

Grade 5 Cultural Holidays/Observances/Events

Unit Title: 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:

- **6.1.5.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.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.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.4:** Explain how policies are developed to address public problems.
- **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.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.CivicsCM.4:** Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- **6.1.5.CivicsCM.5:** Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- **6.1.5.GeoPP.3:** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- **6.1.5.GeoPP.4:** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- **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.

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- **6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- **6.1.5.GeoSV.4:** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- **6.1.5.GeoSV.5:** Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **6.1.5.GeoHE.3:** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- **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.3:** Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- **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.EconET.3:** Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.5.EconEM.1:** Explain why individuals and businesses specialize and trade.
- **6.1.5.EconEM.2:** Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- **6.1.5.EconEM.4:** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- **6.1.5.EconNM.2:** Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- **6.1.5.EconNM.3:** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **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.EconNM.6:** Examine the qualities of entrepreneurs in a capitalistic society.
- **6.1.5.EconGE.1:** Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- **6.1.5.EconGE.4:** Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.HistoryCC.1:** Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- **6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time.
- **6.1.5.HistoryCC.3:** Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments 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.5:** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

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- **6.1.5.HistoryCC.6:** Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.5.HistoryCC.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.8:** Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.5.HistoryCC.9:** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- **6.1.5.HistoryCC.10:** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.11:** Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- **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.14:** Compare the practice of slavery and indentured servitude in Colonial labor systems.
- **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.5:** Compare and contrast historians' interpretations of important historical ideas, resources and events.
- **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.1:** Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- **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.
- **6.1.5.HistoryCA.1:** Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

NJSLS ELA Reading:

- **RI.5.1.** - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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- **RI.5.2.** - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3.** - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.4.** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **RI.5.5.** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.5.6.** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.7.** - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.8.** - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.9.** - Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.10** - By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLS ELA Writing:

- **W.5.1.** - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1.a.** - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.5.1.b.** - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- **W.5.1.c.** - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- **W.5.1.d.** - Provide a conclusion related to the opinion presented.
- **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.2.a.** - Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- **W.5.2.b.** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.5.2.c.** - Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- **W.5.2.d.** - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2.e.** - Provide a conclusion related to the information of explanation presented.
- **W.5.4.** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or rewriting, or trying a new approach.
- **W.5.6** - With some guidance and support from adults and peers, use technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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- **W.5.7.** - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- **W.5.8.** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **W.5.9.** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.10.** - 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, purposes, and audiences.

NJSLS ELA Speaking and Listening

- **SL.5.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.5.1.b.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.5.1.c.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.5.1.d.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.2.** - Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.5.3.** - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.4.** - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.5.** - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.5.6.** - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
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.
9.1.2.CR.2	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.
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	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

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	address the issue.	
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.	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.	
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.
<p><u>Central Idea / Enduring Understanding:</u></p> <p>Scholars will...</p> <ul style="list-style-type: none"> ● Dr. Martin L. King, Jr. Day – <ul style="list-style-type: none"> ○ Recognize the importance of word choice in persuasive essays. ○ Identify the accomplishments of Dr. King. ○ Demonstrate the importance of community service. ● Holocaust Remembrance Day <ul style="list-style-type: none"> ○ Remember the tragedy of the Holocaust during World War II and the many lives that were lost. ○ Understand what a concentration camp was. ○ Recognize the genocide (which means the deliberate killing of a large group of people, especially those of a particular ethnic group or nation) came to an end in 1945 at the end of World War II. ● Black History Month <ul style="list-style-type: none"> ● Recognize that Black History is an American History. ● Incorporate primary and secondary source documents by or about Black people to learn about the Black experience in America. ● Research important Black figures and local ones. ● Acknowledge and understand the humanity of Blacks in America. ● Freedom Day – <ul style="list-style-type: none"> ○ Explain Civil Rights. ○ Explain the 13th Amendment. 		<p><u>Essential/Guiding Question:</u></p> <p>Why do we celebrate these holidays?</p> <ul style="list-style-type: none"> ● Dr. Martin L. King, Jr. Day - Third Monday in January ● Holocaust Remembrance Day - January 27th ● Black History Month - Month of February ● Freedom Day - February 1st

