

1<sup>st</sup> Grade • Social Studies Unit: Debunking Holiday Myths • January 2013

Monday	Tuesday	Wednesday	Thursday	Friday
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<p><u>Lesson 1A: What are Holidays?</u></p> <ul style="list-style-type: none"> <li>• Pre-Unit Survey: What holidays do you know? How do we celebrate holidays?</li> <li>• KWL Chart (whole group): What holidays do you <b>know</b>? What do you <b>know</b> about those holidays? What are you <b>wondering</b> about holidays?</li> <li>• Analogy Activity: group of students are Native Americans (Pequot tribe) and have homes (table groups) and food (RevFoods snacks); group of students are Puritans; Puritans order Native Americans to leave their homes and then steal their food</li> </ul>	<p><u>Lesson 1B: Thanksgiving – Reality vs. Fantasy</u></p> <ul style="list-style-type: none"> <li>• Pre-lesson survey: what happened at the first Thanksgiving? Why do we celebrate Thanksgiving?</li> <li>• Real story of Thanksgiving: <ul style="list-style-type: none"> <li>o <a href="http://www.manataka.org/page269.html">http://www.manataka.org/page269.html</a></li> <li>o <a href="http://teachinghistory.org/teaching-materials/lesson-plan-reviews/25034">http://teachinghistory.org/teaching-materials/lesson-plan-reviews/25034</a></li> </ul> </li> <li>• Popular story of Thanksgiving: most classrooms will have a book with the popular story or a kid-friendly version already <ul style="list-style-type: none"> <li>o <a href="http://teachinghistory.org/teaching-materials/lesson-plan-reviews/25034">http://teachinghistory.org/teaching-materials/lesson-plan-reviews/25034</a></li> </ul> </li> </ul>	<p><u>Lesson 1C: Why is it like this?</u></p> <ul style="list-style-type: none"> <li>• Whole Group Discussion</li> <li>• Why would an inaccurate story be widely believed?</li> <li>• Who's in power/control? Who's being oppressed/controlled?</li> <li>• Who's benefitting? Who's suffering? How?</li> <li>• How did/does this holiday affect our society?</li> <li>• Are there any redeeming qualities of this holiday?</li> <li>• How does celebrating this holiday affect you, your family, and your community?</li> <li>• Extension: written response – what would <b>you</b> teach people about Thanksgiving?</li> </ul>	<p><u>Lesson 1D: Make a Judgment; Teach a Friend</u></p> <ul style="list-style-type: none"> <li>• Writing Assignment: Should we continue to celebrate this holiday? Why or why not? (persuasive text)</li> <li>• Writing Assignment: Teach a kindergartener about the real story of Thanksgiving (informational text)</li> </ul>	
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<p><u>Lesson 2A: Columbus Day Introduction</u></p> <ul style="list-style-type: none"> <li>• Survey: What did Christopher Columbus do? Why do we celebrate Columbus Day?</li> <li>• KWL Chart</li> </ul>	<p><u>Lesson 2B: Columbus Day- Popular vs. Reality</u></p> <ul style="list-style-type: none"> <li>• Review: Why do we celebrate Columbus Day? What did Columbus do?</li> <li>• Popular story of Columbus Day:</li> </ul>	<p><u>Lesson 2C: Why is it like this?</u></p> <ul style="list-style-type: none"> <li>• Whole Group Discussion</li> <li>• Why would an inaccurate story be widely believed?</li> <li>• Who's in</li> </ul>	<p><u>Lesson 2D: Make a Judgment; Teach a Friend</u></p> <ul style="list-style-type: none"> <li>• Writing Assignment: Should we continue to celebrate this holiday? Why or why not? (persuasive text)</li> <li>• Writing Assignment:</li> </ul>	

1<sup>st</sup> Grade • Social Studies Unit: Debunking Holiday Myths • January 2013

