

## Grade 3 Holidays/Observances/Events

**Unit Title:** Holidays/Observances/Events

**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:**

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPI.2:** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- **6.1.5.CivicsPI.3:** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.5.CivicsPI.4:** Describe the services our government provides the people in the community, state and across the United States.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.Civic.DP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- **6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- **6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- **6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- **6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

## Grade 3 Holidays/Observances/Events

- **6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- **6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time.
- **6.1.5.HistoryCC.4:** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.12:** Determine the roles of religious freedom and participatory government in various North American colonies.
- **6.1.5.HistoryCC.13:** Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- **6.1.5.HistoryCC.15:** Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- **6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- **6.1.5.HistoryUP.2:** Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- **6.1.5.HistoryUP.4:** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.9.1.5.CR.1:

### NJSLS ELA Reading:

- **RI.3.1.** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2.** - Determine the main idea of a text; recount the key details and explain how they support the main idea.

## Grade 3 Holidays/Observances/Events

- **RI.3.3.** - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.4.** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **RI.3.5.** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6.** - Distinguish their own point of view from that of the author of a text.
- **RI.3.7.** - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.8.** - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.3.9.** - Compare, contrast, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- **RI.3.10.** - By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### NJSLS ELA Writing

- **W.3.1.** - Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1.a.** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **W.3.1.b.** - Provide reasons that support the opinion.
- **W.3.1.c.** - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.1.d.** - Provide a conclusion.
- **W.3.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2.a.** - Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
- **W.3.2.b.** - Develop the topic with facts, definitions, and details.
- **W.3.2.c.** - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d.** - Provide a conclusion.
- **W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above)
- **W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.6.** - With guidance and support from.
- **W.3.7.** - Conduct short research projects that build knowledge about a topic.
- **W.3.8.** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## Grade 3 Holidays/Observances/Events

- **W.3.10** - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks.

### **NJSLS ELA Speaking and Listening**

- **SL.3.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b.** - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.
- **SL.3.3.** - Ask and answer questions about information from a speaker, offering appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.4.** - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.5.** - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.1.5.CR.1:	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.4.5.CI.2:	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.GCA.1:	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).	Culture and geography can shape an individual's experiences and perspectives.

## Grade 3 Holidays/Observances/Events

<p><b><u>Central Idea/Enduring Understanding:</u></b> Scholars will...</p> <ul style="list-style-type: none"> <li>● Hispanic Heritage Month –             <ul style="list-style-type: none"> <li>○ Explain and identify the contributions, cultures, and history of the American Latino community.</li> <li>○ Discuss Americans who have made contributions to American society and culture who have roots in Spain, Mexico, Central America, South America and the Spanish speaking nations of the Caribbean.</li> </ul> </li> <li>● Labor Day             <ul style="list-style-type: none"> <li>○ Identify the Labor movement and its dedication to the social and economic achievements of American workers.</li> <li>○ Discuss the contributions that workers have made to the strength, prosperity and well being of the country.</li> </ul> </li> <li>● Commodore Barry Day –             <ul style="list-style-type: none"> <li>○ Identify advances made in naval ships.</li> </ul> </li> <li>● Constitution Day –             <ul style="list-style-type: none"> <li>○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws.</li> <li>○ Explain how the Constitution describes how the United States government is organized.</li> </ul> </li> <li>● National Indigenous Peoples’ Day -             <ul style="list-style-type: none"> <li>○ It’s celebrated on the second Monday of October.</li> <li>○ Indigenous Peoples’ Day recognizes that Native people</li> </ul> </li> </ul>	<p><b><u>Essential/Guiding Question:</u></b> Why do we celebrate these holidays?</p> <ul style="list-style-type: none"> <li>● <b>Hispanic Heritage Month</b>-9/15 thru 10/15</li> <li>● <b>Labor Day</b> - First Monday of September</li> <li>● <b>Commodore Barry Day</b> - September 13th</li> <li>● <b>Constitution Day</b> - September 17th</li> <li>● <b>National Indigenous People Day</b> - October 12th</li> <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> - Month of February</li> <li>● <b>Freedom Day</b> - February 1st</li> <li>● <b>Presidents’ Day</b> - 3rd Monday of February</li> <li>● <b>Women’s History</b> - Month of March</li> <li>● <b>Celebrate Diversity Month</b> - Month of April</li> <li>● <b>Emancipation Day</b> - April 16th</li> <li>● <b>Earth Day</b> - April 22nd</li> <li>● <b>Arbor Day</b></li> <li>● <b>Asian American Pacific Islander (AAPI) 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 17th</li> </ul>
---	--

## Grade 3 Holidays/Observances/Events

are the first inhabitants of the Americas, including the land they inhabited.