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<ul style="list-style-type: none"> ○ Recognize the contribution of women to the antislavery movement. ● Presidents' Day - <ul style="list-style-type: none"> ○ Explain why we celebrate Presidents' Day and how it came to be. ○ Recognize the importance and contributions that some individual presidents have made over time. ● Women's History – <ul style="list-style-type: none"> ○ Recognize the contribution of famous women. ○ Explain the accomplishments of various famous American females. ○ Demonstrate an understanding that citizens have a responsibility to follow rules and law ● Arbor Day - <ul style="list-style-type: none"> ○ Explain Arbor Day and the importance of trees. ○ Research ways to help planet Earth. ○ Learn to identify trees in your community. ● Celebrate Diversity Month - <ul style="list-style-type: none"> ○ Recognize and celebrate other cultures and populations. ○ Recognize the diversity in our school & home, or communities. Celebrating the unique cultures, backgrounds and traditions of others to gain a greater appreciation for the diversity that surrounds us. ● Emancipation Day – <ul style="list-style-type: none"> ○ Recognize the important contributions of Abraham Lincoln. ○ Discuss the meaning of slavery and describe ways people gained their freedom. ○ Demonstrate an understanding of the importance of the "Underground Railroad". ● Earth Day - <ul style="list-style-type: none"> ○ Students will be able to identify ways in which they can help to save our earth. ○ Brainstorm ideas to save our earth, students will be able to list environmental issues into their corresponding category (land, sea, or water) 	<ul style="list-style-type: none"> ● Presidents' Day - 3rd Monday in February ● Women's History Month - Month of March ● Arbor Day- April 28 ● Celebrate Diversity Month - Month of April ● Emancipation Day - April 16th ● Earth Day - April 22nd
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<ul style="list-style-type: none"> ● Asian American Pacific Islander Heritage Month - <ul style="list-style-type: none"> ○ An indepth look will be taken into the importance of these cultures and how they impact our society. ○ Discover some famous (AAPI) individuals and what they have contributed to our society. ● Memorial Day – <ul style="list-style-type: none"> ○ Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today. ○ Identify symbols of the United States and describe their importance. ○ Compare the important United States conflicts. ● Flag Day – <ul style="list-style-type: none"> ○ Explain the symbolism of the American flag. ○ Demonstrate proper handling of the American flag. ● Juneteenth – <ul style="list-style-type: none"> ○ Explain the basic concepts of diversity, tolerance, responsibility and respect for others. ○ Compare and contrast the dissemination of information from past to present. ● Hispanic Heritage Month - <ul style="list-style-type: none"> ● Discover lasting contributions of Hispanic people and groups to the culture and history of the United States. ● Honor the cultural richness of Hispanics, who come from Mexico, Central America, South America and the Caribbean. ● Learn about the culture of Hispanic Heritage. ● Labor Day - <ul style="list-style-type: none"> ○ Students will be able to recognize American workers' achievements, special focus on trades (construction, manufacturing, etc), a brief history of labor unions and labor day. ● Commodore Barry Day – <ul style="list-style-type: none"> ○ Identify the accomplishments of Commodore Barry. ○ Explain how Barry helped NJ during the Revolutionary War. 	<ul style="list-style-type: none"> ● Asian American Pacific Islander Heritage Month - Month of May ● Memorial Day - Last Monday of May ● Flag Day - June 14th ● Juneteenth - June 19th ● Hispanic Heritage Month - 9/15 thru 10/15 ● Labor Day - September 6th ● Commodore Barry Day - September 13th
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<ul style="list-style-type: none"> ● Constitution Day – <ul style="list-style-type: none"> ○ Bill of Rights: Where do our rights come from? As a class, decide which of the first ten amendments is the most important today and perform a skit about it. ○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws. ○ Explain how the Constitution describes how the United States government is organized. ○ Describe the branches of the government. ● National Indigenous People Day Columbus Day – <ul style="list-style-type: none"> ○ Identify the types of navigational tools used in the past. ○ Research and describe the size of the Nina, Pinta, and Santa Maria. ○ Compare and contrast telling time. ○ Understand how the term “National Indigenous People Day” came to be known and what states use this terminology today. ● Veteran’s Day – <ul style="list-style-type: none"> ○ Recognize the sacrifice our veterans make for our freedoms. ○ Explain the difference between Memorial Day and Veteran’s Day. ● Thanksgiving - <ul style="list-style-type: none"> ○ Understand the experiences and hardships encountered by the Pilgrims on their voyage to the New World and in establishing a new settlement. ○ Understand how two very different groups of people — the Pilgrims and the Wampanoag — lived in the New World. ○ Understand how the first harvest festival celebrated by the Pilgrims and the Wampanoag tribe became the Thanksgiving holiday we celebrate today. 	<ul style="list-style-type: none"> ● Constitution Day - September 17th ● National Indigenous People Day - October 12th ● Veteran’s Day - November 11th ● Thanksgiving - 4th Thursday in November
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Dr. MLK, Jr. Day is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> ● Civil Rights ● Freedom

