

People Celebrate (Holidays)

Objective(s): Students will be able to:

- Identify eight holidays that are celebrated here in the United States and the importance of each holiday.
- Identify important figures and the roles of the community that had contributed or still contribute to our society in enormous ways.
- Express their ideas and learning about the different holidays that they discovered.
- Share their own cultural background and learn from their own cultures.

TEKS:

2.1 A

2.1 B

2.4 C

2.16 A

2.16 B

2.19 A

Vocabulary:

- Holidays
- Customs
- Appreciation
- Honoring
- Tradition
- Culture

Materials:

A box of Social Studies containing the following:

- A small demonstration of a grave with a United States Flag (depicting Memorial Day).
- Flashcards of United States presidents (depicting Presidents' Day).
- Photography of Martin Luther King, Jr. with a brief abstract of "I have a Dream" (depicting Martin Luther King, Jr. Day).
- Small representation of Cristopher Columbus (depicting Columbus Day).
- Small representation of pilgrims and Indians (depicting Thanksgiving Day).
- Representation of fireworks and a U.S.A flag (depicting Independence Day-4 of July).
- Pictures of different jobs in the community (depicting Labor Day).
- Toy soldier, U.S.A. flag and a tank (depicting Veterans Day)

Additional Material

- Calendar with the eight celebrations marked
- Concept Map blank (My Favorite Holiday is...)
- Social Studies Notebook

Strategies of Teaching:

1. Have children sit down on the carpet and introduce the topic of the Social Studies Box.

2. Draw on the smartboard a concept map with the word holiday on the middle.
3. Ask students about what they think when they hear about the word holiday and write their answers around the word holiday, creating the map.
4. Introduce the importance of a holiday and that each holiday was made to honor a person or a special event that happened in history.
5. Ask random students to come up to the box and read one of the descriptions of a holiday and see if they can guess or identify the description with the object on the box and have them write the number next to the descriptions.
6. After the previous warmup activity explain to students the order in which each holiday is celebrated (first Martin Luther King, Jr. in January and so on) by using the calendar. Students will locate the holidays on their own calendar.
7. Have students create their own concept map of their favorite holiday and have them write descriptors of their holiday all around (share with them your own example of your favorite holiday) this way they will have a clear idea of how their concept map should look like.
8. After making their concept map, have student write a paragraph on their Social Studies notebook describing their favorite holiday. They might answer questions like: What do they do on this holiday? What do they eat? When do they celebrate it? Why is it their favorite holiday?, etc.

Inclusion of parents/family/ community:

Have children go home and ask their parents to think about a special holiday that their family celebrate and that they can share with others on the “Share Your Holiday” box. Students can bring an artifact, a small depiction, or something representing their celebration. You can invite parents and family to come and share their artifact to others so that they can explain a little bit more about what do they do on that special day? that way they get to know more about one another’s holidays and culture.

Extension:

Tell students to write about one of the holidays that they saw in the Social Studies Box. Tell them to write if they remember the day in which is celebrated?, the importance of that holiday in the United States, what do people do to celebrate that special day?, and how they can compare that celebration with another one they know about (How are they alike? How are they different?)

