



Holidays, Memorials, and Me

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This curriculum unit is recommended for:
Social Studies, Literacy, and Writing/Kindergarten

Keywords: memories, change, holidays, celebrate, similar, different, time, memoirs, events, statues, stories, writers, value, collaboration, comprehension, opinion, retelling, beginning, middle, end, sequencing, graphic organizers

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit will allow students the ability to understand change over time and how history tells a story about that change. The students will observe and develop ideas that explain how individuals are similar and different. Students will utilize basic drawing and dictating skills to create opinion preferences in writing. The students will also use drawing and writing skills to create explanatory texts. They will draw and write about a selected monument that we have covered in class while giving their opinion about the monument.

The students will participate in collaborative discussions and conversations about monuments during circle time. Specifically, this unit's focus is how memorials hold memory over time. This unit will take place throughout the school year and students will gain an understanding of why holidays are celebrated and how memorials help retain the memory of certain holidays and monuments.

I will take into account a few background questions such as: why are some memorials and holidays valued more than others? Who determines these values? I will also address the types of memorials students are familiar with versus those that are unfamiliar to them. We will discuss how these memorials are relevant to the students as they begin to develop their opinion about the presented memorial or holiday.

I plan to teach this unit during the coming year to 14 Kindergarten students in Social Studies, Writing and Literacy.

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Introduction

This specific unit, Holidays, Memorials, and Me was chosen to expose children to holidays and memorials, while determining how these memorials and holidays hold memory over time. Some of the focus points are geared towards determining which holidays are represented and valued more than others. How do holidays create a sense of American identity for students? Which memorials can students relate to and how do these memorials exist over time?

This unit is important because I feel students can gain a sense of who they are by experiencing the holidays and their meanings, as well as learning the history of America through the monuments we will learn about. In addition, this unit will be utilized throughout the school year as we include several celebrated holidays within our school and community. The goal is to learn about a holiday or monument each month over a course of nine months. I will present students with a holiday that is normally celebrated within the given month, and for months without a specified holiday I will introduce a monument instead.

I chose to take this route because it allows students a chance to develop and gain understanding of what is expected of them, as well as what the unit entails. The students will be required to complete activities within lessons as the holidays or memorials are presented. Ultimately, they will be required to create a project for the end of the unit celebration that will take place in May after learning about the last holiday of the collection. This project will showcase the student's understanding of the holiday or monument chosen, their connection to the holiday or monument, and their reasoning behind the selection. The students will create a short writing piece including facts about their chosen topic, and they will present it in a creative and fun way.

I felt the idea of learning about holidays and memorials for Kindergarten would be both engaging and fun. I will compile a list of holidays and monuments that will be shared within this unit, as I use a mapping guide to discuss which holidays and monuments will be included. As students learn about the holiday and monuments, they will choose a holiday or monument they feel inspires them. I chose to present in this manner because students would gain exposure to ideas that they may not have known, and they will have time to develop as writers, as well as strengthen speaking skills. I want students to be excited about their history as it pertains to them.

My direct interests involved students being subject to only the holidays they may celebrate. I want to allow students exposure by experiencing all holidays and monuments within our unit collection. Because all students learn differently, I have to ensure that each child is getting a sense of understanding and enjoyment out of the curriculum unit. I want them to think of the unit as they would "fun Fridays" and not as just another assignment. My goal is to keep the students wanting more from this unit, while they are also feeding their eager minds. I will differentiate lessons based on my student's abilities. I will ensure each child can complete the assignments given despite any limitations. I often co-teach with a member of the Kindergarten team and I think it will be informative to include her students during the times of our speaking and listening activities. My students develop strong relationships with the students from the other class, and we will enjoy them as an audience during our presentations.

Rationale

The overall reasoning behind creating the unit is to help mold and shape the minds of the Kindergarten students so that they may experience ideas, culture, and pathways to their very own identity. Kindergarten is one of the most critical learning periods in a child's life. They are very impressionable individuals who are always ready to learn. The basis of their world views are often formed during this period. Exposure to holidays and historical symbols will help students with identifying who they are in society, and who they will become as adults. This unit will help students because it gives them a sense of belonging, understanding, and a connection to a world they never knew.

Despite the limited resources of the students I serve due to economic status, I want them to take a deeper sense of "self" as they complete this unit. I want them to understand that the sky is the limit when it comes to their learning experiences. This unit will help students achieve that idea as they will do a lot of thinking outside of the box, challenge their own thoughts, and even consult with their parents in regards to certain celebrated holiday over others. Students will be able to reference back to this unit as time passes on.

