

Gala Fiesta Jamboree



LEVEL: Grades 3-12
SUBJECTS: Social Studies (Geography, History), Language Arts, Mathematics, Science
SKILLS: Analyzing, applying, collaborating, collecting data, communicating, comparing similarities and differences, creating graphs, describing, developing cultural awareness, developing self-understanding, discussing, generalizing, identifying, interviewing, listening, listing, predicting, public speaking, recording, researching, summarizing, valuing, writing

MATERIALS

Pictures or posters of people celebrating in various ways (include Thanksgiving, Kwanzaa, American Indian corn dances, and other harvest festivals, if possible); special celebration items brought in by students and you (decorations, symbols, flags, photographs, music, drums, costumes, headdresses, shoes, instruments, and more); writing materials; photocopies of the attached **Celebration Survey** sheets back-to-back; transparency and photocopies of the attached **Tally and Frequency Chart** sheets (two pages).

Optional for older students: photocopies of the attached **Histograms** sheet; colored pencils; calculator for each group.

VOCABULARY

celebrations, festival, harvest, Sukkoth, Kwanzaa **Add for older students:** histogram.

RELATED LESSON

Let's Celebrate!

SUPPORTING INFORMATION

Celebrations are wonderful parts of life throughout the world. They give us a glimpse at the values and traditions important in people's lives - including our own. We celebrate all

sorts of occasions: the start of a new year, birthdays, natural events such as the equinox, and festivals of remembrance to honor the dead are just a few.

Many religious festivals take place relative to new or full moons.

Easter, Diwali (a Hindu New Year festival), most Jewish and Islamic holidays, many Chinese celebrations, and

Buddhist festivals are examples.

You may have discovered through stories, travels, television, and movies that many of the same holidays are celebrated in several countries, but in different ways. This lesson focuses on some of the more



familiar holidays in Session One and Session Two.

Harvest festivals may be a good example of celebrations we do not know too much about, yet these important festivities are held throughout the world.

Session Three focuses on such festivals. Your students will be researching harvest festivals, and the following information will be helpful.

About Harvest Festivals

Long ago, when most people grew their own food, they held festivals with prayer and feasting at harvest time to thank their gods or god for providing food. For example, more than 4,000 years ago,

BRIEF DESCRIPTION

Students explore the role of celebrations in diverse cultures, their class, and the local community. After interviewing community members about favorite celebrations, they research various cultures' harvest festivals and prepare a celebration presentation for the class.

OBJECTIVES

(Note: All five objectives are appropriate for older students; younger students may accomplish only the first four objectives.)

The student will:

- identify reasons why people celebrate;
- survey students and adults, tally responses, and determine frequencies to discover people's feelings and preferences about celebrations;
- research one harvest festival and present findings to class;
- describe celebrations that are personally meaningful; and
- calculate the survey percentages and graph the top five responses.

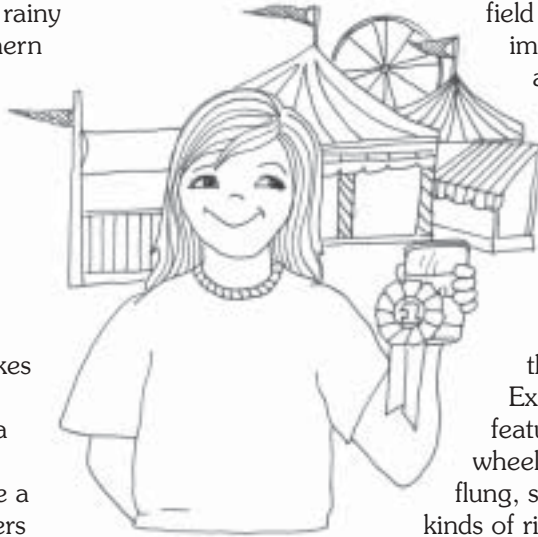
ESTIMATED TEACHING TIME

Session One: One and one-half to two hours (Can be divided into three sessions.)
 Session Two: 45 to 60 minutes.

Session Three: 45 minutes, plus time for research.

