

Seasons of Gratitude Teacher Packet

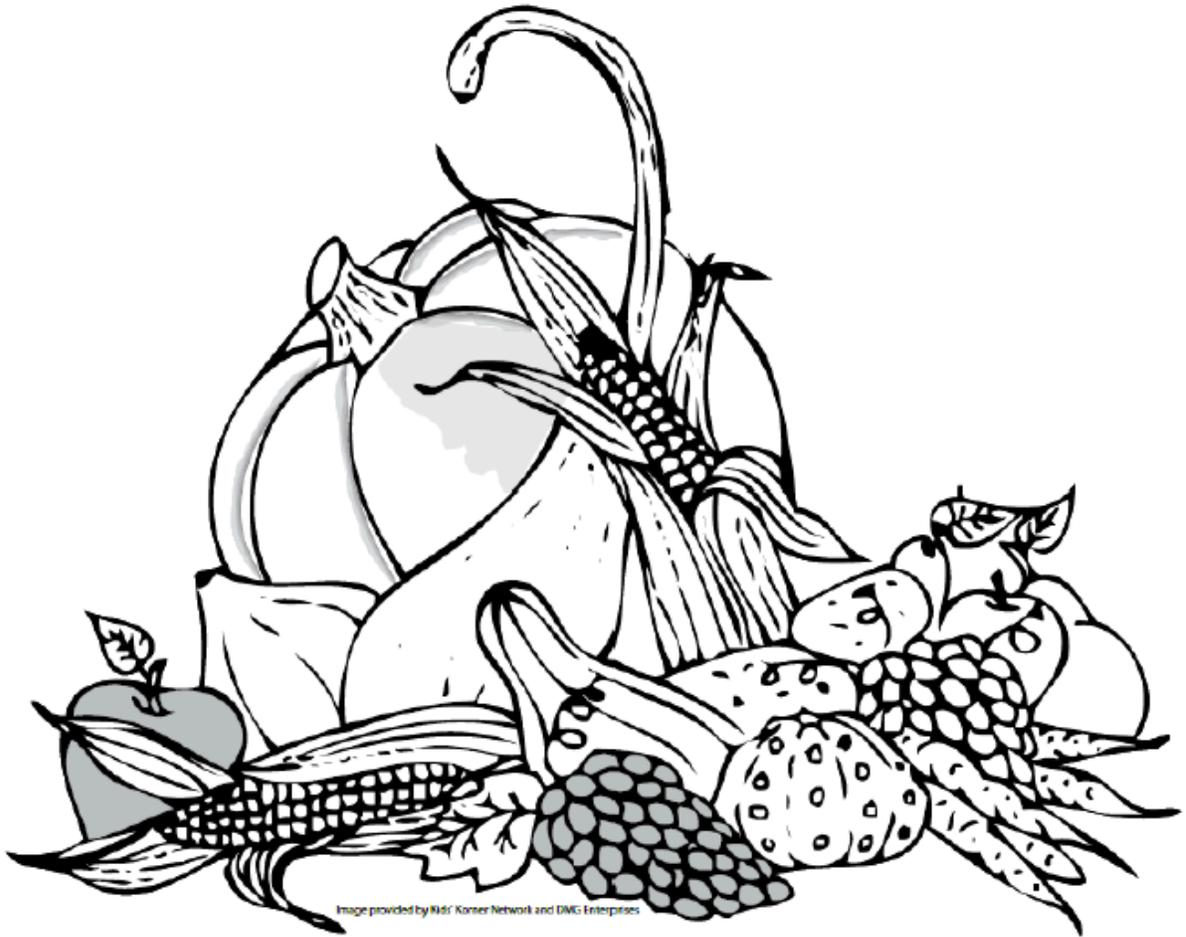


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UNC ASHEVILLE

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Asking the ‘BIG’ Question

After many conversations with educators around the region, the UNC Asheville Center for Diversity Education feels called to deepen and focus the impact our programs can have in the school systems. Fueled by a desire to be more than just cultural enrichment, the CDE is in the process of re-examining NC Essential Standards for Social Studies and Standard II of the NC Teacher Evaluation Process in order to provide fuller assistance to teachers in meeting educational goal requirements via the road shows.

The first step of this process is to develop a ‘big’ question for our program. A profound question, rich with opportunity for growth. How can we better invite students and teachers to explore the human experience with us? In our rapidly changing demographic society, how can we broaden the scope of knowledge and respect students have for their peers, their communities and themselves?

“What does it mean to be human?” “What is our story?” “How do we write our own human story?” “How does our story connect to the stories of other people?” This is where we are starting.