- Veteran's Day –
  - Identify the importance of memorials.
  - Recognize the sacrifice our veterans make for our freedoms.
  - Explain the difference between Memorial Day and Veteran's Day.
- Thanksgiving Day –
  - Identify the origin and importance of Thanksgiving.
  - Express his/her feeling of gratitude through written expression.
- Dr. Martin L. King, Jr. Day –
  - Identify the accomplishments of Dr. King.
  - Discuss the impact of Dr. King's speech.
  - Describe the accomplishments of famous African Americans.
- Holocaust Remembrance Day –
  - Explain antisemitism, racism, and other forms of intolerance that may lead to group targeted violence.
  - Discuss the causes and consequences of this episode in history to strengthen the resilience of young people against the ideologies of hatred.
- Black History Month –
  - Research and discover the accomplishments of various African Americans.

## Grade 3 Holidays/Observances/Events

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● Freedom Day –<ul style="list-style-type: none"><li>○ Describe what freedom means to them.</li><li>○ Demonstrate an understanding of their rights and responsibilities in different situations, i.e., as a student, family member, citizen.</li></ul></li><li>● Presidents' Day –<ul style="list-style-type: none"><li>○ Explain Presidents' Day and the achievements made by present and past presidents.</li><li>○ Identify the successes of George Washington and Abraham Lincoln</li></ul></li><li>● Women's History –<ul style="list-style-type: none"><li>○ Explain the accomplishments of various famous American females.</li></ul></li><li>● Arbor Day –<ul style="list-style-type: none"><li>○ To promote a better knowledge of trees particularly indigenous trees.</li><li>○ To stress the necessity for everyone to plant trees and care for them.</li><li>○ To highlight the vital role of trees in our lives.</li></ul></li><li>● Celebrate Diversity Month –<ul style="list-style-type: none"><li>○ Recognize that the world is rich with diversity, which is reflected in the observances celebrated by its various cultures and populations.</li></ul></li><li>● Emancipation Day –<ul style="list-style-type: none"><li>○ Discuss the meaning of slavery and describe ways people gained their freedom.</li><li>○ Compare and contrast the traditions of different cultures.</li></ul></li></ul> |  |
|--|--|

## Grade 3 Holidays/Observances/Events

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>○ Identify ways to make the world a better place.</li><li>○ Recognize that real people have demonstrated responsible leadership and identify characteristics that have made them good examples.</li><li>● Asian American Pacific Islander Heritage Month<ul style="list-style-type: none"><li>○ Explain the contributions and influences made by Asian Americans and Pacific Islander Americans to the history, culture and achievements of the United States.</li></ul></li><li>● Memorial Day –<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></ul></li><li>● Flag Day –<ul style="list-style-type: none"><li>○ Explain the symbolism of the American Flag.</li><li>○ Compare and contrast the past American flags to our flag today.</li><li>○ Identify the customs and traditions surrounding the flag.</li></ul></li><li>● Juneteenth –<ul style="list-style-type: none"><li>○ Explain the basic concepts of diversity, tolerance, responsibility and respect for others.</li><li>○ Discuss racism and discrimination and the end of slavery.</li></ul></li></ul> |  |
|---|--|



## Grade 3 Holidays/Observances/Events

<ul style="list-style-type: none"> <li>○ Explain the Emancipation Proclamation and how it was implemented.</li> <li>○ Explain the contributions of Frederick Douglas.</li> </ul>	
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Hispanic Heritage Month is observed from September 15th through October 15th to recognize the contributions and influence of Hispanic and Latinx Americans in the United States.</li> <li>● Labor Day is observed on the first Monday of September that honors the labor movement and is dedicated to the social and economic achievements of American workers.</li> <li>● Commodore John Barry was 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.</li> <li>● 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.</li> <li>● National Indigenous Peoples Day, an alternative celebration to Columbus Day, gives recognition to the</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Civil Rights</li> <li>● Freedom</li> <li>● Oppression</li> <li>● Symbols of Freedom</li> <li>● Famous American Women</li> <li>● Women’s Suffrage</li> <li>● Cultural Diversity</li> <li>● Heroes/Trailblazers</li> <li>● Famous African American Inventors</li> <li>● The Constitution of the United States</li> <li>● Rules</li> <li>● Patriotism</li> <li>● Customs</li> <li>● Rights and Responsibilities</li> <li>● Constitution of the United States</li> <li>● Memorials</li> </ul>

## Grade 3 Holidays/Observances/Events

indigenous populations affected by colonization.

