

Your Holiday

By Chris Sheppard

Grade Level: 4th-5th

Content Area: Social Studies and Language Arts

Time: Ideally to be completed within a week, one day for instruction, 4 for research and completion.

Rationale: The students will be creating KWL posters about the holiday they celebrate. This will not only increase diversity awareness in the classroom, but also incorporate the holiday season, and provide the students with history they may not have known. I feel it is important to know the history of your holiday and how it came to be.

Objectives: Students will learn the history behind their celebrated holiday. Students will learn to utilize the Library of Congress website as a research resource. Students will learn about the rich diversity within their classroom.

IL Learning Standards:

5.A.2a – Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD/ROMs).

5.C.2b – Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes.

16.A.2a – Read historical stories and determine events which influenced their writing.

16.A.2b – Compare different stories about a historical figure or event and analyze difference in the portrayals and perspectives they present.

IRA Standards:

#7-Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

#8-Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Materials:

- Computers with Internet access and printing ability
- Coloring utensils
- Glue
- Scissors
- 3 ply presentations boards or large sheet of paper.

Procedure:

- Introduce the lesson by asking the students what holiday they celebrate, examples should be Christmas, Hanukkah, Kwanza, etc.
- Next, ask the students to tell briefly what they know about their holiday.
- Once those that wish to share have finished introduce their activity.
- Ask the students to take out a sheet of paper and draw two lines down it, they will then and the top write K W L. This will be their KWL drafting sheet.
- They will use this to fill out the appropriate information before they put it on the presentation board.
- The students will begin to fill out the K-know portion as well as the W-want to know. Then begin their research.
- The students will be using one site in particular, the Library of Congress website. To access the appropriate section of the site they will need to go to the following website(they should record this site address for their use):
<http://www.loc.gov/teachers/classroommaterials/themes/holidays/students.html>
- Using this resource and those that it includes the students will be exposed to written literacy as well as visual.
- Throughout the week the students will do research to answer the W section of their KWL and find information to place in the L portion.
- This information will guide their presentation and they will be using pictures and illustrations they find on the site. They are also allowed to bring in artifacts appropriate to their holiday as well as food.
- Their board must be decorated and full of rich materials they found in their research.
- At the end of the week they will present their KWL presentation and inform the class on their holiday.
- At the end of each students presentation discuss the importance of visual literacy and how the website helped with their particular holiday.

Assessment: Students will be assessed by rubric based on the following:

- **Appearance** (Does the board look appealing, Was it well put together, Does it include illustrations, Is it organized)
- **Presentation** (Did the student inform the class, Did they exhibit the knowledge they learned, Did they present appropriately on the basis of speech)
- **Information** (Is their information from the LOC website and its correspondents, Is the information valuable, Is their information historically accurate)

This assignment will be out of 50 points seeing as it is a rather large assignment, taking a considerable amount of time and effort.

Accommodations: If there is a student that does not observe a particular holiday at this time of the year or due to views, allow them to choose another that occurs within the year.