



A Comparison of Holidays: Hanukkah, Kwanzaa, Ramadan

THE ALMA PROJECT
A Cultural Curriculum Infusion Model



Denver Public Schools

In partnership with Metropolitan State College of Denver



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A Comparison of Holidays:
Hanukkah, Kwanzaa, Ramadan

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The Alma Curriculum and Teacher Training Project

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Denver Public Schools, Denver, Colorado

ABOUT THE ALMA PROJECT

The Alma Curriculum and Teacher Training Project

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units of study (ECE-12) on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. As instructional units are developed and field-tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos and other predominant ethnicities represented in the Denver Public Schools' student population.

The Project has reaped numerous benefits from partnerships with various colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly with the Project. As the Project continues, these partnerships will allow us to broaden the range of topics to be developed.

Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- ◆ It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (ECE-12) tied to state and district standards into the curriculum at every grade level in language arts, social studies, history, art, and music.
- ◆ It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- ◆ The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos and other predominant ethnicities represented in the student population.
- ◆ The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that utilize these resources or replicate the project.
- ◆ A formal link has been developed between the Denver Public Schools and various colleges and universities throughout the state of Colorado.

The instructional units were developed by teachers (ECE-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that is used in the development of the instructional units.

Alma instructional units are currently available on the Alma Project web site.

(<http://almaproject.dpsk12.org>).

For more information on the Alma Project, please contact:

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Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair
Metropolitan State College of Denver

Dr. Vincent C De Baca, Assistant Professor of History
Adjunct Professor of Chicano Studies
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish
Latin American and Chicano Literature
University of Denver

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Dr. Brenda Romero, Assistant Professor of Ethnomusicology
University of Colorado at Boulder

Dr. Priscilla Falcon, Professor of International Relations
Department of Hispanic Studies
University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English
Metropolitan State College of Denver

The Alma Project moved forward in the 2002-2003 school year with the combined efforts of the following people:

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)
Virginia Castro for *Richard T. Castro Commemorative Exhibit*
Steve Garner for *Richard T. Castro Commemorative Exhibit*
Gil Munoz, Social Studies Coordinator, Curriculum Department, Denver Public Schools for *Richard T. Castro Commemorative Exhibit*
Darius Smith, Curriculum Specialist, The Alma Project, Denver Public Schools
Teresa Torres, Chief Editor, The Alma Project, Denver Public Schools

INSTRUCTIONAL FRAMEWORK

The Alma instructional units are *not* to be used in isolation, but rather to be infused or integrated into the adopted Scope and Sequence for ECE-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL).

The individual lesson components contain the following:

Content Knowledge

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

Specifics

Identification of relevant supporting knowledge that will help students understand the information.

Instructional Strategies

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

Preteaching

Concepts or skills that may need review or introduction.

Preliminary Lesson Preparation

Concepts and/or skills that the teacher should reinforce before beginning.

Student Activities

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

Vocabulary

Definitions and translations of specialized words and concepts in English and Spanish that may be unfamiliar to the students and even to teachers are provided in this section. This is your opportunity to focus attention on vocabulary development and on the understanding of critical concepts you want the students to learn.

Resources/Materials

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

Performance Task

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

Scoring Rubric

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

Additional Evidence

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

Each lesson contains a set of key components, which are listed below.

What will students be learning?

- Standards
- Benchmarks
- Instructional objectives
- Specifics

What will be done to help students learn this?

- Instructional strategies
- Preteaching (optional)
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to preview the study guides and check out materials for integration into their curriculums. Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Yuma Street Center. The Center is located at 2320 West 4th Avenue, Denver, Colorado. Contact the Alma office for checkout procedure.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

CONTRIBUTING AUTHORS

The following Denver Public Schools teachers are to be commended for their significant contributions to the Alma Project. Their contributions will greatly benefit all students both in Denver Public Schools and other school districts in the nation.

1998-1999		
Contributing Author	Topic	School
Flor Amaro	Exploring Literary Genre Through Latin American Literature	Cheltenham Elementary
	Hispanic Literature	
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for Among the Volcanoes by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Dia de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions	Denver School of the Arts
	Heart of Aztlan Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorothea Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Dia de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenk Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School

Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos	Cheltenham Elementary
	Piñatas!	
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

1999-2000		
Contributing Author	Topic	School
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Garcia Baca	Study Guide for Walking Stars	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	Early Childhood Education Specialist
Debbie Frances	La Mariposa/The Butterfly	Kaiser Elementary
	The Desert	
	Easter/Spring Celebration	
	From Corn to Tortillas	
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families.....A Celebration	Kaiser Elementary
	Plants/Las Plantas	
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiky and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescas	The Conquest of the Aztec Civilization	Alma Project Curriculum Specialist
	The Mexican American War	

2000-2001		
Contributing Author	Topic	School
Denise Engstrom	Thanksgiving - An American Tradition	ECE Specialist
	Denver March Powwow	
	American Indian Storytelling: A Tradition	
Astid Parr	Cinco de Mayo - A Historical Celebration	Swansea Elementary
Sandra Miller	Mercado - Trading at the Marketplace	Samuels Elementary
Nina Daugherty	Aztec Folk Literature - Two Legends and a Folktale	Centennial Elementary
	Three Latin American Folktales	
Ron Ingle II &	Celebration of Mexicanos through Music,	Kaiser Elementary
Dan Vallescas	Dance & Art	Alma Curriculum Development Specialist
Deborah Francis	The Cowboys/Vaqueros	Grant Ranch Elementary
Barbara J. Williams	Lessons in Courage: Maritin Luther King, Rosa Parks and Ruby Bridges	Maxwell Elementary
Jessica Schiefelbein	Faith Ringgold	University Park Elementary

2001-2002		
Contributing Author	Topic	School
Arthur L. Campa, PhD & Ellen J. Campa	LARASA's Legacy: Catalyst for Change: Archuleta, Noel, and Valdez	Metro State College
Deborah Francis	Alma Flor Ada: An Author Study	Grand Ranch Elementary
	Pat Mora: An Author Study	
	Jan Romero Stevens: 1953-2000	
	Carmen Lomas Garza: Chicana Author and Illustrator	
Sara Hensen	Good Intentions, Misunderstanding, Betrayal: A study of the first encounters between Native Americans and Pilgrims	Goldrick Elementary
Stephanie A. Herrera	Fiesta Mexicana: A Summer Latin Dance Experience	DPS Latin Dance Coordinator
Tania Hogan	Alma Flor Ada: Latina Author	Goldrick Elementary
Kathy Hoops	Beyond the Glass Slipper: Cinderella Stories from Around the World	Goldrick Elementary
Barbara Williams	Infinite Skies: Bessie Coleman, Mae Jemison, and Ellen Ochoa	Maxwell Elementary