Session Four: One hour or more, depending on the number of presentations.

the Egyptians enjoyed foods, music and sports at their harvest celebrations. Feasts, dancing and games were always part of the harvest home festivals in England, held after each grain harvest. In Sweden, harvest is celebrated at Marten Gas (Martin Goose). This festival begins with a feast. Dessert is always an enormous cake made from hundreds of eggs. Following the feast, children carry hollowed-out squashes and pumpkins as they parade through the town. A harvest festival called Onam is held at the end of the rainy season in Kerala, a state on the southern tip of India. It's a time when people clean their houses and decorate the floors. Children collect brightly colored flowers and weave them into colorful mats. Once the preparations are complete, people visit the temple to give thanks for the harvest. Then they feast on rice, vegetables, spiced curries, and sweet puddings. In some tropical areas, the warm weather makes for harvests of different fruits and vegetables throughout the year. Africa holds many different kinds of harvest festivals. Some African countries have a Christian celebration in autumn. Others celebrate in the traditional African style with music, drums and dances that tell a story to frighten or honor the spirits that are believed to affect the harvest.



State Fairs as Harvest Festivals

Harvest festivals are not just ancient history in faraway places. They are festive modern celebrations. You may not have thought of our county and state fairs as harvest festivals, but that's how they started. Fairs are an American cultural tradition as familiar as baseball and blue-ribbon apple pie. Every year up to 200 million people attend one or more of the more than 3,200 agricultural fairs held in North America each year. The word "fair" comes from the Latin word *feria*, which means holiday. While many people are drawn to fairs by the excitement of the midway and grandstand, fairs still are very much rooted in agriculture. Many young people today participate in the livestock judging and other competitions as members of 4-H or FFA. They often camp out on cots alongside their animals while at the fair, bringing everything from hair dryers to fresh clothes so they can stay close to feed, water, groom, and clean up after their livestock. The competition lets both young and old show what they know about farming practices. Over the years, as farmers strive to breed animals of the highest quality, livestock has been significantly improved through these competitions. Exhibitors are awarded ribbons and prize money called premiums. Winning animals may go on to the state fair to compete for more prizes.

Fairs feature other competitions, too. The domestic arts have been highly valued at American fairs since the days when nearly everything needed in the home was handmade by women. This included activities such as quilting, sewing, arranging flowers, crafts, embroidering, and cooking, canning, and preserving foods. All of us who like to eat, dress and live well have benefited from the competitions in these arts. Likewise, the competitions in garden produce and field crops have helped farmers to improve the quality of their crops and produce over the years.

The biggest pumpkins, best tomatoes and other categories set new records every year.

The carnival on the midway did not really become an integral part of the fair until the 1893 World's Columbian Exposition held in Chicago, which featured the world's first Ferris wheel. At today's fairs you can be flung, spun, turned, and flipped on all kinds of rides and eat fun foods until you

burst. But remember that you can also admire the prize-winning livestock and other competitions that honor the ancient tradition of celebrating harvest bounty.

More Harvest Festivals

One of the world's new harvest festivals is **Kwanzaa**. This holiday is loosely based on African harvest festivals and is celebrated by Americans of African descent. The name Kwanzaa comes from the Kiswahili phrase meaning "first fruits." It started in 1966 when Dr. Maulana Karenga and a group of organizers, friends and family joined in Los Angeles to commemorate their African heritage. This celebration, lasting from December 26 through January 1, was the beginning of the Kwanzaa tradition. Dr. Karenga believed that black people in America needed to connect with their African ancestry, combining the old traditions with a set of principles for the new community.

