

Literacy unit over traditions

Overview of the unit: cultural complexities in the 3rd grade

“Big” Inquiry question:

- How do you navigate cultural complexities within the classroom?

“Smaller” inquiry questions:

- How can we represent various religions or cultures within our classroom?
- What are the various holidays our students may celebrate and what can we do to help promote such celebration?
- How often does something have to happen for it to become a tradition?
- Who/what creates a tradition?
- Does everyone have at least one tradition?

Critical perspectives embedded in inquiry:

- Students will be provided various texts or other resources to learn what some examples of traditions may be and how they may or may not be connected to one’s culture or religion
- Students should focus on:
 - Perspective taking
 - Elements of the traditions
 - Origins of the traditions
 - Acknowledging and appreciating differences between families and students

Texts, media, and other resources:

- Franklin’s Thanksgiving by Paulette Bourgeois
- Kevin’s Kwanzaa by Lisa Bollard
- Keeping Quilt by Patricia Polacco
- <https://youtu.be/IWLGvaeDAIU> (video: 28 birthday traditions from around the world)
- <https://youtu.be/JtMN2XuSc7M> (video: Christmas around the world song)
- Moana clip: 10:22-11:07

Devices for organizing and sharing:

The students will document their ongoing progress throughout this overall lesson by making a “traditions book” that will consist of all of the materials the students created during the lessons. They will keep the materials in a folder to help them stay organized until all of the activities are completed. Upon completion, all of the materials will be collected and stapled together to create a story about the various traditions, cultures, or holidays presented in the activities. This book will allow the students to see the various traditions celebrated by people, even their classmates, or to also understand that there are things that may not initially be seen as traditions but one may view it as a tradition.

The classroom will be physically transformed to “use” the work the students produce by posting the work they complete. The scrapbook page they create will be posted around the room to show students how their classmates celebrate different traditions, prompting them to think deeper about the traditions they celebrate.

Initiation activity:

Standards: 3.6.2 Create artwork that communicates personal ideas and experiences.

Objectives:

- Students will be able to use expression and creativity
- Students will be creating a page that depicts their traditions
- Students will be learning through others about different traditions

Materials:

- Markers
- Scrapbook paper
- Magazine pages to tear out
- Construction paper
- Beads
- Feathers

Activity:

Each student will be given artistic materials to create a scrapbook page that expresses individual traditions that they partake in. This can involve traditions that are religious, cultural, or everyday traditions students or their families celebrate. For example, this can be a Christmas tradition, a Hanukkah tradition, or going to brunch with their family every Sunday. The materials will be placed in the middle of each table group, and students will have the creative ability to make the scrapbook page their own. Students will be given 25-30 minutes to create their pages. When all students are finished, they have the ability to share it with the classroom. When each student has completed their page, they will be compiled by the classroom teacher into an “Our Class’s Traditions” scrapbook that is located within the classroom library. This scrapbook will be accessible for students to look through during the school year.

Accommodations:

If a student has successfully completed the activity and needs an extension of the activity, the student would be instructed to create captions for the materials they chose to implement in their page. This will allow students to reflect on their chosen materials, and dive into their given tradition. Additionally, it will provide information for students observing the pages to fully understand the tradition.

If a student is in need of an adaptation for more practice, students can draw or write on their given scrapbook page instead of using the materials present. This will allow students to have control over how they want to portray their tradition, especially if they seem frustrated with materials. This will still give students the ability to still create a page along with the classroom, but with an adaptation of how they would like to create the page.

Assessments:

The assessment for this activity will be completion of the page itself, along with an explanation. The students will be making their pages and will get points for completing the page to its capability.

Additionally, the students will explain to the teacher, or in small groups, what their tradition is, as well as details that are important to the tradition itself and for others to understand.

Invitations/stations: Small groups collaborative and open-ended activities (5)