- 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 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 yearly holiday marked by feasts and family gatherings. The **Pilgrims** of the **Plymouth Colony** held the first Thanksgiving in 1621. They had landed in America on their ship, the **Mayflower**, in December 1620. Finally, in 1863, President **Abraham Lincoln** proclaimed a national day of Thanksgiving. In December 1941 Congress officially named the fourth Thursday in November as Thanksgiving Day.
- 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 observed on January 27th to teach

## Grade 3 Holidays/Observances/Events

tolerance and condemn religious intolerance and harassment against persons or communities based on ethnic origin or religious belief.

- Black History Month was created to focus attention on the contributions of African Americans to the United States. It honors all Black people from all periods of U.S. history, from the enslaved people first brought over from Africa in the early 17th century to African Americans living in the United States today.
- 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. 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 federal holiday observed on the third Monday of February to honor both George Washington and Abraham Lincoln and all of the past and present presidents.
- Women's History month is celebrated to honor the important contributions to history, culture, society and history. It has been observed annually in the month of March in the United States since 1987.
- Arbor Day is celebrated on the last Friday in April. It is a holiday that celebrates nature and planting trees.
- Celebrate Diversity Month  
Designated to celebrate, understand, recognize diversity, and appreciate

## Grade 3 Holidays/Observances/Events

each other.

- Emancipation Day is when the government declared that slavery was against the law with the signing of the Compensated Emancipation Act, by president Abraham Lincoln on April 16, 1862. The people taken from Africa and their descendants (the children, grandchildren and great-grandchildren) could no longer be bought or sold and kept as slaves.
- Earth Day is celebrated on April 22. Earth Day is meant to create awareness of environmental issues and also a time for communities to come together to make a positive impact on the environment.
- Asian American Pacific Islander Heritage Month is observed during the month of May to recognize the contributions and influence of Asian Americans and Pacific Islander Americans to the history, culture, and achievements of the United States.
- Memorial Day is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.
- Flag Day is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America.
- Juneteenth 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 now free.

## Grade 3 Holidays/Observances/Events

### 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

### Performance Task(s):

- **Written Products**
  - Interviews
  - Journal Responses
  - Learning Logs
  - Lists
  - Graphic Organizers
  - Exit Tickets
  - Quizzes
- **Artistic Products**
  - Posters, Charts,
  - Graphs, Diagrams
  - Projects
  - Illustrations with Captions
  - Murals, Dioramas, Collages
  - Photographs
- **Multiple-form Products (Writing, Drawing, and Speaking)**
  - Oral Presentations
  - Debates
  - Role Play
  - Reenactments

### Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Class and Group Discussion
- Student Participation - Individual and Group
- Cooperation
- Collaboration

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Hispanic Heritage Month

- Collaborative Mural: Students look up notable people and draw a picture and find a quote they have said. Display as a large mural inside or outside the classroom.
- Listen to *Rene Has Two Last Names* by Rene Colato Lainez. Where is Rene from and why does he have two last

### Resources:

#### Hispanic Heritage Month

- <https://www.raz-kids.com/main/BookDetail/id/2827>
- [\[English\] Rene Has Two Last Names / Rene tiene dos apellidos - Read aloud, read along](#)
- <https://www.rif.org/literacy-central/material/separate-never-equal-read-aloud-video>

## Grade 3 Holidays/Observances/Events

names? Why is it important to learn about different cultures?

- Read aloud *Separate Is Never Equal* by Donald Tonatiuh. What is the injustice that the Mendez family faces? Explain to students that they are going to write a letter to Sylvia to show that they want to support her and be her friend or ally. They should think about the following: What can you say to make Sylvia feel better? How are you going to support her and be her friend? What advice can you give her?

### **Labor Day**

- Community Helpers: Write thank you cards to some of your community helpers—police officers, firefighters or paramedics—and then send them to the station.
- Watch the PBS video *Labor Day I All About the Holiday*. What is the history of Labor Day? What is a union and how did they help the working class?

