

# Grade 1 Holidays/Observances/Events

**Unit Title:** Cultural Holidays, Observances, and Celebrations

**Overview:** This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups of people.

## Stage 1: Desired Results

### Standards & Indicators:

#### NJSLS Social Studies:

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

## Grade 1 Holidays/Observances/Events

- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.EconET.5:** Describe how local and state governments make decisions that affect individuals and the community.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

### NJSLS ELA Reading:

- **RI.1.1.** - Ask and answer questions about key details in a text.
- **RI.1.2.** - Identify the main topic and retell key details of a text.
- **RI.1.3.** - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.4.** - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.5.** - Know and use various text features to locate key facts or information in a text.
- **RI.1.6.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.7.** - Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9.** - Identify basic similarities in and differences between two texts on the same topic.
- **RL.1.10.** - With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

### NJSLS ELA Writing:

- **W.1.1.** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **W.1.2.** - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## Grade 1 Holidays/Observances/Events

- **W.1.5.** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- **W.1.6.** - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.1.7.** - Participate in shared research and writing projects.
- **W.1.8.** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **NJSLS Speaking and Listening:**

- **SL.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.1.1.a.** - Follow agreed-upon norms for discussions.
- **SL.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.1.1.c** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1.6.** - Produce complete sentences when appropriate to task and situation.

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
<b>9.1.2.CR.2</b>	List ways to give back, including making donations, volunteering, and starting a business	There are actions an individual can take to help make this world a better place.
<b>9.1.2.CAP.1</b>	Make a list of different types of jobs and describe the skills associated with each job	Different types of jobs require different knowledge and skills
<b>9.4.2.CI.1</b>	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)	Brainstorming can create new, innovative ideas.
<b>9.4.2.CT.3</b>	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
<b>9.4.2.GCA:1</b>	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other	Individuals from different cultures may have

## Grade 1 Holidays/Observances/Events

	individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	different points of view and experiences.
<b>9.4.2.DC.7</b>	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).	Young people can have a positive impact on the natural world in the fight against climate change.
<b>9.4.2.IML.4</b>	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).	Information is shared or conveyed in a variety of formats and sources.

<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p>Scholars will...</p> <ul style="list-style-type: none"> <li>● <b>Hispanic Heritage Month</b> <ul style="list-style-type: none"> <li>○ Recognize real people of Hispanic descent that have contributed to American way of life</li> <li>○ Recognize Hispanic culture in society</li> </ul> </li> <li>● <b>Labor Day</b> <ul style="list-style-type: none"> <li>○ Recognize American workers' achievements, special focus on trades (construction, manufacturing, etc)</li> </ul> </li> <li>● <b>Commodore Barry Day</b> <ul style="list-style-type: none"> <li>○ Identify advances made in naval ships.</li> </ul> </li> <li>● <b>Constitution Day</b> <ul style="list-style-type: none"> <li>○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws.</li> <li>○ Be able to explain why rules are important (safety)</li> </ul> </li> <li>● <b>Indigenous People's Day</b> <ul style="list-style-type: none"> <li>○ Recognize Native American history and culture</li> </ul> </li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <p>When do we celebrate these holidays, observances, and events?</p> <p>Why do we celebrate these holidays, observances, and events?</p> <p>How do these holidays, observances, and events help us appreciate different cultures and perspectives?</p> <ul style="list-style-type: none"> <li>● <b>Hispanic Heritage Month:</b> Month of September <ul style="list-style-type: none"> <li>● <b>Mexican Independence Day:</b> September 16</li> </ul> </li> <li>● <b>Labor Day:</b> First Monday in September</li> <li>● <b>Commodore Barry Day:</b> September 13th</li> <li>● <b>Constitution Day:</b> September 17th</li> <li>● <b>Indigenous People's Day:</b> October 12th</li> </ul>
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## Grade 1 Holidays/Observances/Events

