



*** Social Studies**

Let There Be Light and Celebration

The inclusion of lights in holiday celebrations and traditions is found throughout many cultures. Of, course one of the most well known lights in that of Rudolph's nose, and what a nose! It's a built in flashlight ready to go when needed.

Kentucky Social Studies

Culture and Society (2.16 & 2.17) Grades K-3

Academic Expectations:

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Ohio Social Studies Standards: People in Societies

Holidays, Customs and Traditions

Benchmark(s) Grade K-2

- A. Identify practices and products of diverse cultures.
- B. Identify ways that different cultures within the United States and the world have shaped our national heritage.

Grade 3

- A. Compare practices and products of North American cultural groups.

Objective

Students will:

- Explore the various holiday traditions as practiced in their homes and communities, and other cultures.
- Examine the origin of holiday traditions that involve the use of light.

Assessment

Students will be able to:

- Identify similarities and differences within holiday traditions from various cultures.
- Recognize how light has become an important element in various holiday traditions and holiday tales.

Sample selected response items to gauge student understanding.

1. Is every day a holiday? Yes or no? Why or why not?
Answer: No. (A holiday is a day that legally or through custom allows for celebration and time off from the daily activities of school or business.)
2. Complete this sentence. On a holiday, people c_ _ _ _ _e.
Answer: Celebrate.
3. Create a list of five words you would use to describe a holiday.
Answer: Individual student response. (e.g., festive, happy, fun, etc.)

Vocabulary

- Holiday
- Tradition

Materials

- Holiday symbols/artifacts that hold or reflect light

Activity

Festival of the Lights

Teacher will:

1. Facilitate student discussion through recall of the importance of Rudolph's nose in the tale and production of *Rudolph, the Red-Nosed Reindeer*. (It's provision of light on a foggy Christmas Eve.)
2. Introduce a display of items that provide or hold light of some kind related to cultural holidays of the winter season. Explain that all the items have something in common. Have students brainstorm possibilities for the similarity.
 - a. Menorah (Hanukkah)
 - b. String of holiday display lights (Christmas)
 - c. Luminaria/farolito (Christmas/U.S. Southwest)
 - d. "Deeps" oil lamp (Diwali/India)
 - e. Kinara (Kwanzaa)
 - f. Fawanis Lanterns (Ramadan)
 - g. Lantern/Firework Displays (Chinese New Year & Little New Year)
3. Make known the similarity of the use of light in the celebration of various cultural holidays. Have students brainstorm why light may be important.
4. Facilitate a discussion on what is light, and how the presence of light makes one feel. (Share in "kid language" the concept of light as a radiant or luminous energy.)
5. Share with students a brief history on the origin of each of the cultural holiday items listed above.
 - a. Menorah (Symbol of burning light in the temple of Mount Moriah)
 - b. String of holiday display lights (Symbol of starlight, especially the Christmas or Eastern star)
 - c. Luminaria/farolito (Symbol of hospitality and welcome)
 - d. "Deeps" oil lamp (Symbol of knowledge)
 - e. Kinara (Symbol of African/African American cultural roots)
 - f. Fawanis Lanterns (Symbol of blessings and joy)
 - g. Lantern/Firework Displays (Symbol of good luck and hope)
6. Have students consider what holiday traditions are practiced and celebrated in their homes and communities, and how lights are used or displayed. Have students create a visual museum of their own innovation to share their traditions.
7. Celebrate with an authentic classroom festival of lights.