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Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King.

- **Holocaust remembrance Day** is taught to challenge students to think deeply about many important issues that affect all of our lives and our future. Some of these issues relate to historical events such as the Holocaust and other tragic genocides. Others relate to the root causes, implications of, and possible responses to, prejudice, hatred, discrimination and stereotyping in many different historical and contemporary settings. Students are encouraged to consider the importance of personal responsibility in helping to create a more humane world, and to consider the roles of the perpetrator, victim and bystander in historical and contemporary events.
- **Black History Month** is an opportunity to ensure that all students learn and acknowledge the importance of Black Americans, the histories, stories, and voices of Black people from the past to our present. To use a variety of resources to ensure the integration of African American culture, history, and experiences throughout our curriculum.
- **National Freedom Day** is an observance in the United States that honors the signing of a resolution that proposed the 13th 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.
- **President's Day** is celebrated on the 3rd Monday each February. On this day we acknowledge the importance and contributions of our 1st and 16th presidents (G. Washington and A. Lincoln).
- **Women's History Month** is celebrated to honor the important contributions and accomplishments of women.
- **Arbor Day** which literally translates to "tree" day from the Latin origin of the word *arbor*—is a holiday that celebrates the planting, upkeep and preservation of trees.

- Oppression
- Symbols of Freedom
- Famous American Women
- Women's Suffrage
- Cultural Diversity
- Heroes
- Famous African American Inventors
- The Constitution of the United States
- Rules
- Patriotism
- Customs
- Rights and Responsibilities
- Constitution of the United States
- Memorials
- Underground Railroad

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- **Diversity Month** is a time to recognize and celebrate other cultures and populations. Recognize the diversity in our school and community by celebrating the unique cultures, backgrounds and traditions of others, we can gain a greater appreciation for the diversity that surrounds us.
- **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** demonstrates support for environmental protection. First held on April 22, 1970, it now includes a wide range of events coordinated globally by EarthDay.org including 1 billion people in more than 193 countries.
- **(AAPI)** This time frame is celebrated during the month of May and brings to light the contributions and influences of our Asian Americans and Pacific Islander Americans, and what achievements they have brought to our history and culture.
- **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.
- **Hispanic Heritage Month** celebrates the history and contributions that Latinos have made to the nation over the years. This month we honor the cultural richness of Hispanics, who come from Mexico, Central America, South America and the Caribbean. This includes a tribute to the generations of Hispanic Americans who positively influenced and enriched our nation

Celebrate Diversity Month

- EPIC reading app: *Your Family Tree* by Robin Koontz
- https://www.facinghistory.org/sites/default/files/Starburst_Identity_Chart_1.pdf

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- **Labor Day** is the first Monday in September, 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** 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.
- **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.
- **National Indigenous People Day /Columbus Day** – is a U.S. holiday that commemorates the landing of Christopher Columbus in the New World on October 12, 1492. Christopher Columbus was an explorer who sailed to find a shorter route to get to India instead landed in the Bahamas, becoming the first European to explore the Americas.
- **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.””