<ul style="list-style-type: none"> <li>o Expose students to various Native American tribes and their traditions</li> <li>● <b>Veteran's Day</b> <ul style="list-style-type: none"> <li>o Demonstrate an understanding of the branches of the military</li> <li>o Identify the importance of memorials.</li> </ul> </li> <li>● <b>Thanksgiving</b> <ul style="list-style-type: none"> <li>o Understand the history of Thanksgiving</li> <li>o Compare things we are grateful for with things the Native Americans and Colonists were grateful for</li> <li>o Understand Native American traditions regarding gratitude</li> </ul> </li> <li>● <b>Dr. Martin L. King, Jr. Day</b> <ul style="list-style-type: none"> <li>o Compare Dr. King's childhood to their own.</li> <li>o Illustrate an accomplishment of Dr. King.</li> </ul> </li> <li>● <b>Holocaust Remembrance Day</b> <ul style="list-style-type: none"> <li>o Demonstrate general understanding of mistreatment of Jewish people</li> <li>o Recognize how we can honor other people's beliefs and differences</li> </ul> </li> <li>● <b>Black History Month</b> <ul style="list-style-type: none"> <li>o Recognize famous and not-as-famous African Americans</li> <li>o Identify contributions AA have made, how these items are used today and the importance of such.</li> <li>o Recognize the influence and impact AA have made in society.</li> </ul> </li> <li>● <b>Freedom Day</b> <ul style="list-style-type: none"> <li>o Describe what freedom means to them.</li> <li>o Identify symbols of the United States and describe their importance.</li> </ul> </li> <li>● <b>Presidents' Day</b> <ul style="list-style-type: none"> <li>o Demonstrate a basic understanding of a president's job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Veteran's Day:</b> November 11th</li> <li>● <b>Thanksgiving:</b> Fourth Thursday in November</li> <li>● <b>Dr. Martin L. King, Jr. Day:</b> Third Monday in January</li> <li>● <b>Holocaust Remembrance Day:</b> January 27th</li> <li>● <b>Black History Month:</b> February</li> <li>● <b>Freedom Day:</b> February 1st</li> <li>● <b>Presidents' Day:</b> Third Monday in February</li> </ul>
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## Grade 1 Holidays/Observances/Events

<ul style="list-style-type: none"><li>o Understand how presidents such as George Washington and Abraham Lincoln impacted our country</li><li>● <b>Women's History Month</b><ul style="list-style-type: none"><li>o Understand the evolution of women's progress and role in society</li><li>o Expose students to various advancements made by women in our country</li></ul></li><li>● <b>Diversity Month</b><ul style="list-style-type: none"><li>o recognize and honor the diversity surrounding us all</li><li>o Gain an understanding of others</li><li>o Recognize how we are alike and different</li><li>o Discuss the value and demonstration of empathy toward others</li><li>o Recognize value in each other's experiences, differences, and unique characteristics</li><li>o Celebrate and share authentic selves to gain a greater appreciation of each other</li></ul></li><li>● <b>Emancipation Day</b><ul style="list-style-type: none"><li>o Discuss the meaning of slavery and describe ways people gained their freedom.</li><li>o Recognize that real people have demonstrated responsible leadership and identify characteristics that have made them good examples.</li></ul></li><li>● <b>Earth Day and Arbor Day</b><ul style="list-style-type: none"><li>● <u>Earth Day-</u><ul style="list-style-type: none"><li>o Identify the environmental movement has resulted in policy change and a greater awareness of the environment</li><li>o Recognize focus on the need for conservation</li></ul></li><li>● <u>Arbor Day-</u><ul style="list-style-type: none"><li>o Celebrate this day with environment-related activities, namely tree planting</li><li>o Understand the importance and impact of trees to our environment</li><li>o Identify ways to celebrate nature</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>● <b>Women's History Month:</b> Month of March</li><li>● <b>Diversity Month:</b> April</li><li>● <b>Emancipation Day:</b> April 16th</li><li>● <b>Earth Day:</b> April 22</li><li>● <b>Arbor Day:</b> Last Friday in April</li></ul>
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## Grade 1 Holidays/Observances/Events