How can we help?

Standard II of the NC Teacher Evaluation Process states that teachers will establish a respectful environment for a diverse population of students. The CDE road shows can assist in meeting many aspects of Standard II from bringing to the classroom programs introducing a variety of cultural traditions and different points of view. The programs, the pre and/or post program activities and the accompanying teacher resources can provide a multi-faceted approach to broadening the scope of the students’ view of their community and the world as a whole.

Below you will find an outline of the Social Studies Essential Standards where we believe the **Seasons of Gratitude** road show can help teachers introduce, meet or reinforce the requirements in history, geography and culture.

Kindergarten–2nd grade

HISTORY	
K.H.1 Understand change over time.	K.H.1.1 Explain how people change over time (self and others). K.H.1.2 Explain how seasons change over time. K.H.1.3 Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc..)
1.H.1 Understand that history tells a story of how people and events changed society over time.	1.H.1.2 Explain the importance of folklore and celebrations and their impact on local communities.
2.H.1 Understand how various sources provide information about the past.	2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres. 2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.
GEOGRAPHY	
K.G.1 Use geographic representations and terms to describe surroundings.	K.G.1.1 Use maps to locate places in the classroom, school and home.

	K.G.1.2 Use globes and maps to locate land and water features. K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).
K.G.2 Understand the interaction between humans and the environment.	K.G.2.1 Explain how people adapt to weather conditions. K.G.2.2 Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).
1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.	1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).
1.G.2 Understand how humans and the environment interact within the local community.	1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.). 1.G.2.2 Explain how people use natural resources in the community. 1.G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).
2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective	2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).
2.G.2 Understand the effects of humans interacting with their environment.	2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs. 2.G.2.2 Explain how people positively and negatively affect the environment
CULTURE	
K.C.1 Understand how individuals are similar and different.	K.C.1.1 Explain similarities in self and others. K.C.1.2 Explain the elements of culture (how people speak, how people dress, the foods they eat
1.C.1 Understand the diversity of people in the local community.	1.C.1.1 Compare the languages, traditions, and holidays of various cultures. 1.C.1.2 Use literature to help people understand diverse cultures.
2.C.1 Understand how various cultures influence communities.	2.C.2.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). 2.C.2.2 Recognize the key historical figures and events that are associated with various cultural traditions. 2.C.2.3 Exemplify respect and appropriate social skills needed for working with diverse groups

3rd-5th grade

HISTORY	
3.H.2 Use historical thinking skills to understand the context of events, people and places.	3.H.2.1 Explain change over time through historical narratives. (events, people and places) 3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.
4.H.1 Analyze the chronology of key historical events in North Carolina history.	4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.
5.H.1 Analyze the chronology of key events in the United States.	5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).
GEOGRAPHY	
3.G.1 Understand the earth's patterns by using the 5 themes of geography: (location, place, human,	3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions

environment interaction, movement and regions).	(community, state, nation and world). 3.G.1.6 Compare various regions according to their characteristics.
5.G.1 Understand how human activity has and continues to shape the United States.	5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.
CULTURE	
3.C.1 Understand how diverse cultures are visible in local and regional communities.	3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities. 3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).
4.C.1 Understand the impact of various cultural groups on North Carolina.	4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions). 4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.
5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.	5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration. 5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

6th-8th grade

HISTORY	
6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.	6.H.1.1 Construct charts, graphs and historical narratives to explain particular events or issues over time. 6.H.1.2 Summarize the literal meaning of historical documents in order to establish context. 6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.	6.H.2.1 Explain how invasions, conquests and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great). 6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change. 6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication). 6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).
7.H.1 Use historical thinking to analyze various modern societies.	7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time. 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
7.H.2 Understand the implications of global interactions	7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).

8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.	8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.
8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.	8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).
GEOGRAPHY	
6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions (i.e. Africa, Asia, Europe, and the Americas) over time.	6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture). 6.G.1.2 Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade). 6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).
6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.	6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions. 6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population and resource distribution patterns).
7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.	7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement). 7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.
8.G.1 Understand the geographic factors that influenced North Carolina and the United States.	8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.
CULTURE	
6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.	6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture). 6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).
7.C.1 Understand how cultural values influence relationships between individuals, groups and political	7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern

entities in modern societies and regions.	society.
8.C.1 Understand how different cultures influenced North Carolina and the United States.	<p>8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian Exchange, slavery and the decline of the American Indian populations).</p> <p>8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latinos, Hmong, Africans, and American Indians)</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).</p>

West African Harvest Festivals

The yam or 'nyame' is a staple food for the people of West Africa. Growing in clumps of large tuberous vines interconnected in mounds underground, yams can reach the size of an adult's thigh. Depending on the planting season and climate, yams mature between August and December.

