

Teacher's Guide for FACES

October 2012: Ghosts and the Spirit World
Teacher's Guide prepared by Heather Bode

Heather Bode spent part of her summer collecting ghost stories for a book about ghostly tales along the Yellowstone Trail. She has been involved in the field of education for 16 years.

Getting Started:

Preview the issue. Focus on the art/illustrations/photos. What MOOD do they create? How does the art enhance the focus of the issue?

High 5:

Based on the FACES tagline: People, Places, and Cultures...divide High 5 into those categories.

At a Glance:

Use a world map to plot these places. Note how a common theme persists even though, physically, these places are very separate. (***)Save this map to use with other articles and the wrap up.)

(W2,4,5,6) Research/Note Taking: Choose one spot. Highlight terms in paragraph and then conduct a Google search on your chosen spot. Collect notes to develop a report appropriate to your classroom audience. Publish the report and include multimedia if appropriate.

Spirit Bears:

Some students may remember watching the 2010 Winter Olympics. The mascot was a spirit bear by the name of Miga.

(RL/RI 9) Several cultures mentioned in the article revere bears. Construct a T-chart to list these various cultures and their bear-beliefs.

(SL4,5,6) When we think of white bears, most of us probably think of polar bears. Research polar bears and report on their similarities and differences to spirit bears. Use multimedia to illustrate your points.

(RI 1) Use the interview with the bear specialists to answer these questions:

1. What threatens the bears' survival?
2. What specific physical geography is needed to ensure their survival?
3. What changes are needed to protect the bear's environment?
4. What does society need to know about spirit bears?

Ghosts: Seeing is Believing?

(RH2) Refer back to the world map used with At a Glance. Working in groups or with partners, have students take notes to summarize the ghostly beliefs from each continent. Add the facts to the world map. *Note: the article does not mention South America. Assign one group to research beliefs.

(RL8) What evidence do you find of religion playing an important role in people's beliefs about ghosts? (Keep this question in mind during additional articles. It is a repeated theme.)

Interview with a Ghost Hunter:

There are several Ross Allison video clips on You Tube. You would need to preview these and decide whether they are appropriate for your classroom use.

(RL1)

1. Look at the article's introduction. Mr. Allison has an impressive resume. What are the differing purposes of his accomplishments? Are they to inform, entertain, or persuade people to believe in ghosts?
2. In previous articles, you learned that Americans tend to need physical proof to believe in ghosts. How does Allison's first answer support that idea?
3. Recall the FACES tagline again: People, Places, and Cultures. Looking at Ross Allison's answer to the second question, why isn't it surprising ghosts find their way into a geography magazine?
4. List five details you recall from the article. Would they be classified as facts or opinions?

(RH8)

Day of the Dead

Before reading the article, have students make predictions about what they think Day of the Dead means.

(RL2) What is the mood created by the details in this article?

(RL7) Agree/Disagree: The mood (celebration and remembrance) matches the art accompanying the article.

(RL8) Explain the symbolism in the food for Day of the Dead.

(W7) Students may be surprised that Halloween and Day of the Dead are two separate celebrations. Research the origins of Halloween.

(RI 1) The Fast Fact on page 17 mentions places where Day of the Dead is celebrated. How does physical geography affect festivals and religious celebrations?

To make pan de muerto: visit www.aarp.org/food/recipes/info-10-2011/mexican-bread-of-dead.html There is a seven minute instructional video to accompany the recipe.

Dance the Bon-Odori:

(RL3) Look at the events that take place during the Japanese Obon Festival. Compare and contrast them to Day of the Dead.

(RH7) Go to You Tube to view Yamato Awa Odori Dance. As you watch, pay attention to the musical instruments playing in the background. There are also clips of Toro Nagashi. Younger students may recognize similarities to the lantern festival portrayed in the Disney film: Tangled.

(W7,8,9) Certain dances mentioned in the article contain meaning and symbolism. The dances tell a story through movement. Think of other cultures you may be more familiar with and the dances particular to that culture. Collect evidence from various sources that support the idea of dancing as storytelling.

(RL1) How do the Japanese make this festival a) honor the dead b) celebrate the living?

Take a Tour of Haunted America

(RL1) Pay special attention to the numerous sensory words used by the author. Which senses seem to be most often involved when visiting a haunted location?

What role does history play in these places? Would you consider these places new or old? Places plagued by tragedy? Look for a common theme.

(RI8) Since this is America, what's the evidence listed that suggests each place is haunted? Ross Allison mentioned some things are easily mistaken as ghosts. Could any of these be something other than ghosts?

