Kindergarten Social Studies Unit 05 Exemplar Lesson 04: Family Customs and Traditions

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

Lesson Four continues the examination of how families are similar and different by building on the previous lesson regarding rules in the home. It then focuses on customs and traditions in which families choose to celebrate and/or participate. Students will explore the customs and traditions celebrated in their own homes, as well as interview invited guests to learn about other customs and traditions.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

K.1 History. The student understands that holidays are celebrations of special events. The student is expected to:

K.1A Explain the reasons for national patriotic holidays such as Presidents’ Day, Veterans Day, and Independence Day.
K.1B Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.

K.12 Culture. The student understands the importance of family customs and traditions. The student is expected to:

K.12A Describe and explain the importance of family customs and traditions.
K.12B Compare family customs and traditions.

Social Studies Skills TEKS

K.15 Social studies skills. The student communicates in oral and visual forms. The student is expected to:

K.15A Express ideas orally based on knowledge and experiences.
K.15B Create and interpret visuals, including pictures and maps.

GETTING READY FOR INSTRUCTION

Performance Indicators

Kindergarten Social Studies Unit 05 PI 04
Identify one family tradition or celebration and explain its importance to the family.
Standard(s): K.12A, K.12B, K.15A
ELPS ELPS.c.3B, ELPS.c.3C, ELPS.c.3D

Key Understandings
Customs and traditions help define who we are.

— What are customs and traditions?
— How do different families celebrate special times?
— How are families alike and different in their customs and traditions?

Vocabulary of Instruction

- customs
- traditions
- celebrate
- alike
- different
- need

Materials

- Refer to the Notes for Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Teacher Resource: Family Bubble Chart
- Handout: Parent Letter (1 per student. Letter should be sent home 2 weeks in advance.)

Resources

None identified

Advance Preparation

1. Become familiar with content and procedures for the lesson, especially the idea that families are alike and different in the way they celebrate customs and traditions.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview websites according to district guidelines.
5. Gather books.
6. Copy student handouts and teacher resources needed for lesson.
7. Select an appropriate text to read aloud to the students.
8. Well in advance of teaching the lesson (perhaps 2 weeks before), prepare and send out the Handout: Parent Letter. The letter will invite parents of students to come and be interviewed by students (asking prepared questions) about the customs and traditions in their families. School staff may also be invited for the interviews in addition to, or in place of, family members of students. Provide each person invited with the attached invitation.
9. Prepare materials and handouts as needed.

Background Information

People learn about and express themselves through the celebrations of customs and traditions. Customs and traditions help to define the members of a community and provide a sense of belonging and self-esteem which contribute to satisfying one’s basic needs.

- Customs are ways of doing things within a group or society which become habit and are adopted as tradition.
  - Family Customs – activities or actions a family participates in for birthdays, celebrations, holidays, vacations, etc. (e.g., take pictures first day of school; choose favorite foods for birthday meal, go to the lake with cousins, make craft for holiday)
  - Importance - customs create a bond based on common experience and shared values
  - Traditions are derived from the process of transmitting knowledge and practices through generations without
written instruction.
- Family Traditions – activities or actions that have been done in a family for generations (e.g., always hold family reunion on 4th of July, go to the cemetery to put flowers on graves for Memorial Day, make quilts.)
- Importance - traditions create a bond based on common experience and shared values