In Ghana, Yam Festivals are celebrated to give thanks for a good harvest, to bring urban expatriates home to the rural areas to spend time with family and to cement the bonds of family, community and harvest.

In certain parts of Nigeria, the Igbo tribe celebrates Iri-ji. Iri-ji means 'new yams'. The holiday recalls and honors ancestors. The yams from the previous year are removed to make room for the new yams.

In the country of Mali, located near the northern part of the Niger River, harvest rituals for the Bambara (or Bamana) people include the use of the Chiwara, the half human, half antelope spirit who is believed to have taught them to farm.

Main Ideas to be explored in the West African Harvest Festivals:

- Sitting stools
- the Chawara and its use by the Mali group, Bambara (or Bamana)
- What are yams and how are they different from sweet potatoes?
- Festival traditions and rituals
- Kente cloth and its meaning

Online Resources for classroom studies:

<http://www.vivienne-mackie.com/articles/holidays/family/yam.html>

<http://r4dreview.org/2010/04/yam-festival/>

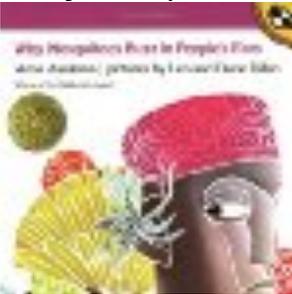
<https://cms.bsu.edu/-/media/WWW/DepartmentalContent/ArtMuseum/PDF/africansample>

West African Reading Recommendations

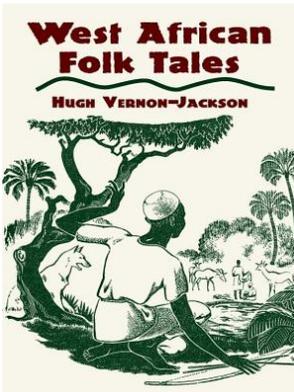
“Festivals and Food: West Africa” by Alison Brownlie



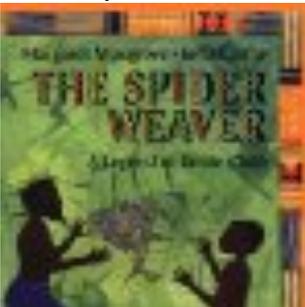
“Why Mosquitoes Buzz in People’s Ears” by Verna Aardema



“West African Folk Tales” by Hugh Vernon-Jackson



“The Spider Weaver: A Legend of Kente Cloth” by Margaret Musgrove



Classroom activities for West African Harvest Festivals

(Activities can be adapted for appropriate grades)

1. Grow your own yams! Research the differences between yams and sweet potatoes and plant some slips with your class. Have a harvest celebration when they are ready and eat the fruits (or vegetable) of your labors. The link below gives an explanation of the different growing conditions needed for yams and sweet potatoes.

<http://www.dailykos.com/story/2012/03/06/1071226/-Grow-Your-Own-Sweet-Potatoes-Yams>

2. Ancestors play a very important role in West African society and in family life. Discuss the definition of ancestor.

A. List ways they are important to your family and/or to the world. Write a letter to one of your ancestors thanking them for the contributions.

B. There is a saying in West Africa “We are standing on the shoulders of our ancestors.” Discuss what that might mean, how our lives are impacted by the lives of our families/communities/school families. Is a certain behavior or accountability owed to those who lived before us?

3. Learn about the significance of masks in West African culture. Students can make masks as a class project. The link to the Yale-New Haven Teacher’s Institute below contains information on masks, lesson plans and instructions on creating masks with your students.

<http://www.yale.edu/ynhti/curriculum/units/1985/6/85.06.06.x.html>

Cherokee Green Corn Festival/Fall Festival

For millennia, indigenous people across the Western Hemisphere celebrated the Green Corn Festival on the full moon when the corn was first ripened. The holiday lasted anywhere from 4 days to a week and included thanksgiving rituals, dancing, music, and playing games. The timing of this event varied widely from one geographical region to another.

For the Cherokee Nation, the holiday would have taken place in July but this holiday is no longer observed except for the most traditional members of the community. What remains of those traditions can be found, in Cherokee, NC and other Cherokee communities throughout the southern United States, at the Cherokee Fall Festival, the first weekend in October.