1. Thanksgiving
 - a. At this station, Franklin's Thanksgiving by Paulette Bourgeois will be available for the kids to read. At this station, the students will have a worksheet that looks like a large dining room table. They will read the book provided, then, using the paper provided, draw what their family's Thanksgiving table looks like. They will then talk with their group about the similarities and differences between their holiday and everyone else's holiday.
2. Birthdays
 - a. At this station, students will be throwing a mini birthday party and making a 'home video' of the party. They will first discuss how each of their birthdays is celebrated. They will then make a Venn diagram of each of their birthday celebrations with similarities and differences. Using a plethora of materials they will create a birthday party for the entire group, combining their separate traditions (party hats, noisemakers, small boxes wrapped like presents, banners, birthday cake, etc.) and will also be provided blank sheets of paper and markers to make any birthday materials they are not provided that they wish to include. After their party materials are chosen, the students will set up and throw the party, while using available technology to make a 'home video' of the occasion, to be later shown to the class.
3. Keeping Quilt
 - a. At this station, students will take turns reading the book Keeping Quilt by Patricia Polacco to each other. Upon completion of the book, there will be a list of things that are possibly passed down in families on a large poster sheet (names, stuffed animals, toys, blankets/quilts, clothing, decorations, religious items) with room for tallies next to each item on the list. Another large poster sheet will also be provided for students to write items passed down in their families that are not included on the tally sheet. Students will write a tally next to an item that is passed down in their family that can be discussed as a class later on.
4. Pacific Islanders Chief Rock Ceremony
 - a. At this station, students will watch the clip from Moana. Then, they will be provided a worksheet that contains the definition of a coming of age ceremony. The worksheet will have a child on the left side of the sheet and an adult on the right side of the sheet. In between the two drawings of people, the students will be instructed to draw a visual representation of the coming-of-age ceremonies that will take place in their life/culture. Students will be provided examples that include: getting a driver's license, 18th birthdays, going to high school, bat mitzvah, confirmations, first job, and more.
5. Kwanzaa
 - a. At this station, the students will read Kevin's Kwanzaa by Lisa Bollard. During the reading, the students will learn the seven values celebrated during Kwanzaa: Umoja

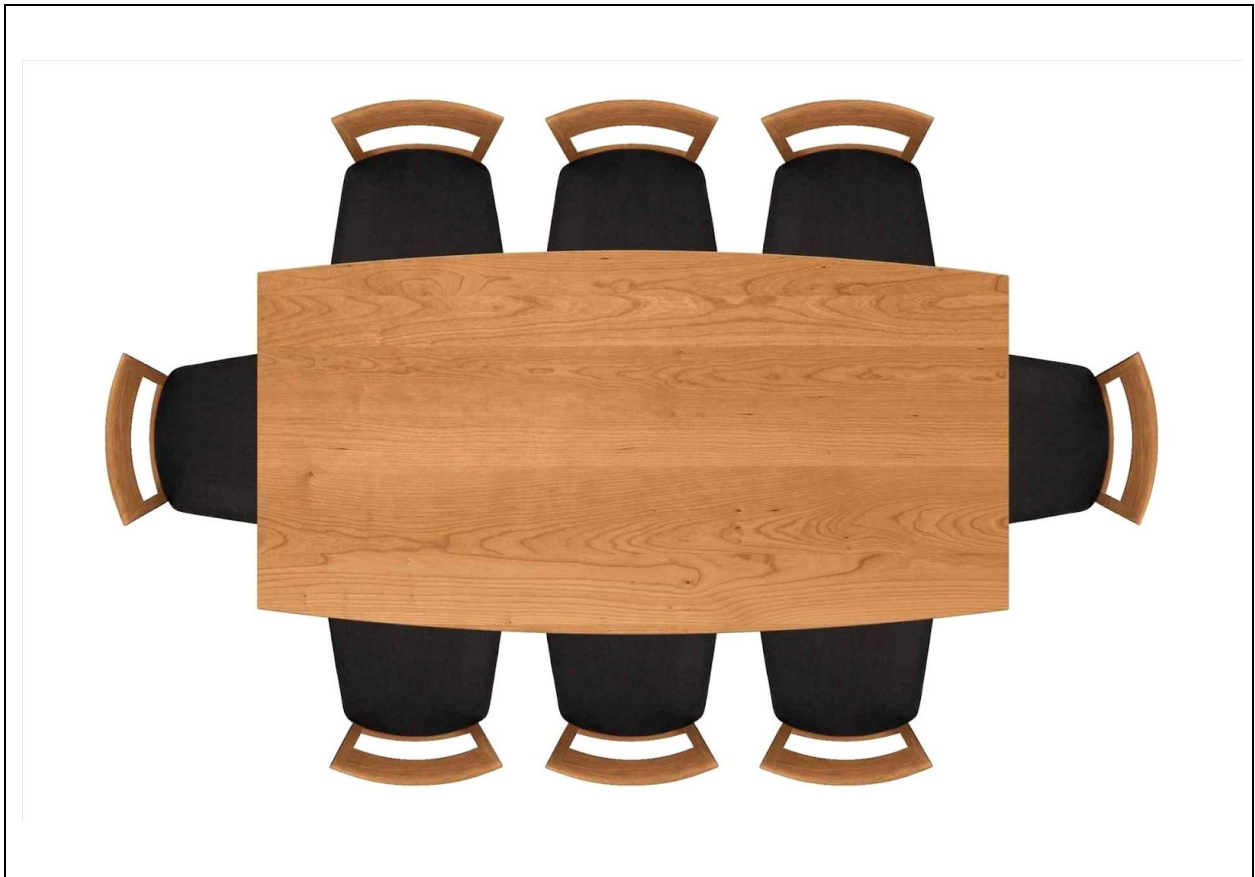
(unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), Kuumba (creativity), and Imani (faith). Students will be provided a worksheet asking students to define these words in their own terms, and also asking them to choose four of the qualities and write about how we could use them in the classroom to improve the classroom environment and work ethic.