School Demographics

Barringer Academic Center is an elementary school located in the western part of Charlotte, North Carolina near the intersection of West Boulevard and Clanton Road. Barringer Academic Center is one of 178 schools in the Charlotte Mecklenburg Schools District. This school is academically very diverse as it is a partial magnet school. Barringer currently has 533 students enrolled ranging from a variety of academic abilities and performance levels. Barringer Academic Center was named the Certified National Magnet School of Excellence by Magnet Schools of America during the 2017-2018 school year. Barringer caters to a unique audience with four separate programs uniting the school. These programs are Language Immersion Academy, Talent Development, and Horizons. In addition, to academic diversity the students have diverse backgrounds and ethnicities.

I teach Kindergarten at Barringer Academic Center. My students range from never attending school to being able to recognize some sight words; while others are in the emergent reading stage. I have 14 students with 7% of students being Caucasian, 7% of students being Hispanic, and 86% of students being African American. I have a range of different learners and lessons are differentiated to ensure student's learning needs are met. My students are limited in some areas of exposure due to socioeconomic statuses, so the idea of celebrating holidays and monuments, while learning about the history of them offers exposure without the financial pressure some may ensue. The idea is to bring these experiences and cultures into the classroom as students learn about them, without leaving their neighborhoods.

Unit Goals

My unit goals include allowing students to understand how things can change over time. We will focus on the way holidays and monuments are presented now versus how they were presented in the past. We will discuss the history of the holidays and monuments as we learn how history tells a story of how people and events changed society over time. We will also focus on why national

holidays are celebrated. In that focus we will take a look at holidays students may have no knowledge about. In group discussion we will discuss why the holiday might have become identified as a national holiday.

Additional unit goals will focus on literacy skills, writing skills, and speaking and listening skills. Students are expected to listen to stories read aloud to them. They will demonstrate understandings of the readings by asking and answering questions about key details in the text, as well retell the story. When focusing on the writing portion of the unit, students will be able to use a combination of drawing, dictating, and writing to present their projects.

Students will develop writing as the year progresses; keeping an active journal of the holidays or monuments we cover each month. While keeping journals, students will pay special attention to the elements of the cultures that we are learning about. They will collect facts about the types of foods they eat, types of clothes they wear, and the language they speak as it pertains to the holiday or history behind the monuments presented.

Content Research

“Memorialization is a process that satisfies the desire to honor those who suffered or died during conflict and as a means to examine the past and address contemporary issues.”¹ This process can influence both positive and negative memory depending on the receiving individual. This unit involves examining and dissecting how holidays and memorials hold memory from years past. Exposure to memorials serves as a building block for a child to develop their understanding of history. The Kindergarten curriculum hones in on self, others, families, and communities. These essential values mold individuals to grasp concepts that explain the reasoning behind celebrated holidays.

This curriculum unit includes discussion of a variety of historical memorials and the ways they are viewed by different groups of people and how they are linked to major holidays that shape American identity. Memorials and holidays are two key ways in which American identity has been presented and celebrated over the past few hundred years. The collective understanding of American identity is taught to children and reinforced throughout our lives through the calendar of holidays. American identity is also shared through commemorative structures built throughout the country. This unit will help link discussions about memorials and the calendar holidays to American identity for Kindergarteners. The objective is to learn about American history through holidays and memorials, while exploring different opinions and perspectives about them.

The students will become scholars during this unit by using graphic organizers to sort events that happened a long time ago compared to events that occurred recently and discussing their own ideas about those events. As a group, we will talk about how these events may have negatively or positively affected us or someone we know. The students will gain a sense of understanding of how memorials and memories can be painful for some and celebratory for others.

During the seminar, several ideas surfaced about how American identity can be both profound and lost. When thinking about American identity, one may focus on ideas such as being a part of the American culture, while discovering who you are as an individual. Individuals are then molded by the culture they experience within their families and communities, or are subjected to the beliefs of the families. This unit offers an outlet to gain knowledge through history of celebrated holidays or memorials as the American Identity is being sought out. While some may develop a myriad of feelings about this identity such as resentment, fear, belonging, or anger, the connection to how they have been made to feel helps to understand their reasoning behind the choices made.

