

Ohio History Teachers Field-Trip Program

WINTER HOLIDAYS (Grades 3, 4, 5 & 6)

Description: The Ohio Village and costumed interpreters provide the setting for this hands-on program in which students take part in representative activities of several ethnic winter holidays and traditions. Students will explore how different cultures celebrate the holidays. Students will have the opportunity to make and take home a crafted item. Following the program students use Venn diagrams to make comparisons and draw conclusions. *Since students will be outside for this program, please have the students dress appropriately for the weather.*

Primary Objective: Through hands on activities, students will experience some cultural practices and products, and customs and traditions of various winter holidays.

Location: Ohio Village next to the Ohio Historical Center

Availability: December 3, 4, 10, 2009
Special Homeschool Day, December 9, 2009

Time Allowance: 1½ hours

Cost:	Students	\$7.00 includes admission
	Chaperones	\$3.00
	Teachers	Free

What will the students do? Activities may include:

Farmhouse: Here, students help make holiday food and springerle cookies and learn about some German Christmas traditions.

Female Seminary: This is where students will explore the Jewish custom of Hanukkah and play spin the Dreidel.

Fireside Room: In the Fireside Room, students celebrate Chinese New Year and make a “lucky money” envelope to take home.

African-American Home: In this residence, students will learn about the tradition of Kwanzaa and make a friendship bracelet to take home.

Lodging House: While students help decorate the Yule log, sample wassail, and make cornucopia decorations to take home, they learn about English Christmas traditions.

Doctor’s Residence: Scandinavian Christmas traditions will be discussed and students will reenact a St. Lucia Day custom.

School House: Students can practice the art of elocution as they recite the poem, “’Twas the Night before Christmas.”

Town Hall: Students will color a rangoli to take home and learn about the Hindu festival Diwali.



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Traditional Winter Holidays:

Chinese New Year – also known as Lunar New Year, this is the celebration of the new year in Asian communities around the world. The date of the new year is determined by the lunar calendar, so festivities begin with the new cycle of the moon that falls between January 21 and February 19. Each year is named for one of 12 symbolic animals in sequence, and the celebrations include symbolic house cleaning, paper lanterns, floral displays, banners, and feasting on special dishes.

Christmas – a Christian holiday celebrated on December 25th celebrating the birth of Jesus.

Diwali – a Hindu New Year's festive that celebrates the triumph of light over darkness good over evil. Customs for the five-day festive include cleaning the house, decorating with lights and sand paintings, buying new clothes, gift giving, and hosting elaborate meals.

Hanukkah – a Jewish festival that commemorates the rededication of the Temple in Jerusalem in 165 BC. Also known as the Festival of Lights, Hanukkah is celebrated over a period of eight days by lighting a menorah.

Kwanzaa – a secular, seven-day festival that celebrates African-American heritage and is based, in part, on traditional African harvest festivals. Kwanzaa is the African-American branch of "first fruits" celebrations of classical African cultures; and, it consists of seven days of celebration that features activities such as candle-lighting, pouring of libations, gift-giving and feasting.

St. Lucia Day – together with the liturgical season of Advent, St. Lucia Day celebrates the coming of Christmas. Saint Lucy wears a crown of light and serves as a symbol to the Scandinavian peoples that after December; the long dark nights will get shorter.

St. Nicholas Day – celebrates giving rather than receiving. Dutch and German children leave a polished shoe filled with hay and carrots outside their doors. If the children were good, then Sint Nikolaas or Sinterklass would leave candy and gifts in return for the treats for his horse. If the children were not good, then Zwarte Piet or Black Pete, (Sinterklass's helper), would leave a piece of coal or a switch.

Vocabulary:

Artifact – A material object of a culture such as a tool, an article of clothing, or a prepared food.

Cultural Institution - An established custom, practice, or relationship of importance in a society.

Cultural Perspective - A complex set of meanings, attitudes, values, and ideas belonging to a cultural group.

Cultural Practice – A pattern of behavior accepted by a society.

Cultural Product – A tangible (e.g., painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education) aspect produced by a cultural group.



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Culture - Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and material goods such as food, clothing, buildings, tools, and machines.

Custom – Something that people always do or always do in a particular way by tradition.

Immigrant - A person who comes to live in a country in which he or she was not born.

Nation - A group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion, and common history.

Primary source – An account of an event by someone who was present at the event.

Secondary Source - An account of an event by someone who was not present at the event.

Tradition – A long-established action or pattern of behavior in a community or group of people, often one that has been handed down from generation to generation.

Pre Visit Activity:

Go over the definitions of cultural practice and cultural products as well as the other vocabulary words above.