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
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<tbody>
<tr>
<td><strong>ENGAGE - A book about celebrations &amp; traditions</strong></td>
<td>NOTE: 1 Day = 30 minutes</td>
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<tr>
<td>1. Read one or more books about families who participate in certain customs or traditions. (Be sure to read one that tells of customs and traditions of Veterans Day.) Stop while reading to predict what might happen next in the story and/or to discuss how the families in the books are alike or different from their own family. Say:</td>
<td>Suggested Day 1, 10 minutes</td>
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<tr>
<td>- Another way we see likenesses and differences in our families is in the traditions and customs we celebrate.</td>
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<table>
<thead>
<tr>
<th><strong>EXPLORE – Why are celebrations &amp; traditions important?</strong></th>
<th>Suggested Day 1 (continued) – 10 minutes</th>
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<tbody>
<tr>
<td>1. Look back at the books and facilitate a discussion on similarities and differences between students’ families and the characters’ family from the book. Examples might include: food, clothing, shelter, family members living in the household and the role they play, celebrations, etc. (The similarities and differences will be different in every class, depending on the students in the class.) Ask:</td>
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<td>- <strong>What are customs?</strong> (Customs are activities that families participate in together, such as the way they celebrate holidays or birthdays, picnics for the Fourth of July, taking vacations to a favorite location, etc.)</td>
<td>Materials:</td>
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<tr>
<td>- <strong>What are traditions?</strong> (When families participate in activities repeatedly over time, those become family traditions. Traditions are often passed from one generation to the next generation.)</td>
<td>- book used in the Engage piece.</td>
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<tr>
<td>- <strong>Why is it important for families to continue customs and traditions?</strong> (Customs and traditions help fill a need in a family by providing a sense of belonging or bond among family members. It provides a sense of self-esteem to the members of that family.)</td>
<td>Purpose:</td>
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<td>Discover how families are alike and different is in their celebrations and traditions.</td>
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<td><strong>TEKS:</strong> K.1AB; K1.12AB; K.15AB</td>
<td>TEKS:** K.1A; K1.12AB; K.15AB</td>
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<thead>
<tr>
<th><strong>EXPLAIN – List your family customs &amp; traditions</strong></th>
<th>Suggested Day 1 (continued) – 10 minutes</th>
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<tbody>
<tr>
<td>1. Ask:</td>
<td>Materials:</td>
</tr>
<tr>
<td>- What customs and traditions do you participate in with your</td>
<td>- Sticky Notes</td>
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Kindergarten Social Studies
Unit: 05
Lesson: 04
Suggested Duration: 3 days

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families? Encourage students to think about celebrations or traditions that they participate in consistently throughout the year or each year at a specific time. Model a statement about your (the teacher’s) family, such as: In my family we celebrate the Fourth of July by inviting friends over to barbecue in our backyard. (Prompt students to include statements about National Patriotic Holidays.)

2. Students turn and talk to a partner about his/her family’s customs and traditions. Next, take turns sharing with the class. Record the responses on Post-It notes. After all responses have been recorded, re-read the responses to the students and ask the students if some of the responses are similar. Model, guide or facilitate students as they group the items into categories such as holidays, foods, clothing, etc., by moving the Post-it notes together based on the categories being formed. After the groups have been created, ask students what might be an appropriate label for that category and write the label for each group.

3. Rewrite the labels onto the Family Bubble Chart by adding an additional bubble for Customs and Traditions.

ENGAGE – Customs & traditions fulfill our need to belong

Suggested Day 2, 5 minutes

1. Focus attention on the labels and groups of Post-It Notes from the previous lesson. Ask:

   - How do you feel when you participate in family customs and traditions? (Most people enjoy participating in activities within their family. It fulfills our need to belong and raises our self-esteem.)

EXPLOR E – Prepare for interviews

Suggested Day 2 (continued) – 25 minutes

1. Tell students that visitors will come to the class to share customs and traditions celebrated within their family.

2. Ask:

   - What is an interview? (An interview is a meeting at which people talk to each other in order to ask questions and get information.)

3. Ask what questions students would like to ask of the people who will be coming to the classroom to be interviewed. Record possible questions on a piece of chart paper. (Model at least one question about National Patriotic Holidays.)

4. After a comprehensive list has been created through brainstorming, facilitate a discussion that will help select the best questions that would provide the information related to the key understandings about customs and traditions that families celebrate.

5. Identify the selected questions on the chart. Rewrite the interview questions selected on a new piece of chart paper.

6. Allow students to interview you (the teacher) to practice for the following day.

ENGAGE – Prepare for interviews

Suggested Day 3 5 minutes

1. Read and review the questions with the students to familiarize them
with the questions.

### EXPLORE/EXPLAIN – Conduct interviews

<table>
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<tr>
<th>Suggested Day 3 (continued) – 15 minutes</th>
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<tbody>
<tr>
<td><strong>Interview questions from Day 2</strong></td>
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1. Invite parents or school staff members into the classroom to be interviewed about customs and traditions celebrated within their family.