Main Ideas to be explored for the Cherokee Green Corn Festival/Fall Festival:

- Location of the Cherokee band in Western NC
- Brief history of the movement of NC Cherokee to Oklahoma
- Green corn/dried corn
- The 3 sisters
- Stickball
- Fall Festival Traditions

Online Resources for Classroom studies:

<http://nc-chokeee.com/historyculture/>

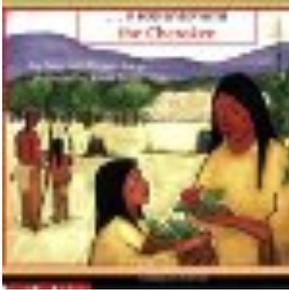
<http://cherokeepreservation.org/who-we-are/about-the-ebci/>

<http://theonefeather.com/>

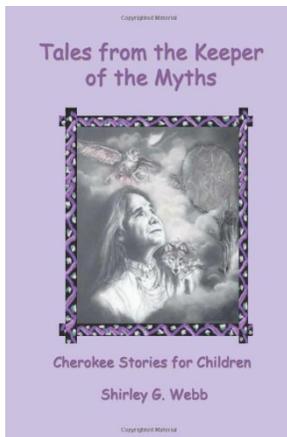
<http://www.learnnc.org/lp/editions/nchist-newnation/4530>

Reading Recommendations for Cherokee Green Corn/Fall Festival

“If you lived with the Cherokee” by Peter and Connie Roop



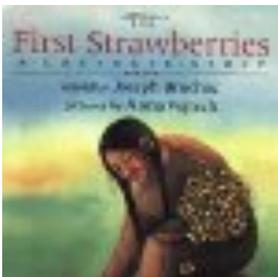
“Tales from the Keeper of the Myths” by Shirley Graybill Webb



“Grandmother Spider Brings the Sun” by Geri Keams



“The First Strawberries” retold by Joseph Bruchac



Classroom Activities/Discussion for Cherokee Green Corn/Fall Festival

(Activities can be adapted for different grades as needed)

1. Corn was a staple food source for these first agricultural communities in the Americas. As of 2012, 40% of the world's corn was grown in the United States. The link below shares some interesting corn facts. Make a class list of all the foods people eat that are made from corn. Have a corn snack day and ask students to bring a variety of different corn snacks in to share.

<http://www.sciencekids.co.nz/sciencefacts/food/corn.html>

This website is a wonderful classroom resource with many corn related activities, resources and information.

<http://urbanext.illinois.edu/corn/guide.html>

2. Many tribal people prefer to be identified by their tribal name such as Cherokee, Catawba or Lumbee. Why do you think that is so? How are the Cherokee both Cherokee and American? The Cherokee Tribe is divided into two bands: the Eastern Band and the Western Band. Why are they divided and where are the two major communities located in the United States?
3. The Cherokee alphabet is written in syllabary form. A syllabary is an alphabet in which each character represents a syllable. Using the links below, learn more about the Cherokee language, discover how to say and spell your name in Cherokee and label classroom items with the Cherokee name.

<http://www.learnnc.org/lp/editions/nchist-newnation/4530>

<http://www.ncdcr.gov/Portals/7/Collateral/database/F05.Cherokee.language.pdf>

http://www.native-languages.org/ Cherokee _alphabet.htm

Thanksgiving in America, Then and Now

While US presidents would periodically call for a national day of gratitude, it was not until 1863 and a declaration by Abraham Lincoln that the national holiday of Thanksgiving came into being. Before then, prominent magazine editor, Sarah Josepha Hale, repeatedly advocated to Lincoln for an annual day of Thanksgiving to no avail.

In the Thanksgiving roadshow (which pairs nicely with the Cherokee Green Corn/Fall Festival) students will learn about the true first Thanksgiving between Pilgrims at Plymouth and the Wampanoag Tribe in 1621 and the symbolism Americans relate to Thanksgiving.

Main Ideas to be explored in Thanksgiving in America:

- The true Pilgrims and Indians at the first “Thanksgiving” meal
- Holidays they were actually celebrating
- Symbols associated with Thanksgiving
- The 3 sisters
- Comparing and Contrasting Thanksgiving traditions and foods
- Events in 1863 that might have influenced Lincoln’s decision to declare a nation holiday of Thanksgiving (older grades)

Online Resources for classroom studies:

<http://www.eduplace.com/monthlytheme/november/thanksgiving.html>

http://www.history.com/images/media/pdf/Thanksgiving_Guide.pdf

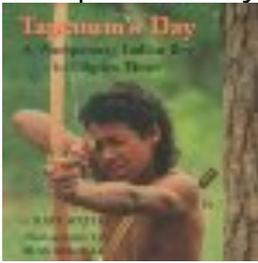
http://www.educationworld.com/a_lesson/lesson037.shtml

http://www.educationworld.com/a_lesson/Teach-the-Real-Story-of-the-First-Thanksgiving.shtml