Assessment Activity: Using Venn diagrams, students will compare at least three different winter holidays and draw conclusions.

Social Studies Standards Connections (by Alignment of Benchmarks and Grade-Level Indicators):

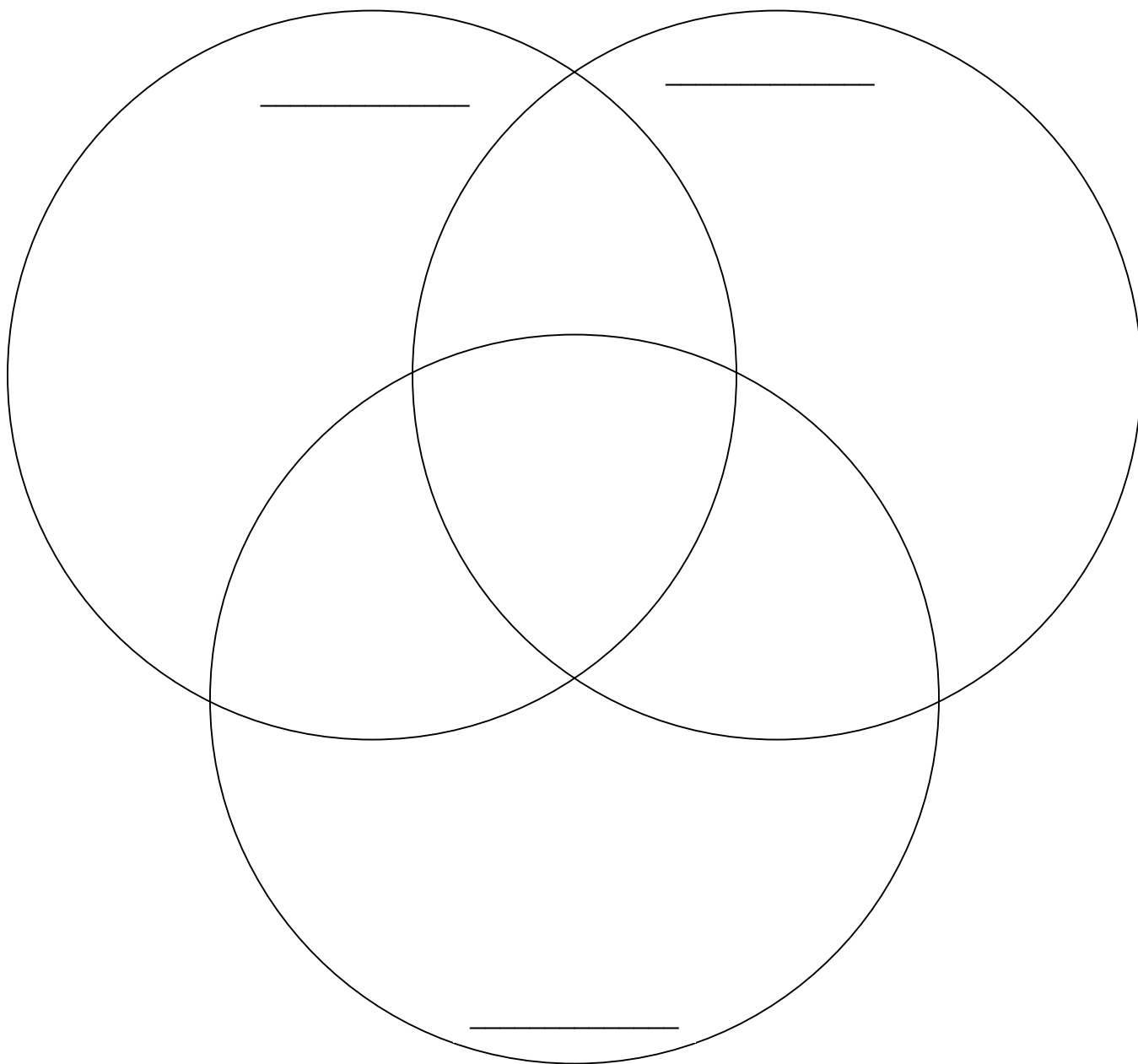
- Grade 3: People in Societies – A I
- Grade 4: People in Societies – A I
- Grade 5: History – B4; People in Societies – A I
- Grade 6: People in Societies – A I



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WINTER HOLIDAYS Cultural Practices and Products

Select three winter holidays and compare the similarities and differences between the cultural practices and products (artistic expression, religion, language, food, clothing, beliefs, customs and traditions) of these cultural celebrations.