The seminar, Memories, Memorials, and American Identity presented a great deal of suggestions as to how and why the American identity can be interpreted differently and feel alienating for some and inclusive of others. As the essential question, how do monuments and holidays hold memory over time was developed, two key factors surfaced regarding approaches to the American identity. The melting pot and the salad bowl were both addressed during the seminar as they suggest either identity is mixed in within other cultures but still holds a separate place, or it is joined in with others and is no longer seen as an individual identity.² This is

inspiring to the unit, Holidays, Memorials, and Me because it allows students an opportunity to investigate through the exposures of holiday celebrations and monuments whether their identity is retained or lost within the identities of others.

Students are faced with subjectivity based on underlying factors that may limit and prohibit them from discovering who they are destined to be. American identity for some may be something as simple as feeling a sense of belonging. While for others it may take on a deeper tone to define who they are as a person within their very own voice of reason. This unit will allow just that. While students keep an active journal learning about the events of the past through holidays and monuments, they will also begin to develop an understanding for the events presented. Additionally, they will be able to have a voice where they can give their opinion about the topic presented and determine their own personal views about it.

“By being exposed to different extremes it has opened my eyes to how different people of America are today but how as a whole we can come together as one country.”³ As students learn about historical cultures, they can develop a sense of oneness amongst their neighborhoods and peers. To eliminate the idea of limited resources, this unit brings holidays, culture, and historical monuments to the students.

Monuments are an effective way to introduce students to American politics in an unbiased fashion. For example, there are numerous resources specifically for kids about Mount Rushmore. Since this monument will introduce students to four different presidents, it gives the instructor the opportunity to spend time talking through political impact and styles of these individual leaders. These leaders include George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt, each of which had their own significant impact to American society.

George Washington lived during the birth of the nation and led the Revolutionary War. This relates to lessons focused on how the British originally controlled the colonies and that the colonists rose up against British rule. Students can be asked their thoughts on the reasons why the early Americans wanted their independence.

Thomas Jefferson helped write the Declaration of Independence, which gives students the opportunity to talk about equal rights and the Bill of Rights. Topics such as Freedom of the Press, Freedom of Religion, and Freedom of Speech will create great discussion topics. Students can express why they think it was important for the founders of the nation to write these laws and rights down.

Abraham Lincoln was the 16th President of the United States. He was credited for abolishing slavery, and led the country through its darkest period, The Civil War. This will provide content for students to learn about the Civil War through a basic demonstration of North versus South. Topics including racism and unity can be shared.

The Lincoln Memorial was a tribute to President Abraham Lincoln. After his assassination, the Lincoln Memorial took 50 years before the exhibit was built. President Abraham Lincoln draws a direct connection to this unit as students will learn about the various presidents and understand interesting and fun facts about them. They will use this information in their journals.

Theodore “Teddy” Roosevelt was one of our most enigmatic Presidents. He had many aspects of his life that are interesting to young students. As a leader of the ‘Rough Riders’ Teddy led the country through various military conflicts. Later in life he transitioned from being a soldier to one of the nation’s strongest leaders. Students can discuss the pros and cons of having a military president.

Cultural diversity is another educational topic well suited to be taught with monuments. For example, in “1948 the Crazy Horse memorial was built in South Dakota as a tribute to Native American Indians honoring their culture, their history, their tradition and their heritage.” An interesting find is from an interview conducted by Stephanie Elam of CNN. She spoke with a curator of the Crazy Horse structure, Monique Ziolkowski who stated the idea of Crazy Horse’s arm and finger being included was in response to a white traitor who asked, “where are your lands now. And his response was “my land is where my dead lies buried.”⁴ The history behind this monument offers students a chance to see controversy in a direct view, yet it also sparks interests of concern and justification as students may agree with the developing of the monument as a response to the spiteful question.

The Statue of Liberty is often described as a symbol of the America dream. She was a gift given to the United States from France as a sign of international friendship. She was placed in the New York harbor to welcome immigrants back in 1876. Because most immigrants traveled to New York first, the choice to place her here offered a welcoming gesture. The Statue of Liberty was given to the United States for her 100th birthday, although it got to the United States about 10 years late. The students will place great emphasis on the Statue of Liberty’s crown as it represents both the seven seas and the seven continents⁵. Students will make a connection between the Statue of Liberty and themselves, focusing on their importance to society.

While progressing through this seminar a great deal of concerns about monuments surfaced under a microscopic view. These concerns called for the removing of several monuments. Although the monuments being studied in this collection are not under scrutiny, it certainly brings light to the idea of how and why some monuments are still standing while others are removed. Students will discuss why the monuments covered within this unit are still standing with little to no controversy behind them. The discussions within the unit gave emphasis on this area and helped to mainframe the monuments that were chosen to be included.

