

# HOLIDAY PROPOSAL



SOCIAL STUDIES



KINDERGARTEN

This guide links the *Holiday Proposal* unit to the Texas Essential Knowledge and Skills (TEKS) for kindergarteners. *Holiday Proposal* is a social studies unit that allows students to study important events and individuals honored through national celebrations as well as discover shared traditions common to the whole class. *Holiday Proposal* also has interdisciplinary connections to English Language Arts and Fine Arts. For example, students will research information, draft ideas and communicate through word and text, and work productively in teams, as outlined in the English Language Arts and Reading TEKS. The following document includes the applicable TEKS and the details of the *Holiday Proposal* unit. The final section of this document presents the applicable Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

## Description of Unit

In this task, students will explore and analyze holidays. Students will examine various approaches to celebrating national holidays as well as symbols and traditions. They will research how holidays are related to important events and the contributions of individuals. Finally, their learning will culminate with the creation of their own holiday complete with a full event plan, map, and budget describing the celebration.

## Goals

Students will meet these goals in their explorations:

- Explain the purpose of national holiday celebrations
- Describe common activities occurring on these holidays and associated symbols and customs
- Develop a proposal for a new holiday celebrating an important event in the classroom
- Create an event plan, timeline, messaging materials, budget, and map for the celebration
- Work productively in teams to create and present original ideas

### *Holiday Proposal* (Kindergarten)

## Phase I. Learning Experiences

1. Lead students in a discussion about how national holidays relate to history and important contributions made by individuals in a society. For example, you may wish to ask students where they were during Independence Day and how they celebrated the event and write down student's answers for everyone to see similarities and differences.
2. Read a book about the history behind a national holiday such as *Fireworks, Picnics, and Flags* by James Giblin (Independence Day). Ask students to analyze why they think people celebrate this holiday with parades and fireworks instead of by other means.
3. Examine the purpose for other national holidays such as Constitution Day and Veteran's Day and how these two holidays relate to Independence Day.
4. Make a poster documenting symbols and customs used to celebrate these three holidays. Create a second poster that highlights important individuals related to these holidays (e.g., George Washington, Thomas Jefferson, John Adams).
5. Discuss different traditions for celebrations of holidays.
  - What foods are common to many celebrations? What foods might be unique to individual families or cultures?
  - What colors, sights, and sounds represent different holidays?
  - What is the mood, tone, or feeling expressed by different holidays?
  - What holidays might be celebrated by some people but not others and in what ways are these celebrations different than the national holidays?

Students work together to discover common connections made visible through the shared celebration of holidays.

## Phase II. Independent Research

### A. Research process

1. Selecting a topic. In small groups, they brainstorm a list of important events that have happened in their classroom since they started the school year. Of these events, they discuss which might worthy of a proposed holiday. Who are some important people in their classroom, families, or school communities that they wish to honor through celebration? Students use a graphic organizer to collect ideas, discuss them, and vote on which to pursue for their plan.
2. Asking guiding questions. What will this holiday be named and why will it be important to celebrate it? Who will be honored and how? How will people know about the holiday and the celebration? What symbols, customs, colors, sights and sounds will mark this holiday? What games will be played during the holiday? How will we use the entire school grounds to educate people on the holiday's importance and organize the celebration?

### Holiday Proposal (Kindergarten)

3. Creating a research proposal. Small groups of students develop a topic proposal for a new holiday, one that will be celebrated on the school grounds and organized by this kindergarten classroom.
4. Conducting the research. Students work with the teacher and librarian to develop a map and timelines for the new holiday's events. Students research how parades are organized and develop a plan. Students also research costs involved with funding the celebration and create a budget.
5. Sharing findings. Each group presents its holiday proposal to the class. Each student presents one area of the plan. For instance, one student describes the timeline to classmates and how they see the events unfolding. Another student might discuss the costs and budget for the celebration. A third student might discuss the artwork and music that tie to the celebration. A fourth student explains how the events map back to the floor plan so that the entire school grounds are utilized in the celebration.

## B. The product

Each small group functions as an event planning team, creating and developing the content, timeline, budget, and production plan for the holiday. Students may wish to develop invitations to the event and/or holiday cards that communicate their message. Students might also design costumes, flags, or other props as ways of conveying the special significance of their holiday.

## C. Communication

Each group presents the holiday proposal to classmates using appropriate vocabulary and describing where events occur relative to the location of the classroom. The group should take questions or comments at the end of the presentation. The Q&A session should be impromptu and unscripted in order to reflect student learning accurately.