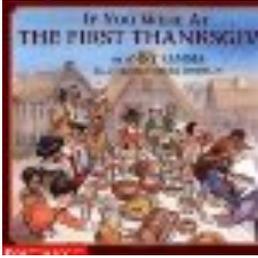
<http://www.manataka.org/page269.html#THE%20PLYMOUTH%20THANKSGIVING%20STORY>

Reading Recommendations for Thanksgiving in America

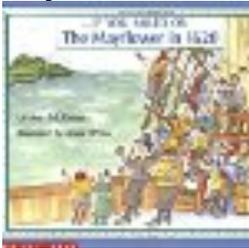
“Tampenum’s Day: A Wampanoag Boy in Pilgrim Times” by Kate Waters



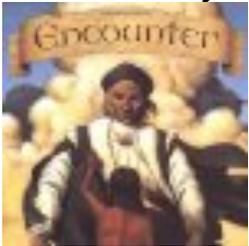
“If you were at the first Thanksgiving” by Anne Kamma



“If you sailed on the Mayflower” by Ann McGovern



“Encounter” by Jane Yolen



Classroom Activities/Discussions for Thanksgiving in America

1. Discuss the definition of the word gratitude. Have students talk about the things for which they are grateful in their own lives. Let students create paintings, drawings or collages about things that inspire them to feel gratitude.
2. Hold a class discussion about Thanksgiving holiday traditions. Read books/stories about the true 'first' Thanksgiving. Compare and contrast the events of those 3 days with the students' family traditions using Venn diagrams.
3. One of the most recognizable symbols of Thanksgiving in America is the cornucopia or 'horn of plenty'. This symbol of abundance, shaped like a goat's horn, comes from an ancient Greek story. Research the history of the cornucopia, read the Greek myth about it and try to find another story that Americans incorporate into popular holiday traditions that has a Greek origin.
4. A Thanksgiving community service project. Have your class create Thanksgiving placemats to be given to homeless shelters or a church. Involve other classes and grades. How does it make you feel to know that your artwork could make someone else who doesn't have much to feel thankful for, be very happy?

http://www.educationworld.com/a_lesson/Thanksgiving-Placemats-A-Community-Service-Project.shtml

5. Read aloud Abraham Lincoln's 1863 Proclamation that declared Thanksgiving an official holiday. Did Lincoln mention Pilgrims or the Wampanoag? What event was occurring in the United States in 1863? Why do you think Lincoln choose this time to declare a holiday about giving thanks? Compare and contrast the 1621, the 1863 and current Thanksgivings.

<http://www.abrahamlincolnonline.org/lincoln/speeches/thanks.htm>

Pongal in India

Pongal is one of the few Hindu holidays that follows the course of the sun calendar rather than the cycles of the moon. Coming soon after the Winter Solstice (January 14-17), Pongal celebrates the harvest of the rice. Mostly celebrated in the rural areas, such as Tamil Nadu, Pongal acknowledges the need for a bountiful harvest and celebrates that harvest with a 4-day festival honoring the Sun, the Rain, and the Cattle, without whom the rice would not grow.

Main Ideas to be explored for Pongal:

- The activities of the 4 days of Pongal
- What is pongal the dish?
- Clothes worn in India
- The importance of the cow
- Creating a rangoli or kolam
- Sugar cane

Online Resources for the classroom:

<http://www.pongalfestival.org/pongal-festival.html>

<http://hinduism.about.com/od/pongal/a/pongal.htm>

Reading Recommendations for Pongal

“The Magical Adventures of Krishna: How a Mischief Maker Saved the World” by Vatsala Sperling



“Hindu Stories” by Anita Ganeri



“Book of Hindu Festivals and Ceremonies” by Om Lata Bahadur



Classroom Activities/Discussion for Pongal

1. In India, using a kolam or a rangoli (the name changes by region) as a home decoration is deeply rooted tradition. Kolams/Rangolis can be created using patterns with a series of lines and dots or can be drawn completely freehand with a concept, but no pattern.
 - a. Go online and look at the many examples of Pongal rangoli and kolam designs. Have the students create their own using paper and crayons or colored pencils. You can also glue colored sand or rice powder to the design drawn on thick paper.
 - b. Watch one or two of the videos available on youtube to see a rangoli/kolam created in front of your eyes.