Instructional Implementation

As historians, the student-scholars will connect events from the past to events of the present through explorations and exposure. As they study each memorial, they will identify with it or disconnect from it based on their ideas about American identity. They may do this by verbalizing their thoughts or feelings about memorials as they are presented. Student-scholars will be afforded the opportunity to compare memorials and memories from other countries to the ones acknowledged here in the U.S. They can then understand how events relative to specific cultures may affect Americans of the same descent/classmates differently than others and vice versa. They will develop ways to better adapt to their peers and learning community.

Student-scholars will use specific skill techniques they are already familiar with to assist with connecting and disconnecting with memorials and the stories behind them. This will allow them an opportunity to connect the same feelings they share about their favorite story, or favorite part of a story, to the same idea of memorials and what they mean to them. In order to gain the elaborate discussion desired, everyone will participate in academic conversations during circle time to help with expressing their thoughts.

Through this unit, Kindergarten students will learn the process of connecting memories and memorials to themselves. They will internalize the ideas as a way to develop historical and social skills. While presenting a myriad of monumental pictures and ideas, students will identify or disconnect with the object.

Some of the memorials and holidays included in the unit are listed below:

MONTH	HOLIDAY or MONUMENT
September	Labor Day Lewis and Clark Labor Monument
October	Columbus Day Indigenous Peoples Day- Crazy Horse
November	Veterans Day
November	Thanksgiving Plymouth Rock
January	MLK, Jr. Day Martin Luther King Monument
February	President's Day Mount Rushmore
February	Black History Month Various African American Monuments
March	St. Patrick's Day/International Women's Day
April	Earth Day
May	Cinco de Mayo
May	Memorial Day

As each holiday approaches we will dedicate class time to talk about the related memorial. Students will discuss in collaborative groups their thoughts about each picture of a memorial presented, what it means, and how that may have changed over time. I will give basic background information about each picture presented. They will then discuss why as they prepare the basis for drawing and writing about the memorial.

The students will listen to the background information, observe the picture presented, and discuss in circle group their thoughts about the picture. They will then record those answers on a checklist created by myself. Students will consider questions such as: Do you like the monument? Is it too big, too small? What do you like about it? How does the monument make you feel? Do you feel a connection to this monument or holiday? Why or Why not? Can you think of a holiday this monument links to? These questions are just a few ideas to assist students in beginning the writing process.

Students will become historians as they use literary speaking and listening skills to develop a voice for themselves. They will choose a memorial, monument, or holiday that best reflects them. The students will then write a narrative or informative piece about the chosen idea and present it to the class. Students will dress the part. Students will be given the freedom to create costumes or props that are relative to their topic. They will use their knowledge and research of the monument, memorial, or holiday to share history with their classmates in an interactive way.

To guide students along this journey, I will introduce and read books such as *We March*, *Underground: Finding the Light to Freedom*, *A Picture Book of George Washington*, and *The Memory Tree*, just to name a few. I will demonstrate and provide ideas that can be used to present the topic chosen. I will also provide a rubric to help guide parents in assisting their child's selections and presentations. The read aloud will help to model speaking and listening skills that students will be graded upon. I will provide the rubric that will assist with meeting those required needs. Within the read aloud I will also continue to discuss the sequencing of the story to help students understand and recognize the order of events. When they are working on their own projects they can recall this modeling and become better prepared in retelling their chosen event.

I want to use books that the students can relate to and are familiar with. However, I also want to expose students to cultures different than their own. I want them to learn about holidays and monuments they may not know. The goal is to have students complete this unit and develop a desire or mission to visit these monuments at some point in life. I want them to connect what they learn at school to the monument or event they are witnessing.

Every lesson in this curriculum will revert back to memorials and monuments as students approach different holidays and events throughout the school year. I chose to connect with holidays as students will be able to identify with them through their personal celebrations at home with family. Students can ponder about their traditions and how they are similar or different to those of their peers or a story they may have heard through projected readings. They will realize they also have a story or history much like the ones they read.

This curriculum is designed to allow Kindergarten students an opportunity to learn about monuments and memorials, while developing an opinion about the event or object. These lessons will allow students to understand how people or things change over time. They will also develop an explanation of how things are similar and different, while experiencing the elements of different cultures as we discuss holidays. Kindergarten students will enhance speaking and listening skills as they present their events or monuments to each other. They will develop

principles about things that have occurred in the past in comparison to what is occurring in the world today.

