

Title: Celebrations and Holidays

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Overview

Lesson Overview	Students will analyze traditions tied to celebrations/holidays in their community using interviews and primary artifacts to create a presentation on how historic celebrations and cultural interactions/movements have influenced today's celebrations in Colorado.
Grade Level/ Course	3rd, 4th, 5th Social Studies
Standards	1.b: Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3) 1.d: Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2)
Time Required	1-2 weeks of 50 minute classes
Topic	Celebrations/ceremonies
Time Period	1930s - present
Tags (key words)	celebration, traditions, influence, historical, artifacts, region, analyze, culture, sources (primary, secondary), interview

Preparation *(Links to worksheets, primary sources and other materials):*

Materials	• iPads or taping/recording device • Butcher paper, poster board • Interview question sheet and note-catcher • Historic celebration note-catcher • Primary artifact analysis tools • Poster creation materials (markers, glue, paper, cardboard, etc)
Resources/Links for Colorado in general	• National Archives Educator Website • Colorado Encyclopedia People Page • Colorado Historic Newspaper Collection by County • Coloring Colorado Book Lists

Resources from Trinidad, Pueblo, Alamosa/San Luis Valley, and/or your own community	Have your students bring in examples from home of how their family celebrates special events, like birthdays or festivals. Here are some samples: ○ Trinidad, PSS on Art, Craftwork, and Music ○ Pueblo, PSS on Community Celebrations, especially for Cinco de Mayo ○ Alamosa/San Luis Valley, PSS on Art, Craft, and Music ○ Alamosa/San Luis Valley, PSS Festivals and Recreation ○ Alamosa/San Luis Valley, PSS Hispanic Cultural and Social Activity around 1900
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Lesson Procedure *(Step by Step Instructions):*

Step 1:

Objective: We will analyze some characteristics of celebrations in our families and community.

Essential Questions: What is a holiday and/or celebration? What can we observe in a celebration? What kind of celebrations are there in our families? Why do we have celebrations?

Language Structures:

A celebration is _____.

I know a holiday is _____.

At my house we celebrate _____ in order to _____.

When we have a celebration there is _____.

- Introduce what is a celebration or holiday
 - Define with students what is a holiday or celebration
 - Activating Background Knowledge: Ask students to give examples of holidays/celebrations they have heard of, what the components of these celebrations/holidays are. As students share, categorize them into the following components:
 - Food

- Events/Activities
- Decorations
- Attendees
- Specific Clothing
- Tell students tonight that they will go home and talk about holidays and celebrations that they celebrate in their family/community. They will need to choose one to focus on throughout this project.

Step 2: Modeling with Class Project

Objective: Students create personal connections with Cinco de Mayo when sharing their homes celebrations.

Essential Questions: Why is Cinco De Mayo Celebrated? How has this day and celebration changed throughout time?

Language Structures:

At my house we celebrate _____.

In my family we celebrate _____ with _____.

For this celebration we eat (dress)_____.

We usually invite _____.

People like _____ gather to have a _____.

- **Video Clip:** After students share their personal celebrations with classmates during a think-pair-share, show a video on Cinco De Mayo Celebrations. Have students fill out the Historic celebration note-catcher. Make sure to have the essential questions as well as the sentence structures accessible for students to use as an anchor chart. While students share their thinking, start a celebrations interactive word wall (a word wall on a pocket chart that has photographs or descriptions of the words that students can get up, physically touch the vocabulary word and bring it to their desk to use it in any activity).

Scaffolding during the video: (Refer back to essential questions)

What are the beliefs behind the celebration of Cinco de Mayo?

- I noticed that _____. (**Noté que _____.**)
- I already knew _____. (**Ya sabía que _____. or Tenía conocimiento de _____.**)
- A new fact that I noticed _____. (**Un dato nuevo que encontré fue que _____.**)
- According to the video, _____. (**De acuerdo al video _____. Según el video ____.**)
- In the video it was stated that _____. (**En el video dijeron _____.**)
- I learned a new word _____. According to the video, it means _____. (**Aprendí una nueva palabra. La palabra es _____ y de acuerdo al video significa _____**)
- As stated in the video, Cinco de Mayo _____. (**Como dijeron en el video, _____**)
- Subsequently, through a shared writing activity, create a class paragraph/informational response that includes four important details about what Cinco de Mayo is and how it is celebrated.
- Continue building the interactive word wall. Play the game "[numbered heads together](#)" to add a definition to each word. This game requires oral language practice from the students

involved. Students must orally practice complex sentences utilizing conjunctions as they restate the word and definition. These learned and practiced vocabulary will be expected to be incorporated in students' final project.

