts and sails

PREPARE TO READ

Ask students to summarize what they know about how people with a language barrier communicate. Then say, “Did you know sailors and ships communicate by displaying flags?” Show students maritime flags and their meanings. (An online search for International Maritime Signal Flags will offer many options.)

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Locate sensory details mentioned by the author. *CCSS Reading 1*
- Why does the author call the Dutch ship Loth Lorient a Cinderella story? Draw conclusions based on text evidence. *CCSS Reading 1*
- Determine the theme of Sail Amsterdam. Support your choice by referring to details in the text. *CCSS Reading 2*

Craft and Structure

- **Understanding Point of View** Reread the paragraphs on the bottom of page 10 and top of page 11 where the author talks of the Russian ships. How does she feel about her country’s ships and about representing Russia at Sail Amsterdam? *CCSS Reading 6*
- **Evaluate Evidence** While some festivals explore a specific culture, this festival looks to celebrate something common to a greater population. Find evidence to support this claim. Is it sufficient? *CCSS Reading 8*

SPEAKING AND LISTENING

Present a Speech You are the mayor of Amsterdam. Write and present a speech for the opening ceremony of Sail Amsterdam welcoming people from around the world.

Maslenitsa is a “Welcome Spring” celebration in many parts of Russia. Blini, a type of pancake, represents the sun. Games, traditional clothing, music, and plenty of blini escort the longer days and warming weather to the region.

How do festivals make places similar and different?

Social Studies Humans adapt to the places they choose to inhabit.

Physical Education Try some of the games played at a Maslenitsa festival: tug of war, pillow fights on a beam, rope jumping, and pole climbing.

pagan (p. 14) a person who worships many gods or goddesses or the earth or nature

reconcile (p. 15) to cause people or groups to become friendly again after an argument or disagreement

effigy (p. 15) an image of a person

Take a class poll: How do students like to eat pancakes? Do they eat them with butter? Syrup? Jam? Peanut butter? Fruit? Then tell students, “In Russia, there is a festival where pancakes are the center of the celebration.”

Key Ideas

- The article says Forgiveness Sunday is the most popular day. Infer why this day is so important and popular. What mood is set and how can it be directly related to the lengthening of days? *CCSS Reading 1*
- Maslenitsa is a festival celebrating the coming of spring. Locate evidence throughout the text supporting the theme. *CCSS Reading 2*
- Refer to details in the text to compare/contrast how Maslenitsa has changed over time. What has changed and what remains the same? *CCSS Reading 3*

Craft and Structure

- **Interpret Figurative Meaning** The opening sentence uses figurative language. Discuss the meaning of this and how the festival of Maslenitsa counters it.
CCSS Reading 4
- **Evaluate Evidence** Religion influences culture. Locate evidence to support this claim. Is it sufficient? *CCSS Reading 8*

Write a Song Choose a common tune and rewrite the words. (This is called a piggyback song.) Your song should welcome the season of spring and use terms specific to the Maslenitsa festival: blini, sun, pancake, shawl, pillow fight, chuchelo, etc. Share your song with the entire class.



ARTICLE: Party in the Streets: Mombasa's Carnival

Magazine pages 18-19, Expository Nonfiction



Kenya celebrates multiculturalism every November with the Mombasa Carnival. As an historical seaport, Mombasa is an eclectic mix of African culture along with the many outside cultures that have influenced Africa. With parades, food, music and dancing, Carnival gives a glimpse of what it means to be Mombasan.

ESSENTIAL QUESTION

How do festivals make places similar and different?

CORE CONTENT CONCEPT

Social Studies Cultural practices are affected by environmental and physical characteristics of place.

CROSS-CURRICULAR EXTENSION

History Research the history of Fort Jesus. What can we learn about how long Mombasa has interacted with other cultures? Why is Fort Jesus a UNESCO World Heritage Center?