Because there is a great deal of divide in today's society, this unit will allow Kindergarten students an opportunity to capture a smaller light of how things have changed either for the better or for good. I want students to develop an opinion of what they feel about the memorials they know. I want them to understand the history behind these memorials and use opinion writing to put their words on paper. I also want students to understand that not connecting with a monument or event does not make them a bad person as experiences are different for everyone. Kindergarten students will understand their feelings and their opinions while justifying their reasons for feeling a certain way. The students will consider questions such as; Does this memorial bring up a sad memory for me? Can I connect to it or does it make me feel uncomfortable?

Teaching Strategies

The specific unit, "Holidays, Memorials, and Me" will be utilized throughout the school year as we include several celebrated and honored holidays within our communities and school. I chose to take this route because it allows students a chance to develop and gain better understanding of what is expected of them, as well as what the unit entails. Also, because Kindergarten generally discusses holidays and memories most months of the school year, I felt it would be fun and engaging to spread the unit across the course of the school year.

I will utilize a mapping guide to help myself and students remain on track of what we are completing next, and what we have yet to address. Students will learn about the holidays, monuments throughout the year. They will then choose a monument they feel connecting to and will conduct research on it. Students will then create a presentation on that chosen monument or holiday.

Because my students learn differently, I have to ensure that each child is getting a sense of understanding and enjoyment out of the curriculum unit. I want them to think of the unit as they would "fun Fridays," and not as just another assignment. My goal is to keep the students wanting more from this unit, while they are also feeding their eager minds. I will differentiate lessons based on my student's abilities. I will ensure each child can complete the assignments given despite any limitations. I often co-teach with a member of the Kindergarten team and I think it will be informative to include her students during the times of speaking and listening activities. My students are very close to the students in the other class, and we will enjoy them as an audience during our presentations.

Interactive Read Aloud

An interactive read aloud is an instructional practice where materials are read out loud to children and children think reflectively as they gain more understanding of the topic. During the interactive read aloud a variety of books will be read to students that tells a story about monuments, a collection of memories, and holidays that are celebrated by different cultures. The purpose of the interactive read aloud is to give students insight and background knowledge about

the topic being taught and to encourage students to think deeper about the topic. “Its {interactive read aloud} focus is to encourage reflective thinking and enhance comprehension by guiding students in discussing the text.”

I chose to utilize this method because my students love to be read to and we enjoy discussing what we read. We will take this time to sequence the stories we read to help students understand that events have order. We also stop throughout the text to answer questions about specific details and key events in the story. “During an interactive read aloud, you read a text to the students and stop two or three times during the reading to pose questions that encourage deep thinking.” Students will use turn and talk times to discuss with their elbow partner parts of the story that are valuable to them.

Shared Reading

Shared reading is an interactive reading method that happens when students join in or share the reading of a story guided by the teacher. It is usually instructed with the use of big books and different genres. I chose to add shared reading so that students can learn content information for areas such as social studies and history. Because a great majority of the material is non-fiction, I want students to remain engaged with the material as they can join in with their voices when feasible. This activity will last about 10 -15 minutes with each shared reading story.

Share and Discuss

Students will share their ideas and discuss what they learned after each story we read for this unit. Students should write/draw their thoughts about the books read, using only about 10 minutes to do so. Allow students to share their responses with the class to help facilitate questions, comprehension issues, or parts of the story that are relevant to them.

Writing

Writing is very essential to a Kindergarten student’s development, thus including it in this unit helps to develop those skills. I will model the “Lucy Calkins: Little Minds at Work Unit”. This unit will focus on working independently, using pictures and words to tell a story, revising and adding to our story, publishing, and an outcome goal. These steps will assist students with the writing portion of the unit and it will strengthen their writing abilities as they prepare for opinion and informative writing pieces.

Due to developmental abilities this will be a projected learning outcome. Students will work at their pace, while continuing to improve in the writing process. While students may work on different levels the overall goal is to allow students to express their opinions and connections to the monuments through writing.