<ul style="list-style-type: none"> <li>○ Encourage tree planting and litter-collecting events in or around the community.</li> <li>● <b>Asian Pacific American Heritage Month</b> <ul style="list-style-type: none"> <li>○ Recognize and pay tribute to the generations of Asian and Pacific Islanders who have enriched America's history</li> <li>○ Explore the diversity of Asian Pacific cultures.</li> </ul> </li> <li>● <b>Memorial Day</b> <ul style="list-style-type: none"> <li>○ Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today.</li> <li>○ Identify symbols of the United States and describe their importance.</li> <li>○ Describe what bravery and courage means.</li> </ul> </li> <li>● <b>Flag Day</b> <ul style="list-style-type: none"> <li>○ Describe the parts of our flag (stars and stripes) and what they represent</li> <li>○ Recognize that this day commemorates the adoption of our united nation's flag.</li> </ul> </li> <li>● <b>Juneteenth</b> <ul style="list-style-type: none"> <li>○ Explain the basic concepts of diversity, tolerance, responsibility and respect for others.</li> <li>○ Recognize real people who have demonstrated creativity and innovation by creating new products and services.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Asian Pacific American Heritage Month:</b> Month of May</li> <li>● <b>Memorial Day:</b> Last Monday of May</li> <li>● <b>Flag Day:</b> June 14th</li> <li>● <b>Juneteenth:</b> June 19th</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Hispanic Heritage Month</b> traditionally honors the cultures and contributions of both Hispanic and</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Civil Rights</li> </ul>

## Grade 1 Holidays/Observances/Events

Latino Americans as we celebrate heritage rooted in all Latin American countries. During this month and throughout the year, we share history, heritage, and accomplishments of Hispanic and Latino Americans of past and present.

- **Labor Day** is the first Monday in September. It is a creation of the labor movement and is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions labor workers have made to the strength, prosperity, and well-being of our country.
- **Commodore John Barry Day** commemorates an important figure in American history. He is known as “The Father of the American Navy”. He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.
- **Constitution Day** is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- **Indigenous Peoples' Day** is a holiday that celebrates and honors Native American peoples and commemorates their histories and cultures.
- **Veteran's Day** is a national holiday celebrated on November 11 to honor military veterans for their service. “World War I – known at the time as “The Great War” - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany

- Freedom
- Oppression
- Symbols of Freedom
- Famous American Women
- Women's Suffrage
- Underground Railroad
- Cultural Diversity
- Heroes
- Famous African American Inventors
- The Constitution of the United States
- Rules
- Patriotism
- Environmental Movement
- Famous Asian Pacific Americans



## Grade 1 Holidays/Observances/Events

went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.””

- **Thanksgiving** is a national holiday celebrated on the fourth Thursday in November commemorating a feast between Wampanoag Native Americans and Plymouth Colonists. This day provides an opportunity to recognize what we are grateful for, as the Colonists and Native Americans were grateful for the past year’s harvest and survival. We can also take this time to learn more about Native Americans’ culture and how they give thanks.
- **Dr. MLK, Jr. Day** is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King.
- **Holocaust Remembrance Day** is recognized on January 27th to honor the six million Jewish victims of the Holocaust and the millions of other victims of nazism between 1941 and 1945, as well as to prevent any future genocides. We can take this opportunity to see how others were treated poorly and learn from it for the future.
- **Black History Month** is an annual celebration of achievements by African Americans and a time for recognizing their central role in U.S. history. Also known as African American History Month, this time was designated to focus attention on the many contributions of African Americans to the United States. It honors all Black people from all periods of U.S. history. We can take this opportunity to teach and promote achievements by Black Americans and other peoples of African descent.
- **National Freedom Day** is an observance in the United States that honors the signing of a resolution that proposed the 13<sup>th</sup> amendment of the nation’s constitution on February 1, 1865.

## Grade 1 Holidays/Observances/Events

Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.

- **Presidents Day** is a holiday celebrating United States presidents, especially Abraham Lincoln and George Washington. It originated as a day to recognize George Washington on his birthday and later included recognition of Abraham Lincoln. Today it is a day to recognize all of our country's presidents.
- **Women's History month** is celebrated to honor the important contributions and accomplishments of women. This is annually observed during the month of March.
- **Diversity Month** is celebrated to teach the variety of human-mankind. This prepares students to be global citizens by exposing them to people from different cultures and social groups. Students will gain an understanding of a broad scope of accepting others' differences and cultural backgrounds. The awareness of 'same but different', affirms students' cultural identities and enhances the learning environment.
- **Emancipation Day** is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.
- **Earth Day** is an annual event on April 22 to demonstrate support for environmental protection. It is a day to honor the Earth and the concept of peace. Earth Day includes a wide range of events coordinated globally by EarthDay.org including 1 billion people in more than 193 countries.
- **Arbor Day**, similar to Earth Day, is a holiday that celebrates nature. Its purpose is to teach children the appreciation of trees and their benefits. Use this day to arrange for students to plant trees and