KEY VOCABULARY

souvenir (p. 18) something that is kept as a reminder of a place you have visited, an event you have been to, etc.

millet (p. 19) a type of grass that is grown for its seeds, which are used as food

maize (p. 19) corn

PREPARE TO READ

Instruct students to find Mombasa on a map of Africa. Discuss its geographic location and how this location may have affected its cultural development. Ask students to hypothesize how a port city's population might differ from an inland city.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Refer to details from the article to list the features of Carnival that are distinctly African. Infer where the multicultural elements come in. *CCSS Reading 1*
- Summarize why Carnival is celebrated. Support the key points of your summary with facts from the text. *CCSS Reading 2*
- Explain the cause/effect relationship that has led to Mombasa's Carnival celebration. *CCSS Reading 3*

Craft and Structure

- Analyze Word Choice** The author uses words to describe the Carnival scene on Moi Avenue. Based on the description, draw a bird's-eye view of what someone can expect to see at Carnival. *CCSS Reading 4*
- Analyze Text Structure** The author uses a descriptive structure of clothes, food, and what to expect. Rewrite the article using a comparison text structure to compare Carnival to a festival where you live. *CCSS Reading 5*

WRITING

Write a Brochure Assume you are leading a group of tourists through Mombasa during Carnival. Write a brochure stating what you'll see as you drive/walk through the streets. What will you point out to your clients and what historical facts will enliven your talk?

ARTICLE: Abby Goes to La Feria

Magazine pages 22-25, Narrative Nonfiction



Twelve-year-old Abby, an American living in Spain for a year, learns the dress code and dances needed to attend la feria de abril. The blossoming orange trees signal the time for this fun-loving festival to begin.

ESSENTIAL QUESTION

How do festivals make places similar and different?

CORE CONTENT CONCEPT

Social Studies Cultural practices are affected by environmental and physical characteristics of place.

CROSS-CURRICULAR EXTENSION

Language Arts/Spanish What is Spanglish? Conduct short research to define it and give examples of how it is commonly used. Also list examples of Spanish words commonly used in English and vice versa.

KEY VOCABULARY

clamor (p. 22) a loud continuous noise

variant (p. 23) different in some way from others of the same kind

attired (p. 24) dressed in a particular way

PREPARE TO READ

Ask students, “Has anyone ever lived abroad? If so, where, why, and for how long? What cultural differences did you notice?” If no student has lived abroad, ask students to hypothesize why Americans would live abroad, where they might live and the cultural differences that would be most evident.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Refer to details from the text to infer how Abby has changed during her short time in Spain. *CCSS Reading 1*
- What are the main ingredients of la feria de abril? How do you know? *CCSS Reading 1*
- Describe the relationship between Abby's family and the people of Seville. Support your description with text evidence. *CCSS Reading 3*

Craft and Structure

- Analyze Text Structure** This article was written based on personal experience. Because of this, what added details do we learn? In what other ways does it differ from an expository nonfiction article? *CCSS Reading 5*
- Understand Point of View** Reread the quotes of Abby's classmates. How do their words portray a sense of excitement? Why do they feel this way? *CCSS Reading 6*

WRITING

Write a Social Media Post As Abby attended la feria de abril, she probably posted photos and information on social media. Sketch a scene Abby might have posted. Write a description to attach to the sketch.

ARTICLE: Semana Santa: Guatemala's Holy Week

Magazine pages 26-28, Expository Nonfiction

Lexile Score: 1210



As a predominantly Catholic country, the biggest holiday of the year in Guatemala is holy week. Mixing native Mayan culture with Spanish Catholicism, people create elaborate temporary carpets for processions portraying events in the life of Jesus. The week of festivities comes to an end with fireworks on Easter morning.

ESSENTIAL QUESTION

How do festivals make places similar and different?

CORE CONTENT CONCEPT

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

CROSS-CURRICULAR EXTENSION

Art Use bulletin board paper to create an alfombra for your hallway. Sketch traditional symbols and paint it with colors mentioned in the article.