Students will begin this process based on their ability. Students who have difficulty putting their thoughts on paper can begin by writing dictated sentences. Choose the length of the sentence pertinent to the child’s abilities. Include sight words that the students know. If the student is a more developed writer begin by allowing them to brainstorm ideas about a

monument or event. The students will develop a knack for writing story based on how they retell it. After all, it is their own words on paper. Steve Graham, Charles McArthur, and Jill Fitzgerald's developmental framework about best practices suggest writers begin as storytellers as they use the early developing narrative features:

- ***Sequentiality**- Story events occur in a sequence, linked by connecting words such as and, then, because, and but.
- ***Particularity**- Stories are about something in particular; extraneous events that do not relate to this particular something should not be included in the story.
- ***Intentional states**- Story characters' actions are motivated by their intentions (i.e. goals, desires, wants, and needs.)
- ***Canonicity and breach**- In stories, the expected order of things (i.e. the canon) is breached or violated, thus situating the story character in a dilemma.

As students are able to retell stories, they become better writers as they put their stories on paper. A writing rubric will be used that offers a differentiated approach as students give background information about their event or monument, create an opinion about the event or narrative, and justify why they feel how they do. Students will be assisted with the writing process throughout.

Speaking

Students will present their projects to the class, possibly inviting some other Kindergarten friends over to observe. In this process, students will read what they wrote for the writing piece. They can make their presentation interesting by creating props, dressing up like their event or monument, or simply orally retelling the story of that time through their character's eyes. Students will be given several teaching strategies to help them understand and complete the project. They will use these strategies to improve and maneuver through each progression of the unit.

Academic Conversation

Students will engage in academic conversation to help with discussing the monuments and memorials being taught. Students will follow the rules of social conversations that include listening to the speaker with your ears and body, only speaking when you are holding the speaking object, expanding on the ideas of others by agreeing or disagreeing. Students will model how to share their opinion without responding in a negative manner to their peers' comments. Students can use this time to help develop speaking skills, gain an idea of how discussions are orchestrated, and to offer guidance to others who may be a little more reluctant to share.

We can utilize this time to look at the monument presented and create an opinion chart about the monument as we discover its history. Students can use a simple thumb up and thumb down approach to determine if they like the monument or not. We will then discuss the monument and keep track as student's may change their mind once they learn the history behind the monument or once they think about what the monument means to them or someone they may know. This

allows students to understand the opinion process and it also helps them to see how their feelings and opinions towards something may change.

Technology

Students will use computers or Ipads to research their chosen topic of their monument or holiday. They will select one that they are most connected to and conduct research on it. They will use a rubric that will outline the requirements of the assignment. Students will include things like 3 facts about the monument or holiday, pictures of their monument or holiday, and 3 reasons they feel connected to that particular monument or holiday.

Visual Writing

Visual Writing is a skill that will allow students who struggle as writers to ease their way into the writing process. Students can draw pictures in place of words. This will help them to get their thoughts out. They will then return to the pictures and begin placing words to those pictures. "Description allows us to see what is not really present" (Grace 2017). This works perfectly for Kindergarten students as they begin writing by drawing pictures as a beginning process. Encouraging students to continue to master this skill will allow them to approach this writing assignment with less hesitation and more motivation.

Appendix 1 – Teaching Standards

K.H.1-History Understand change over time.

Students will understand how both people and things can change over time. This standard addresses how monuments or memories may mean different things at different points in time. Students will listen to information read aloud about selected monuments or memorials and what they meant to the people who built them in the past. They will then discuss what they feel the monument or memorial represents now. They will discuss if they have a connection to the monument or memorial, why or why not. Students will help the teacher create a chart to record the information they share.

K.C.1-K.C.1.1- Understand how individuals are similar and different. Explain similarities in self and others.

This standard allows students to understand how they can be different from a peer, as well as how they can be very similar to a peer. Their opinions on the monuments will likely vary and that will be encouraged. Students are allowed to experience these similarities through the similar feelings and selections of monuments and holidays. Students may realize they have something in common with their peers, while others may discover they are very different from their peers. This standard helps set the tone for academic conversations as students begin to indulge in conversations that help them to deliver their thoughts and opinions clearly.

K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.

This standard helps students to understand how they may feel strongly about a monument or memorial, while their friends may have a negative feeling or feelings of resentment about the same monument or holiday. This standard will help students expand their thoughts as they begin to see how things can affect people differently based on culture or even based on their parents and the way they are raised. This plays an important role with holidays as students will discover some friends do not celebrate certain holidays due to their upbringing and traditional beliefs.

1.H.1 Understand that history tells a story of how people and events changed society over time.