### **Commodore Barry**

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

### **Constitution Day**

- Read aloud: Constitution Day on EPIC books.

- EPIC Reading: *Separate Is Never Equal* by Donald Tonatiuh.

### **Labor Day**

- [https://www.thenaturalhomeschool.com/free-printable-community-helpers-thank-you-cards.html?utm\\_medium=social&utm\\_source=pinterest&utm\\_campaign=tailwind\\_tribes&utm\\_content=tribes&utm\\_term=1036786578\\_47928566\\_104907](https://www.thenaturalhomeschool.com/free-printable-community-helpers-thank-you-cards.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes&utm_term=1036786578_47928566_104907)
- <https://why.pbslearningmedia.org/resource/98318600-2348-499a-8727-5376258e761e/labor-day-all-about-the-holidays>

### **Commodore Barry**

- Venn Diagram
- <https://www.youtube.com/watch?v=rQUJkfUMJjs>
- <https://www.theconstitutional.com/blog/2020/02/19/commodore-john-barry-one-americas-founding-fathers>

### **Constitution Day**

- Epic Books: Constitution Day [Epic | The Leading Digital Library for Kids ...](#)

## Grade 3 Holidays/Observances/Events

- Create a class constitution
- Use a graphic organizer to list causes and effects of the Constitution on our new nation.
- Via the Internet, view an original copy of the **United States Constitution** and discuss the importance of this document.

### Indigenous Peoples' Day

- Listen to: Indigenous Peoples on EPIC , discuss what indigenous means
- Learn about the indigenous people of the area: Leni Lenape, research about the Lenape and share with the class.
- Choose an indigenous group to research and present.
- Compare and contrast Native Americans from the past to the present.

### Veteran's Day

- Discuss with students the difference between Memorial Day and Veteran's Day. Have students participate in a "Reader's Theater" about Veteran's Day.
- Read aloud *Veterans: Heroes in our Neighborhood* by Valerie Pfundstein. Discuss the difference between Veteran's Day and Memorial Day. Create a bulletin board of family members who have served or are still serving.
- Create various visual presentations, collages, posters, bulletin boards etc., that represent various American symbols and patriotism.

- We the Kids by David Catrow:<https://youtu.be/a-zzo5PrTKc>
- <http://my.hrw.com/nsmedia/intgos/html/igo.htm>
- <https://www.archives.gov/founding-docs/constitution>
- Shh! We're Writing the Constitution [Schoolhouse Rock! The Preamble - YouTube](#)

### Indigenous Peoples' Day

#### Project 562

Indigenous Peoples, By: Robin Koontz  
The Lenape, By: Michael DeMocker

#### Epic | The Leading Digital Library for Kids ...

Fry Bread, By: Kevin Noble Maillard  
When We Were Alone, By: David A. Robertson  
Thunder Boy By: Sherman Alexie

#### Molly of Denali PBS KIDS

The Athabascans Old Ways and New Ways (Ready Gen)  
<https://youtu.be/uxNDKlh-V>

### Veteran's Day

- [https://www.ducksters.com/holidays/veterans\\_day.php](https://www.ducksters.com/holidays/veterans_day.php)
- [https://www.ducksters.com/kidsnews/11-11-11\\_veterans\\_day.php](https://www.ducksters.com/kidsnews/11-11-11_veterans_day.php)
- *Veterans: Heroes in our Neighborhood* by Valerie Pfundstein (or similar book)
- <https://www.scholastic.com/teachers/collection/teaching-content/veterans-day/>
- <https://www.va.gov/opa/vetsday/docs/schoolkit.pdf>

## Grade 3 Holidays/Observances/Events

### Thanksgiving

- Create a play using the Pilgrim-English translator and then perform it for the class.
- Write a gratitude poem, featuring a different letter in each line of the poem (I am thankful for baseballs and bats / and chocolate and cats). Challenge them to build to a big finish, listing the most important things in the last line. Tell them that they can break form to do this, using words that start with different letters. Collect students' work, photocopy, and create a Gratitude Book for them to take home.
- Research Global Celebrations-There are different types of Thanksgiving celebrations in countries all over the world, including China, France, Great Britain, Greece, India, Israel, and Japan. Usually, these celebrations take place around harvest time. If you can, take your class to the library, divide them into teams and assign each team a country. Ask them to research the harvest festival in their assigned country, and have them present a list of facts or a paragraph about the celebration.