Kwanzaa has seven days, seven symbols and seven principles. Each day families gather together and light a candle. They think and talk about one of the seven principles developed by Dr. Karenga. These principles and their meanings are: *umoja* (oo-MOH-jah), togetherness or unity; *kujichagulia* (koo-ji-cha-goo-LEE-ah), self-determination; *ujima* (oo-JEE-mah), cooperation; *ujamaa* (oo-jah-MAH), cooperative economics or buying things from each other; *nia* (NEE-ah), purpose; *kuumba* (koo-OOM-bah), creativity; and *imani* (ee-

MAH-nee), faith. The seven symbols and what they stand for are:

- An *mkeka* (em-KAY-kuh) or woven straw mat laid on a low table. It symbolizes tradition.
- A *kinara* (kee-NAH-rah) or seven-branched candle holder. It represents African ancestors.
- *Mishumaa sabe* (me-shew-MA SA-ba) or seven tall candles for the kinara. The seven candles symbolize the seven ideals or principles, which correspond to the seven days of the celebration. One black candle in the center represents the people. Three red candles stand for the struggles for justice. Three green candles stand for hope and good luck for the future. Surrounding the kinara are the other Kwanzaa symbols.
- A basket of *mazao* (ma-ZA-oh), fruits and vegetables that stand for the harvest.
- One *muhindi* (moo-HIN-dee) or ear of dried corn, for each child in the family.
- A *kikombe cha umoja* (kee-KOM-bay cha ooh-MO-juh) or community cup, which is a symbol for unity, or staying together.
- *Zawadi* (za-WAH-dee) or gifts.

Throughout Kwanzaa, friends and family gather to celebrate and to ask, *Habari gani?* This means, "What's the news?" Each day a different principle is the answer to that question. A child is chosen to light the *mishumaa sabe* in the *kinara* and talk about the principle for that day. On the sixth day of Kwanzaa, people have a big feast. It may include peanut soup, chicken stew, collard greens, black-eyed peas, fish, fruits, and bread.

According to the principle of *ujima*, everyone helps by bringing food. They decorate with the Kwanzaa colors. On the final day, when all the candles are lit, the children are given gifts or *zawadi*. One gift is usually a book. The other is often something creative, inspirational or meaningful, such as a homemade item, something from Africa, or something passed down from older generations. Together everyone says, *Harambee* (ha-ROM-bay)! (Pull together!) Everyone drinks from the *kikombe* to show unity.

Sukkoth

Sukkoth (su-KOHTH) is a Jewish festival in the fall. It begins 14 days after Rosh Hashanah and four days after Yom Kippur, two other important Jewish holidays. Because Sukkoth com-

memorates the 40 years Jews wandered in the desert in search of the Promised Land, it is a reminder of the temporary nature of our material possessions. Sukkoth also celebrates ancient harvests, times when families moved into the fields to complete the work before the winter rains began. They built temporary huts or *sukkahs*. After the harvest, the Jewish farmer in ancient Israel had to set aside a good part of the harvest for the priesthood and some of it for the poor. Jewish families who celebrate Sukkoth today make outdoor huts similar to the early *sukkah*. They often eat their meals for the week there. The roof of a *sukkah* is made from branches and leaves. People hang the fruits of the harvest such as apples, grapes and peaches from the branches as decorations. They carry willow, palm and myrtle branches in their right hand to symbolize a commitment to positive actions and speech. In their left hand, they carry an *ethrog*, a fragrant citrus fruit that looks like a big lumpy lemon. The *ethrog* symbolizes intellect. The willow, palm, myrtle, and *ethrog* are four kinds of plants that help celebrants appreciate what they have and realize what is important in their lives.



Pongal

This four-day harvest festival is celebrated in January mainly by Hindus from Southern India as a time for thanksgiving. In an early morning ritual in the homes of Hindus, rice is cooked in a new pot and allowed to boil over, symbolizing prosperity. Hindus who celebrate Pongal (PON-gal) prepare rice in the temples while prayers are chanted to the accompaniment of bells, drum beats, clarinets, and the blowing of large shells. After offering rice, vegetables, sugarcane, and spices with prayers to the gods, the people eat these foods to cleanse themselves of their sins.

Thanksgiving

Very old holidays often grow and change with the times. Our own Thanksgiving, originally a feast held to share and celebrate bountiful harvests, has expanded to include parades, football games and even the start of the winter holiday shopping season. In the United States, this holiday is celebrated on the fourth Thursday in November.