## D. A completed project consists of:

1. A graphic organizer used for brainstorming and selecting ideas
2. Messaging materials such as invitations, flyers, posters, and holiday cards
3. A timeline for the events of the day
4. Map of the school grounds where each part of the celebration occurs
5. A list of supplies and budget for the celebration
6. Video or audio of the presentation, including the Q&A session

## Resources

[http://education.nationalgeographic.com/archive/xpeditions/lessons/13/gk2/eurounion.html?ar\\_a=1](http://education.nationalgeographic.com/archive/xpeditions/lessons/13/gk2/eurounion.html?ar_a=1)  
[http://www.ehow.com/info\\_8116165\\_winter-around-world-kindergarten-activities.html](http://www.ehow.com/info_8116165_winter-around-world-kindergarten-activities.html)  
<http://www.mrsnelsonclass.com/teacherresources/thematicunits/worldholidays.aspx>  
[http://education.nationalgeographic.com/education/activity/using-the-language-of-location/?ar\\_a=1](http://education.nationalgeographic.com/education/activity/using-the-language-of-location/?ar_a=1)  
[http://education.nationalgeographic.com/education/topics/graphic-organizer/?ar\\_a=1](http://education.nationalgeographic.com/education/topics/graphic-organizer/?ar_a=1)

## Texas Essential Knowledge and Skills

The unit may address the following TEKS:

### English Language Arts and Reading:

- K.1 Understands how English is written and printed
- K.2 Displays phonological awareness
- K.3 Uses the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English
- K.4 Comprehends a variety of texts drawing on useful strategies as needed
- K.5 Understands new vocabulary and uses it correctly when reading and writing
- K.6 Analyzes, make inferences and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- K.8 Understands, makes inferences and draws conclusions about the structure and elements of fiction and provides evidence from text to support their understanding
- K.9 Analyzes, makes inferences and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- K.10 Analyzes, makes inferences and draws conclusions about expository text, and provides evidence from text to support their understanding
- K.11 Understands how to glean and use information in procedural texts and documents
- K.12 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- K.13 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- K.14 Writes literary texts to express their ideas and feelings about real or imagined people, events, and ideas
- K.15 Writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes
- K.16 Understands the function of and uses the conventions of academic language when speaking and writing and continue to apply earlier standards with greater complexity
- K.17 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions
- K.18 Spells correctly
- K.19 Asks open-ended research questions and develops a plan for answering them
- K.20 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically records the information they gather
- K.21 Uses comprehension skills to listen attentively to others in formal and informal settings

- K.22 Speaks clearly and to the point, using the conventions of language
- K.23 Works productively with others in teams

### Mathematics:

- K.1 Uses mathematical processes to acquire and demonstrate mathematical understanding
- K.8 Applies mathematical process standards to collect and organize data to make it useful for interpreting information

### Social Studies:

- K.1 Understands that holidays are celebrations of special events
- K.2 Understands how historical figures, patriots, and good citizens helped shape the community, state, and nation
- K.3 Understands the concept of chronology
- K.4 Understands the concept of location
- K.5 Understands physical and human characteristics of place
- K.10 Understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity
- K.11 Understands similarities and differences among people
- K.12 Understands the importance of family customs and traditions
- K.14 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- K.15 Communicates in oral and visual forms
- K.16 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

### Fine Arts:

#### **Art**

- K.1 Develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities
- K.2 Communicates ideas through original artworks using a variety of media with appropriate skills
- K.3 Demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures
- K.4 Responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations

## Texas College and Career Readiness Standards

This unit may address the following Texas College and Career Readiness Standards:

### English Language Arts:

- I.A.1 Determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience
- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates thesis
- I.A.4 Recognizes the importance of revision as the key to effective writing
- I.A.5 Edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate
- II.A.1 Uses effective reading strategies to determine a written work’s purpose and intended audience
- II.A.2 Uses text features and graphics to form an overview of informational texts and to determine where to locate information
- II.A.3 Identifies explicit and implicit textual information including main ideas and author’s purpose
- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- IV.B.1 Listens critically and respond appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.1 Formulates research questions
- V.A.2 Explores a research topic
- V.A.3 Refines research topic and devise a timeline for completing work
- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organize information effectively
- V.C.1 Designs and presents an effective product
- V.C.2 Uses source material ethically

### Social Studies:

- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.5 Analyzes how various cultural regions have changed over time
- I.A.6 Analyzes the relationship between geography and the development of human communities
- I.C.3 Explains and analyzes the importance of civic engagement

- I.E.3 Analyzes how social institutions function and meet the needs of society
- II.A.2 Evaluates the experiences and contributions of diverse groups to multicultural societies
- II.B.1 Explains and evaluates the concepts of race, ethnicity, and nationalism
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.3 Evaluates sources from multiple perspectives
- IV.B.1 Uses established research methodologies
- IV.B.3 Gathers, organizes and displays the results of data and research
- IV.B.4 Identifies and collect sources
- IV.C.1 Understands/interprets presentations critically
- IV.D.1 Constructs a thesis that is supported by evidence
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

### Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.C.1 Analyzes a situation to identify a problem to be solved
- I.C.2 Develops and applies multiple strategies to solving a problem
- I.C.3 Collects evidence and data systematically and directly relates to solving a problem
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.3 Refines research topic based on preliminary research and devises a timeline for completing work
- II.C.6 Designs and present an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.3 Presents analyzed data and communicate findings in a variety of formats
- II.E.1 Uses technology to gather information