KEY VOCABULARY

cobblestone (p. 26) a round stone that is used in paving streets

incense (p. 27) a substance that is used often in religious ceremonies and produces a strong and pleasant smell when it is burned

mass (p. 28) a worship service held in the Catholic church

PREPARE TO READ

As a class, allow students to brainstorm a list of holidays tied to religion. Discuss how and why religious holidays differ from secular holidays.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use details from the text to draw a three-panel illustration of what a roadway looks like before, during, and after a procession. *CCSS Reading 1*
- Summarize what happens during Semana Santa and why. Base your summary on facts and details from the article. *CCSS Reading 2*
- Describe the relationship between Guatemalan people and their dominant religion. How does one affect the other? *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** This author uses a chronological text structure. Rewrite the article comparing Semana Santa to your Easter celebration or another religious holiday you celebrate. *CCSS Reading 5*
- **Evaluate Evidence** Locate evidence throughout the article supporting this statement: Semana Santa is a blend of two cultures. Is the evidence relevant? Is it sufficient? *CCSS Reading 8*

SPEAKING AND LISTENING

Collaborate Discuss the following questions with a partner: What if your family moves to Guatemala and you're not Catholic? How would you feel about a festival like Semana Santa? What would be your purpose for attending or participating in such a festival?

ARTICLE: Behind the Scenes of a Mardi Gras Float

Magazine pages 30-31, Expository Nonfiction



One of the most important aspects of Mardi Gras, a festival observed before Lent in New Orleans, is the parade floats. These floats are newly designed every year, although some props may be recycled from previous years' floats. The end result is a crowd-pleasing product sure to wow those watching the parades.

ESSENTIAL QUESTION

How do festivals make places similar and different?

CORE CONTENT CONCEPT

Social Studies Human activities affect the cultural characteristics of places or regions.

CROSS-CURRICULAR EXTENSION

History Conduct research to find out why New Orleans has a strong French influence. What evidence remains to this day?

KEY VOCABULARY

krewes (p. 30) one of the groups with hereditary membership whose members organize and participate as costumed paraders in the annual Mardi Gras carnival

posterity (p. 31) people in the future

PREPARE TO READ

Show students images of Mardi Gras floats. (Search online.) Ask students to make predictions about who created these, what they're made of, and how long it takes to build them. Allow students to share experiences if they've ever helped build a float.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer from the fact that there is a Mardi Gras World where you can learn more about Mardi Gras? Support your answer with text details. *CCSS Reading 1*
- Using details from the text, create a flowchart of steps showing how a float is constructed. *CCSS Reading 1*
- Locate examples of cause/effect throughout the text. Use these relationships to determine how human activity has impacted the culture of New Orleans. *CCSS Reading 3*

Craft and Structure

- Understand Point of View** How do you view Mardi Gras if you are a) a tourist b) a local resident c) a krewes member d) a Mardi Gras World employee or e) the head of New Orleans tourism? *CCSS Reading 6*
- Compare Information** Compare the information in this article to information from Robert in "Dear Kylie." How and why does it differ? *CCSS Reading 9*

WRITING

Write a Persuasive Proposal You are part of a krewes where everyone is asked to submit their idea for next year's float. Write a persuasive proposal to include the theme of the float, a sketched design, coloration, crowd appeal, and why you think it should be chosen.



The Jewish holiday of Purim commemorates how Queen Esther and her cousin, Mordecai, saved the Jewish people from Haman's plot to kill them. Although Jewish communities around the world have different ways of celebrating Purim, they all serve to unite the people in a celebration of life.

ESSENTIAL QUESTION

How do festivals make places similar and different?

CORE CONTENT CONCEPT

Social Studies Individuals may shape significant historical change.

CROSS-CURRICULAR EXTENSION

Life Skills/Math Conduct research to find a recipe for hamantaschen. Gather ingredients and follow the recipe to prepare a double batch for your class.

KEY VOCABULARY

rescind (p. 36) to say officially that something is no longer valid

decree (p. 36) an official order given by a person with power or by a government

synagogue (p. 36) a building that is used for Jewish religious services

PREPARE TO READ

Ask students to share examples of religious persecution from the present or past. Then, ask them to hypothesize how a festival could be related to the experience of religious persecution.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Based on details from the article, infer why Mordecai told Esther to keep her Jewish identity a secret. *CCSS Reading 1*
- Summarize the story of Esther. Mention specific details from the text. *CCSS Reading 2*
- Compare/contrast the ways Purim is celebrated around the world. What can you conclude from your comparison? *CCSS Reading 3*

Craft and Structure

- Analyze Character Traits** Determine the character traits of Haman, Esther, Mordecai, and King Ahasuerus. Base your traits on clues from the text. *CCSS Reading 4*
- Evaluate Evidence** The festival of Purim serves as a way to preserve cultural history. Locate evidence to support this claim. Is it sufficient? *CCSS Reading 8*

WRITING

Write a Play Use information presented in the article to write a short play about Purim and its importance to Jewish culture. Take turns reading sections of your play with a partner.

