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| Summary | | | |
| \*Lesson Title (create a title for your lesson):  **Holidays: Past and Present** | | | |
| \*Lesson Summary (1-3 sentence summary):  **This lesson plan teaches children about popular holidays in America and how they were celebrated now and in the past. Students then draw conclusions to similarities and differences between the celebrations and work at creating a holiday of their own.** | | | |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):  **Social Studies, Language Arts, Theater** | | | |
| \*Intended Audience/Grade Level:  **Kindergarten or 1st Grade** | | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):  **Part 1 of a possible 2-day lesson sequence. Approx. 75min on lesson 1.** | |
| Standards and Purpose | | | |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):  - LACC.K.RL.1.2 With prompting and support, retell familiar stories, including key details. - LACC.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  - LACC.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  - LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups  - LACC.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  - SS.K.A.1.2 Develop an awareness of a Primary Source  - SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nations ethnic heritage.  - TH.K.C.1.1: Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.  -SS.1.A.2.2 Compare life now with life in the past.  -SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. | | | |
| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):  Christmas –  <http://ufdc.ufl.edu/UF00078901/00001> (pic)  <http://ufdc.ufl.edu/UF00033309/00001> (pic)  <http://ufdc.ufl.edu/UF00031671/00001> (pic)  Halloween-  <http://ufdc.ufl.edu/UF00030951/00001> (pic)  <http://ufdc.ufl.edu/UF00031553/00001> (pic)  <http://ufdc.ufl.edu/UFHSC05482/00001> (pic) | | | |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):   * What are ‘Holidays’? * Why do we have ‘Holidays’ here in the United States? * How do we celebrate holidays? | | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):  - Students will be able to define and explain the purpose of a holiday.  - Students will use their previous knowledge to identify pictures and symbols and create associations with common US holidays.  - Students will be view select primary sources and draw conclusions to evolution of holiday celebrations over time.  - Students will be able to act out traditions from different holidays throughout the world.  - Students will be able to use their knowledge of holidays to create and depict a holiday of their own. | |
| Assessment (how will data be collected on student performance?) | | | |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):  After the students learn about what a holiday is, why people celebrate them, and what some holidays in the United States are, the class will play a form of ‘charades’ in which students act out a holiday and the celebration now or in the past. Their peers will try to guess which holiday it is. The teacher will then provide feedback to each acting group on the accuracy of their holiday knowledge. | | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):  There will be a summative assessment in which students will have to create a holiday of their own and describe the purpose, symbolism, and celebration(s). | |
| Teaching Phase (step by step narrative guide to instruction) | | | |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):  The teacher will begin the class by showing the students pictures of symbols/holiday celebrations that they may recognize and will ask them to guess what it represents. | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):  After going through a number of holidays, the teacher will explain what holidays are (providing definition) and will give examples of holidays. These holidays will include popular symbolism.  The teacher will then show pictures of individuals celebrating these holidays in the past, and students will draw conclusions as to the differences and similarities in the holiday celebrations. | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):  - Students will share with their partner what their favorite holiday is and how they celebrate it. The teacher will circulate the room providing assistance.  - The students will then work with their partner to decide how to act out a holiday that the rest of the class will guess. Teacher will circulate the room providing assistance. | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):  By themselves, students will then create a holiday of their own and depict it on a piece of paper using symbols and/or celebration scenarios. | | | |
| \*Closure (How will the learning from the lesson be reinforced over time?):  Either at the end of the class or at the beginning of the next class on Holiday celebrations throughout the world, students will share their drawing, explain their holiday, symbolism, celebration acts, and time-frame for holiday celebration that they have drawn. | | | |
| Reading strategies (describe strategies in detail):  Students will be viewing text and pictures from the SmartBoard, teacher will allow the students to read the information before proceeding | Writing strategies (describe strategies in detail):  Though writing ability at this age is minimal, have students depict their holidays through pictures and symbols. Have them write as much information on the back of the sheet as they are able in describing their holiday. | | Speaking and listening strategies (describe strategies in detail:  Students will listen to their teacher during the holiday presentation and will have to listen quietly during their classmates’ presentations to guess the right holiday being acted out.  Students will use speaking skills in acting out their favorite holiday and presenting their created holiday to the class in which they will have to describe what is depicted on their sheets. |
| \*Accommodations  (Describe how to accommodate students with special needs and how to differentiate instruction.) | | | |
| * Teacher will allow extended time for students to read and view images on SmartBoard * Teacher will place students accordingly in front of SmartBoard presentation * Teacher will pair students appropriately of varied learning levels to ensure quality interaction during group activity * Teacher will provide structured examples and allow access to related books and images for students struggling with the summative assessment. | | | |
| \*Extensions  (Describe possible extensions of this lesson.) | | | |
| Re-Teaching:  The following day the teacher will cover holidays around the world, but will review the holidays that the class covered in this lesson. | | Enrichment:  Students go home and bring in artifacts about/from their favorite holiday | |
| \*Materials | | | |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):   * Use attached PowerPoint file. Feel free to add images of your own * Prepare effective student pairings ahead of time * Legal size white paper for each student * Crayons, colored pencils, markers * A book of holiday shapes, symbols, and celebrations for struggling learners | | Suggested technology (What are the suggested technology requirements to use this lesson?):   * PowerPoint File * SmartBoard and/or Projector with Screen | |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):   * Assess for Jehovah’s witnesses students. They are not allowed to celebrate holidays and may not be allowed to participate in this lesson * International students may be unmotivated for this lesson as it focuses on US holidays but assure them that they will have their turn the next day when the focus is on international holiday celebrations. * Socioeconomic considerations with celebration referencing- students of low socioeconomic status may be aware of holidays but unable to celebrate them with presents, etc. due to financial reasons. Consider examples that reference celebrations where this would not be a factor (i.e. singing ‘Happy Birthday’) | | | |
| Reflection  (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) | | | |
| Teacher learning:   * How did my students respond? * What would I do differently next time? * What would I keep the same? * How will I use primary sources in the future? | | | |
| Attachments  (Attach or imbed worksheets and additional documents below) | | | |
| PowerPoint Presentation:  <https://docs.google.com/file/d/0B4VdiwLUA27tZnpGOTFGV0pGSHc/edit?usp=sharing> | | | |