

ROBERSON MUSEUM AND SCIENCE CENTER

Pre-Visit Home for the Holidays/Holiday Traditions (The International Forest)

Grade Level: 4-7

New York State Standards: Arts 1, 2, 4; SS 1, 2, 3; ELA 1, 4

Pennsylvania Learning Standards: A&H 9.2; H 8.3, 8.4

Objective: Students will learn that immigration has brought the holiday traditions of many cultures to our local area and enriched our community.

Materials:

- World Map
- Family Questionnaire (attached)
- Compare and Contrast chart (attached)
- Pens/pencils

Procedure:

1. Begin a classroom discussion by discussing some of the following concepts: What does multiculturalism mean? How might it apply to modern American culture? (Other than the Native Americans our ancestors were all immigrants.) Traditions that have been handed down to us from these ancestors have affected our lives including our holidays. Ask students to consider why immigrants continued to celebrate the holidays the way they did in their country of origin. *They gave them a feeling of familiarity.*
2. Students are given a questionnaire to take home regarding their ancestry (see attachment) and holiday traditions. **Note to teachers:** If any of your students are adopted, they may still complete this activity. Traditions are learned aspects of culture, so that even if these practices were celebrated by a family not biologically connected to your student, it is still okay for them to research their family's heritage.
3. On a world map, students find their ancestors' country of origin and attach his/her name to it with a post-it note. A class graph is made to show numbers from each country. (This can also be done by continent if there are too many countries involved).
4. Students complete the left column only of a side by side Compare and Contrast chart with information about his/her family holiday. Other categories can be added or substituted (see attachment).
5. At the International Forest exhibition at **Roberson Museum and Science Center**, students will see exhibits reflecting cultures of the immigrants who settled in this area. They, like the students' families, brought their traditions with them.
6. If time permits, teachers may ask students to bring his/her Compare and Contrast chart and complete the right column with information about one of the countries on exhibit that is not

familiar to him/her (some possibilities include: Armenia, Sweden, Ireland, Ukraine as well as the exhibits for Hanukkah, Diwali, Ramadan and Kwanzaa). Please call ahead to find out what countries are represented in this year's international forest.

7. Save the charts. These are used in the post-visit lesson plan.

Developed by: Ginny Schumacher

Date: February 2010

Family Questionnaire

Name _____

In preparation for our visit to the *Home for the Holidays* exhibition at **Roberson Museum and Science Center**, we are learning more about our own family holiday traditions. Please complete this questionnaire:

Which (if any) of these winter holidays do you celebrate? (Please check all that apply)

___ Christmas ___ Diwali ___ Ramadan
___ Hanukkah ___ Kwanzaa

From which country or countries did your families originally immigrate?

Maternal side of family _____

Paternal side of family _____

Did any family members bring holiday decorations with them that you still use today?

Did any family members bring ethnic holiday traditions that you still participate in today?

Are there any traditional foods that you enjoy at the holidays that came from your ancestors' country of origin? If yes, what are they? _____

Is there anything else that you would like to share about your holiday celebrations?

Compare and Contrast Chart

Name _____

	My Family's Holiday: <hr style="border: 0.5px solid black;"/> (write holiday in on the line above)	Different Holiday: <hr style="border: 0.5px solid black;"/> (write holiday in on the line above)	Same or Different?
Decorations			
Lights			
Symbols			
Main Meal			
Sweets			
Gifts			
Activities			

Additional rows in the chart above are for students to write in their own categories.