This standard is included to help students explain how things and events, as well as people can change. Students will make connections to understand how history changes over time based on when it occurred and how it occurred. They will also understand how stories about some monuments and memorials may be different than ones they may know. Students will include findings such as these in their own research papers about the monuments or holidays.

1.H.1.3 Explain why national holidays are celebrated.

This standard will help students understand why we celebrate national holidays. This will spark interests as students become concerned with why certain holidays are celebrated and made a big

deal over while others quietly pass by. This is will help students in choosing their project idea and give support for those who choose a holiday to present.

CCSS.ELA-Literacy.RL.K.1 With prompting and support ask and answer questions about key details in a text.

This standard will allow students to listen to a variety of stories read to them and they will be able to ask and answer questions about the material being read. Students will consider who, what, when, where, why, and how when asking and answering questions. The students will be assessed through observations and their connecting abilities within the stories they hear.

CCSS.ELA-Literacy.RL.K.2 With prompting and support retell a familiar story including key details.

Students will be able to retell a story discussing the beginning, middle, and end by using key details to recall the events in the story. This will allow students to recall the story and the events more vividly, while also comprehending the story. Students will be assessed using a flip chart to write and draw about beginning, middle, and end with the stories read.

CCSS.ELA-Literacy-W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

With this standard, students will draw and write responses about the monuments and memorials they choose to present to the class. Students can use the writing piece to share their opinion on why they feel they way they do. Students can also use this standard to determine their favorite part about the monument or holiday or even connect to their favorite part about a book that was shared during read aloud.

Appendix 2 - Activities

What a Hero!

Standards Addressed:

K.H.1-History Understand change over time.

K.C.1-K.C.1.1- Understand how individuals are similar and different. Explain similarities in self and others.

CCSS.ELA.-Literacy. RLK.1 With prompting and support ask and answer questions about key details in a text

Length: 45 minutes

Resources and Materials:

- Book- *Hero Dad* by Melinda Hardin
- Venn Diagram
- Markers/Crayons
- Chart paper

Vocabulary:

- Hero
- Heroine
- Veteran
- Heroic
- Venn diagram

Students will turn and talk to a friend about what it means to be a hero. They will brainstorm someone they feel may be a hero and why they chose that person. The students will listen to the read aloud and answer questions about the story when prompted.

The teacher will then model a Venn diagram for students. Students and teacher will discuss what is the comparison between the dad in the story and what they think a hero should be. We will discuss the findings as a whole group, signifying similarities and differences.

Using their own personal Venn diagram, students will compare the name of the person they chose as a hero to the qualities of what we have defined a hero to be. Students will complete their Venn diagram sheet and share with the class.

Students will be assessed on their ability to compare or contrast the characteristics of their chosen hero.

As time permits, students can partner with a friend and compare their hero options to one another using a Venn diagram. They can discuss aloud the similarities and differences between the two heroes.

Students can share this time to understand different characteristic option their partner may have used compared to their choices.

Holidays Around the World

Standards Addressed:

K.C.1-K.C.1.1- Understand how individuals are similar and different. Explain similarities in self and others.

K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.)

I.H.1.3 Explain why national holidays are celebrated.

CCSS.ELA.-Literacy. RLK.1 With prompting and support ask and answer questions about key details in a text

CCSS.ELA-Literacy-W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

Length: 3-4 days--45 minutes each day

Resources and Materials:

- Youtube video (Holidays Around the World)
- Chart Paper
- Crayons, Markers, and Colored Pencils
- Around the World Journal
- Holiday worksheets
- Construction Paper

Vocabulary:

- Holidays
- Hanukah
- Menorah
- Kwanzaa
- Christmas
- Celebrate

Day1: Hanukah

Students will define the word holiday. They will use their journals to record their answer. Students will then learn about Hanukah. Students will listen to the book, *The Story of Hanukah* by David A. Adler. They will then turn to the page on Hanukah and draw and write about their favorite part of the story. Students will then list 1 fact about Hanukkah. Afterwards, students will label and color the eight nights of Hanukkah on the Menorah.

Students will be assessed through observation and the correct labeling of the Menorah (candle lamp).

Day 2: Kwanzaa

Students will enter the celebration of Kwanzaa. Students will make predictions about what they think the celebration of Kwanzaa entails. They will record their predictions on a sticky note and place on a stop and jot board. Students will then listen to the read aloud, *My First Kwanzaa* by Karen Katz. Students will answer questions about the story, while also confirming or denying their prediction. Students will refer to parts of the story to help in their justification. Students will then draw and write about their favorite part in their Around the World Journal. They will write down one fact they remember about Kwanzaa. Students will then make a woven mat using construction paper and following the pattern of over and under.