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- **Thanksgiving** celebrates the harvest and other blessings of the past year. Americans generally believe that their Thanksgiving is modeled on a 1621 harvest feast shared by the English colonists (Pilgrims) of Plymouth and the Wampanoag people. The American holiday is particularly rich in legend and symbolism, and the traditional fare of the Thanksgiving meal typically includes turkey, bread stuffing, potatoes, cranberries, and pumpkin pie.

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:

Dr. Martin Luther King, Jr.

Resources:

Social Studies Resources:

Grade 5 Cultural Holidays/Observances/Events

- Read and discuss the contributions of Dr. Martin Luther King, Jr.
- Read aloud *Who was Martin King, Jr?* by Bonnie Bader and discuss his life and how he fought for “Civil Rights” in our country. Tell why he was an American hero.
- Create a community service project on Dr. King, Jr. 's birthday.

Holocaust Remembrance Day

- Read aloud *The Whispering Town* by Jennifer Elvgren. Cultivate class discussion on the words discrimination, tolerance, and unity. How were people in the town privately uniting to fight against discrimination?
- Read aloud *Everyone is Equal: The Kids’ Book of Tolerance* by Anders Hanson. Why is accepting people's differences important? How can we learn to accept or tolerate people who are different and have different opinions? What can we do to include others?

Black History Month

- Complete a research project or poster on an African American.
- Explore or watch a video in a Daily Discussion/Spotlight on different African Americans every day of the month.

Freedom Day

- Use a variety of research tools (internet, library, etc.) to research the 13th Amendment. Have students create a timeline of the amendment from introduction to its passing.
- Discuss what civil rights are. Why are civil rights important? What was the Civil Rights Movement?
- Use a variety of research tools (internet, library, etc.) to write a report about “Civil Rights” leaders from the past or

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)
- <http://www.angelfire.com/anime2/100import/>
- Sample letter
- <https://kids.nationalgeographic.com/history/article/womens-suffrage-movement>

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Grade 5 Cultural Holidays/Observances/Events

present.

Presidents Day

- Watch PBS Learning Media “All About the Holiday: Presidents Day.” Discuss why America celebrates Presidents Day.
- Choose a current or past president to research. Then write a brief poem about that president.
- Use a variety of research tools (internet, library, etc.) to write a short biography on George Washington or Abraham Lincoln, highlighting their accomplishments.

Women’s History

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a past or current woman who has made an impact on society.
- Write a letter from the point of view of a woman in the 1900's explaining a stand on allowing women to vote.
- Create a talk show interviewing famous women who influenced the right to vote in 1900.

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
<p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Student-led activities</p> <p>Problem-solve collaboratively using background knowledge, talents, and skills</p> <p>Critical thinking questions</p>	<p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Provide student work samples</p> <p>Problem-solve collaboratively using background knowledge, talents, and skills</p> <p>Critical thinking questions</p>	<p>Utilize Technology</p> <p>Provide interest-based learning choices</p> <p>Provide student work samples</p> <p>Pair with on grade or higher achieving students to problem solve.</p> <p>Modify critical thinking</p>	<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::</p>

Grade 5 Cultural Holidays/Observances/Events

	<p>Small group instruction</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>questions</p> <p>Small group instruction</p> <p>Specific use of modalities-kinesthetic, visual, auditory, tactile</p> <p>Paired projects with teacher guidance</p> <p>Flexible time allotment</p> <p>Paired repetition of content</p>	<p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Pacing Guide

Course Name	Resource	Standards
MP 1-4		
Holidays/Observances/Events Taught throughout the school year, based on the Pemberton Township cultural calendar dates.	Varied and Multiple	Social Studies/ELA as applicable in the above document.