2002-2003

Contributing Author	Topic	School
Melanie Bertrand	A Comparison of Holidays: Ramadan, Hanukkah, and Kwanzaa	Philips Elementary
Steve Gardner	Shaping the Law of the Land: Hispanics in the Colorado Legislature	Polyglot, Inc.
Lisa Simms	Poetry and the Chicano: A Semantic Study of Chicano Identity Through Poetry	Horace Mann Elementary
Darius Smith	American Indian Mascots: Hype, Insult, or Ignorance	Alma Curriculum Development Specialist

A Comparison of Holidays: Hanukkah, Kwanzaa, Ramadan

Unit Concepts

- ◆ Holidays as windows to cultures
- ◆ Ramadan
- ◆ Hanukkah
- ◆ Kwanzaa
- ◆ Cultural traditions
- ◆ Art reflections
- ◆ Fasting
- ◆ Role playing

Standards Addressed by this Unit

ENGLISH LANGUAGE ACQUISITION

The student will develop listening, speaking, reading and writing skills in English. (Focus Areas 1, 2, 3 and 4)

READING AND WRITING

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

GEOGRAPHY

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Introduction

Society in the United States emphasizes mainstream holidays, but often fails to acknowledge others that are lesser known. Learning about these overlooked holidays can provide a window into the rich cultural wealth within the U.S. and around the world. This unit focuses on Ramadan, Hanukkah and Kwanzaa, three holidays that are annually overshadowed by Christmas.

In 2003 Ramadan will be celebrated from October 26 through November 23, though it can occur at various times throughout the year. The holy month of Ramadan is a time for Muslims to show devotion to Allah (God) through fasting and other observances. Muslims believe that in the month of Ramadan Allah began to present the contents of the Koran (Muslim holy book) to the prophet Muhammad. During this month, Muslims abstain from food, drink and sexual intercourse between dawn and dusk.

Hanukkah will begin December 20 in 2003. The eight-day holiday commemorates a battle in Israel that took place over two thousand years ago between a group of Jews and King Antiochus of Syria.

Jews also believe that a miracle occurred after the battle at a temple in Jerusalem. The victorious Jews lit a lamp in the temple using one day's worth of oil, but the lamp burned for eight days. The menorah (candle holder) reminds people of this miracle.

Every year Kwanzaa is celebrated from December 26 to January 1. The seven-day African-American holiday was founded in 1966 by scholar Maulana Ron Karenga, Ph.D. Drawing from traditional African beliefs, the holiday stresses the importance of strong community values. Occurring during African harvest time, the holiday celebrates the richness of African-American culture through seven principles.

Ramadan, Hanukkah and Kwanzaa are important holidays in the United States. Learning about these holidays will promote acceptance of the cultures they represent, encouraging understanding between cultures in the future. This unit will broaden students' worldviews and/or act as a cultural validation while strengthening their oral and written English skills.

Implementation Guidelines

This unit is geared toward second- and third-graders. Though it can be taught any time of year, it will have more impact if it is launched in November, during Ramadan, and completed before the winter break, when Hanukkah and Kwanzaa will be celebrated. This unit can be successfully implemented in ELA-E and mainstream classrooms alike and contains adaptations for English Language Learners in each lesson.

Instructional Materials and Resources

The following resources are required for implementing this unit:

Celebrating Ramadan, by Diane Hoyt-Goldsmith
Hanukkah Lights, by Ben Lakner
Muslim Holidays, by Faith Winchester
My First Kwanzaa Book, by Deborah M. Chocolate
Seven Candles for Kwanzaa, by Andrea Davis Pinkney

The following are resources and materials for each lesson:

Lesson 1:

Muslim Holidays, by Faith Winchester
Graphic organizers
Pictures of holiday scenes and holiday items
pencils

Lesson 2:

Celebrating Ramadan, by Diane Hoyt-Goldsmith
globe
paper
pencils
Graphic organizers

Lesson 3:

Ramadan Lantern directions from *Muslim Holidays*, by Faith Winchester
Simplified version of the lantern directions

paper bags
white paper
crayons
markers
scissors
tape
flashlight

Lesson 4:

Graphic organizers
pencils
globe
Hanukkah Lights, by Ben Lakner
dreidel
candle
menorah

Lesson 5:

Graphic organizers
Hanukkah Lights, by Ben Lakner
Challah bread ingredients list printed on chart paper
Challah recipe printed on sentence strips
Pocket chart
6 cups flour
2 packages yeast
1 egg
¼ cup oil
1 tablespoon salt
½ cup sugar
2 cups warm water
loaf of bread

Lesson 6:

Challah bread recipe printed on sentence strips
Pocket chart
Challah bread ingredients list printed on chart paper
6 cups flour
2 packages yeast
1 egg
¼ cup oil
1 tablespoon salt
½ cup sugar
2 cups warm water
spoon
bowls
cookie sheet
oven

Lesson 7:

globe

kinara

Graphic organizers

pencils

My First Kwanzaa Book, by Deborah M. Chocolate

CD encyclopedia (optional)

Lesson 8:

kinara

Seven Candles for Kwanzaa, by Andrea Davis Pinkney

pencils

paper

crayons

markers

Lesson 9:

The paragraphs and pictures completed by the students in the previous lesson

A paraprofessional or adult volunteer

Unit Assessment:

Comparison chart

Graphic organizer

pencils

Lesson Summary

Lesson 1:

Welcome to Ramadan

Students draw on their background knowledge of holidays to better understand Ramadan.

Lesson 2:

Ramadan and a Muslim Boy's Life

Students learn about a Muslim boy living in New Jersey and compare their lives to his.

Lesson 3:

Ramadan Lanterns

Students create lanterns for the Ramadan holiday.

Lesson 4:

Hanukkah Introduction

Students learn about Hanukkah through *Hanukkah Lights*, by Ben Lakner.

Lesson 5:

Planning to Make Challah Bread

Students use realia to learn vocabulary associated with baking bread.

Lesson 6:

Let's Make Challah Bread

Students read a recipe in order to make Challah bread.

