



## People in Societies

### Social Studies

I scream, you scream, we all scream for ice cream? No, we all scream for snow, school recess and winter holidays. Hooray!

#### **National Standards > The History of Peoples of Many Cultures Around the World**

##### **NSS-USH.K-4.1 Living and working together in families and communities, now and long ago. (Grades K-3)**

- Understands family life now and in the past and family life in various places long ago.

##### **NSS-USH.K-4.3 The history of the United States: Democratic principles and values and the people from many cultures who contributed to its cultural, economic, and political heritage (Grades K-3)**

- Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage.

#### **Kentucky: Social Studies > Culture and Society**

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

##### **Culture and Society (2.16, 2.17) Grades K-3**

##### **2.16 Social Systems**

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

**SS-E-2.2.1** All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.

#### **Ohio: Social Studies > People in Societies**

- Use knowledge of perspectives, practices, and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.

##### **Benchmark(s) Grades K-2**

- A. Identify practices and products of diverse cultures.
- B. Identify ways that different cultures within the United States and the world have shaped our national heritage.

##### **Benchmark(s) Grade 3**

- A. Compare practices and products of North American cultural groups.

## Grades K-3

### **Objective**

Student will:

- Understand and define the concept of tradition.
- Recognize the celebration of holiday traditions.
- Provide examples of family traditions.

### **Assessment**

Student will be able to:

- Explain the meaning of a "tradition."
- Recognize common characteristics of traditional celebrations.
- Give example of a personal family tradition or celebration.

Sample items to gauge student understanding:

1. A belief, custom or practice shared from among family members is called a \_\_\_\_\_ (*tradition*)
2. Draw a picture of two holiday traditions below.

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3. Write a sentence describing a special tradition celebrated by your family.

### **Vocabulary**

- Tradition
- Celebration
- Custom

### **Materials**

- Drawing paper
- Crayons, Markers

### **Activity 1**

#### **It's All a Tradition**

**Teacher will:**

1. Explain to students that the story of Frosty the Snowman has been told and shared for generations, passed on from family to family.
2. Explain that Frosty the Snowman is considered a traditional holiday story, and that the Children's Theatre production of Frosty: A Magical Adventure, is based on that story and tradition.
3. Introduce/review the concept of "tradition" through definition and example of traditional items, events, etc.
4. Have students create a working classroom definition for the concept, "tradition." (*Traditions are knowledge, customs and practice, etc.*,

*handed down orally from one generation to another. Customs are practiced behaviors by a group of people who have something in common.)*

5. Have students draw a picture of something they typically see children doing in the wintertime.
6. Ask for volunteers to share their pictures. Call attention to those pictures that illustrate similar activities, such as making a snowman, sledding, decorating a Christmas tree, going to the city to see the lights, lighting menorahs, or visiting Santa.
7. Have students identify those activities considered to be wintertime traditions.
8. Have students group and categorize pictures that illustrate the same or similar traditions and display them.
9. Have students observe the pictures and create a summary statement to reflect the commonality of the traditions or events.

Student will:

1. Create a working definition for the concept/term, "tradition".
2. Draw a visual representation of a wintertime activity carried out by children.
3. Observe and identify any traditions depicted in the drawings.
4. Summarize the type of tradition and its purpose in a narrative statement.

## **Activity2**

### **Family Traditions**

**Teacher will:**

1. Have students observe the pictures created in Activity 1 and identify those illustrating family activities.
2. Facilitate class discussion to address the concept of "family traditions and celebrations."
3. Have students share their family traditions with one another in small groups, highlighting what makes the celebration of the tradition special (e.g., making a certain dish for special occasions, reciting a family prayer or greeting, wearing of special garments, etc.)
4. Have pairs of students report out to the whole class what was learned about one another's family traditions.
5. Have the class summarize why traditions and celebrations are important.

**Student will:**

1. Share examples of family traditions.
2. Summarize the importance of traditions and celebrations for family life and community involvement.

### **Activity Extensions**

- Invite parents in to the classroom to share oral family traditions.

- Flip through each month on a calendar and have students draw pictures or share any traditions that typically occur during those particular months. Create a traditions calendar.
- Provide various magazine photos depicting holiday traditions and others of everyday events. Have students identify, group and label the photos-- three traditions and three everyday events—and write a brief narrative to describe what is happening in each picture.
- Have students choose a holiday and think of a new tradition to invent to celebrate that holiday. The student will draw a picture with accompanying descriptive text to explain their new tradition.

## Frosty Resources



### **Academic Standards:**

Education World > National and State Standards

<http://www.educationworld.com>

Kentucky Department of Education (core content for assessment)

<http://www.education.ky.gov>

Ohio Department of Education

<http://www.ode.state.oh.us>

National Council of Teachers of English

<http://www.ncte.org>

National Council of Teachers of Mathematics

<http://www.nctm.org>

National Science Teachers Association

<http://www.nsta.org>

National Council for the Social Studies

<http://www.ncss.org>