Name: _____

Date: _____

Franklin's Thanksgiving

After reading Franklin's Thanksgiving by Paulette Bourgeois, draw what your family's Thanksgiving table looks like. What foods do you eat? What is on the table? Who is around the table? What colors do you see at Thanksgiving? What desserts do you eat? Think about these questions as you draw.



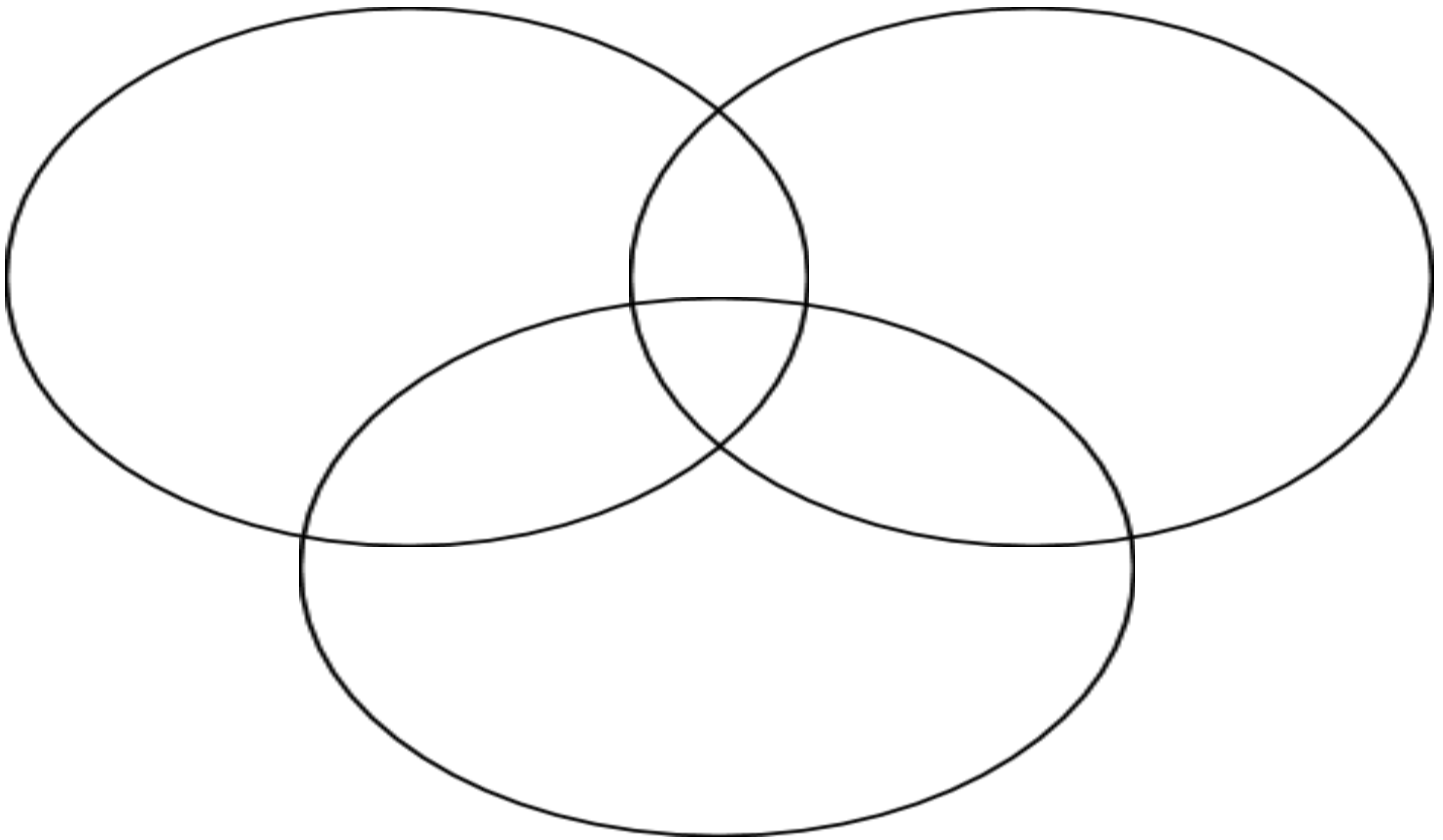
Now, show your picture to your group. What are some similarities and differences between your pictures and Thanksgiving traditions?