Lesson 7:

Kwanzaa Introduction

Students read *My First Kwanzaa Book*, by Deborah M. Chocolate, for an introduction to the holiday.

Lesson 8:

Seven Principles of Kwanzaa

Students learn about the seven principles of Kwanzaa and relate the principles to their own lives.

Lesson 9:

Role Playing the Seven Principles of Kwanzaa

Students use role-playing to further understand the seven principles of Kwanzaa.

Unit Assessment:

Students complete a comparison chart and graphic organizer about the three holidays they have learned about in this unit.

Lesson 1: Welcome to Ramadan

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 3 – Reading

Students will build reading vocabulary, including more high-frequency words and content-area vocabulary.

Students will demonstrate text comprehension through identifying details and main idea.

STANDARDS

Students read and understand a variety of materials. (RW1)

BENCHMARKS

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will use information from their reading to increase vocabulary and language usage.

Students will use comprehension strategies, such as prior knowledge, etc.

OBJECTIVES

Students will be introduced to the concept of holidays and how celebrations become traditions.

Students will increase their vocabulary through the introduction and use of ten new words.

Students will learn key facts about the holiday of Ramadan.

Students will read English text then show understanding through discussion.

SPECIFICS

Ramadan is the ninth month of the Muslim lunar year. Every year, Ramadan occurs at a different time during the American calendar year. In 2003 Ramadan will be celebrated from October 26 through November 23. The holiday is a time for Muslims to pray to Allah (God) and help others in need. During this month, Muslims fast from sunup to sundown. Muslims believe that in the month of Ramadan Allah began to present the contents of the Koran (Muslim holy book) to the prophet Muhammad.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Prior knowledge

Real objects

Graphic organizer

Group discussion

PRELIMINARY LESSON PREPARATION

Have on hand pictures of the following: tamales, turkey, ham, Christmas tree, candles, pumpkin, holiday scenes, etc. These pictures will assist English language learners during the discussion of the meaning of the word “holiday.”

ACTIVITIES

Ask the students what the word “holiday” means to them. Encourage them to think about what people do and use during holidays. Record their answers on the board in the form of a list. The holiday pictures can be taped on the board next to the corresponding words on the list.

Talk briefly with the students about the existence of a variety of holidays in the world and the United States. Explain to the students that they will be learning about holidays that may have been previously unknown to them. Introduce the graphic organizer that will be used throughout the Holidays Unit. (See the attached graphic organizer.) Explain that after each bullet, the students will write a piece of information about one of three holidays.

Students will need the Ramadan section of *Muslim Holidays*, by Faith Winchester. Prior to the reading, show the students on a calendar when Ramadan will be taking place. Also, talk about the concept of fasting. After the reading, the students will use the graphic organizer to write down information about Ramadan learned from the text.

Ask the students if they learned anything that was surprising to them. Discuss their answers and encourage their questions. Close by letting the students know that they will be able to learn more about Ramadan the next day.

VOCABULARY

holiday.....	a time of celebration, can be religious in nature
celebrate.....	observing a holiday in a joyful manner
prayer.....	talking to God
Islam.....	a religion that features the holiday of Ramadan
Muslim.....	a person who believes in Islam
Ramadan.....	the ninth month of the Islamic calendar
Allah.....	God
fast.....	to refrain from eating
Koran.....	the holy book of Muslims
mosque.....	the Muslim place of worship

RESOURCES/MATERIALS

Muslim Holidays, by Faith Winchester
Ramadan, by Suhaib Hamid Ghazi
Celebrating Ramadan, by Diane Hoyt-Goldsmith
Ramadan, by David F. Marx
Graphic organizers
pictures of holiday scenes and holiday items
pencils

ASSESSMENT

Student understanding can be assessed through responses to the following questions:

1. Who observes Ramadan and what is the name of their religion?
2. Why do people observe Ramadan?
3. What do Muslims do during Ramadan?
4. Where do Muslims go to pray?

5. Why do you think Ramadan is important to Muslim people?
6. Give definitions to the following words: holiday, Koran, Allah, celebrate, prayer.

Also, students can be assessed through the content of their graphic organizers. Please refer to the following rubric.

Rubric Points	Description
4.....	Student answered all six questions correctly. The graphic organizer includes four facts about Ramadan.
3.....	Student answered four or five questions correctly. The graphic organizer includes three facts about Ramadan.
2.....	Student answered three questions correctly. The graphic organizer includes two facts about Ramadan.
1.....	Student answered two or fewer questions correctly. The graphic organizer includes one or no facts about Ramadan.

Lesson 1: Holiday Graphic Organizer

Name _____

<p>Ramadan</p> <ul style="list-style-type: none">◆◆◆◆◆
<p>Hanukkah</p> <ul style="list-style-type: none">◆◆◆◆◆
<p>Kwanzaa</p> <ul style="list-style-type: none">◆◆◆◆◆

Lesson 2: Ramadan and a Muslim Boy's Life

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 1 – Listening

Students will demonstrate comprehension of listening.

Students will understand in-context vocabulary in different genre and content areas. Focus Area 2 –

Speaking

Students will develop and use vocabulary.

Students will demonstrate understanding of vocabulary through oral response in social and classroom situations.

STANDARDS

Students write and speak for a variety of purposes. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

BENCHMARKS

Students will write and speak for a variety of purposes.

Students will expand vocabulary development.

Students will analyze their reading, writing, speaking, listening, and viewing.

Students will read literature to investigate common issues and interests in relation to self and others.

Students will read literature to understand places, people events, and vocabulary, both familiar and unfamiliar.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students will know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students will develop knowledge of Earth to locate people, places and environments.

OBJECTIVES

Students will become familiar with the book *Celebrating Ramadan*, by Diane Hoyt-Goldsmith.

Students will locate countries in the Middle East that practice Islam.

Students will compare their lives to the boy's in the text.

Students will increase their English proficiency level through responses to questions.

Students will make Ghorayyibah under the direction of their teacher and other adults in the classroom.

SPECIFICS

Islam began more than 1,400 years ago with the prophet Muhammad. Today more than one billion people practice Islam in the world, five million of whom live in the United States, such as the boy discussed in the text used in this lesson. Muslim people pray five times a day facing Mecca, a city in Saudi Arabia. The Five Pillars of Islam create the foundation of the religion. They are: Declaration of Belief, Prayer, Fasting, Poor's Due and Pilgrimage.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

- Read aloud
- Graphic organizers
- Partner discussions
- Comparison chart
- Map skills
- Cooperative learning

PRELIMINARY LESSON PREPARATION

Review the book *Celebrating Ramadan*, by Diane Hoyt-Goldsmith to determine Ramadan facts to introduce to students.