<p>(whole group): What do you already know about Columbus Day? What do you want to know about Columbus Day?</p> <ul style="list-style-type: none"> <li>• Analogy Activity:             <ul style="list-style-type: none"> <li>- Half of the class will be on the carpet and pretend like that is their land. They will have resources (pencils, crayons, erasers, etc.).</li> <li>- Then another half of the class, with 1 leader, will come and declare that the carpet is theirs as well as the resources on that carpet. They will then begin using the resources and telling those on the carpet what to do, such as how Christopher Columbus and his men did to the indigenous people of the Caribbean.</li> </ul> </li> <li>• Discussion: Those who had the land first, how did it make you feel when the other group came and declared the land theirs and started using your resources?</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <a href="http://www.apples4theteacher.com/holidays/columbus-day/short-stories/the-first-landing-of-columbus-in-the-new-world.html">http://www.apples4theteacher.com/holidays/columbus-day/short-stories/the-first-landing-of-columbus-in-the-new-world.html</a></li> <li>• Show: <a href="http://www.youtube.com/watch?v=oSJkoOaRZmE">http://www.youtube.com/watch?v=oSJkoOaRZmE</a></li> <li>• Real story of Columbus Day:</li> <li>• Read: Columbus Day Alternatives- <a href="http://www.history.com/topics/columbus-day">http://www.history.com/topics/columbus-day</a></li> <li>• Show to 3:46 (no further, gets verbally graphic) <a href="http://www.youtube.com/watch?v=B6jF29HHzlA">http://www.youtube.com/watch?v=B6jF29HHzlA</a></li> </ul>	<p>power/control? Who's being oppressed/controlled?</p> <ul style="list-style-type: none"> <li>• Who's benefitting? Who's suffering? How?</li> <li>• How did/does this holiday affect our society?</li> <li>• Are there any redeeming qualities of this holiday?</li> <li>• How does celebrating this holiday affect you, your family, and your community?</li> <li>• Extension: written response – what would <b>you</b> teach people about Columbus Day?</li> </ul>	<p>Teach a kindergartener about the real story of Columbus Day (informational text)</p>	
--	---	---	---	--

1<sup>st</sup> Grade • Social Studies Unit: Debunking Holiday Myths • January 2013

What was wrong about what that group did?				
NO SCHOOL 21	22	23	24	25
<p><b>Martin Luther King, Jr. Day</b></p>	<p><u>Lesson 3A: Introduction/ Popular vs. Reality</u></p> <ul style="list-style-type: none"> <li>• Survey: What is Cinco de Mayo? Why do we celebrate it?</li> <li>• What do you know about the holiday Cinco de Mayo? -KWL chart</li> <li>• Activity:               <ul style="list-style-type: none"> <li>- Have one table group of students celebrate doing something well in class, i.e. pretend like they all just won the chance to have a pizza party because they were ready to come to the carpet first.</li> <li>- Have the rest of the class celebrate the same thing, even though they were all talking and playing while this one table is doing the right thing. They are also going to the pizza party, and their reason, instead of being ready in SLANT to go to the carpet, is because they were playing and talking so they get a pizza party.</li> <li>- Ask the table group who earned the pizza party how they feel and the rest</li> </ul> </li> </ul>	<p><u>Lesson 3B: Why is it like this?</u></p> <ul style="list-style-type: none"> <li>• Whole Group Discussion</li> <li>• Why would an inaccurate story be widely believed?</li> <li>• Who's in power/control? Who's being oppressed/controlled?</li> <li>• Who's benefitting? Who's suffering? How?</li> <li>• How did/does this holiday affect our society?</li> <li>• Are there any redeeming qualities of this holiday?</li> <li>• How does celebrating this holiday affect you, your family, and your community?</li> <li>• Extension: written response – what would <b>you</b> teach people about Cinco de Mayo?</li> </ul>	<p><u>Lesson 3C: Make a Judgment; Teach a Friend</u></p> <ul style="list-style-type: none"> <li>• Writing Assignment: Should we continue to celebrate this holiday? Why or why not? (persuasive text)</li> <li>• Writing Assignment: Teach a kindergartener about the real story of Cinco de Mayo (informational text)</li> </ul>	

1<sup>st</sup> Grade • Social Studies Unit: Debunking Holiday Myths • January 2013

of the class how they feel to draw connections to Cinco de Mayo and its popular story.

