“Why are Celebrations Unique for Certain Cultures?”

**Grade:** 6  
**NCSS Standard:** 1 - Culture  
**Time:** 8 class periods

**Rationale:** The purpose of this unit is to allow students to learn about other cultures and develop an understanding of and respect for those cultures.

**Goals:**  
1) Students will understand that celebrations are unique and important.  
2) Students will experience a taste of a different culture.

**Resources:** Videos  
Trade books  
CDs  
Internet

**Lesson 1:** Day One “What is a celebration?”  
**Objectives:**  
1) Students will create a list of celebrations that they know of.  
2) As a class, students will define celebration.

**Procedure:** Using popsicle sticks with student names on them, students will be put into groups of four. Ask students “What is a celebration?”. Explain that they are to brainstorm ideas in their groups and create a list. Before brainstorming, each group should pick a recorder. Allow students time to brainstorm. After brainstorming, have a class discussion. Record the students’ ideas on a large sheet of paper. If students did not come up with the idea on their own, lead them to understand that celebrations don’t have to be connected to holidays. After recording student ideas, lead the class to decide on a definition of “celebration”. For homework, ask the students to think about their personal celebrations (they may want to ask people at home about them).

**Lesson 2:** Day Two and Three “What celebrations do you take part in?”  
**Objectives:**  
1) Students will write a one to two page paper about their own/family celebrations.  
2) Students will share their papers with their groups.

**Procedure:** Day Two: Talk about own celebrations. Tell students that because celebrations are so special, you want them to share. Tell students they will write a one to two page paper about their own/family celebrations. Students will brainstorm, write a sloppy copy, revise, edit, and write a final copy. Give students the rest of the period to write.  
   Day Three: Allow students to finish their papers. Those who finish early may illustrate their writing. After students have finished, explain that they are to get into their groups, share their papers and talk about the similarities and differences. When students have done this, lead a class discussion on what they have discovered.

**Lesson 3:** Day Four “Do other cultures have different celebrations? ...the same celebrations?”
Objective: 1) Students will watch and discuss a video showing different cultures and some of their celebrations.

Procedure: Ask students to think about what they know about celebrations from other cultures. Ask for volunteers to share what they think. Explain that the video they are going to watch is going to show some celebrations from different cultures. Show video. Lead a class discussion asking students what they thought and what they learned. Did they notice any similarities among cultures? What were the differences?

Lesson 4: Day Five, Six, and Seven “What can I learn about that celebration?”
Objectives: 1) Students will work as a group to research a celebration from a different culture. 2) Students will answer the who, what, when, where, why, and how of their celebration.

Procedure: Day Five: Tell students that each group will choose a celebration from a different culture (either from the video or a pre made list) and they will research and present on that celebration and the culture it came from. Have students get into their groups. Tell students what the presentations must include (on info sheets). Hand out info sheets. Have groups pick one person to keep the sheet safe. Give students five minutes to pick a celebration. Let the groups get to work. They may use trade books and CDs in the classroom to begin their research.

Day Six: Have the students with the info sheets take them out. Take the students to the media center. Have each student sit at a computer but next to their group members. Give each group a list of info rich, student friendly websites. Let students continue their research. Students may find facts, photos, artwork, stories, recipes, or music this way.

Day Seven: Students will complete their research today. Have them plan their presentations (who will say what, when they will say it, will they need a computer, TV, or CD player, is a guest coming in?). Have students create a poster advertising their celebration. Have them make a rough draft on a piece of paper before they begin on the posterboard.

Lesson 5: Day Eight - Culminating Activity “Did somebody say party?”
Objectives: 1) Each group will present their celebration. 2) Students will participate in a Multi Cultural Celebration.

Procedure: Today’s lesson will take place at the end of the day, allowing time for the presentations and celebration. Each group will give their presentation. Other groups should respect the presenters. After the presentations, there will be a celebration. If groups brought food, it will be served then along with teacher provided food. If groups used music in their presentations, it will be played. Groups will display their posters along with any artwork or photos. Students are free to discuss and explore during the celebration.
Let’s Celebrate...

Who takes part in this celebration?

What is this celebration called?

When does this celebration take place?

Where does this celebration come from? (Be ready to locate it on a map when presenting!)

Why does this celebration happen?

How does this celebration happen?

* When you are presenting - Remember, each group member must take part in the presentation. Along with answering the questions above thoroughly, include at least two of the following concerning your celebration: music, art, photographs, stories. Your presentation may also include costumes, dance, videos, a guest speaker, or food! Let the teacher know if you have a special media need for your presentation or if you have a guest coming to speak.

RUBRIC

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<tr>
<th><strong>Personal Celebration</strong></th>
<th><strong>Personal Celebration</strong></th>
<th><strong>Personal Celebration</strong></th>
<th><strong>Exemplary Work!</strong></th>
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<td>paper is less than one page in length. Paper meets less than two of the standards of papers in this class (paper makes sense, has few punctuation errors, has few spelling and grammatical errors). You did not take part in your group’s presentation. Group’s presentation did not attempt to answer all questions. Presentation did not include any of the following: music, art, photographs, stories.</td>
<td>paper is one to two pages in length. Paper meets two of the standards of papers in this class (paper makes sense, has few punctuation errors, has few spelling and grammatical errors). You took part in your group’s presentation. Group’s presentation briefly answered who, what, when, where, why, and how. Presentation included one of the following: music, art, photographs, stories.</td>
<td>paper is one to two pages in length. Paper meets all of the standards of papers in this class (paper makes sense, has few punctuation errors, has few spelling and grammatical errors). You took part in your group’s presentation. Group’s presentation thoroughly answered who, what, when, where, why, and how. Presentation included at least two of the following: music, art, photographs, stories.</td>
<td>paper meets and goes far beyond standards. Group presentation meets and goes far beyond standards.</td>
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