Families gather to share a feast of roast turkey and other traditional foods that may vary depending on family favorites and the part of the country in which the family lives. In a



similar way, Canada celebrates Thanksgiving on the second Monday in October. Their Thanksgiving or harvest festival is earlier than in the United States because Canadian harvests come earlier. (To learn more about the history of Thanksgiving in the United States see the FLP lesson “Let’s Celebrate!”)

Labor Thanksgiving Day

In Japan, one of the most important harvests is the autumn rice crop. Long ago, none of the newly grown rice could be eaten until a ceremony had been held to honor the spirits thought to protect the crop. A procession and banquet were held, and at midnight the emperor of Japan took part in a ritual, presenting some of the harvest at a sacred altar. Today, the festival is a public holiday called Labor Thanksgiving Day, when people celebrate the success of both industry and farming in Japan.

American Indian Corn Dances

Corn played an important part in the lives of American Indians of the South, Central, and Northeastern United States. Not only was corn a staple for their diet in many delicious ways, but they used parts of the plant for making many necessary and useful items. Corn was so important that most American Indians had three major corn ceremonies; a planting ceremony, a harvest ceremony, and a feast of maize (corn). Some tribes, such as the Santo Domingo Pueblo in New Mexico, have similar celebrations today. Early in August, the American Indians of Santa Domingo hold a very large corn dance. (For additional information about American Indian Corn Dances see the FLP lesson “Let’s Celebrate!”)



GETTING STARTED

Several days before you plan to start the lesson, ask students to bring things from home that represent celebrations or holidays. Bring some items of your own, too. Set up a display of the items. Make a transparency of **Tally and Frequency Chart** sheet (two pages) and one photocopy for each small group of students, as well as one photocopy of the two-page **Celebration Survey** sheet for each student copied back-to-back. Write “Celebrations” in a visible place; gather celebration pictures and celebration items. (See **Celebrations Through the Year** located in the Appendixes for a partial list of celebrations.) **Optional:** Photocopy two **Histograms** sheets for each group or

individual older students. Provide a calculator and colored pencils for each group. (Note: Students who do not celebrate can still interview people and gather data in Session One and Session Two. They can achieve the first, second and fifth objectives. Use your discretion with Session Three and Session Four.)

PROCEDURE

SESSION ONE

1. Ask:
 - What is a celebration?
 - What are some reasons people celebrate?
 - What are some reasons people might not celebrate?

2. Divide students into small groups of four or five. Challenge the groups to list all the celebrations or holidays they can think of in five minutes. Then give them five more minutes to discuss:
 - how celebrations make you feel;
 - what celebrations you have in your family; and
 - some things your family does to make these celebrations special.

3. As a class, have each group read its celebrations list. Write the number of celebrations each group generated in a visible place. Discuss the variety of events people celebrate.

4. Invite the students to tell about the celebration items they brought. Show and discuss your own pictures and celebration items. (Share Supporting Information too.) Ask:
 - What are some celebrations held in our community?
 - What activities do these celebrations include?
 - How and why do you think these celebrations got started? If we do not know, how can we find out?
 - Why do you think these celebrations are important?

Optional session break

5. Distribute the **Celebration Survey** sheet to individual students and ask them to write their two favorite celebrations or holidays, their favorite food associated with each celebration, and their favorite thing to do at each celebration. Then ask each student to predict what celebrations, foods and activities will most often be named as favorites by other students in the class. Students record their predictions on the **Celebration Survey**.
6. Have students share their choices within small groups. Each student adds the other students' choices to their **Celebration Survey** sheet.
7. Distribute and help students tally Our Group data on their groups' **Tally and Frequency Chart** sheet. Students write the name of each celebration, food and the favorite thing to do in the blank columns (two of the charts are on the second page). They then make a single line tally in the Our Group column each time a student chooses the celebration, food or activity. Next transfer the tally marks to Our Class Tally column. For example, if the group had two tally marks in Our Group Tally column, they transfer those two tally marks to Our Class Tally column and so on for each celebration. Demonstrate the tallying process for both columns on the transparency for one group's celebration, food, and activity data. Ask each group to select one person to transfer their group data to the Our Class Tally column on the transparency.
8. When all group data have been recorded in the tally column for the class, have groups copy all the tally marks onto their sheets. Lead students in counting the tally marks for the first two celebrations and in writing the number of marks in the frequency column on the **Tally and Frequency Chart**. (Note: See some examples displayed in the Tally and Frequency Chart following the lesson.)
9. Let the groups determine the frequencies for the rest of the survey items. Discuss the results.
10. Optional for older students: Have students use the percentage formula on the **Tally and Frequency Chart** to determine the percentage of students selecting each survey response and to display the top five CELEBRATIONS information on the first **Histograms** sheet. Have students write "Students" on the blank line before each histogram. Students can record percentages in the "% column" on the **Tally and Frequency**

