Unit 2: Festivals of Light

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **Throughout the marking period**
Status: **Published**

Unit Overview

In the Festivals of Light unit the children will "visit" different countries learning about their cultures, climate, and geography.

Standards

SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.P	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
SOC.6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

Essential Questions

- 1. What special holidays are celebrated in different countries and how are they celebrated?

Application of Knowledge and Skills...

Students will know that...

- 1. There are many different cultures within the classroom and community.
- 2. Places are jointly characterized by their physical and human properties.

Students will be skilled at...

- A. Compare / contrast the different holiday traditions.

Assessments

- Diagnostic: Group Questions: What special holiday does your family celebrate?
- Formative: Quick Check: Each holiday - thumbs up / thumbs down; white board; signal cards (yes, no, unsure); ticket to leave
- Summative: Unit Review: 3 column chart; graphic organizer

Activities

- Gingerbread Man: Travel to different countries following the trail of the Gingerbread Man.
- Look at Map: Display a map of the world. Locate each country visited.
- Polar Express: Travel to different countries on the Polar Express.

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal

- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Encourage ELL children to share their special holiday traditions with the class.
- Content specific vocabulary important for ELL students to understand include: holiday, culture

Content specific modifications to extend learning for gifted students may include:

- Write about where they would go if they were on the Polar Express or where they would look for the Gingerbread Man.

Integrated/Cross-Disciplinary Instruction

- Create shared writing stories related to the unit's topics.
- Math: Play with a dreidel.
- Utilized balanced literacy read alouds techniques during Big Book read alouds.
- Visual and Performing Arts: Dress up for Saint Lucia Day.
- Visual and Performing Arts: Make a playdough lamp for Diwali.
- Visual and Performing Arts: Make a poinsettia for Las Posadas.
- Visual and Performing Arts: Make a stained glass window for Christmas.
- Visual and Performing Arts: Sing and act out the Menorah song for Hanukkah.
- Visual and Performing Arts: Weave a mat for Kwanzaa.

Resources

- Books about Holidays: The Gingerbread Man, The Polar Express by Christopher Van Allsburg, Children Around the World Celebrate Christmas by Susan Titus Osborn and Christine Tangvald, Merry Christmas Strega Nona by Tomie de Paola, The Legend of Old Belfana by Tomie de Paola, The Legend of the Poinsettia by Tomie de Paola, The Night of Las Posadas by Tomie de Paola, My First Kwanzaa by Karen Katz, My First Kwanzaa Book by Debora Newton Chocolate, Festival Time: Chanukah - Eight Candles to Light by Jonny Zucker, The Borrowed Hanukkah Latkes by Linda Glaser, Festival Time: Diwali - Lighting a Lamp by Jonny Zucker, Lights for Gita by Rachna Gilmore, Festival Time: Ramadan and Eid-ul-Fitr - Fasting and Dates by Jonny Zucker
- BrainPop Jr.
- Discovery Education
- Movies: The Polar Express
- Scholastic - "Let's Find Out" - paper and online resources
- Teacher's Manual: Houghton Mifflin Social Studies My World

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.