(W1) Write an opinion piece: Which place would you most like to visit? Why?

The Ghosts of Angel Island

(W3) Assume you are a young boy mentioned in the first paragraph. Write a story about your experience on Angel Island.

(W2,7,8,9) The third paragraph states, "Immigrants spent days, months, even years on Angel Island, as if in prison. In those days, the laws of the United States were written to keep most Chinese immigrants out." Research the [Chinese Exclusion Act of 1882](#) to find out more about this. The act was made permanent in the early 1900's and was not repealed until 1940. Gather relevant information to inform the class about early U.S. immigration policies.

(SL1) Dealing with fears: Discuss how culture plays into people's fears. What fears might the U.S. government have had over allowing Chinese immigrants into the country? What fears did the Chinese face while on Angel Island? Do you feel the two cultures were aware of each other's fears? What happens when situations like this arise?

The Festival of Hungry Ghosts

(RL2&3) Determine the message of this article based on the details the author uses. Compare and contrast this festival with the Bon-Odori article. (Pay special attention to the language used to convey mood in both situations.) How are Chinese and Japanese cultures the same/different?

(SL1&3) Religion is closely tied to these festivals. Sometimes this causes mixed emotions for those observing the festivals. (See the final paragraph of the article.) Debate whether or not these festivals, and the people who celebrate them, benefit from the tourism industry.

Money to Burn

(L5) What does the phrase "money to burn" mean in American culture? How does this differ from what the Chinese do?

(RI 1)

1. Why does Chinese culture necessitate the burning of money?
2. How do you think this tradition came about?
3. Explain the symbolism behind the gold, silver, and copper money?
4. Besides denominations, what else can be found on the money? Why?

Dear Tommy

Visit www.sjgr.org for case stories and to read about the equipment used to track ghosts. Click on Cases: Houses and Buildings.

(RL3)

- How would you describe the personalities of Ryann and Eliza?
- How did they become involved with SJGR?
- What common experiences have they shared?
- How do you think their life events will shape their futures?

A Smashing Oath

(RL1)

1. What is an oath?

2. Why would Chinese migrant workers choose such visual means to take an oath?
3. How has taking an oath changed since ancient times?
4. When do people take oaths today? Why?
5. How do people take oaths today?

Since the author is Australian...see the Australian Department of Justice website:
www.justice.vic.gov.au/home/courts/going+to+court/oaths+and+affirmations/

Growing Up in a Ghost Town

(RL4) What is your definition of a ghost town?
Why would a ghost town have so much activity?
What role do tourists play in Amber's life?

(RL6) From Amber's point of view, does she live in a ghost town? Why/why not?

Amber uses many sensory words to describe the scenery. Use her descriptions to draw a color illustration of what she sees every day/night.

Ghosts Across Europe

(L4&RL4) Vocabulary: peasants, sagas, corpse, ballad, exorcise

Refer back to the world map used for At a Glance. Focus on the European continent to add details to your map.

(RL3) Two articles already mentioned the fact that many Europeans already believe in ghosts without seeing them. Find these articles to see how this article expands on this idea. How do traditions and cultural beliefs display themselves in life and in death?

(W3) After reading the sidebar: Who Became a Ghost?
Assume you are a ghost. Write a ghostly resume explaining how/why you became a ghost, what your talents are, and what could be done to give you peace.

Something to Crow About

To watch a video on ravens and their intelligence see:
www.pbs.org/wnet/nature/episodes/ravens/introduction/1506/

Mythology: The Illustrated Anthology of World Myth & Storytelling defines myths as "the timeless expression of the imagination- a continuous creative process of making sense of the universe."

(SL2) After watching the video and reading the article, evaluate the information and present your opinion of why the raven is so predominant in myths and legends across cultures.

The Spider Man

Anansi is a popular character in many stories. For most students, this is probably not their first time hearing about Anansi's exploits. Anansi stories teach a lesson. (RI2) After reading the story, determine the message.

(L1&SL6) Go to <http://anansistories.com> to find additional stories about Anansi. Choose one to present to a younger group of students.

(RL3) The final paragraph states: "Anansi is not a normal spider. He is clever and cunning, naughty and nice." Discuss how these are contradictory characteristics and find examples of Anansi acting this way in the story.

Wrap Up

(SL3) Invite a local historian/librarian to talk to the class about local ghost stories. After the presentation, evaluate the speaker and the evidence presented to support the tales.

Review the world map with all of its added details. What do we learn about ghostly beliefs around the world?

(W1) Consider your own cultural background. Do you believe in ghosts? Write an opinion piece on this topic and support your opinion with reasons.