ACTIVITIES

Review the responses from the graphic organizer completed in the previous lesson. Ask students to read responses aloud to each other. Also, ask for volunteers who would like to explain Ramadan facts to the class. These two beginning activities will serve to activate the students' prior knowledge. Show the students page 5 of the book *Celebrating Ramadan*, by Diane Hoyt-Goldsmith. Explain that Muslims celebrate Ramadan and live in many countries throughout the world, most inhabiting the areas highlighted on the map. Present a globe to the students and ask a volunteer to find the corresponding areas on the globe. Students can now add the new geographical information to their graphic organizers. Read aloud *Celebrating Ramadan*, which discusses the Muslim lifestyle of a boy growing up in New Jersey. Intersperse questions throughout the text to gauge understanding on multiple levels. Focus on the new vocabulary words of "mosque" and "minaret." Students will now group themselves in pairs to compare the boy's life to theirs. On their own paper, they will make a chart with the words "Similarities" and "Differences" heading two columns. If necessary, the teacher can model the use of the chart. The students will share their observations with the class. Then the class can make Ghorayyibah cookies following in the instructions on page 21 of the text.

VOCABULARY

- Mosque..... the Muslim place of worship (called "masjid" in the text)
- minaret..... a tower connected to a mosque
- tribe..... a group of people
- peace..... a time when there is no war
- celebration..... a party
- scarf..... cloth used by some Muslim women to cover the head
- fasting..... refraining from eating
- Arabic..... the language of the Koran

RESOURCES/MATERIALS

- Celebrating Ramadan*, by Diane Hoyt-Goldsmith
- globe
- map on page 5 of the text
- paper
- pencils
- Graphic organizers

Comparison chart

1 cup butter

½ cup sugar

1 teaspoon vanilla extract

2 cups flour

whole almonds

powdered sugar (optional)

rolling pin

cookie cutters

cookie sheet

ASSESSMENT

Students can be assessed through an informal verbal assessment during the read-aloud, content of graphic organizers and content of the charts created during this lesson. Please refer to the following rubric:

Rubric Points	Description
4.....	Students are able to locate five or more countries in which Islam is the dominant religion. Students will list at least ten similarities and ten differences on the comparison chart. Students will respond correctly to the majority of informal questions posed by the teacher. Students will participate enthusiastically while the cookies are being made.
3.....	Students are able to locate four countries in which Islam is the dominant religion. Students will list seven to nine similarities and seven to nine differences on the comparison chart. Students will respond correctly to about 75 percent of the informal questions posed by the teacher. Students will participate with interest while the cookies are being made.
2.....	Students are able to locate three countries in which Islam is the dominant religion. Students will list five or six similarities and five or six differences on the comparison chart. Students will respond correctly to about 60 percent of the informal questions posed by the teacher. Students will participate half-heartedly while the cookies are being made.
1.....	Students are able to locate two or fewer countries in which Islam is the dominant religion. Students will list four or fewer similarities and four or fewer differences on the comparison chart. Students will respond correctly to less than 60 percent of the informal questions posed by the teacher. Students will not participate while the cookies are being made.

Lesson 2:
Comparison Chart: A Muslim boy's life and my life

Name _____

Similarities	Differences

Lesson 3: Ramadan Lanterns

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 3 – Reading

Students will build reading vocabulary, including more high-frequency words and content-area vocabulary. Students will build reading skills in English.

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

BENCHMARKS

Students will adjust reading strategies for a variety of purposes.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes.

Students will write and speak to peers, teachers and the community.

OBJECTIVES

Students will write a “Happy Ramadan” letter to a peer.

Students will learn the following vocabulary words: “crayons,” “tape,” “markers,” “scissors,” “paper,” “paper bag,” “lantern” and “flashlight.”

Students will make a lantern using instructions written in English.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Group work

Use of real objects

Writing genre focus: friendly letters

PRELIMINARY LESSON PREPARATION

Gather the resources listed below. Also, write a friendly letter example for the students to follow.

ACTIVITIES

Explain to the students that the boy featured in the previous day’s story might make a lantern to celebrate the Ramadan festivities. Let the students know that the class will be making lanterns too. Present the lantern-making directions to the students and, as a group, read the list of necessary items for the project. (See the attached sheet entitled “Let’s make a Ramadan Lantern!” and read the lantern-making directions *in Muslim Holidays* on page 22.) Items should be arranged together in view of the students. Volunteers will read from the list, then point to the corresponding item. Students will now work without the guidance of the teacher, reading the directions in order to create a lantern. Students can work together and use English to discuss the project. When the students are finished, the lights can be turned off and a flashlight used to illuminate the students’ lanterns. After finishing the lanterns, ask the students to write letters to Muslim classmates wishing them a happy Ramadan. The letter should include facts about Ramadan and a reaction

to the lantern-making. Refer to the friendly letter example created during the preliminary lesson preparation. Students can have the option of giving their Ramadan lanterns to the letter recipients in addition to the letters.

VOCABULARY

parade..... a procession of people celebrating
 crayons..... waxy sticks used to color pictures
 tape..... sticky item used to attach things
 markers..... sticks used to color pictures
 scissors..... used to cut paper
 paper..... used to write on
 paper bag..... a bag usually made of brown paper
 lantern..... an old-fashioned portable light
 flashlight..... a stick with a light on the end

RESOURCES/MATERIALS

The Ramadan Lantern directions from the book *Muslim Holidays*
 Copies of the adapted directions, “Let’s Make a Ramadan Lantern!”

paper bags
 white paper
 crayons
 markers
 scissors
 tape
 flashlight

ASSESSMENT

Completion of the Ramadan Lantern by using the written directions. The letter can be scored using the following rubric:

Rubric Points	Description
4.....	The letter wishes the recipient a happy Ramadan, mentions four facts the student has recently learned about Ramadan and describes in-depth the lantern-making experience using the vocabulary words. The letter contains three or fewer mistakes.
3.....	The letter wishes the recipient a happy Ramadan, mentions three Ramadan facts and describes the lantern-making experience using some vocabulary words. The letter contains four to six mistakes.
2.....	The letter wishes the recipient a happy Ramadan, mentions two Ramadan facts and/or fails to mention the lantern-making experience. The letter contains six to eight mistakes.
1.....	The letter falls below the criteria to earn 2 points on the rubric.