Name: _____

Date: _____

Birthday Party!

At this station, you will be throwing a mini birthday party and making a 'home video' of the party. First, discuss how each of you group members' birthdays are celebrated. Fill out the Venn diagram below about how each person celebrates their birthday.



After you have filled out the venn diagram above, use your group's similarities and differences to create a birthday party that combines all of your traditions. At your station, you are provided with multiple birthday party supplies and paper and markers. Use the supplies that you want to for your party, and if there are supplies that you want but are not provided, make them with the paper and markers.

After your birthday party is set up, use an iPad and create a 'home video' of your party, assigning one person to be the filmer to record the party. In your video, make sure to show the traditions you chose- such as singing, eating cake, presents, decorations, and more

Model of Keeping Quilt activity:

Instructions placed on table:

Take turns reading the book Keeping Quilt by Patricia Polacco as a group, talk with your group about things that may be passed down in your family. Then, mark a tally next to the items that are on the giant post-it that are passed down in your family. If there are things that are passed down from your family that do not fall into the provided categories, write the item or category on the second giant post-it so we can discuss it as a class later! If there is an item on the second giant post-it that someone has written that is also passed down in your family, put a tally mark under it!

Sample of giant post-its:

What is passed down in your family?	What are other things that are passed down in your family?
Names: IIII	
Stuffed animals:II	Houses I
Toys:III	Books III
Blankets/quilts:IIII	Clothing II
Stories:III	Jewelry III
Decorations:IIII	Photo albums III
Religious items:IIII	

Bring these giant post-its back at the end of the stations for an at-large conversation about the differences between celebrations and traditions within families and why these differences may exist.

Name: _____

Date: _____

Moana & Coming of Age Traditions

After watching the clip of Moana about the Chief Rock tradition, you will be focusing on coming of age traditions. A coming of age tradition is defined as an occurrence that marks a person aging or gaining further responsibilities. Think of some coming of age traditions that happen in your culture. Some examples may be: getting a driver's license, 18th birthdays, going to high school, bat mitzvah, confirmations, first job, and more. Brainstorm some ideas and place them below:

Now, choose five coming of age traditions and create a symbol a symbol for them (use color!):

Tradition: _____ symbol:

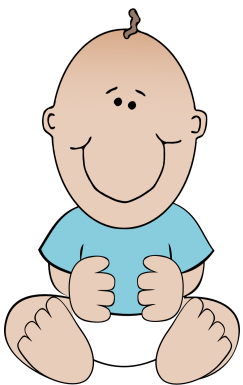
tradition: _____ symbol:

Tradition: _____ symbol:

tradition: _____ symbol:

Tradition: _____ symbol:

Lastly, you are going to place the five traditions you chose in chronological order, moving from the tradition that occurs at the youngest age to the tradition that occurs at the oldest age. Place the symbol of the earliest tradition next to the picture of the baby, then the second earliest tradition's symbol to the right of that. Continue to do this until the oldest tradition is placed next to the picture of the grandma.



Name: _____

Date: _____

Kwanzaa Values

While reading Kevin's Kwanzaa, you learned each of the seven Kwanzaa values as a different member of Kevin's family lit a candle on the kinara. Each candle represents a value of Kwanzaa, but these are also values we can implement in our daily lives. Under to each value, write a definition in your own words.

Umoja (unity):

Kujichagulia (self-determination):

Ujima (collective work and responsibility):

Ujamaa (cooperative economics):

Nia (purpose):

Kuumba (creativity):

Imani (faith):

Now, choose four of these values and write how we could use this Kwanzaa value in our classroom more welcoming to all people or how we could use the value to become better students:

1. _____

2. _____

3. _____

4. _____

Taking social action plan:

One way the students will take social action regarding the cultural complexities observed in schools is by explaining the scrapbook they created to the younger grades. This will provide them with the opportunity to explain their discoveries of traditions, whether it's traditions they have never heard of or if it's something they never before considered a "tradition" they celebrate. Allowing the students to teach these things to the younger students will promote them being proud of their work and findings as well as potentially inspire the younger students to think about the traditions they may celebrate. The third grade students can lead a discussion with the younger students about the traditions they celebrate to engage the younger students in the activity. This will promote social change by allowing first, second, and third graders to begin understanding that they are different than their classmates but would help combat the stigma that "different is bad" by promoting the excitement of the differences, even if it is focused on the differences in what traditions they celebrate. Starting to combat this stigma at a young age would promote the continued acceptance of differences among people, thus making a social change. Students at this age may even carry this activity into their homes, explaining to their family, guardians, or friends what they talked about and maybe what they feel about it. It may seem like a heavy topic for young children, but it's something that can help foster social change and acceptance in later years.

Culminating experience:

All third grade classes in the school will complete this lesson and all of the activities. Then, to share the work with family, friends, and administrators in a celebration, the third grade teachers will organize a parent showcase in which family, friends, and administrators will be invited to attend. Prior to this showcase but upon the completion of the lessons, each student will choose a tradition- either that they celebrate or found to be interesting- and research it further, learning about how it may be celebrated in various countries and why there may be differences in the celebrations of the "same" tradition. If the tradition is difficult to research, the students can interview someone who they know that also takes part in that tradition. The students will then choose outfits, make posters or bring other props or creations, and demonstrate their discoveries about their traditions in a short skit to exhibit at the showcase. This will allow all those in attendance to view the students' progress by learning more about the various traditions as well as cause them to think of their own celebrated traditions. The showcase will allow the students to show off their work and findings, fostering a sense of pride and accomplishment, while also deepening their understanding of the differences of traditions and the differences they share with their classmates. Being made aware of these differences demonstrates the cultural complexities experienced within the classroom while also fostering a sense of acceptance.

Standard met in culminating experience: 3.W.7 Conduct short research projects that build knowledge about a topic.

Description of mini workshop:

The students will compose a narrative focusing on a tradition he or she may celebrate. The students will describe where they may celebrate the tradition they choose, how often they celebrate it, who they celebrate it with, and what phrases may be said during the celebration (if applicable). After writing about the story, the students will then create a drawing that illustrates a scene in the celebration of

the tradition. This may help them illustrate elements of the tradition that may be challenging to describe in words as well as go into more detail about the tradition.

This mini lesson is critical because it allows the students to reflect on a tradition he or she celebrates and describe it in as much detail as possible. This will help the student gain a deeper understanding of the tradition he or she celebrates while also helping the class realize that everyone has their own traditions. The picture will allow the students to choose the elements of the tradition they feel are the most important or the ones that make that tradition unique. The picture could also allow the student to illustrate the way in which he or she celebrates the tradition.

Standard:

3.W.3.2 Write informative compositions on a variety of topics that

- State the topic, develop a main idea for the introductory paragraph, and group related information together.
- Develop the topic with facts and details.
- Connect ideas within categories of information using words and phrases.
- Use text features (e.g., pictures, graphics) when useful to aid comprehension.
- Provide a concluding statement or section.

Description of mini workshop:

The students will be broken up into groups of 5 and given one picture book for each group to read through together. The 5 picture books will be other traditions that may include religion or cultures that were not discussed during the stations portion of the unit. This is to provide students with a multitude of traditions to learn about, instead of only focusing on a specific 5 traditions.

Students can alternate reading aloud to their group members while doing so. Once all groups have successfully read through their book, and comprehended the content, they will be asked to perform a skit/theatrical work. The students will be performing a “Tableau” of what they read within the story to the rest of the class. This activity will ask students to model/demonstrate through a narrator and characters the different major scenes that make up the book. This is up to the students and how they interpreted the story, and not focusing on a right or wrong scene they pick. The students must have at least 3-4 scenes to show the group, and must be aspects that were important to the story. Each group will perform their scenes for the rest of the class, and debrief what they have learned through the book. This will allow students to, in a creative and expressive manner, show the rest of the class what they have learned. This is a way to immerse the students into the given tradition, and be exposed to a multitude of different traditions.

Books:

- A Visit from St. Nicholas Clement Clarke Moore (Christmas)
- My Family Celebrates the Day of the Dead Lisa Bullard (Day of the Dead)
- Fourth of July Emma Carlson Berne (Fourth of July)
- Ruby’s Chinese New Year Vicki Lee (Chinese New Year)
- It’s Ramadan, Curious George H.A Ray, Hena Khan (Ramadan)

Standard:

TH:Cn10.1.3. Use personal experiences and knowledge to make connections to community and culture in a theatrical work.