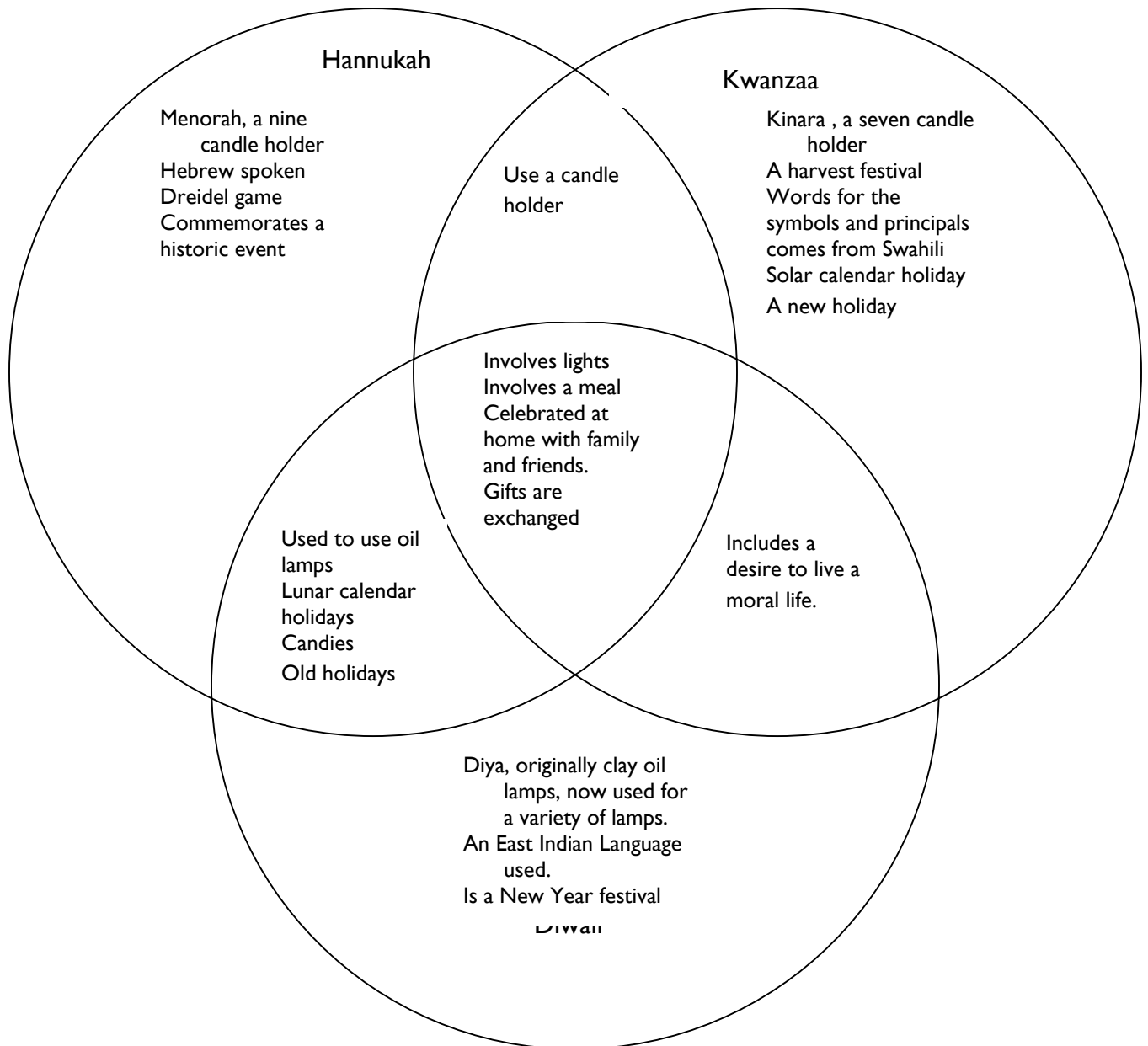
My Conclusions: _____

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WINTER HOLIDAYS Cultural Practices and Products

Venn diagram with some of the possible answers and conclusions

Compare the similarities and differences between the cultural practices () of Ohio's Prehistoric Peoples, the Historic Indians of Ohio, and American Settlers.



My Conclusions: These holidays take place in the home with family and friends. They include the lighting of lamps and gifts are exchanged. The holidays reflect their separate cultures in language, types of food served and specific activities. Diwali and Kwanzaa emphasize moral improvement. Hannukah and Diwali are older traditions while Kwanzaa is a relatively new holiday.



OHIO HISTORICAL SOCIETY

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