Lesson 4:

Hanukkah Introduction

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 1 – Listening

Students will listen to a story and demonstrate listening comprehension with expository text.

Students will understand a content-area lesson presented with visual support.

Focus Area 4 – Writing

Students will comprehend and appropriately use English vocabulary in written communication.

STANDARDS

Students write and speak for a variety of purposes. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

BENCHMARKS

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students will develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will be introduced to the holiday of Hanukkah through listening to a story and using picture clues.

Students will process the information into written text in their graphic organizers.

Students will increase their vocabulary by learning 10 new words.

SPECIFICS

The Jewish holiday of Hanukkah, the “Feast of Lights,” celebrates the military victory of Judas Maccabee over Syrian King Antiochus in the second century B.C. The battle was a reaction to religious restrictions placed on people practicing Judaism. After the battle, the victors are said to have lit lamps within the temple using one day’s worth of oil. A miracle then occurred, enabling the lamps to burn for eight days. The world’s approximately 15 million Jewish people commemorate this miracle by celebrating Hanukkah for eight days. Each candle on the menorah (candle holder) represents one of the eight days, except the middle candle, which is the shammas or servant candle.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read aloud

Graphic organizers

Real objects
Partner work
Map skills

ACTIVITIES

Present the students with their graphic organizers and tell the students that the class will begin to learn about another holiday called Hanukkah. Explain that Jewish people celebrate Hanukkah. Bring out the globe and ask students if they know where Jewish people live. Explain that Jewish people live throughout the world. Point out Israel on the globe. Explain that people in Isreal speak Hebrew and use the Jewish Bible, which includes the Torah. Using a calendar, show the students when Hanukkah is celebrated. Read aloud Ben Lakner’s *Hanukkah Lights*, a book with flaps to open on every page. Point out candles, a menorah and a dreidel, and then show the students the actual objects at the appropriate time during the reading. Ask questions and encourage the students’ questions while reading the book. To aid in students’ comprehension, let them open the flaps after each page is read. Ask the students to add Hanukkah information to their graphic organizers. Upon completion, students can find a partner and read aloud the new information in their graphic organizers. Students can then choose from a selection of books about Hanukkah being celebrated in the United States. Each student will write a summary of the chosen book. In closing, the students can sit in a circle and each share one new piece of information about Hanukkah.

VOCABULARY

candle.....	a stick of wax that burns at one end
menorah.....	a Jewish candle holder
dreidel.....	a top-like object used to play a Hanukkah game
Spin the Dreidel.....	a game that uses a dreidel
shamus.....	the helper candle in the menorah
Feast of Lights.....	an alternate name for Hanukkah
Isreal.....	a Jewish country in the Middle East
gelt.....	the “money” (chocolates wrapped in foil) won in a game of Spin the Dreidel
gift.....	a present
latke.....	a potato pancake
Torah.....	holy book, part of the Jewish Bible
Hebrew.....	the language of Isreal and the Jewish Bible

RESOURCES/MATERIALS

Graphic organizers
pencils
globe
Hanukkah Lights, by Ben Lakner
The Runaway Latkes, by Leslie Kimmelman
The Ugly Menorah, by Marissa Moss
Jeremy’s Dreidel, by Ellie Gellman
dreidel
candle
menorah

ASSESSMENT

Students understanding can be gauged through verbal questioning, content of the graphic organizers and the book summaries.

Rubric for book summaries:

Rubric Points	Description
4.....	The summary is at least 10 sentences long and accurately reflects the content of the book. It is well-organized and contains fewer than three spelling or grammar mistakes.
3.....	The summary is eight or nine sentences long and reflects the content of the book. It's organization is fair, but could be improved and contains four or five mistakes.
2.....	The summary is six or seven sentences long and does not accurately reflect the main points of the book. The organization is poor. It contains six or seven mistakes.
1.....	The summary is shorter than six sentences long and does not reflect the content of the book. The organization is poor and it contains eight or more mistakes.

Lesson 5: Planning to Make Challah Bread

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 2 – Speaking

Students will discuss previously covered material.

Students will develop and use vocabulary.

Focus Area 3 – Reading

Students will demonstrate text comprehension through sequencing events.

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.

BENCHMARKS

Students will adjust reading strategies for a variety of purposes.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes, such as telling stories.

Students will make predictions, analyze and draw conclusions in their writing.

OBJECTIVES

Students will practice verbal English.

Students will learn the following vocabulary words: “bread,” “loaf,” “slice” and “crust.”

Students will read and understand English text and strengthen their sequencing skills.

Students will use higher-level thinking skills to determine what would happen if the bread recipe steps were performed out of order.

Students will organize a written response around a main idea.

SPECIFICS

Challah is a rich bread baked for Sabbath eve (Friday night) and for festivals. The challah is covered with linen or other fine fabrics when it is served. The bread’s name is derived from the small piece of dough taken from the whole and burned before the rest of the dough is baked.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Graphic organizers

Real objects

Sequencing webbing

PRELIMINARY LESSON PREPARATION

Before beginning this lesson with the students print the Challah bread recipe on sentence strips, one directin per strip. Also, print the list of Challah ingredients on chart paper.

ACTIVITES

Present the students with their graphic organizers and discuss the information the students learned the previous day about Hanukkah. Leaf through the book *Hanukkah Lights* and ask students to name various items in the pictures and/or tell what is going on in the scenes. Tell the students that some Jewish families prepare a special kind of bread, called challah, during Hanukkah and other holidays. Show a loaf of bread at this point. Gauge student knowledge of vocabulary words associated with bread, such as “loaf,” “slice” and “crust,” through a webbing exercise. Discuss any words that are new to the students. Let the students know that the class will be making a loaf of bread the next time the class meets. Tape up a list of ingredients for the class to see. (See the attached challah recipe.) Give the students a few moments to read the list by themselves. Have all the ingredients arranged in view of the students and ask for volunteers to match a word from the list to the actual item. The teacher can match the items previously unknown to the students. Show the students the challah recipe, which should be already printed on sentence strips and placed **out of order** in a pocket chart. Ask the students for help in putting the recipe in the correct order. Offer prompting when necessary. After the sequencing exercise is completed, students can fill in the sequencing worksheet. Pose this question to the students: What would happen if we performed the steps out of order and/or left out a step? Ask the students to write a response to that question using the new vocabulary words. Encourage the students to use a chatty, light-hearted style in writing the response, while organizing it around a main idea.