## Grade 1 Holidays/Observances/Events

<p>organize litter-collecting events in or around the community.</p> <ul style="list-style-type: none"> <li>● <b>Asian Pacific American Heritage Month</b> is a period for the duration of the month of May for recognizing the contributions and influence of Asian Americans and Pacific Islander Americans to the history, culture, and achievements of the United States.</li> <li>● <b>Memorial Day</b> is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.</li> <li>● <b>Flag Day</b> is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America. It is important because it symbolizes our united country under one symbol.</li> <li>● <b>Juneteenth</b> is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved were freed.</li> </ul>	
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### Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, recognize and celebrate various cultures through month-long acknowledgement, word language awareness, climate and environmental conservation.

## Stage 2: Assessment Evidence

<u>Performance Task(s):</u>	<u>Other Evidence:</u>
<ul style="list-style-type: none"> <li>● <b>Written Products</b> <ul style="list-style-type: none"> <li>○ Interviews</li> <li>○ Journal Responses</li> <li>○ Learning Logs</li> <li>○ Lists</li> <li>○ Graphic Organizers</li> <li>○ Exit Tickets</li> <li>○ Quizzes</li> </ul> </li> <li>● <b>Artistic Products</b></li> </ul>	<ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Teacher Observation and Anecdotal Notes</li> <li>● Class and Group Discussion</li> <li>● Student Participation - Individual and Group</li> <li>● Cooperation</li> </ul>

## Grade 1 Holidays/Observances/Events

<ul style="list-style-type: none"> <li>o Posters, Charts,</li> <li>o Graphs, Diagrams</li> <li>o Projects</li> <li>o Illustrations with Captions</li> <li>o Murals, Dioramas, Collages</li> <li>o Photographs</li> </ul> <ul style="list-style-type: none"> <li>● <b>Multiple-form Products (Writing, Drawing, and Speaking)</b> <ul style="list-style-type: none"> <li>o Oral Presentations</li> <li>o Debates</li> <li>o Role Play</li> <li>o Reenactments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration</li> </ul>
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### Stage 3: Learning Plan

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><u><b>Hispanic Heritage Month (September)</b></u></p> <ul style="list-style-type: none"> <li>● Use spanish words/phrases in context during Morning Meeting or other daily lessons</li> <li>● Language activities that match common English words with Spanish words</li> <li>● Explore latin music and/or food</li> <li>● Expose students to famous Hispanic Americans (Justice Sotomayor, Roberto Clemente, etc)</li> </ul> <p><u><b>Labor Day</b></u></p> <ul style="list-style-type: none"> <li>● Discuss community helpers (generally those who work in trades)</li> <li>● Discuss working adverse working conditions (including children) of time past</li> </ul> <p><u><b>Commodore Barry</b></u></p> <ul style="list-style-type: none"> <li>● Discuss the contributions Commodore John Barry made to the United States and that he is known as the father of the United States Navy. Show students pictures of ships used during the Revolutionary War. Discuss with students the</li> </ul>	<p><u><b>Resources:</b></u></p> <p><u><b>Hispanic Heritage Month</b></u></p> <ul style="list-style-type: none"> <li>● <a href="#">Studies Weekly Short explanation of Hispanic Heritage</a></li> <li>● <a href="#">Classic Hispanic Music Clips</a></li> <li>● <a href="#">Hispanic Foods Read Aloud (12 minutes)</a></li> <li>● <a href="#">Read aloud about jobs in the community (8 minutes)</a></li> </ul> <p><u><b>Labor Day</b></u></p> <ul style="list-style-type: none"> <li>● <a href="#">Labor Day Read aloud (5 minutes)</a></li> <li>● <a href="#">Labor Day Facts for Kids (8 minutes)</a></li> </ul> <p><u><b>Commodore Barry</b></u></p> <ul style="list-style-type: none"> <li>● <a href="#">Commodore Barry Ballad (5 minutes)</a></li> </ul>
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## Grade 1 Holidays/Observances/Events

difficulty of sailing during that time. Using a Venn diagram, have students compare ships of the revolutionary time to those of today.

### **Constitution Day**

- Discuss with students how the Constitution provides everyone with rights, like the right to own personal property. Explain that all citizens have these rights. Compare these rights to classroom rules. Discuss how rules help protect students' individual rights and keep us safe.