<https://www.youtube.com/watch?v=fP45bH09gzc>

- c. Talk about the Hindu idea that everything is temporary, nothing is supposed to last forever. How would the students feel about these creations being walked on, washed away, etc... Using colored chalk or colored sand, create rangoli or kolam on your school playground and observe what happens to them. How students feel as they watch their work fade away.
2. Pongal is a major gift-giving holiday in India. People give gifts to their families, friends, neighbors and employees. Have students create a list of other holidays around the world where gifts are given. Why do people give gifts? How do you feel if you give a gift but don't receive one in return?
3. Day 3 of Pongal honors the sacred cow. What are some other animals around the world that provide service to humans? In the United States, what laws protect or expose animals? How are animals treated differently in India? Are there any holidays in the United States that honor animals? (Feast of St. Francis of Assisi or the Blessing of the Animals in the Roman Catholic and Anglo Catholic churches)

Sukkot

For Jews in Israel and around the world, the holiday of Sukkot is the time of expressing gratitude for the harvest. It begins with the full moon in October when the Jews build a small temporary hut, or Sukkah, outside their home. Walled on 3 ½ sides, the roof is made of leafy materials and decorated inside and out with the harvested produce of the season. Meals are eaten in the Sukkah and some families also sleep there at least once during the seven-day holiday.

The historical basis of Sukkot is more than 3,000 years old and is taken from the biblical account of the temporary shelters in which the Hebrews lived during the 40 year exile in the desert of ancient Egypt and Jordan. Another origin springs from the harvest seasons of ancient time. Farmers needed the light of the full moon to continue the harvest of the last of the crops before rainy season. Lacking the time to return home each night, they built temporary huts for a few hours sleep before the harvesting began again at sunrise the next day.

Main Ideas to be explored in Sukkot:

- The Lulav and the Etrog
- The blowing of the Ram's horn
- The Torah or holy book for Jewish people and reading it
- The building of a Sukkah

Online Resources for Classroom Studies:

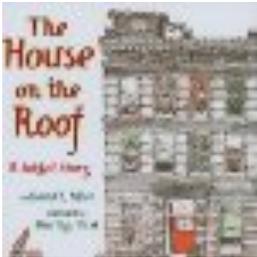
<http://www.jewfaq.org/holiday5.htm>

http://www.myjewishlearning.com/holidays/Jewish_Holidays/Sukkot.shtml

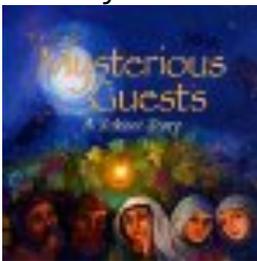
<http://www.lookstein.org/resources/sukkot.htm>

Reading Recommendations for Sukkot

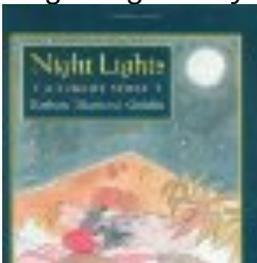
“The House on the Roof” by David A Adler



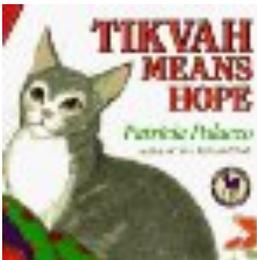
“The Mysterious Guests: A Sukkot Story” by Eric A Kimmel



“Night Lights” by Barbara Goldin



“Tikvah means Hope” by Patricia Polacco



Classroom Activities/Discussion for Sukkot

1. Taffy or candy apples are a traditional Jewish autumn treat. Following instructions on the link below, or using your own recipe, make them with your class.

http://www.theyummylife.com/Gourmet_Caramel_Apples

2. Holidays in the Jewish faith are celebrated according to a Lunar Calendar. What does lunar mean? What makes the moon appear to give off light? Research the phases of the moon. Create a chart with diagrams of all the phases. How long is one cycle? Why might the lunar calendar not match up to a calendar based on the movement of the Earth around the sun?
3. The Sukkah is a temporary dwelling built by Jewish people during the holiday of Sukkot to feel a connection to their ancestors who built them as far back as 3,000 years ago. Make miniature sukkahs using branches, leaves and vines. Decorate with pictures of fruit and fall produce found in magazines. Add these to your other fall or harvest decorations in your classroom. Google 'pictures of sukkahs and a wonderful gallery of photos will inspire your students in the creation of their own sukkahs.
4. Many Jews in America celebrate the religious holiday of Sukkot and the national holiday of Thanksgiving. What might be the experience of two Thanksgiving holidays instead of one? When immigrants come to a new country, they can either drop their old ways or combine them with the ways of their new country. What would you do?