VOCABULARY

bread..... grains and other ingredients baked into a loaf
loaf..... generally a 12-inch-long piece of bread
slice..... a thin piece of bread cut from the loaf
crust..... the outer edges of a loaf of bread
grain..... the seed of certain types of grass.
Challah..... bread baked during Jewish holidays

RESOURCES/MATERIALS

Graphic organizers
Hanukkah Lights, by Ben Lakner
The Runaway Latkes, by Leslie Kimmelman
The Ugly Menorah, by Marissa Moss
Jeremy's Dreidel, by Ellie Gellman
list of challah ingredients printed on chart paper
Challah recipe printed on sentence strips
Pocket chart
ingredients for challah bread
loaf of bread
Sequencing worksheet

ASSESSMENT

Students can be assessed through informal questioning, the sequencing worksheet and the written response. The worksheet will show the teacher whether or not the students understood the sequencing exercise. The following rubric can be used to assess the quality of the written responses.

Rubric Points	Description
---------------	-------------

- 4.....The written response is creative, plausible, at least 10 sentences long, well-organized, demonstrates “voice” and contains three or fewer spelling or grammar mistakes.
- 3.....The written response is lacking in creativity or plausibility. It contains 8 or 9 sentences. It is organized in a logical manner, but could be improved. Demonstrates a beginning understanding of voice and contains four or five spelling or grammar errors.
- 2.....The written response lacks both creativity and plausibility. It contains six or seven sentences. It is not well-organized. It does not demonstrate an understanding of voice. It contains six or seven spelling or grammar errors.
- 1.....The quality of the written response does not meet the criteria to earn two points.

Lesson 5: Challah Bread Sequencing Worksheet

Name _____

Directions: Fill in the table by writing the nine Challah bread recipe steps in the correct order.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Lesson 6: Let's Make Challah Bread

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 2 – Speaking

Students will develop and use vocabulary.

Students will orally express experiences.

Focus Area 3 – Reading

Students will build reading vocabulary, including content-area vocabulary.

Students will demonstrate text comprehension.

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

BENCHMARKS

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes, such as explaining concepts and procedures.

Students will write and speak to peers, teachers, and the community.

OBJECTIVES

Students will read and understand English text.

Students will make challah bread.

Students will increase their vocabulary by learning eleven new words.

Students will write similes and/or metaphors to describe the bread.

SPECIFICS

There are many different challah recipes. Some are sweeter and may use raisins, whereas some have a greater number of eggs. Also, challah bread can be shaped into a wreath. Many families enjoy challah French toast with the leftovers.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Real-life experience tied with literature

Real objects

Use of similes and metaphors

Recall

Summarizing

PRELIMINARY LESSON PREPARATION

Several hours prior to the lesson, make a batch of bread dough which should be fully risen by the time the lesson is scheduled to begin. Some pre-teaching about similes and metaphors may be necessary depending on the students' background knowledge.

ACTIVITIES

Review the ingredients for challah bread, reading from the list and using the actual items. Begin making the bread, asking individual students to read and perform one direction at a time. Emphasize these vocabulary words: "mix," "stir," "dough," "flour," "sugar," "salt," "oil," "yeast" and "egg." When the students finish making the dough, bring out the dough that had been prepared several hours in advance. With this batch, the students can finish the recipe, braiding the dough into two loaves, then watching the teacher put the loaves into the oven. While the bread bakes, ask students to recall the bread-making directions without looking at the recipe. This activity will encourage the students to use their new vocabulary words. Take the bread out of the oven and distribute slices to the students. As the students eat their bread, give them examples of similes and metaphors that would describe the bread's appearance, texture, smell and taste. (Examples: The bread is like a crouching bunny. The challah bread is a warm embrace on the tongue. The bread is a smooth pebble warmed in the sun.) Then ask the students to each create a metaphor to describe the bread loaf or the dough at any step in the recipe. Write their similes and metaphors on a piece of chart paper.

VOCABULARY

simile.....	a comparative statement using "like" or "as"
metaphor.....	a comparative statement using "is" or "are"
mix.....	a motion used to combine ingredients
stir.....	a motion used to combine ingredients
dough.....	uncooked bread
flour.....	ground up wheat
sugar.....	a sweetener used in baking
salt.....	a mineral used to flavor food
oil.....	a liquid used in baking
yeast.....	a product used to make bread dough rise
egg.....	a thin shelled ovum of a bird used as food

RESOURCES/MATERIALS

- Hanukkah Lights*, by Ben Lakner
- The Runaway Latkes*, by Leslie Kimmelman
- The Ugly Menorah*, by Marissa Moss
- Jeremy's Dreidel*, by Ellie Gellman
- Challah bread recipe printed on sentence strips
- Pocket chart
- Challah bread ingredients list printed on chart paper
- 6 cups flour
- 2 packages yeast
- 1 egg
- ¼ cup oil
- 1 tablespoon salt
- ½ cup sugar
- 2 cups warm water
- spoon
- bowls

cookie sheet
oven

ASSESSMENT

Students may be assessed through their performance in the lesson. The checklist below may be used.

Student Assessment Checklist

Questions may be answered with the following:

Yes Somewhat No

1. Student displayed understanding of the vocabulary words during the lesson.
2. Student accurately followed the directions in the recipe.
3. Student participated eagerly in the lesson
4. Student explained the procedures outlined in the recipe without rereading it.
5. Student created at least one simile or metaphor to describe the challah bread.

Lesson 7: Kwanzaa Introduction

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 3 – Reading

Students will build reading skills in English.

Students will use reading strategies to extend text comprehension.

Students will build reading vocabulary including more high-frequency words and content-area vocabulary.

Focus Area 4 – Writing

Students will develop organizational skills for writing.

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students will read classic and contemporary literature representing various cultural and ethnic traditions from throughout the world.

Students will develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will strengthen their English reading and writing skills.

Students will learn key facts about Kwanzaa.

Students will learn at least eight vocabulary words.

Students will make a list of the vocabulary words and write definitions for them based on context clues in the reading.

