

SOLAR LESSON PLAN *CELEBRATION*

Age Level: 3rd Grade

Subject(s) Area: Social Studies

Materials Needed: Computer, Smart Board, Paper, Pencil, Online Video

Standards:

3.6.2: Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

The students will **compose** a new celebration in their journals with *at least a 3 based on rubric*.

The students will **compare** different traditions and celebrations between groups using a video with *85% accuracy*.

Learning Activities:

Technology: Computer, Smart Board, [online video](#)

Required Vocabulary:

- Founder: a person who starts something, such as a business or town.
- Holiday: a day on which people or events are honored.

Opening Element: We will start out by playing a short video about North Dakota Powwows. After the video ends, I'll ask the students "What do you think they're celebrating?"

Reflective Questions:

- What are some reasons different groups of people celebrate?
- If you were going to celebrate in honor of someone or something, what might you do?

Instructional Methods:

- Start out the class by playing the short video (linked above).
- After the video, have the students talk to their elbow partner and discuss the question "What do you think they're celebrating in the video?"
- Call the students back to attention and point out a few things you heard while they were talking to each other in order to broaden student views.

- Next, go into saying that a holiday is basically the same thing as a celebration and *give the above definition of holiday*. Then say that a holiday could be in honor of someone, like a founder. *Then give the definition of founder listed above.*
- Have the students do another turn and talk, this time discussing the different holidays they have for their countries projects. Then, discuss some of the holidays together as a class.
- Then, have the students compare the two photos on pages 128 and 129 in the books (this will be projected on the smart board). Have the students notice the similarities and differences between the two Independence Day celebrations.
- “Now that we’ve looked at a few different celebrations or holidays, you’ll be creating your own. Using just paper and pencil, you will create your own celebration.” Let the students create their own celebration letting them know the guidelines will be the ones listed on the rubric. These guidelines for their celebration are create a celebration based on someone or something, include the reasons why you want to honor this person or thing, include events that will take place at this celebration, and include the date/time of year it would take place in.
- Independent Concrete Practice/Application:
 - I do: Discuss what a holiday/celebration is and what/who they can be centered around.
 - You do: Journal about a new celebration following the rubric.
 - We do: Transfer different ideas and knowledge on different reasons to celebrate and different global celebrations.
- Classroom management/movement: The students will move by talking to a different partner either sitting next to them or their “clock partner”. I will have the students to turn-and-talks and will call the students to attention doing a countdown.
- Differentiation: For the high flyers, I would ask them to create an event that could be celebrated across numerous different cultures. For those on level, I would ask them to create an event for people in their state. For those who are low level, I would ask them to create an event that she would like to celebrate with her family/friends.

Wrap-Up: “I want you all to think about the different celebrations your own country that you chose has and why it’s important each of the countries celebrates it.”

Assessment:

- Clear Connection to Objective

Formative: I’ll be listening in on the turn-and-talks that the students have throughout the class about the different celebrations and different reasons for celebrating.

Summative: This will include their journal on their new celebration they created in reference to the rubric listed below.

Standard 3.6.2: Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)	4	3	2	1
Who/what are you celebrating?	The student includes a specific example of who/what they're celebrating.	The student includes a somewhat specific example of who/what they're celebrating.	The student doesn't include a specific example of who/what they're celebrating.	The student doesn't include anyone/anything about who they're celebrating.
Why are you celebrating this person or event?	The student gives at least 3 reasons why they're celebrating.	The student gives 2 reasons why they're celebrating.	The student gives 1 reason why they're celebrating.	The student doesn't give any reason why they're celebrating.
What events will you include in your celebration?	The student gives at least 3 events in their celebration.	The student gives 2 events in their celebration.	The student gives 1 event in their celebration.	The student doesn't give any events in their celebration.
When will this take place?	The student gives the exact day, month, and yearly occurrence of this event.	The student gives only 2 of the following day, month, and year.	The student gives only 1 one the following day, month, and year.	The student doesn't give a date.

Reflection: This lesson was taught between two classes and it was very interesting to see the differences between the two. The first class, my practicum class, was a bit more talkative and interactive. They were willing to answer my questions without hesitation. The other class wasn't as talkative, but they were better behaved. However, they didn't seem as eager to answer the questions. Overall, this lesson was great! The students learned the materials that they needed, plus they loved the extension ideas as well. Some students struggled with creating their own holiday, however they still found it fun that they could be inventors. The portion of the lessons that the students loved the most was the "holiday graffiti" project. Not only did they participate in the activity extremely well, they were quiet yet

engaged, but they also had great ideas, questions, and connections with the holidays and they applied them well to the activity. The discussion after the activity was great also. It was very interesting to see the students interact with the rest of their class in a quiet yet educational way!