Chart. Repeat this process for FOODS and THINGS TO DO. (Note: See some examples displayed in the histograms following the lesson.)

Optional session break

11. Have students examine the frequencies (older students should also examine the percentages and histograms) to draw some conclusions. Ask:
 - Which celebration was chosen most often?
 - Which food do most students like best when we celebrate?
 - What is our favorite thing to do when we celebrate?
 - What are the top five favorite celebrations for our class?
 - What are the top five favorite celebration foods for our class?
 - What are the top five favorite celebration activities for our class?
 - How do our results compare with your predictions?
 - What celebrations do you predict adults will say are their favorites?
 - What foods do you predict adults will say are their favorites at celebrations?
 - What celebration activities do you predict adults will say are their favorites?
12. Have students record their predictions for adults on the **Celebration Survey**. Explain that each student's assignment is to interview four adults to learn their two favorite celebrations, foods and activities associated with the celebration. Set a date for completing the survey sheets.

SESSION TWO

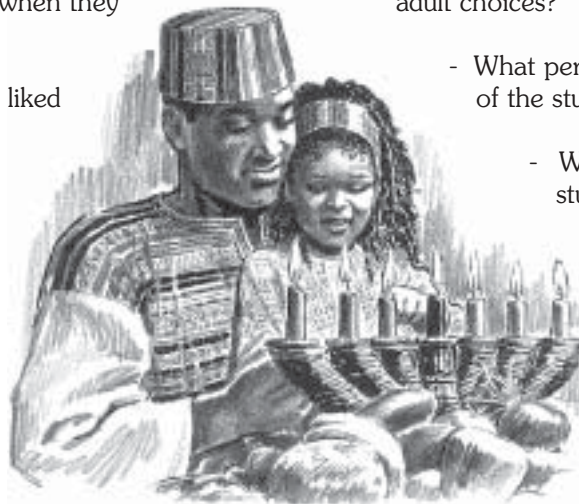
1. Encourage students to tell what they learned about the process of conducting a survey.
2. In small groups, have students tally adult survey data on their groups' **Tally and Frequency Chart**. Ask groups to select one person to transfer the adult data from their group to the adult tally column on the transparency of the **Tally and Frequency Chart**.

3. When all group data have been recorded in the tally column for the class, have groups copy all the tally marks onto their sheets. Lead students in counting the tally marks for the first two celebrations and in writing the number of marks in the adult frequency column on the **Tally and Frequency Chart**. Let the groups determine the frequencies for the rest of the adult survey items.

4. Optional for older students: Have students use the percentage formula on the **Tally and Frequency Chart** to determine the percentages of adults selecting each survey response and to display the top five CELEBRATIONS information on the second **Histograms** sheet. Have students write "Adult" on the blank line before each histogram. Repeat this process for FOODS and THINGS TO DO.

5. Have students examine the adult frequencies to draw some conclusions. (Older students examine the percentages and histograms in Step 6.) Ask:

- Which celebration was chosen most often by the adults?
- Which foods do adults like best when they celebrate?
- What is the favorite thing adults liked to do at celebrations?
- What are the top five favorite celebrations for the adults we interviewed?
- What are the top five favorite celebration foods for these adults?
- What are the top five favorite celebration activities for adults?
- How do our results compare with our predictions for adults?
- How do the adult results compare with the results for our class?
- In what ways are the adult favorites different from the student favorites? In what ways are they the same?
- What conclusions can you draw from the data about the favorite celebrations of both students and adults in our study?