- Popular Story:  
Cinco de Mayo is the celebration of Mexico's Independence Day, becoming a celebration of all things Mexican, from mariachi music to sombreros, marked by schools, politicians, and companies selling everything from beans to alcohol in the United States.
- Real Story: Cinco de Mayo commemorates the 1862 Battle of Puebla between the victorious ragtag army of largely Mexican Indian soldiers against the invading French forces of Napoleon III. Mexican Americans, during the Chicano Movement of the 1970s, adopted the holiday for its David vs. Goliath storyline as motivation for civil rights struggles in Texas and California.
- <http://www.youtube.com/watch?v=4nd>

1<sup>st</sup> Grade • Social Studies Unit: Debunking Holiday Myths • January 2013

	<p><a href="#">e7NGWNKU</a> (kind of a popular type of video, but has the real story in it)</p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=OfUCokeXWYU">http://www.youtube.com/watch?v=OfUCokeXWYU</a> (cool little video)</li> </ul>			
<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>February 1</b>
<p><u>Lesson 4A: Juneteenth Introduction</u></p> <ul style="list-style-type: none"> <li>• Survey: What is Juneteenth? Why do we celebrate it?</li> <li>• KWL Chart – What do you know? What do you want to know?</li> <li>• Analogy Activity:             <ul style="list-style-type: none"> <li>○ All students will be informed that they're going to 2<sup>nd</sup> grade in September</li> <li>○ One group of students will get some "2<sup>nd</sup> grade" work</li> <li>○ One group of students will have to wait (just like the slaves in Texas) 2 years for "2<sup>nd</sup> grade" work, in the meantime, they receive "1<sup>st</sup> grade/ Kindergarten" work</li> <li>○ Connection: because of the political climate in Texas, slaves there</li> </ul> </li> </ul>	<p><u>Lesson 4B: Juneteenth – Real vs. Popular Story</u></p> <ul style="list-style-type: none"> <li>• Why isn't Juneteenth a more popular holiday?</li> <li>• Popular Story: slavery ended when the Emancipation Proclamation took effect on January 1, 1863</li> <li>• Real Story: slavery wasn't completely over in all of the U.S. on January 1, 1863; especially in southern states, particularly Texas, slave owners refused to free their slaves, they were prepared to disobey Abraham Lincoln and fight for the right to own slaves via the Civil War; the north won the Civil War in April 1865 and General Granger went to Texas in June to enforce the conditions of the South's surrender –</li> </ul>	<p><u>Lesson 4C: Juneteenth – Why is it like this?</u></p> <ul style="list-style-type: none"> <li>• Whole Group Discussion</li> <li>• Why is the story of Abraham Lincoln and the Emancipation Proclamation so much more popular than the story of Juneteenth?</li> <li>• Who's in power/control? Who's being oppressed/controlled?</li> <li>• Who's benefitting? Who's suffering? How?</li> <li>• How did/does this holiday affect our society?</li> <li>• Are there any redeeming qualities of this holiday?</li> <li>• How does celebrating this holiday affect you, your family, and your community?</li> <li>• Extension: written response – what would <b>you</b> teach people about</li> </ul>	<p><u>Lesson 4D: Juneteenth – Make A Judgment/Teach a Friend</u></p> <ul style="list-style-type: none"> <li>• Persuasive letter or story re. a holiday that should not be celebrated or one that should be celebrated more.</li> <li>• Post-unit Survey: What do you know about Thanksgiving, Columbus Day, Cinco de Mayo, and Juneteenth?</li> </ul>	

1<sup>st</sup> Grade • Social Studies Unit: Debunking Holiday Myths • January 2013