ARTICLE: The Mid-Autumn Festival

Magazine pages 38-41, Narrative Nonfiction

Lexile Score: 1350

THE MID-AUTUMN FESTIVAL



1. I remember the first time I saw the Mid-Autumn Festival lanterns. It was in the middle of the night, and the lanterns were glowing in the dark. The lanterns were of all shapes and sizes, and they were all lit up. I was so impressed by the lanterns that I decided to make one of my own. I made a lantern that looked like a moon, and I lit it up. I was so proud of my lantern that I took it to the festival. I was so happy to see all the other lanterns, and I was so happy to see all the other people. The festival was so fun, and I was so happy to be there. I was so happy to see all the other lanterns, and I was so happy to see all the other people. The festival was so fun, and I was so happy to be there.



The Chinese Mid-Autumn Festival celebrates the end of the harvest season. As such, food plays an important role. While the food varies by region, the sense of togetherness under a moonlit sky lasts long after the last bite of mooncake has been eaten.

ESSENTIAL QUESTION

How do festivals make places similar and different?

CORE CONTENT CONCEPT

Social Studies Patterns of food consumption are influenced by the resources available in a region.

CROSS-CURRICULAR EXTENSION

Art Make Chinese lanterns to display in your classroom or at students' homes.

KEY VOCABULARY

orb (p. 38) something (such as a planet, the sun, or the moon) that is shaped like a ball

delicacy (p. 39) a food that people like to eat because it is special or rare

convene (p. 40) to come together in a group for a meeting

PREPARE TO READ

Instruct students to list facts about the moon. For each fact, determine how they learned the fact. Then ask students to hypothesize what ancient civilizations may have believed about the moon.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why does the celebratory food vary by region? List examples from the text and draw conclusions about the physical geography of each region. *CCSS Reading 1*
- What details does the author recall from her childhood that inform you about Chinese culture? *CCSS Reading 1*
- Based on symbolism mentioned in the article, determine the theme of the Mid-Autumn Festival. *CCSS Reading 2*

Craft and Structure

- **Analyze Point of View** Where does the article switch points of view? Why? How did this switch affect your understanding of the information? *CCSS Reading 6*
- **Compare Texts** Twice the author mentions the Jade Rabbit and the Lady in the Moon. Read "Legends of the Mid-Autumn Festival" to identify additional reasons why the Chinese people honor the moon. *CCSS Reading 9*

WRITING

Write a Menu Create a three-course meal to celebrate the Mid-Autumn Festival. Use information from the article to gather menu ideas. What ingredient substitutions might have to be made based on ingredient availability where you live? What local ingredients would you add to give your menu local flare? First, list your menu, then write a descriptive paragraph for fellow classmates to read.

CROSS-TEXT CONNECTIONS

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

- Festivals are a time of celebration and remembrance. Gather information across texts to locate objects and what they symbolize. Use this information to form a picture dictionary of festival symbols and their meanings.
- Read “Semana Santa: Guatemala’s Holy Week” and “Purim: The Joyous Jewish Holiday” for examples of how festivals can have religious roots. As you reread these articles, fill in the rungs of the ladder on the Double Helix graphic organizer (p. 20).
- Create a three-column chart labeled What/Where/When. For each article, list what is being celebrated, where, and when the festival takes place. After the completion of the chart, answer the Essential Question: How do festivals make places similar and different?
- Read “Maslenitsa—The Pancake Festival” and “The Mid-Autumn Festival” for examples of how some festivals celebrate natural phenomena, such as the sun and moon. Construct a Venn diagram to compare and contrast how celestial bodies are honored through celebrations in Russia and China.
- Read “Maslenitsa—The Pancake Festival,” “Party in the Streets: Mombasa’s Carnival” and “Abby Goes to La Feria” to identify unique aspects of the festivals described. Then, write a brief summary of how culture influences place.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