SPECIFICS

Every year Kwanzaa is celebrated from December 26 to January 1. The seven-day African-American holiday was founded in 1966 by scholar Maulana Ron Karenga, Ph.D. Drawing from traditional African beliefs, the holiday stresses the importance of strong community values. Occurring during African harvest time, the holiday celebrates the richness of African-American culture through seven principles. The principles are as follows: umoja (unity), kujichagulia (self-determination), ujima (collective work and responsibility), ujamaa (cooperative economics), nia (purpose), kuumba (creativity) and imani (faith).

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Guided reading
Graphic organizers
Real objects
Use of context clues

PRELIMINARY LESSON PREPARATION

Prior to the lesson, find a kinara to display in the classroom.

ACTIVITIES

Tell the students that the class will begin learning about a holiday called Kwanzaa. Explain to students that Americans whose ancestors came from Africa celebrate this holiday. Ask the students to find the United States and Africa on the globe. Also, use a calendar to show the students when the holiday is celebrated. Use guided reading strategies to read *My First Kwanzaa Book*, by Deborah M. Chocolate, and the first 10 pages of *Seven Candles for Kwanzaa*, by Andrea Davis Pinkney. Every student will have an opportunity to volunteer to read aloud. Stop frequently to gauge understanding and ask higher-level questions. Ask the students to write down all new words they encounter and offer definitions based on context clues. The students should include the words in this lesson's vocabulary list. After finishing the story, students can add Kwanzaa information to their graphic organizers. Working in partners, students can read the Kwanzaa information. To close the lesson, show the students a kinara (a Kwanzaa candle holder) and tell the students they will learn more about what the candles mean in the next class.

VOCABULARY

Kwanzaa..... an African-American holiday
kinara..... a Kwanzaa candle holder
mkeka..... a straw placemat for the fruits of the harvest
muhindi..... corn
crops..... plants grown for their food or other useful products
mazao..... crops
zawadi..... Kwanzaa gifts
Nguzo Saba..... The seven principles of Kwanzaa

RESOURCES/MATERIALS

globe
kinara
graphic organizers
pencils
My First Kwanzaa Book, by Deborah M. Chocolate
Seven Candles for Kwanzaa, by Andrea Davis Pinkney
Kwanzaa, by David F. Marx
Kwanzaa, by Dana Meachen Rau
Seven Spools of Thread, a Kwanzaa Story, by Angela Shelf Medearis
Crafts for Kwanzaa, by Kathy Ross

ASSESSMENT

To gauge student understanding of the text, ask higher-level thinking questions during the reading. To assess the vocabulary lists created by the students, use the following rubric.

Rubric Points	Description
4.....	The vocabulary list includes at least the eight vocabulary words listed in the vocabulary section of this lesson. The definitions are accurate.
3.....	The vocabulary list includes seven of the eight required vocabulary words and the definitions are accurate in most cases.
2.....	The vocabulary list includes five or six of the eight required vocabulary words and some definitions may not be accurate.
1.....	The vocabulary list includes fewer than five of the eight required vocabulary words and many of the definitions are not accurate.

Lesson 8: Seven Principles of Kwanzaa

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 1 – Listening

Students will demonstrate comprehension of listening.

Focus Area 3 – Reading

Students will read and respond to a variety of literature.

Focus Area 4 – Writing,

Students will develop personal expression and organize ideas.

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes.

Students will write and speak to peers, teachers, and the community.

Students will read literature to investigate common issues and interests in relation to self and others.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students will read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.

OBJECTIVES

Students will read and understand information about the seven principles of Kwanzaa.

Students will learn the vocabulary words for the seven principles of Kwanzaa.

Students will connect with the text by recalling a time in their lives when they demonstrated one of the seven principles.

Students will create a written response based on their text-to-self connections.

SPECIFICS

Kwanzaa is a non-religious holiday that is not intended to take the place of other religious holidays that occur during the same time period. Each night of the seven-day holiday, a different principle is emphasized and a new candle lit in the kinara. The kinara holds three green candles

to represent a promising future, three red candles to represent struggles and one black candle to represent the skin color of African Americans. During the holiday, families often exchange hand-made gifts, called zawadi. About 5 million people in the United States celebrate the holiday of Kwanzaa, which culminates with a community feast, called a karama.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

- Real objects
- Independent reading
- Modeling
- Group discussion

PRELIMINARY LESSON PREPARATION

Prior to the lesson, think of a time in your life when you could relate to one of the seven principles of Kwanzaa. Keep this experience in mind to share with the students during the group discussion.

ACTIVITIES

Show the students the kinara again to stimulate their background knowledge. Ask them what they learned about Kwanzaa from the previous lesson. Students will independently read *Seven Candles for Kwanzaa*, starting on page 11. While reading, the students can add information to their graphic organizers. Stress the importance of the seven principles of Kwanzaa: Unity, Self-Determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity and Faith. After the students have read the material, ask them to provide examples of the principles in a group discussion. Afterward, ask students to write a paragraph and draw a picture about a time in their lives when they could relate to one of the seven principles. Model the assignment before the students begin. To close, ask the students to share their paragraphs and drawings with the class, which will help the students in understanding the concepts.

VOCABULARY

- umojia..... unity; working together as a group
- kujichagulia..... self determination; believing in yourself
- ujima..... collective word and responsibility; getting thing accomplished as a group
- ujamaa..... cooperative economics; working together to make money
- nia..... purpose; looking toward the future to discover a purpose or meaning in life
- kuumba..... creativity; thinking about and making new things
- imani..... faith; believing in others and in good things

RESOURCES/MATERIALS

- kinara
- My First Kwanzaa Book*, by Deborah M. Chocolate
- Seven Candles for Kwanzaa*, by Andrea Davis Pinkney
- Kwanzaa*, by David F. Marx
- Kwanzaa*, by Dana Meachen Rau
- Seven Spools of Thread*, a Kwanzaa Story, by Angela Shelf Medearis
- Crafts for Kwanzaa*, by Kathy Ross
- pencils
- paper

crayons
markers

ASSESSMENT

The written assignment can be assessed through the following rubric:

Rubric Points	Description
4.....	The assignment contains at least 10 sentences. It describes an experience from the student's life that coincides with one of the seven principles of Kwanzaa. The assignment is well-organized and contains 3 or fewer spelling or grammar errors.
3.....	The assignment contains eight or nine sentences. It describes an experience that loosely coincides with one of the seven principles. The assignment is organized logically and contains 4 or five spelling or grammar errors.
2.....	The assignment contains six or seven sentences. It describes an experience that does not coincide with one of the seven principles. The assignment is not well-organized and contains six or seven spelling or grammar errors.
1.....	The assignment contains fewer than six sentences. It describes an experience that does not coincide with the seven principles. The assignment is poorly organized and contains more than seven spelling or grammar errors.