### Dr. Martin Luther King, Jr.

- Read and discuss the contributions of Dr. Martin Luther King, Jr.
- Students choose a famous African-American to research. Students use library resources, articles, and Internet sites such as Wikipedia to learn about the person. Students write a biographical journal entry pretending to be this famous person, and create a picture depicting the

### Thanksgiving

- <https://www.scholastic.com/teachers/unit-plans/2017/first-thanksgiving-teaching-guide-grades-3-5/>
- <https://www.scholastic.com/teachers/articles/teaching-content/feast-thanksgiving-ideas-and-crafts/>
- <https://kids.britannica.com/kids/article/Thanksgiving/353852>

### Dr. Martin Luther King, Jr.

- Martin Luther King, Jr. Biography
- Back of the Bus (ReadyGen)
- List of famous African-Americans
- [Timeline](#)



## Grade 3 Holidays/Observances/Events

person. Students may also provide a simple timeline of the person's life. Students may opt to work in pairs or small groups. Assemble journal entries into a class book.

### Holocaust Remembrance Day

- Read aloud *Benno and the Night of Broken Glass* by Meg Wivvot. Students will discuss how people can live together in spite of cultural and religious differences.
- Read aloud *Mindful Mentality: Tolerance* by Veronica B. Wilkins. What does tolerance and inclusion mean to you? How do you show tolerance? How do you feel when someone is prejudiced against you?

### Black History Month

- As the civil rights movement progressed over several decades, many key events helped to shape the outcome. For this activity, you should first hold a discussion with your students about the definitions of *civil rights* and *social movements*.
- Explain that *civil rights* are written and unwritten rights provided to anyone who is a U.S. citizen or who belongs to a civil society. A *movement* includes activities undertaken by a group of people to achieve change. Then, distribute this [worksheet](#) and have your students fill in details about nine key events of the civil rights movement based on outside research. Once complete, your class could work in groups to cut out each event; place them in chronological order; and glue, paste, or tape them to a piece of paper; to hand in the classroom or the hallway.

### Holocaust Remembrance Day

- EPIC reading: *Benno and the Night of Broken Glass* by Meg Wivvot.
- EPIC reading: *Mindful Mentality: Tolerance* by Veronica B. Wilkins.

### Black History Month

- <https://s3.amazonaws.com/prod-hmhco-vmg-cr-aftcms-public/black-history-month-timeline.pdf>
- *Rosa Parks Hero of Our Time* by Garnet Nelson Jackson (Ready Gen)
- *Back of the Bus* by Aaron Reynolds (Ready Gen)
- <https://theundefeated.com/features/the-undefeated-44-most-influential-black-americans-in-history/#quincy-jones>

## Grade 3 Holidays/Observances/Events

- Follow the leader: Discuss the traits of a good leader together. What makes a good leader? How does a leader act? What does a leader do? Then have students choose an African American past or present day leader and write an autobiography or profile about him or her. Encourage your students to be creative, making posters or books, or illustrating their writing with photographs or drawings. Have students share their work with the whole class

### **Freedom Day**

- In cooperative groups create a collage that reflects the meaning of "Life, Liberty, and the Pursuit of Happiness."
- Discuss with students the concept of rights. What does it mean? What rights do they have in the family, school, and community context?
- Use the link [www.inspiremykids.com](http://www.inspiremykids.com)
- How do you think African-Americans felt when President Lincoln outlawed slavery?
- Why is freedom so important to our country

### **Presidents' Day**

- Watch the TedEd video *Inventing the American Presidency* by Kenneth C. Davis. How did Presidents' Day evolve and why do we have a president?

### **Freedom Day**

- Collage/create a poster about what freedom means.
- [www.inspiremykids.com](http://www.inspiremykids.com)
- Reading Rainbow: Follow the Drinking Gourd
- <https://youtu.be/eVjklXQLKFM>
- Henry's Freedom Box
- <https://youtu.be/zvSBEBI483U>

### **Presidents' Day**

- <https://ed.ted.com/lessons/inventing-the-american-presidency-kenneth-c-davis>
- <http://www.historyplace.com/specials/portraits/presidents/index.html>

## Grade 3 Holidays/Observances/Events

- Choose either George Washington or Abraham Lincoln and create a book focusing on the period when they were president. Create pictures and sentences for each page.

