

Title – Holidays, What are they all about?

Key Words – holidays, diversity

Grade Level – 3rd

Time Allotted – 90 minutes (2 – 45 minute class periods)

Lesson Overview	Students will learn the origins, customs and traditions of Chinese New Year, Mardi Gras, St. Patrick's Day, Independence Day, and Labor Day.
Guiding Question(s)	Where do some of the holidays on the traditional American calendar originate? Why do we celebrate holidays? How do holidays reflect the diverse cultures in America?

Learning Objectives

Students will be able to identify the country that Chinese New Year, Mardi Gras, Labor Day, St. Patrick's Day, and Independence Day, originated in, as well as be able to discuss the customs and traditions associated with them.

Standards of Learning

VA SOL History 3.12 - The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

OAH Historical Skills Taught:

Chronological Thinking (D) – Students should be able to measure and calculate calendar time by days, weeks, months and years...

Historical Analysis and Interpretation (A) Identify the author or source of the historical document or narrative and assess its credibility.

Assessment Tool(s) –

Journal: Think about a holiday your family celebrates. When is it? What traditions and/or customs do you associate with it? What special food or clothes do you wear? Why is it important for your family? Is it unique to your family, or shared with others?

Materials/Resources (List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – Teacher Guides, PPT, question frames, class worksheets/assessments, answer keys, etc)

1. Computer with PowerPoint software, and projector hooked to it
2. Document Analysis Graphic Organizer (2 per group)
3. Holiday Hook documents (1 set per group)
4. Holiday documents (Each group gets 1 set of only 1 holiday)
5. Journaling Activity Sheet (1 per student)
6. 3-2-1-exit slips (2 per student)
7. Holiday Lesson PowerPoint
8. Holiday Documents Set PowerPoint (only if you want to show each image without the document camera/Elmo)

Modifications (to meet needs of diverse learners)

1. Now It's Your Turn extension – Allow students to choose another holiday to research on their own. They would use online resources, encyclopedias or trade books to gather their research. They would complete the graphic organizer as they worked. (See Now It's Your Turn handout)
2. Create a bulletin board map that students can pin the origins of their holidays on. They would write the holiday on a small note card/post it note and place it on the board. Add to it throughout the year.
3. Create a large class chart with the information learned. It should have 4 columns. First column = Name of holiday, 2nd column = When Celebrated, 3rd column = Origin of Holiday, 4th column = Customs/ Traditions of Holiday. As students share their information, the chart gets filled in. You can add to it throughout the year.

Instructional Procedures/Process:

Prepare BEFORE class period:

1. Print out the Holiday Hook images. Make 1 set for each group.
2. Print out the Sort It Out Holiday pages. There are 5 holiday sets in the file. Each group receives only 1 holiday set. If you have more than 5 groups, you'll need to make additional copies.
3. Put each set of holiday images into an envelope.
4. Check to make sure projector, and computer are hooked up and ready to go.
5. Determine which students will be in each group.

On the DAY of the lesson:

1. Open the file – Holiday Lesson – with your PowerPoint software.
2. Slide 1 – Title Slide (2 minutes)
 - *Share the questions of the day with the class. (They are listed on the title slide).
3. Slide 2 – Hook (10 minutes)
 - *Directions: I am going to give group a set of documents. Your mission is to analyze each document for information – that means everyone in the group should have input on what they notice!! You will start with image A. While you analyze it, choose 1 member of your group to be the recorder. They will fill out the graphic organizer that says A. Repeat the process for document B, document C, document D, and document E. Once you have analyzed all the images, talk about what you've noticed, and what they tell you. They have all been chosen for a reason. You need to figure out what the documents represent, and how they are related. Finally, the recorder will answer the question on the back of the graphic organizer. You have 10 minutes to work together. Any questions?
 - *Pass out graphic organizers.
 - *Pass out the Holiday Hook documents.
 - *Allow students time to work with their group.
4. Slide 2 – Reflection on Hook (5 – 7 minutes)
 - *Directions: Ask students what they wrote on the back of the graphic organizer.
 - *They should know the images represent Thanksgiving.
 - *Directions: Ask students how they knew? What clues did they see in the documents?
 - *Allow a couple minutes of discussion.
5. Slide 3 – Calendar History (5 minutes)
 - *Directions: Ask students what they see on the slide? (Calendar – month June)
 - *Directions: Ask why do we use calendars? (days of the week, holidays, meetings/appointments, phases of the moon)
 - *Directions: Ask students what holidays are? (Celebrations) Are all holidays celebrated the same way? (No – ask for examples they know from their own experiences).
 - *Directions: Explain some of the history behind calendars with your class. Same script: Ancient civilizations (like the Egyptians, Romans,

and Aztecs) had community celebrations to honor the birthdays of their gods. The people believed they were responsible for feasts and sacrifices to keep the gods happy, or pay their debt back to them. To help keep track of the seasonal events that occurred every year, each culture created their own map. These maps still exist today, only now goes by another name - the calendar. "Let me check my calendar."

6. Slide 4 – Lesson (20 minutes)

*Directions: Today we are going to dive into some documents that teach us about some of the holidays on the calendar. Each group is going to be given an envelope with 5 – 7 documents in it. As a group, you are going to analyze each document (just like the hook earlier), and have 1 person record your discoveries on the graphic organizer. Go through each document in ABC order – take your time!! When you have finished analyzing all the documents, answer the question on the back of the organizer.

7. Slide 5 – Wrap Up Day 1 (10 minutes)

*Directions: Please put your documents back into the envelope. Make sure your name is on your organizer. We will be coming back to this activity tomorrow!

*Directions: Give each student a 3-2-1-exit slip. Before we move on, I want to know what you think about what we've done today. Write down 3 things you learned about your holiday. 2 things you still want to know. And 1 question you have (or 1 thing you didn't understand).

**End of Day 1 – if you have a larger block, and are doing this as a one-day lesson, skip Slide 5 and the exit slip activity and just keep going!

8. Slide 6 – Sharing Out (30 minutes)

*Directions: Each group investigated 5-7 documents related to a holiday on the calendar yesterday. Today you are going to teach the rest of us about your documents. Before we start, I am going to give you five minutes to review the documents and information you recorded on the graphic organizer, and talk with your group about what you are going to do. Any questions before we start?

*Hand out the envelopes and graphic organizers from yesterday.

*Give students 5 minutes to review.

*Directions: Explain that each group is going to teach us about their documents. I will be displaying your images so that everyone can look at it while you talk. Call on one group to go first.

*Show each of the documents under the Document Camera/Elmo so everyone in the class can see it. Each group can have 5 – 7 minutes to walk everyone through their thinking. Other students should be encouraged to share things they notice – esp. if the presenting group missed it.

*Be sure to chime in if they need assistance/guidance, are getting way off tracking, or are too long winded!

*Allow each group a turn following the same procedure.

9. Slide 7 – 3-2-1 Exit Slip (5 minutes) & Sinkers/Reflection (10-15 minutes)

*Hand out another 3-2-1-exit slip to each student. Explain that today they are writing down 3 things they learned, 2 things they still wonder, and 1 question they have about all the OTHER groups!! They got to reflect yesterday on their own group!

*As they finish the 3-2-1-exit slips, hand out the reflection sheet. Read the directions to the class. Allow students time to work. If they don't finish when time is up, they should take it home to finish as homework.

Closure (Activity/Procedure that brings the lesson back to the guiding question)

Journaling Activity Sheet: Students will reflect on a holiday their family celebrates. After drawing a picture about it, students will write a paragraph that explains the holiday (including origins, traditions and customs) to others.