Day of the Dead in Mexico

In Mexico, Day of the Dead, or Dia de los Muertos is the most important holiday of the year. Unlike other traditions around the mourning of a loved one's death, this celebration in Mexico is a time of excitement, laughter, food, family and fun.

The holiday officially begins the evening of October 31 and goes through November 2. It is believed that the souls of the departed return at this time to enjoy all the pleasures they once had on earth. Families set up altars (ofrendas) in their homes and at the graveyard, they cook or buy the favorite foods of their loved ones, they have parties and picnics at the graveyard to honor the ones who have died.

Often mistaken as the Mexican Halloween, Dia de los Muertos actually takes place on the days of the Christian feast days of All Saints and All Souls Days.

Main Ideas to be explored in Day of the Dead in Mexico:

- Building the Ofrendas in your home
- Popular items on the ofrenda and why
- Tradition of the sugar skull (Calaveras de azucar)
- Brief history of the holiday dates/Spanish conquerors
- Traditions associated with Day of the Dead in Mexico
- Foods

Online Resources for Classroom Activities:

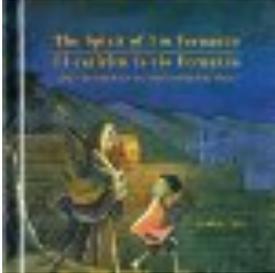
<http://latino.si.edu/DayoftheDead/>

http://www.mexic-artemuseum.org/images/uploads/education/Day_of_Dead_Guide.pdf

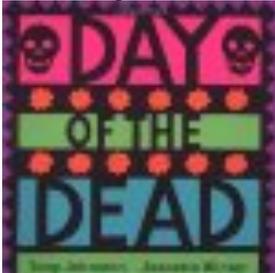
<http://www.enchantedlearning.com/crafts/dayofthedead/>

Reading Recommendations for Day of the Dead in Mexico

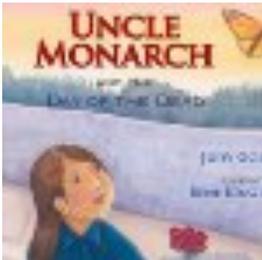
“The Spirit of Tio Fernando: A Day of the Dead Story” by Janice Levy



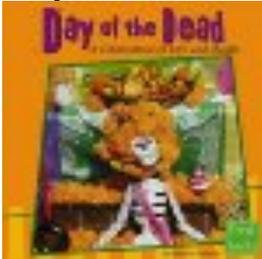
“The Day of Dead” by Tony Johnston and Jeanette Winter



“Uncle Monarch and the Day of the Dead” by Judy Goldman



“Day of the Dead: A Celebration of Life and Death” by Amanda Doering



“Rosita and Concita” by Eric Gonzalez and Erich Haeger



Classroom Activities/Discussion for Day of the Dead in Mexico

1. Families in Mexico create ofrendas in their homes to honor family members who have died. Make a class Day of the Dead altar (ofrenda) and decorate it.

<http://latinaish.com/2010/10/30/paper-marigolds/>

http://gomexico.about.com/od/festivalsholidays/ht/make_altar.htm

<http://www.learnnc.org/lp/editions/chngmexico/211>

2. Sugar Skulls are a traditional folk art form from Southern Mexico. Make sugar skulls with your students and let them decorate.

http://www.mexicansugarskull.com/sugar_skulls/instructions.html

3. The Spanish conquerors arrived in what is now Mexico in the early 1500's. They were uncomfortable with the Day of the Dead traditions of the indigenous people of that area. What did the conquerors do to make the indigenous people of that area change their traditions? How do you think the indigenous people felt? Think of a time in more recent history that a people have been forced to change against their will. Have you had that happen to you? How did you feel? (the below link has several good pages on the Spanish invasion of Mesoamerica)

http://www.mexic-artemuseum.org/images/uploads/education/Day_of_Dead_Guide.pdf

4. In Mexico, Day of the Dead is a time to joyously celebrate the members of the family who have died. How do the traditions they have differ from our traditions in the United States? Does the imagery associated with the Day of the Dead celebrations seem scary to you? What do you notice about it? Compare and contrast the ways the two countries honor their family who has died.

Moon Festival (or Mid-Autumn Festival) in China

At one time in China's history, the Mid-Autumn Festival, or the Moon Festival was the 2nd most celebrated holiday after the New Year (also called Spring Festival) celebration. Occurring on the full moon that falls on the 15th day of the 8th lunar month, the Moon Festival has been celebrated for more than 3,000 years. It is a time of honoring the moon, and its connections to the seasons of life (and harvest) and spending time with family.