### **Indigenous Peoples' Day**

- Discuss what the students' know about Native American culture.
- Expose students to various Native American/Inuit traditions.

### **Veteran's Day**

- Show students a picture of the Memorial Monument in Wash. DC, or seek pictures of the monument in Browns Mills located at the intersection of Trenton Road and Circle Drive. Discuss the importance of the monument. Have students draw a picture of a monument to honor future Veterans.
- Recognize and honor veterans for their service
- Show students pictures of people in Army, Navy, Air Force, Marine, and Coast Guard uniforms. Discuss

### **Constitution Day**

- List of your own Classroom Rules
- [Constitution Day booklet & writing activity](#)
- Recite and discuss the preamble to the Constitution:  
<https://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/constitution-day-and-citizenship-day>
- Learn about the constitution  
<https://www.youtube.com/watch?v=fINAdRG7TB0>

### **Indigenous Peoples' Day**

- [Native American children showing off traditional items \(2 minutes\)](#)
- [Traditional Native dance \( 5 minutes \)](#)
- [Playlist of Native American Read Alouds \(various times\)](#)

### **Veteran's Day**

- Picture of Veterans Memorial Monument  
<https://avdlim.org/>
- Sample Thank You Cards & other unique ideas  
<https://www.joincake.com/blog/what-to-say-instead-of-thank-you-for-your-service/>

## Grade 1 Holidays/Observances/Events

each of these branches of the military. Have students write a thank you card to a military veteran. Display the cards on a bulletin board.

- Discuss the history of Veteran's Day

### **Thanksgiving**

- Watch video about the historical events leading up to Thanksgiving and facts about the first Thanksgiving.
- Listen to a story about how Native Americans' give thanks and share traditions during various holidays.
- Engage in a variety of activities aligned with the We Are Grateful story.

### **Dr. Martin Luther King, Jr.**

- Read aloud *A Picture Book of Martin Luther King* by David Adler. Discuss what events in Martin Luther King's childhood affected him to be a civil rights leader. Discuss how he had a great influence on people understanding how important diversity is to the American mosaic.
- Read *Happy Birthday Martin Luther King* by Jean Marzollo. Discuss with students the accomplishments of Martin Luther King. Have students illustrate one of the accomplishments spoken about in the book.

### **Holocaust Remembrance Day**

- Images and additional information  
<https://www.va.gov/opa/vetsday/vetdayhistory.asp>  
[https://www.ducksters.com/kidsnews/11-11-11\\_veterans\\_day.php](https://www.ducksters.com/kidsnews/11-11-11_veterans_day.php)  
<https://www.coolkidfacts.com/us-armed-forces/>
- History information  
<https://www.ducksters.com/history/us-government/united-states-army-forces.php>

### **Thanksgiving**

- History and evolution of Thanksgiving:  
(username- ptms1 password-hornets)  
<https://jr.brainpop.com/socialstudies/holidays/thanksgiving/>
- We Are Grateful read aloud:  
<https://www.youtube.com/watch?v=F1cDcBY1C1Y>
- [We Are Grateful activities](#)

### **Dr. Martin Luther King, Jr.**

- *A Picture Book of Martin Luther King* by David Adler (or similar book)  
<https://www.youtube.com/watch?v=mEtqSVDUr48>
- [The Story of Martin Luther King, Jr. by Kid President](#)
- *Happy Birthday Martin Luther King* by Jean Marzollo (or similar book)  
<https://www.youtube.com/watch?v=5ns0xpEuvBk>

### **Holocaust Remembrance Day**

## Grade 1 Holidays/Observances/Events

- Listen to a story describing realistic events from the beginning of the Holocaust from the view of a cat and connect to general ideas of real events.
- Discuss how Jewish people were treated differently because of their beliefs and how we should treat people who are different from us or disagree with us.