2. Before each person arrives at their scheduled time, review the questions to be asked during the interview along with which students will be responsible for each question.

3. Explain that it will be the students’ responsibility to ask the interview questions and the teacher’s responsibility to record the information provided.

4. After each interview is concluded, review the information shared and how it relates to the understandings of families, customs and traditions. Students will turn and talk during discussion to verbalize their understandings.

### ELABORATE

<table>
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<tr>
<th>Suggested Day 3 (continued) – 5 minutes</th>
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<tbody>
<tr>
<td><strong>Purpose:</strong> Provide students an opportunity to conduct their own research by interviewing a person about family customs and traditions.</td>
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<td><strong>TEKS:</strong> K.1AB; K.12AB; K.15AB</td>
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**Instructional Note:**
- Realistically, this part of the lesson could take longer or shorter than the allotted time. The time needed will depend on the number of people who volunteer to be interviewed.
- During this part of the lesson, have the student checklist prepared to begin evaluating students.

1. Model writing a summary statement (1-3 sentences) or key words that summarize the lesson that explain how customs and traditions define us and help provide a need in our family. Elicit responses from the students about what they’ve learned and guide their thinking toward the key understandings.

   - **Customs and traditions help define who we are.**
     - What are customs and traditions?
     - How do different families celebrate special times?
     - How are families alike and different in their customs and traditions?

2. Example of a summary statement: *Families are alike and different in how they meet their needs. One way that families meet their need for belonging is to celebrate customs and traditions of the family.* If the teacher prefers to use key words rather than summary sentences, key words might include the following: families, alike, different, needs, belonging, celebration, customs, and traditions.

### EVALUATE

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<thead>
<tr>
<th>Suggested Day 3 (continued) – 5 minutes</th>
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<tbody>
<tr>
<td><strong>Purpose:</strong> Evaluate students’ understanding of a family tradition and its importance to the family.</td>
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<tr>
<td><strong>TEKS:</strong> K.1AB; K.12AB; K.15AB</td>
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**ELPS**
- ELPS.c.3B, ELPS.c.3C, ELPS.c.3D

1. Using the rubric, evaluate students’ understanding of a family tradition or celebration. Prepare a student checklist to have during the study so that evaluation can be ongoing. The following prompts could also be used as journal writing prompts. The writing sample could be used as a part of the evaluation.

   **Ask:**
   - Name one family tradition you have learned about during this lesson.
• Explain its importance to the family.
Family Bubble Chart

- Things Family Members Do Together
- Customs and Traditions
- People in a Family
- Rules at Home
- Number of people in the family
Parent Letter

Dear _____________________,

Our class is currently learning about how families are similar and different. We have discussed this in terms of how members of a family may be alike or different, ways that rules are similar or different in different homes, as well as how families meet their needs in ways that are often similar or different.

In a few days, we will begin learning about how customs and traditions are celebrated in similar or different ways depending on the family and how they provide for the need of the family by defining the family and providing a sense of belonging and self-esteem to the family members.

We would like to invite you to our classroom for a 5-10 minute interview by our students to help us learn about one of your family’s customs or traditions. Our interviews will be conducted on (date) between (time) and (time). If you are able to participate, please respond by filling out the bottom portion of this letter. Also, we welcome any additional items that you might choose to bring with you including costumes or pictures that will help the students in the class understand the importance of the custom or tradition that you will be telling us about. If you are unable to participate at this time, we understand and hope that you may join us at another time during the school year.

Thank you,

____________________________________________________________

Name__________________________________

___ Yes, I will be able to attend.

___ No, I will not be able to attend at this time.

Sample Interview Questions:

What is your name?
Who are the members of your family?
What is one custom or tradition your family celebrates?
Why do you celebrate that custom or tradition?
Which family members participate?