



3.2 Customs & Traditions Around the World/ Celebraciones y tradiciones en todo el mundo

Celebrate good times!!

Lesson Plan for Grade 3 Unit 3, Lesson 2

OVERVIEW AND PURPOSE

Part of understanding culture is examining the significance of celebrations and traditions within. This lesson will introduce celebrations and traditions around the world with the understanding that when people come to the United States, they bring with them these important parts of their culture and background. Learning about cultural universals enriches and facilitates understanding, self-reflection, and compassion for others.

ADDITIONAL EDUCATOR BACKGROUND

Accessing [Accessing World Book and CultureGrams](#)

Supplemental books may be available in VPS Elementary schools; check with your Teacher Librarian (Many more available additionally)

- ***Harvest Days: Giving Thanks Around the World*** by Kate DePalma
- ***We are Palestinian: a celebration of culture and tradition*** by Reem Kassis **(available in Spanish)**
- ***Pepe and the Parade: a celebration of Hispanic heritage*** by Tracey Kyle **(available in Spanish)**
- ***Tomorrow is New Year's Day: Seollal, a Korean Celebration of the Lunar New Year*** by Aram Kim
- ***Powwow: a celebration through song and dance*** by Karen Pheasant-Neganigwane
- ***The Best Diwali Ever*** by Sonali Shaw
- ***Sadiq and the Festival of Cultures*** by Simon Nuurali
- ***Free at Last: a Juneteenth Poem*** by Sojourner Kincaid Rolle

EDUCATION STANDARDS

Social Studies

G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.

C1.3.2 Recognize and apply the key ideals of unity and diversity within the context of the community.

H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.

E1.3.3 Describe how individual choices are influenced by various cultural norms.

ELA

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

SEL

Benchmark 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities

Benchmark 4B: Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups

Benchmark 4C: Demonstrates an understanding of the variation within and across

cultures

OBJECTIVES

1. Students will be able to explain the importance of celebrations and traditions in culture. / *Los estudiantes podrán explicar la importancia de las celebraciones y tradiciones en la cultura.*
2. Students will be able to explain similarities and differences between different traditions and celebrations from around the world. / *Los estudiantes podrán explicar las similitudes y diferencias entre las diferentes tradiciones y celebraciones de todo el mundo.*
3. Students will be able to identify cultural universals and ideals and explain how they are important in shaping our community and our world. / *Los estudiantes podrán identificar los universales e ideales culturales y explicar su importancia para dar forma a nuestra comunidad y nuestro mundo.*

SUCCESS CRITERIA

Students will be successful if they can research another culture's tradition or celebration by organizing their findings in a graphic organizer.

VOCABULARY

- **{*WOL} Customs-** the usual way of doing things for an individual or group
- **{*WOL} Traditions-** things that have been done for a long time (Wonders Unit 1, Week 2)
- **Koinobori-** Japanese fly fish flags.
- **Spectators-** People watching the event.
- **Summer solstice-** Longest day of the year.
- **Seder meal-** feast (large meal) at the beginning of the Jewish holiday of Passover.
- **Yams-** Sweet potatoes.
- **S novim godom-** From me to all of you!
- **Eid Mubarak-** Blessed festival!
- **Fasting-** Not eating food for a designated period of time.

- **Koinobori:** banderas japonesas con forma de pez volador.
- **Espectadores:** personas que observan el evento.
- **Solsticio de verano:** el día más largo del año.
- **Comida del Séder:** banquete (comida abundante) al comienzo de la festividad judía de la Pascua.
- **Ñames:** batatas.
- **S novim godom:** ¡De mí para todos ustedes!
- **Eid Mubarak:** ¡Festival bendito!
- **Ayuno:** no comer alimentos durante un período de tiempo designado.

MATERIALS NEEDED

1. Large manilla envelope with fastener
2. [Lesson Slides](#) / [DL version](#)
3. Worksheet [WOL](#) (print one copy per student) / [DL version](#)
4. Book **Let's Celebrate! Special Days Around the World** (*DL version: ¡Celebremos! Días especiales en todo el mundo*)
5. Graphic Organizer [Celebrations & Traditions](#) / [DL version](#)
6. Choice Board [Winter Holiday Choice Board Collection slideshow](#). *student directed. (English only)
7. [WorldBook encyclopedia via VPS Classlink](#). *This is a great opportunity to collaborate with your Teacher Librarian. He/she can show you how to utilize WorldBook.

ASSESSMENT OPPORTUNITIES

Formative Assessment:

- The teacher asks questions and responds to student questions about celebrations during the read-aloud.
- Teacher mini-conferences with each student as they are researching their holiday/celebration on WorldBook.
- The teacher assists students by showing them how to use the translation and Read to Me tools.

Summative Assessment:

- Teacher collects and provides feedback to the student on the celebrations & traditions graphic organizer.
- Students will demonstrate their learning/understanding as well as the completion of the lesson objectives.

ACTIVITY

- Using the provided [slide deck/DL version](#), the teacher will begin the lesson by asking students what holidays or traditions their families celebrate to build upon their schema/prior knowledge.
- Discuss how traditions & celebrations are an important part of culture.
- Pass out two copies of the Word of the Lesson [worksheet /DL version](#)
- On the first one, go over the part of speech for the word *customs*.
 - Have students draw a definition for the word *customs* based on their learning
 - Have students create a sentence using the word *customs*
- On the second copy of the Word of the Lesson worksheet, go over the part of speech for the word *traditions*
 - Have students draw a definition for the word Traditions based on their learning.
 - Have students create a sentence using the word Traditions.
- *Optional:*
 - read another book aloud from the list of books in the VPS library catalog.
 - complete the [iCivics refresher lesson](#) on shared traditions linked above.
 - have students view the [Holidays Choice Board slideshow](#) listed in the resources above (English only)
- Introduce the read aloud book ***Let's Celebrate! Special Days Around the World*** (DL version: *¡Celebremos! Días especiales en todo el mundo*).
- Following the read-aloud, students will each pick one celebration or tradition to focus their research on.
- After selecting one celebration, students will open [WorldBook online from Classlink](#). In the search bar, students will type in the name of their celebration or holiday. Some students will need assistance completing this task and you

may decide to have students work in pairs to help each other. Show students how to use the translator tool or to have the articles read to them.

- Students will complete the [graphic organizer / DL version](#). It's important that if students cannot write or if there is a language barrier, that they are able to write in any way they can– visually, other languages, etc. It's important that each student completes their own graphic organizer so the teacher knows what they've learned.

Extra Resources

- Epic Collection: [LoC Customs](#)
- iCivics lesson: [How Do We Celebrate Our Shared Traditions](#)

SOURCES

Vocabulary- www.dictionary.com/browse (unless otherwise noted)

Canva.com- (vansd account) to create the graphic organizer.

WorldBook Encyclopedia- [Access provided via Classlink](#) and Fort Vancouver Public Library. www.fvrl.org.

Epic- Access provided via Classlink