### **Black History Month (February)**

- Listen to Black History month introduction
- Understand;  
Why is it important  
How the tradition started in the US  
When is Black History month? And why that month? Who did the original idea come from?
- Utilize various informational links to learn facts about Black history
- Identify influential Blacks who have contributed to American society
- Learn about prominent and less well-known Black History individuals
- Demonstrate understanding and/or create projects representing Black History knowledge

- Benno the Cat and the Night of Broken Glass:

<https://www.youtube.com/watch?v=HpJ4AOitNA0>

### **Black History Month**

- Celebration Definition & Introduction  
<https://www.youtube.com/watch?v=OryXqoXPkbo>
- Project ideas  
<https://www.thefirstgraderoundup.com/2014/03/black-history-month.html>
- Sing along of Black People in History  
<https://www.youtube.com/watch?v=ROd8bemv0bl>
- Examples of Black History Representation A-Z  
<https://www.youtube.com/watch?v=XoIEH4qzBdE>
- Worksheets & Reading Comprehension  
[https://www.google.com/url?sa=i&url=https%3A%2F%2Fworksheets.edhelper.com%2FBlackHistory.htm&psig=AOvVaw3RBJci4Ma2FfJSR\\_z2MK2r&ust=1624465562079000&source=images&cd=vfe&ved=0CAsQjhxqFwoTCMC\\_F1YHUq\\_ECFQAAAAAAdAAAAABAT](https://www.google.com/url?sa=i&url=https%3A%2F%2Fworksheets.edhelper.com%2FBlackHistory.htm&psig=AOvVaw3RBJci4Ma2FfJSR_z2MK2r&ust=1624465562079000&source=images&cd=vfe&ved=0CAsQjhxqFwoTCMC_F1YHUq_ECFQAAAAAAdAAAAABAT)
- A-Z African American Visionaries  
<https://www.education.com/worksheets/black-history-month/>

# Grade 1 Holidays/Observances/Events

## **Freedom Day**

- Show students a picture of the Liberty Bell. Discuss the location and importance of the Liberty Bell. Introduce the Thirteenth Amendment. Discuss with students that the Liberty Bell is a symbol of freedom. Have students color a picture of the Liberty Bell and write a statement about our freedom.

## **Presidents' Day**

- Watch and discuss a video about a president's job in the United States.
- watch videos about Abraham Lincoln and George Washington
- project or print venn diagram to compare and contrast the two presidents

## **Women's History Month (March)**

- Throughout the month of March, set aside 15-20 minutes on various days you've chosen, to learn about one historical figure at a time. Watch a video or listen to a read aloud about each woman. Then use the printable blank booklet to have students record 1-2 facts about each woman from history and draw a picture of her. If you'd like to add more historical figures, there are more videos on brainpop and read alouds on youtube. You could

## **Freedom Day**

- [Picture of the Liberty Bell](#)
- Liberty Bell coloring page - <http://www.patrioticcoloringpages.com/patriotic-symbols/>
- Liberty Bell Read Aloud: [https://www.youtube.com/watch?v=nkUM9Z\\_9oLA](https://www.youtube.com/watch?v=nkUM9Z_9oLA)

## **Presidents' Day**

- Brain Pop jr. video on presidents: (username- ptms1 password- hornets) <https://jr.brainpop.com/socialstudies/government/president/>
- Brain Pop jr. video on Abraham Lincoln: (username- ptms1 password- hornets) <https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>
- Brain Pop jr. video on George Washington: (username- ptms1 password- hornets) <https://jr.brainpop.com/socialstudies/biographies/georgewashington/>
- [Venn diagram template](#)

## **Women's History Month**

- [Printable blank booklet \(print one per student\)](#)
- *I am Sacagawea* read aloud: <https://www.youtube.com/watch?v=FDb-3TnKmXg>
- Video about Harriet Tubman:



## Grade 1 Holidays/Observances/Events

print extra pages per student for the booklet if you choose to do this.

### **Diversity Month (April)**

- Use a variety of books that honor diversity among children and cultures.
- Reference a difference yet a similarity among ourselves with discussion
- Identify examples of togetherness i/outside of the classroom
- Respect for others and recognition of human mankind as citizens.

#### ***(All-Year idea)***

Begin every morning with a multicultural greeting. This way, students really learn and remember the greeting vs a new one each day. Every month, choose a simple phrase from a new language and greet children. Repeating these phrases for the month is a fun way for students to also learn a bit of a foreign language.