Step 3: Students choose a holiday/celebration to research and present

Essential Questions: Why is _____ celebrated? What are the essential elements of this holiday/celebration? How has _____ changed throughout time? What has influenced this change?

Language Structures:

- According to _____, one way that _____ has changed over time is _____. This impact happened because of _____. /// **De acuerdo al _____ una manera en que _____ ha cambiado a través del tiempo es que _____.**
- _____ is celebrated because _____. /// **_____ está celebrado para _____.**
- In my community we celebrate _____ in order to _____. /// **En mi comunidad nos celebramos _____ a fin de que _____.**
- One essential element of _____ is _____. It is utilized in this holiday/celebration to _____. /// **Un componente esencial de _____ es _____. Está utilizado(a) para _____.**

Lesson:

STUDENTS SHOULD BE INTERACTING WITH THE UNIT WORD WALL THROUGHOUT THE PROJECT CREATION!

- Students choose a holiday or celebration that is practiced in their community or family in order to research and present on.
 - Projects can be done independently (for personal reasons) or as a group if students are more interested in doing something that another family/community celebrates.
 - Student projects will need to answer the essential questions as well as have information and examples (primary sources) of the following components of the holiday:
 - Food
 - Events/Activities/Traditions
 - Decorations
 - Attendees
 - Specific Clothing
 - Student projects can be presented in a manner they choose--can be a poster, a skit, an experience, a video, powerpoint, etc.
 - Student projects should include some aspect of understanding in a written form.
 - Student projects **MUST** include primary sources from the holiday they have research and presented.
 - Examples from Cinco de Mayo:
 - Food
 - Decorations--papel picado, flowers
 - Activities/Traditions--Dancing

- Specific clothing--students create costumes
- First students must decide how they will present their information in what manner (poster, video, skit, etc).
- Students will create interview questions to support their answering of the essential questions.
 - These will be done as a group or independently.
 - Students should decide which information will be pertinent for them to gather in order to answer their essential questions; teachers need to check these before students actually do the interview.
- Students find at least two community members, family members, or school faculty in order to ask their interview questions.
 - Groups should practice these within groups, as well as with other groups, before the interviews--feedback should be provided.
 - Interviews will then happen with the group (at school or outside of school for family interviews). Interviews will need to be recorded on an iPad or other device, so students can access this information in the classroom for the remainder of the project.
- After interviews are completed, students will create a graphic organizer for the 5 components and listen to the interview and fill in their graphic organizers with information from the interview.
 - Students will also take the time to answer their essential questions with the information they have from the interviews.
- The next step is to decide if more information is needed for their project (areas of their presentation that need further study or aspects of their projects that were not answered in their interviews).
 - Students will use the websites and links to primary source sets from Pueblo and Trinidad from the resources part of the lesson to deeper enhance their understanding of the holiday and to complete their graphic organizers for their projects.
 - Students can also access books in the library, videos online, and other resources for their projects.
 - It would be important to walk students through how to use the primary source sets as primary source sets. For this, a think aloud could be used to model a hypothetical celebration you would be using for your project and how one of the sources on the website would help you to support your interview and other project materials you already have.
- Next students will create their project for a final presentation.
 - This will look different in your classroom (how you set up projects, resources, materials).
- Students should have a firm presentation date and specific time to plan, design, practice and receive feedback from their peers as well as the teacher.
- Finally, presentations should be open to other teachers, community members involved in the process, and families (somewhat like a science fair model where students can present multiple times to different groups of people).
- Teachers should use this time to assess students as their final project assessment.

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

- There are multiple opportunities throughout this unit to assess students learning both informally and formally/formative and summative.
- Student conversations throughout the lessons and group collaboration (fully collaboration of students is expected in all aspects of the project). You can use any of your own rubrics, or find an applicable one online.
- Group collaboration can be evaluated with the use of a collaboration rubric ([example](#)).
- Practice rounds of interview questions can be used to evaluate speaking, presenting skills, and the information collected.
- Graphic organizers are great informal evaluations of their content knowledge as well as their ability to collect, synthesize, and organize information from independent research.
- Reflections can be used as evidence of student learning based around content as well as collaboration.
- Final projects should evaluate content understanding, presentation skills, and product with the use of a class/teacher created rubric.
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