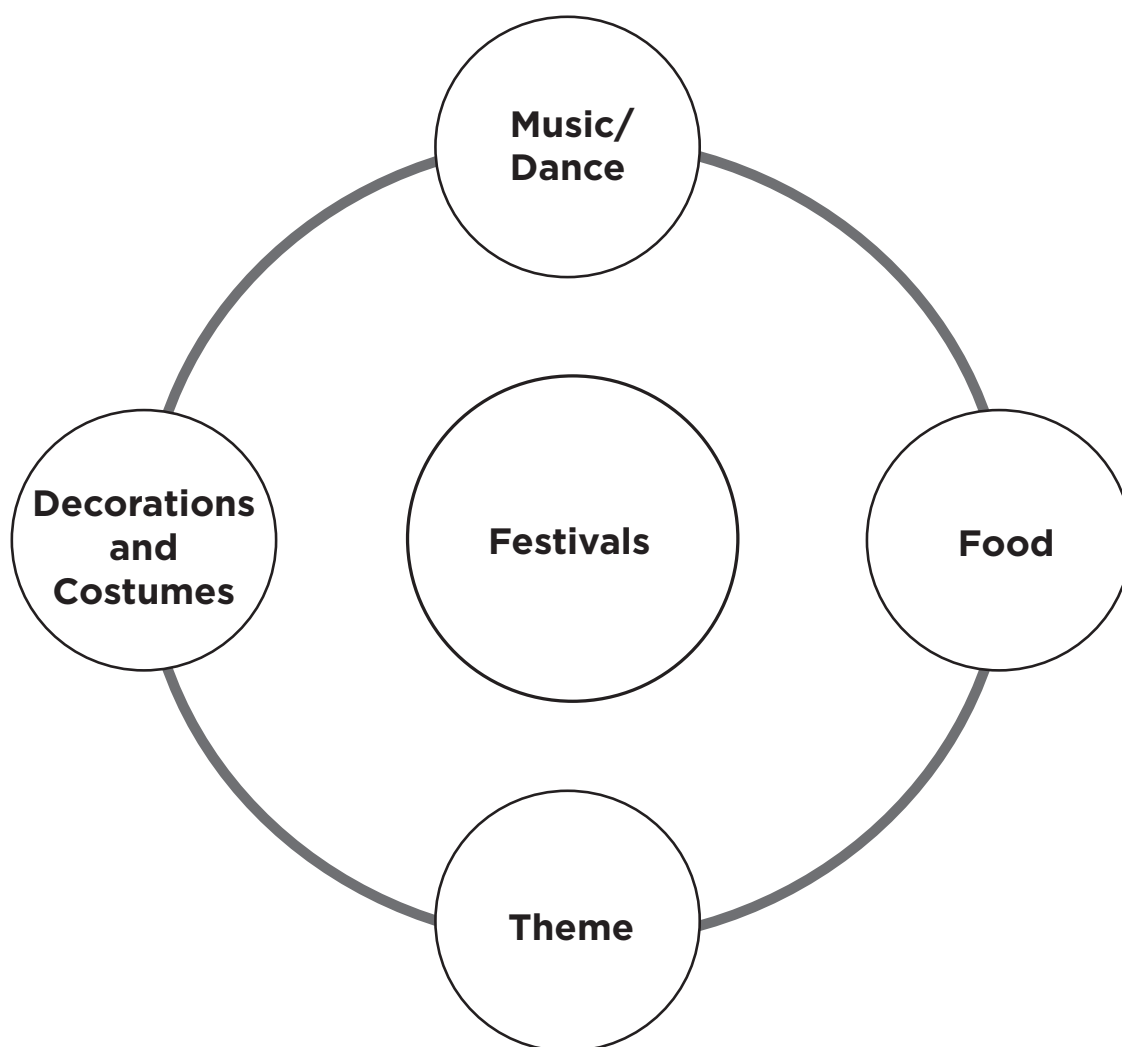
ENGAGE

READ FOR A
PURPOSE

APPLY

In this mini-unit, students will explore common themes among festivals held around the world. Students will work together in groups to plan and present a “Welcome Summer” Festival.