Lesson 9: Role Playing the Seven Principles of Kwanzaa

What will students be learning?

ENGLISH LANGUAGE ACQUISITION STANDARDS

Focus Area 2 – Speaking

Students will develop and use clear pronunciation and intonation (e.g., recite dialogues, role-play, read aloud).

Students will develop and use vocabulary.

STANDARDS

Students will read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

BENCHMARKS

Students will adjust reading strategies for a variety of purposes, such as scanning.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary using a variety of methods.

Students will write and speak for a variety of purposes.

Students will write and speak to peers, teachers, and the community.

OBJECTIVES

Students will use English to understand, discuss and act out situations related to the seven principles of Kwanzaa.

Students will synthesize the information learned about Kwanzaa to create role-plays regarding the seven principles.

Students will understand the words associated with the seven principles.

SPECIFICS

For information about Kwanzaa, please refer to the “Specifics” sections in lessons seven and eight.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Modeling

Role-play

Use of reading strategies

PRELIMINARY LESSON PREPARATION

Ensure that you will have an adult present during the lesson to assist in modeling the role-play. Also, write these directions on the board: 1. Choose a partner. 2. Talk about one partner’s real-life situation. 3. Choose roles to act out that situation. 4. Practice acting out the situation. (The scene needs to be at least one minute in length.) 5. Repeat steps 2, 3 and 4 using the other partner’s situation.

ACTIVITIES

Explain to the students that they will be role-playing a time in their lives related to one of the seven principles of Kwanzaa. They can refer to *Seven Candles for Kwanzaa* as well as the assignments they completed from

the previous lesson. Ask the students to simply scan the book to refresh their memories, rather than reread it. With a paraprofessional, model the process of working with a partner to role-play a situation related to one of the seven principles. Talk with the paraprofessional about a situation and then choose roles. Act out the scene. Each pair of students will act out two situations (one situation from each student), using the paragraphs they had written the previous day. If a student had written about a situation in which he or she was alone, that student can choose another situation. Before letting the students begin, refer to role-play directions that should be written on the board. Have students read these directions aloud and explain them in their own words. Now students can begin working on their skits. At the end of the lesson, students can act out their skits for the class.

VOCABULARY

unity..... togetherness
 self determination..... standing up for yourself
 collective work and responsibility... working with others
 cooperative economics..... helping others in business
 purpose..... acknowledging past traditions while looking
 toward the future
 creativity..... seeing new ways to do things
 faith..... believing in yourself and others

RESOURCES/MATERIALS

The paragraphs and pictures completed by the students in the previous lesson
 An adult helper
Seven Candles for Kwanzaa, by Andrea Davis Pinkney

ASSESSMENT

To assess the skits the students perform, use the following rubric.

Rubric Points	Description
4.....	The one-minute skit portrayed an experience that clearly illustrated one of the seven principles of Kwanzaa. The students put feeling into their skits and spoke clearly. The students worked well together as partners.
3.....	The one-minute skit portrayed an experience that illustrated one of the seven principles. The students attempted to put feeling into their skit and speak clearly. The students worked together without fighting.
2.....	The one-minute skit portrayed an experience that did not illustrate one of the seven principles. The students did not attempt to put feeling into their skit. They did not speak clearly. The students did not cooperate while working as partners.
1.....	The skit portrayed an experience that did not illustrate one of the seven principles. The skit was under one minute in length. The students spoke in a monotone and/or did not speak clearly. The students fought while working as partners.

Unit Assessment

What will students demonstrate proficiency?

PERFORMANCE TASK

Students have engaged in various activities which have required a hands-on approach, synthesized new information, expanding their vocabulary, sequenced various steps to making traditional foods, and learned the seven principles of Kwanzaa. Each student will be required to complete a Comparison Chart and a Graphic Organizer to assess their understanding of the unit concepts of this study. Students may respond orally and have assistance documenting their responses or they may record their own responses on the chart and organizer. Responses are to be recorded on the worksheets provided.

SCORING RUBRIC

Use the following rubric for assess student responses.

Comparison Chart Rubric

Rubric Points	Description
4.....	Students will list at list at least ten similarities and ten differences on the comparison chart.
3.....	Students will list seven to nine similarities and seven to nine differences on the comparison chart.
2.....	Students will list five or six similarities and five or six differences on the comparison chart.
1.....	Students will list four or fewer similarities and four or fewer differences on the comparison chart.

Graphic Organizer Rubric

Rubric Points	Description
4.....	The graphic organizer includes at least five facts about each holiday. The information is accurate and presented neatly. There are three or fewer spelling or grammar errors.
3.....	The graphic organizer is missing one or two facts. The information is accurate. There are four or five spelling or grammar errors.
2.....	The graphic organizer is missing three or four facts. The information may not be accurate. There are six or seven spelling or grammar errors.
1.....	The graphic organizer is missing more than four facts. The information is not accurate. There are more than seven spelling or grammar errors.

Unit Assessment: Comparison Chart: Hanukkah, Kwanzaa, Ramadan

Name _____

List the similarities and differences between these holidays.

	Hanukkah	Kwanzaa	Ramadan
Similarities			
Differences			

Unit Assessment:

Graphic Organizer: Facts about Hanukkah, Kwanzaa, Ramadan

Name _____

List facts about each of the holidays listed.

	Facts
Hanukkah	
Kwanzaa	
Ramadan	

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About the Author

Melanie Bertrand graduated from Colorado State University in 1996 with a bachelor's degree in journalism and a minor in French. She then worked as a reporter and editor for newspaper groups in Seattle, WA, before returning to Colorado in 1999. In March of that year, she was hired by the National Multiple Sclerosis Society, Colorado Chapter, and worked in the communications department, eventually becoming the Communications Manager. During her 2-year stay at the MS Society, she began taking Spanish classes. To improve her language ability, in January 2001 she spent four weeks in Antigua, Guatemala, attending the Academia de Espanol Guatemala. During the summer of 2002, she again attended Spanish classes, this time in Guanajuato, Mexico.

Melanie decided to change careers in 2001 and became an ESL teacher in Denver Public Schools through the Teacher in Residence Program. She enjoys her work with English language learners and is happy with her new career.