<p>weren't freed until the end of the Civil War (June 1865) rather than when the Emancipation Proclamation was official (January 1863); they had to wait 2 ½ years longer than most slaves for their freedom</p> <ul style="list-style-type: none"> <li>o June 19<sup>th</sup>, 1865 is the official end of slavery in the U.S.</li> </ul>	<p>namely, the end of slavery; there are a few explanations for the delay of 2.5 years in Texas – (1) the messenger with the news of the Emancipation Proclamation was murdered, (2) the news was deliberately withheld by slave owners, and/or (3) the federal troops waited for the plantations to reap one more cotton harvest with their slaves</p> <ul style="list-style-type: none"> <li>• How Juneteenth is celebrated:             <ul style="list-style-type: none"> <li>o Rodeos, fishing, BBQ, baseball</li> <li>o Focused on education and self-improvement</li> <li>o Usually celebrated at churches or parks</li> <li>o Juneteenth celebrations have declined due to economic and social forces – but there was a resurgence during the Civil Rights Movement</li> </ul> </li> <li>• Find more details here: <a href="http://www.juneteenth.com/history.htm">http://www.juneteenth.com/history.htm</a></li> </ul>	<p>Juneteenth?</p>		
--	---	--------------------	--	--

**Unit Description:**

We celebrate a lot of holidays in the United States, and often times we forget about the reason we celebrate them and are caught up more so in what we actually do when we celebrate that holiday. This unit is meant to challenge our students to not only critically think about holidays, but to critically think about the world that is around them. They often times are always given information without having an opportunity to make their own conscious opinions on that information. Through Debunking Holidays, they will be challenged to take two-sides of a story of a holiday and come to a conclusion about what the truth behind the holiday is. They will then take the truth behind that holiday and come up with a suggestion as to whether people should celebrate it or not, and then use their informational writing skills to teach a kindergartner or someone else about this holiday.

These critical thinking skills they develop then will help them in asking questions in and outside of class. They will have the ability to have critical conversations with each other, and push each other through activities that engage them at a high level and challenge them to rethink the way the world approaches them with information. Through these skills, my students will be able to challenge information that is presented to them throughout their lives, always advocating for the truth and pushing their future teachers to elaborate more as well as pushing their future peers to think deeper. Ultimately, this critical consciousness will push them to graduate college and change the world because of their thinking about the world that they live in. They will begin to question things that on the surface, to an average scholar seem normal, but to a critical thinker may find something deeper that others may have tried to hide. Through this unit, they will gain knowledge now to enlighten their community about holidays as well as make their own decisions on whether they want to celebrate that holiday or not and why. This unit then will ultimately empower them to change the world as they are accessing knowledge about the truth behind how holidays, often times traditions that are deeply rooted in our culture, began, giving them the ability to alter the perception of these holidays to the people that surround them.

**Assessments:**

## 1<sup>st</sup> Grade • Social Studies Unit: Debunking Holiday Myths • January 2013

- Pre-unit survey
- Weekly social justice writing paper choice
- Post-unit survey

### **Materials Needed:**

- Culturally relevant literature
- Sources with real stories of holidays
- Sources with popular stories of holidays
- Activities that reflect what really happened
  - o Ex) Columbus Day: have a new visitor come into class and start using things around the class without asking, making a mess, depleting class resources, etc.
- Pre- and post-unit assessments

### **Weekly Structure:**

- Monday/Day 1
  - o Pre-unit assessment: "What do you know about \_\_\_\_\_?"
  - o Activity that is an analogy for what really happened
- Tuesday/Day 2
  - o Popular Story vs.
  - o Real Story
- Wednesday/Day 3
  - o Why is it like this?
  - o Who's in power/control? Who's being oppressed/controlled?
  - o Who's benefitting? Who's suffering?
  - o How did/does it affect our society?
  - o Are there any redeeming qualities of this holiday?
  - o How does celebrating this holiday affect you, your family, and your community?
- Thursday/Day 4
  - o Make a judgment about the holiday; write a persuasive text re. whether or not we should continue to celebrate the holiday



1<sup>st</sup> Grade • Social Studies Unit: Debunking Holiday Myths • January 2013

- o All About Book: teach someone what you learned about the holiday