Main Ideas to be explored in the Moon Festival:

- Review of the phases of the moon
- The legends associated with the Moon Festival
- Celebratory foods and meanings
- The Honor Table and its elements

Online Resources for Moon Festival studies:

<http://www.chineseholidays101.com/mid-autumn-festival-traditions/>

<http://www.chinahighlights.com/festivals/mid-autumn-festival-tradition.htm>

<http://ilovenewton.com/phases-moon-night-stars-study-guide-4th-grade/>

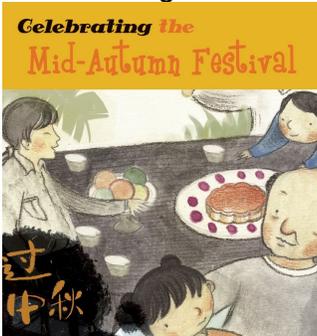
<http://traditions.cultural-china.com/en/14Traditions98.html>

Reading Recommendations for Chinese Moon Festival

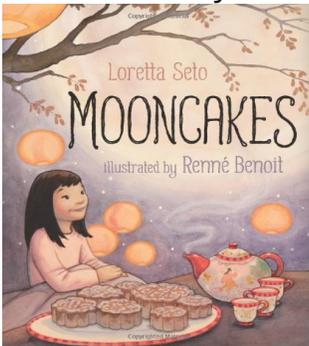
“Moon Festival” by Cheng Yeung Russell



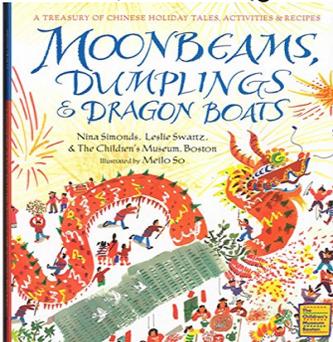
“Celebrating the Mid-Autumn Festival” by Sanmu Tang



“Mooncakes” by Loretta Seto



“Moonbeams, Dumplings and Dragons” by Nina Simonds, Leslie Schwartz, the Children’s Museum, Boston (grades 4-7)



Classroom Activities/Discussion for Moon Festival (some activities are able to be adapted for multiple grade levels)

1. Read aloud one or two books about the Chinese Moon Festival during your class's reading time. Plan rice cakes (topped with your favorite spread, hummus, peanut butter etc...) or another spherical food for snack that day.
2. Within your study of 3 dimensional shapes, organize a writing activity where the class is going to plan to build a Moon Festival Honor Table. The only objects allowed on the table are spherical objects. Make a list and see how many items the students can think of to fill the table.
3. Shadow Puppetry has been a part of Chinese culture centuries. Create shadow puppets, whether to be used with a shadow box theatre (or in a simpler set up using a light and a sheet) with the class and act out Chinese fables.

<http://www.mariespastiche.com/2013/11/how-to-make-chinese-shadow-puppets.html>

4. In China, numbers are very important and have meaning, mostly based on how they are pronounced (the words the syllables sound like). During the Moon Festival, you will often find stacks of 13 moon cakes on honor tables in the shape of a pagoda. In the west, 13 is considered to be an unlucky number, but in China, it is seen as a lucky number and is used in the Moon Festival because of its lucky status and as a representation of the 13 months of the lunar calendar. The attached web page gives a clear explanation of the pronunciation and the meanings of the syllables. After exploring the meaning, students can pair up and play a game called Prime Number Hunter (sourced from Education.com).

<http://chineseonthegeo.com/culture/numbers.html>

Prime Number Hunter

What You Need: Colored markers and Hundreds chart

What You Do:

- Print out a hundreds chart.
- Take a moment to review prime and composite numbers. Then let the game begin!
- To play, tell your students that you will be competing to cross out all the composite (non prime) numbers, and circle all the prime numbers. Designate one color marker for the prime numbers, and another to cross out composite numbers.
- Each player will take turns crossing out either a composite number (1 point), circling a prime number (3 points), or "passing."
- The player with the most points at the end wins!

After you have played the game, check your answers.

5. There are several fables/magical stories in China that are said to be the origin of the Moon Festival. At the below link, you can read shortened versions of 3 origin stories. Pretend that China has decided that they need to pick one official story to be the national story of origin for the Moon Festival. Have each student choose the story they believe to be the best story using facts from the story and listing reasons for their opinion.

<http://www.chinahighlights.com/festivals/mid-autumn-festival-story.htm>