(username- ptms1 password- hornets)  
<https://jr.brainpop.com/socialstudies/biographies/harriettubman/>

- Video about Clara Barton:  
(username- ptms1 password- hornets)  
<https://jr.brainpop.com/socialstudies/biographies/clarabarton/>

- Video about Mae Jemison:  
(username- ptms1 password- hornets)  
<https://jr.brainpop.com/socialstudies/biographies/maejemison/>

- Video about Susan B. Anthony:  
(username- ptms1 password- hornets)  
<https://jr.brainpop.com/socialstudies/biographies/susanbanthony/>

### **Diversity Month**

- 1st Grade cultural diverse book list  
<https://www.greatschools.org/gk/book-lists/first-grade-books-that-celebrate-diversity/>  
  
<https://blog.leeandlow.com/2017/06/13/best-multicultural-books-for-first-grade/>
- 1st Grade Gender equality book lists  
<https://www.savethechildren.org/us/charity-stories/childrens-book-gender-equality>  
  
<https://mashable.com/article/best-childrens-books-teach-kids-gender-equality/>
- September: "Hello" (English)  
October: "Buenos dias" (Spanish)

## Grade 1 Holidays/Observances/Events

November: "Bonjour"  
(French)  
December: "Shalom"  
(Hebrew)  
January: "Jambo" (Swahili)  
February: "Huanying"  
(Chinese)  
March: "Guten tag" (German)  
April: "Konnichiwa"  
(Japanese)  
May: "G'Day mate"  
(Australian English)  
June: "Goed dag" (Dutch)

### Emancipation Day

- Read aloud *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud. Discuss the meaning of slavery and explain the escape to freedom was difficult. Discuss how the quilt was a secret means of communication. Have students create a quilt square and assemble into a class quilt.
- Read aloud *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold. Discuss how an underground railroad is not a train, but a way people helped each other. Students create a picture of something they can do because they are free and write a sentence about what they can do. Scaffold writing according to student ability.

### Earth Day

- Listen to a story describing planet Earth (*Here We Are* by Oliver Jeffers)
- Discuss the 3 R's – reduce, reuse and recycle and how you can help save planet Earth
- Earth Day coffee filter craft

### Arbor Day

### Emancipation Day

- *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud  
<https://www.youtube.com/watch?v=y4r-LEutmLk>  
(or similar book)
- *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold  
<https://www.youtube.com/watch?v=S4ZOX5xmHnE>  
(or similar book)

### Earth Day

- *Here We Are* by Oliver Jeffers:  
<https://youtu.be/kkcjKbbF9JA>
- Practice narrative writing with a simple story about planet Earth and how they can help save the earth.
- Earth Day Craft:  
[https://docs.google.com/presentation/d/1ZK5HgVLS5SWEh0yJ4jt-bzxt\\_Idhx-l-jOkV7L4BtHQ/edit?usp=sharing](https://docs.google.com/presentation/d/1ZK5HgVLS5SWEh0yJ4jt-bzxt_Idhx-l-jOkV7L4BtHQ/edit?usp=sharing)

### Arbor Day

## Grade 1 Holidays/Observances/Events

- Listen to Arbor Day - PBS Kids: Learn the meaning of 'arbor'. Discuss the origin of Arbor Day, its significance to the environment. Gain a clear understanding of the holiday's purpose.
- Read *Arbor Day Square* (ReadyGen U4MA anchor text) by Katherine Galbraith. Discuss why/how early settlers planted trees as an essential part for the development of a new town in the middle of a dusty prairie. Make Inferences of the beginning of the tradition, Arbor Day and how important it continues to be to our environment today.
- Creative activities - included are activities that can be done as a whole class or individually as a home project, then shared.

### Asian Pacific American Heritage Month (May)

- Listen to a story *Amy Wu and the Perfect Bao* by Kat Zhang
- Listen to a story *'Ohana Means Family* by Ilima Loomis
- Expose students to famous Asian Pacific Americans (Yao Ming, Duke Kahanamoku, Iwao Takamoto, etc)
- Origami fish craft

### Memorial Day

- Read the story *Hero Mom* by Melinda Hardin. Discuss the terms courage, bravery, and heroism with students. Have students draw a picture of something they did that was brave.