ENGAGE: Engage students in the topic of festivals by showing them the graphic organizer below. Guide them in discussing the relationships represented in the diagram by posing questions such as “Why is food an important part of a festival?” and “How are music and dance related to festivals around the world?” Then, share the Essential Question for this issue: How do festivals make places similar and different?



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: “Welcome Summer” Festival: Tell students that the culminating activity for this mini-unit is for them to plan and present a festival for summer that incorporates common characteristics of festivals from around the world.

RETURN TO THE TEXT: Before students can begin planning their own festival, they must first learn about why festivals occur, what happens at a festival, when they occur, and where. Organize students into groups. Then, pass out the Festival Checklist Graphic Organizer (p. 18). Allow students time to choose, read, and complete the checklist individually for three separate articles. After students have had time to gather information, re-group as a whole class and ensure students have the following understandings:

- All festivals are held to celebrate a person, place, or thing.
- Festivals often have religious roots or ties.
- Festivals often celebrate natural phenomena (equinoxes, solstices, harvest time, etc.).
- Festivals often celebrate single historical events or broader historical developments (i.e. Women’s Rights, Civil Rights, Independence Movements, etc.).
- Festivals often incorporate special dress (i.e. costume) and music/dance.
- Festivals often incorporate special food.
- Festivals often incorporate special decoration.



APPLY: “Welcome Summer” Festival: Now that students have gathered information, they are ready to plan and present their own festival.

Materials: Festival Planner Graphic Organizer (one for each group, see page 19)

STEP 1: Brainstorm Hand out one Festival Planner (p. 19) per group. Ask groups to review their Festival Checklist and brainstorm ideas for their own festival.

STEP 2: Brainstorm Instruct groups to use the Festival Planner to record how their festival will honor the theme of summer and present cultural elements specific to your school. Each group needs to complete only one final planner organizer.

STEP 3: Gather Feedback Have groups exchange their planner with one other group. Allow time for each group to review and provide feedback to the other group. Have groups focus on the question, “What elements could they add or might they want to develop further?”

STEP 4: Revise Instruct groups to revise their plan based on feedback gathered from their peers.

STEP 5: Create As a class, determine the date for each group to give a presentation of their festival. Instruct groups that they will need to introduce their festival and explain when and where it will occur and who will be involved in it. Also, remind students that they will need to show examples of the costume/dress and decorations, as well as describe (or if allowed, provide actual samples of) the types of food at the festival.

STEP 6: Share and Debrief Allow time for each group to present. After the festival presentations, discuss the amount of work that goes into planning a festival. Ask students, “Why do you think festivals are important and how do they make places similar and different?”

NAME: _____

FESTIVAL CHECKLIST

Fill out the checklist and list an example for each checked box.

Article 1	Article 2	Article 3
Festival Name:	Festival Name:	Festival Name:
Where:	Where:	Where:
When:	When:	When:
Who:	Who:	Who:
Food:	Food:	Food:
Music:	Music:	Music:
Costume/Dance:	Costume/Dance:	Costume/Dance:
Decoration:	Decoration:	Decoration:
Other:	Other:	Other:

NAME: _____

FESTIVAL PLANNER

Festival Theme: "WELCOME SUMMER"

Festival Name:

Where:

When:

Who:

Food:

Music:

Costume/Dance:

Decoration:

Other:



Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects .	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	

CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none">• Structure and Function of Living Things• Life Cycles and Stages• Reproduction & Inherited Traits• Animals• Plants	<ul style="list-style-type: none">• Forces and Interactions• Energy• Light• Sound• Electricity/ Magnetism• Matter• Waves• Heat• Chemistry• Information Processing	<ul style="list-style-type: none">• Weather• Climate• Rocks & Soil• Erosion and Weathering• Landforms• Water• Oceans• History of Earth• Plate Tectonics• Volcanoes, Earthquakes, and Tsunamis	<ul style="list-style-type: none">• Solar System• Planets• Moon• Sun