### Women's History

- Using a variety of research tools, e.g., internet, library, prepare and present a research report on a famous Woman in History.
- Read aloud *The Story of Ruby Bridges* by Robert Coles. Discuss her actions and courage. Have students write a friendly letter to Ruby Bridges explaining why they think what she did was important.
- Create an accordion book about important women throughout from the past to the present.
- Watch the *Makers* documentaries created by PBS and have student's reflect on them in their journals.

### Celebrate Diversity Month

- Listen to: EPIC Books: What is Diversity?
- Create a diversity quilt: students can share something that represents them and their family, students can write about their culture and explain why they chose the images for their quilt piece.
- Have a world map adventure. Locate on the world map where your students' families originally came from

- <https://www.whitehouse.gov/about-the-white-house/presidents/>
- <https://www.ipl.org/div/potus/>

### Women's History

- <http://www.angelfire.com/anime2/100import/>
- *The Story of Ruby Bridges* by Robert Coles (or similar book)
- <https://imaginationsoup.net/family-timeline-accordion-book-with-recycled-materials/>
- <https://www.yahoo.com/lifestyle/makers#>

### Celebrate Diversity Month

- EPIC Books: What is Diversity? [Epic | The Leading Digital Library for Kids ...](#)
- EPIC Books: What Makes Us Unique? By: Dr. Jillian Roberts
- Happy in Our Skin, By: Fran Manushkin [https://youtu.be/JaKVgGx4r\\_U](https://youtu.be/JaKVgGx4r_U)
- Last Stop On Market Street, By: Matt De La Pena <https://youtu.be/QoPS0Ok5Yil>

## Grade 3 Holidays/Observances/Events

and students can choose a country to research about and present to the class.

- Students can use a venn diagram to compare how they are the same and contrast how they are different.
- Students can create posters about their own interests.

### **Emancipation Day**

- Using a variety of research tools, e.g., internet, library, etc., prepare a research report on a famous African American.
- Recreate an Emancipation Day Parade or create your own freedom parade as an in-school parade, a small classroom parade, or stage the parade outside on the playground. Have students plan a parade that includes parade rules and regulations, an elected Grand Marshall, a musical band/ music, banners and signs that depict what freedom means to them, marchers, an audience, and if possible a guest speaker.
- Read aloud *I've Seen the Promised Land: The Life of Dr. Martin Luther King, Jr.* by Walter Dean Myers. Discuss what the students could do to make their school better. Have students write what they could do to make the world a better place.

### **Earth Day**

- Read about the history of Earth Day and ways to protect the environment. (kids.nationalgeographic.com)

- It's Ok to Be Different, by Sharon Purtill  
<https://youtu.be/nnpkZAJ7Bss>

### **Emancipation Day**

- <http://www.factmonster.com/spot/afroambios.html>
- *I've Seen the Promised Land: The Life of Dr. Martin Luther King, Jr.* by Walter Dean Myers (or similar book)

### **Earth Day**

- [kids.nationalgeographic.com](http://kids.nationalgeographic.com)
- <https://www.earthday.org/>

## Grade 3 Holidays/Observances/Events

- In small groups, have students create and present posters about how to protect the environment.
- Students can choose a topic of interest to research and present to the class. Ex: endangered species and how to protect them, saving the ocean, or about something local to the community.

### **Arbor Day**

- Why are trees important to us? Why do we need trees?
- Using a variety of research tools, prepare and present a report about a type of tree.
- Draw a diagram of a tree with labels explaining the parts of a tree.
- Create an imaginary tree, name the tree, and describe the parts of the tree.

### **Asian Pacific American Heritage Month**

- Discover the countries of Asia and compare them to North America. Students can virtually tour these countries. Make a Venn diagram.
- Read aloud *The Paper Boat: A Refugee Story* by Thao Lam. Students will learn about a family's escape from Vietnam in this wordless book. Students will write text to accompany their pictures. Students can make paper boats and place them in water to see how long they will float.
- Choose an Asian American author and listen to their video. Write a paragraph about the author.

- *The Lorax* By: Dr. Seuss
- *Michael Recycle* By: Ellie Bethel
- About Earth (ReadyGen)

### **Arbor Day**

- <https://www.arborday.org/>
- Arbor Day Square, by Kathryn Gaibraith
- <https://youtu.be/EwclHWCB2tg>

### **Asian Pacific American Heritage Month**

- <https://asiasociety.org/texas/home-adventures-throw-rough-asia-japan>
- <https://asiasociety.org/texas/home-adventures-throw-rough-asia-china>
- <https://asiasociety.org/texas/home-adventures-throw-rough-asia-korea>
- <https://asiasociety.org/texas/home-adventures-throw-rough-asia-vietnam>
- <https://asiasociety.org/texas/home-adventures-throw-rough-asia-india>
- EPIC reading: *The Paper Boat: A Refugee Story* by Thao Lam.