Students will be assessed through teacher observation.

Day 3: Christmas

Opener: Students will turn and talk to their elbow partner about what Christmas means to them. They will then share with the group what they learned from their partner.

Students will then listen and participate in the interactive read aloud, *Pete the Cat Saves Christmas*. Students will fill in the rhyming words they think will fit in the story as the lines are read. Students will create a t chart in their journal about wants and needs where they will draw 3 pictures of wants and 3 pictures of needs. Students will then draw and write about their favorite part of the story. They will then write one fact they learned about Christmas.

Students will be assessed based on their ability to categorize wants and needs.

Statue of Liberty

Standards Addressed:

CCSS.ELA-Literacy.RLK.1 With prompting and support ask and answer questions about key details in a text

1.H.1 Understand that history tells a story of how people and events changed society over time.

CCSS.ELA-Literacy.RLK.2 With prompting and support retell a familiar story including key details

Material and Resources:

- Story of the Statue of Liberty (Youtube)
- Green Construction Paper
- Outline of Statue of Liberty
- Stapler
- Pencils/Marker

Students will raise their hands to vote if they have ever heard of the Statue of Liberty. The teacher will then record and tally the results. Students will then prepare to watch the Youtube video, Story of the Statue of Liberty by Tamayra Brown, produced by Candidio Aviles. Before beginning the film, the teacher will prompt students to pay close attention to what the statue looks like, its size, why it's in the US, and it's meaning. After watching the video, the teacher will prompt students to answer and discuss the aforementioned questions. The teacher will model recording the answers on a large green piece of construction paper, printed in the outline of the Statue of Liberty. Students will then have the opportunity to wear the crown hats like the statue of liberty.

Students will be assessed on the facts they provide on the statue. They should include at least 3 facts about the statue.

Classroom Resources

List of Materials for Classroom Use:

Holidays Around the World Journal

Journals are used to record and collect data as each holiday is presented. This journal will also be used as an assessment tool.

Sticky Notes

Sticky notes will be used to record quick, short answers. Students can place them in their journals afterwards as a reference.

Pictures

Pictures of monuments are used to allow students the opportunity to see what the monuments look like. Pictures of holiday are also used to assist with showcasing the different ways people celebrate.

Technology- Projector/Computers

The projector is used to show videos of stories or video clips of people in their culture with different experiences surrounding holidays. Videos of different monuments will also be shown through the projector.

Chart Paper

Chart paper is used to record whole class responses and create graphs.

Writing Journal

Students will use their writing journals to draw and write about each monument and holiday presented as a means to keep up with the monuments and holidays they have learned about. They can also utilize this journal to help in selecting their own.

Writing Checklist

Students will include the writing checklist to help them determine if they are performing five-star writing.

Books for Students

Hero Dad by Melinda Hardin

This book will be read aloud for Veteran's Day. This book allows children to connect someone they may know in their personal to the story. It brings a sense of understanding and personalization.

Pete the Cat Saves Christmas by Eric Litkin

This book brings a fun feeling to the unit as students participate in the read aloud. Students get to build phonemic skills by trying to fill in rhymes within the story. They get to learn about the underlying meaning of Christmas from one of their favorite book characters.

The Story of Hanukkah by David Adler

This story talks about how Hanukkah was captured more than two thousand years ago and retold in Jerusalem. This story gives a sense of history and facts to help students understand the meaning behind the holiday.

My First Kwanzaa by Karen Katz

This story was included because it shares vocabulary words pertinent to Kwanzaa that children will become familiar with. It also offers vivid pictures that can be useful for recording in their journals.

We March by Shane Evans

This book talks about the march on Washington and the relevance behind it. Students will experience this book as it helps capture memories from hundreds of years ago pertinent to their culture.

Underground: Finding the Light to Freedom by Shane Evans

This book was included to allow students to use their imagination to put words to the story of this picture book. Students can share their ideas with the class as they create their own stories.

A Picture Book of George Washington by David Adler

This book is also a picture book that shows significant events in the life of George Washington. The details help students recall events from his life.

The Memory Tree by Britta Teckentrup

This book takes a solemn approach as it shares ways to celebrate the memories of someone who has passed away. This book was included to help students understand that bereavement is a process that everyone experiences. The memories can be channeled to a feeling of resentment; the foe or feelings of understanding; friendly memoirs.

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