- Arbor Day - PBS Kids  
<https://www.youtube.com/watch?v=J2vf4-xWcFg>
- Arbor Day Square by Katherine Galbraith, read aloud  
<https://www.youtube.com/watch?v=vLFtOTUNlW4>
- Clickatree Arbor Day (post pandemic activities)  
<https://clickatree.com/arbor-day/>

### Asian Pacific American Heritage Month

- story *Amy Wu and the Perfect Bao*  
<https://www.youtube.com/watch?v=AVZeo7rxpBo>
- story *'Ohana Means Family*  
<https://www.youtube.com/watch?v=CyXl1ojAWhA>
- Slideshow of famous Asian Pacific Americans:  
[https://docs.google.com/presentation/d/18QqkLafznXu71DMPX4if\\_G8sOn2cF7fyJGDA23DqL2o/edit?usp=sharing](https://docs.google.com/presentation/d/18QqkLafznXu71DMPX4if_G8sOn2cF7fyJGDA23DqL2o/edit?usp=sharing)
- Origami fish craft video:  
[https://youtu.be/djPg1m6IMY?list=TLGGQ\\_H2VkJsquYyMzA2MjA](https://youtu.be/djPg1m6IMY?list=TLGGQ_H2VkJsquYyMzA2MjA)

### Memorial Day

- [Hero Mom by Melinda Hardin](#)

## Grade 1 Holidays/Observances/Events

- Discuss the importance of Memorial Day and how Americans show their pride on American holidays. Have students create a star wreath to display on Memorial Day.

### Flag Day

- Read aloud *I Pledge Allegiance* by Bill Martin, Jr. Discuss the meaning of the words to “The Pledge of Allegiance.”
- Watch a video about Flag Day and how it came to be. Discuss why it is important to honor our flag. Discuss why the flag has 13 stripes and 50 stars.
- Students can use construction paper and other art materials to make an American flag. Have students use their flags in a patriotic parade to celebrate Flag Day.
- Online, view flags from several different countries. Compare and contrast other flags to our own.

### Juneteenth

- Explain to students that Juneteenth is a celebration of freedom. One of those freedoms was the freedom to learn. Slaves were kept from learning to read and write until slavery was abolished. Show students pictures of African-American inventors and their inventions. Discuss their contributions.
- Read aloud *Juneteenth for Mazie* by Floyd Cooper. Discuss how the main character feels in the beginning of the story and how that changes. Have students discuss how they feel when they are told “No”

- star wreath craft  
<http://www.enchantedlearning.com/crafts/memorialday/starwreath/>

### Flag Day

- *I Pledge Allegiance* by Bill Martin, Jr. (or similar book)  
[https://www.youtube.com/watch?v=1o-AokVY\\_gg](https://www.youtube.com/watch?v=1o-AokVY_gg)
- Watch a video about the history of flag day:  
<https://www.youtube.com/watch?v=X8SdLg1T9NI>
- Flag Day craft ideas:  
<https://www.dltk-kids.com/usa/m-usa-flag.htm>  
<http://www.enchantedlearning.com/crafts/flagday/>
- View flags from other countries:  
<http://flagpedia.net/>

### Juneteenth

- Pictures of African-American inventors and their inventions
- *Juneteenth for Mazie* by Floyd Cooper (or similar book)  
[https://www.youtube.com/watch?v=8icqK\\_KUtQY](https://www.youtube.com/watch?v=8icqK_KUtQY)

#### Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

## Grade 1 Holidays/Observances/Events

<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"><li>● Utilize technology</li><li>● Provide interest-based learning choices</li><li>● Student-led activities</li><li>● Problem-solve collaboratively using background knowledge, talents, and skills</li><li>● Critical thinking questions</li></ul>	<ul style="list-style-type: none"><li>● Utilize technology</li><li>● Provide interest-based learning choices</li><li>● Provide student work samples</li><li>● Problem-solve collaboratively using background knowledge, talents, and skills</li><li>● Critical thinking questions</li><li>● Small group instruction</li><li>● General use of varied modalities – kinesthetic, visual, auditory, tactile</li></ul>	<ul style="list-style-type: none"><li>● Utilize technology</li><li>● Provide interest-based learning choices</li><li>● Provide student work samples</li><li>● Pair with on grade level or higher-achieving students to problem-solve</li><li>● Modify critical thinking questions</li><li>● Small group instruction</li><li>● Specific use of modalities - kinesthetic, visual, auditory, tactile</li></ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

## Grade 1 Holidays/Observances/Events

		<ul style="list-style-type: none"> <li>• Paired projects with teacher guidance</li> <li>• Flexible time allotment</li> <li>• Repetition of content</li> </ul>	
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### Pacing Guide

Course Name	Resource	Standards
School Year		
This unit of study will be taught throughout the school year, based on Pemberton Township District Cultural calendar dates.	Cultural, holiday and observance books and online resources.	Social Studies and ELA as determined in previous indicators.