## Grade 3 Holidays/Observances/Events

### **Memorial Day**

- Create a Star Spangled Booklet. Include the American Flag, Statue of Liberty, Liberty Bell, United State Capitol, White House, and the Bald Eagle. Tell why each is important and what it means to citizens of the United States. Students will work in cooperative learning groups.
- Watch the short video explaining the important details about Memorial Day to gain a basic understanding of the holiday.

### **Flag Day**

- Read about Flag Day and how it came to be. Discuss why it is important to honor our flag.
- Using a variety of research tools, i.e., internet, library, etc. research the many different versions of the American flag. Compare and contrast the different flags.
- Have students learn how to properly fold an American Flag. Two students will demonstrate with a real flag while another student reads the directions. Students seated will use a paper flag to follow along.
- Read aloud *Why Are There Stripes on the American Flag* by Martha E. H.

- <https://www.youtube.com/watch?v=1wu5oKy4m5s>
- <https://www.colorincolorado.org/books-authors/literacy-calendar/celebrating-asian-pacific-american-heritage#authors>

### **Memorial Day**

- <http://bensguide.gpo.gov/35/symbols/index.html>
- <https://www.youtube.com/watch?v=SGdg6cf2TpE>

### **Flag Day**

- <http://www.enchantedlearning.com/crafts/flagday/>
- <http://www.ushistory.org/Betsy/flagfact.html>
- <https://www.chamberofcommerce.org/usflag/fold.flag.html>
- EPIC reading: *Why Are There Stripes on the American Flag* by Martha E. H. Rustad.


## Grade 3 Holidays/Observances/Events

Rustad. Why does the flag have stars and stripes on it? What does it stand for? Why do we say The Pledge of Allegiance?

### 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. Have students select a famous African American inventor and using the internet, research the inventor and invention. Have students depict the invention and write facts about its importance.
- Read aloud *Escape from Slavery: The Boyhood of Frederick Douglas in His Own Words* edited by Michael McCurdy. Have students work in groups and write five facts about Frederick Douglas that they found interesting.
- Watch the video *What is Juneteenth* on YouTube. With a partner, talk about fun facts learned from the video.
- Read aloud *Juneteenth* by Vaunda Micheaux Nelson and Drew Nelson. What clues help me know when and how people are being treated unfairly? How is my life easier or harder based on who I am and where I was born?

### Juneteenth

- List of African-American inventors and their inventions
- <http://teacher.scholastic.com/activities/bhistory/inventors/>
- *Escape from Slavery: The Boyhood of Frederick Douglas in His Own Words* edited by Michael McCurdy.  
(or similar book)
-  What is Juneteenth? Watch a Juneteenth C...
- EPIC reading: *Juneteenth* by Vaunda Micheaux Nelson and Drew Nelson.

#### Social Studies Resources:

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

#### Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

*\*Be sure to only include applicable resources.*

### Differentiation

\*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
Utilize technology	Utilize technology	Utilize technology	Utilize technology

## Grade 3 Holidays/Observances/Events

Provide interest-based learning choices Student-led activities	Provide interest-based learning choices	Provide interest-based learning choices	Provide interest-based learning choices Provide student work samples
Problem-solve collaboratively using background knowledge, talents, and skills	Provide student work samples	Provide student work samples	Pair with on grade level or higher-achieving students to problem solve
Critical thinking questions	Problem-solve collaboratively using background knowledge, talents, and skills	Pair with on grade level or higher-achieving students to problem-solve	Modify critical thinking questions
	Critical thinking questions	Modify critical thinking questions	Small group instruction
	Small group instruction	Small group instruction	Specific use of modalities - kinesthetic, visual, auditory, tactile
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Small group projects with teacher guidance
		Paired projects with teacher guidance	Flexible time allotment
		Flexible time allotment	Repetition of content
		Repetition of content	

## Pacing Guide

Course Name	Resource	Standards
MP 1-4		
Holidays/Observances/Events based on the calendar year.	Differentiated based on Holidays/Observances/Events	Social Studies/ELA as applicable in the above document.