- Which of the selected foods are "special" and probably eaten mostly at celebrations?
- Why do you think foods are important to celebrations?
- What might be different between a "celebration" food and everyday food?
- Which favorite foods are only available locally at certain times of the year?

6. **Optional:** Have older students look at the information in the tallies, frequencies, percentages, and histograms. Ask:

- What do the student and adult histograms have in common?
- What percentage of students chose all of the top five student choices?
- What percentage of adults chose all of the top five adult choices?
- What percentage of students chose all of the adult choices?
- What percentage of adults chose all of the student choices?
- Why might the choices of students and adults differ?
- Which method of reporting the findings of your surveys (lists, tally, frequency, percentage, histogram) do you prefer?
- What are the positive and negative points of each type of data display?
- What do you think the rest of the students at our school would select as their top five celebrations, foods and activities?
- What might students at our grade level throughout the country (or world) select as their top five celebrations, foods and activities?

SESSION THREE

1. Discuss harvest festivals. (See Supporting

Information.) Ask:

- Why have harvests been something to celebrate through the ages and around the world?
- What are some specific harvest and food festivals that people celebrate around the world?

List the harvest festivals named by students in a visible place. Do not worry if the list is slim. This session is their chance to investigate more. (Possibilities include Kwanzaa, American Indian corn ceremonies, Thanksgiving, Sukkoth, local food festivals, county and state fairs.)

2. Have students form celebration (research) teams of a size that will work for their ages and abilities. Use the Supporting Information to pique interest with “teasers” about each before they are assigned. Write each festival name on a card and have each team draw a card or, if practical, have the students make a selection.
3. Explain that students will work together in small groups to research a harvest festival and share what they learn with the rest of the class during a classroom harvest festival celebration day. For example, the group studying Sukkoth could bring in lemons for ethrogs and build a miniature sukkath.

For presentations, discuss what information students want to know as a helpful guide for research and to build interest in celebration day presentations as a very special event. Will students make posters? Create dioramas? Give oral reports? Design displays? Make costumes? Play music? Serve traditional foods? Distribute recipes? Tell how the festival began? Teach games? Put up decorations or create props? Teach special customs associated with their harvest festival? Show on a map where the festival is celebrated?

For sources of information, encourage students to go beyond the encyclopedia with reference books (see Resources), the Internet, interviews with cultural groups or people who celebrate the festival, travel books and articles that talk about the festival, and specialty cookbooks that offer background information as well as recipes. Enlist the music teacher.

Provide adequate time (considering their skills and interests and your expectations) for teams to research and prepare their presentations.

SESSION FOUR

1. Celebrate! Have teams give their celebration presentations one at a time. If you have decided to make food a part of the festivities, you may want teams to arrange their foods buffet style and serve all foods at one time. You may want to include parent helpers to assist students.

2. Ask:

- How are harvest festivals in various countries alike? How are they different? (Compare and contrast the festivals presented by the teams, creating a chart if it seems helpful.)
- What new customs did you learn about that you would like to incorporate into your own holiday celebrations?

EVALUATION OPTIONS

1. Use teams’ written description and presentation of their celebration to assess their general understanding.
2. Evaluate quality and accuracy of data collection and analysis of histograms.
3. Have students write five reasons why people have celebrations and describe two ways people celebrate.
4. Have students name five harvest celebrations and tell why people celebrate harvests.
5. Have students write a description and illustrate a celebration that is important to them and their family.

EXTENSIONS AND VARIATIONS

1. Conduct surveys of students and adults to learn which fruits and vegetables they most look forward to having available seasonally (locally at affordable prices). Possibilities may be peaches, raspberries, strawberries, blueberries, sweet corn, tomatoes and watermelons. Find out.
2. Discuss how “celebrations” can be very different at different times. Ask, for example:
 - Must a celebration always have lots of people to be meaningful?
 - How might people have a small, quiet celebration that is also very special? Could someone celebrate all alone?

- How might a celebration be different for someone, if he or she is:
 - very young?
 - your age?
 - a teenager?
 - very old?
 - in a place far from home or away from family and friends?

potato relay races, chip flipping, french fry sculptures, potato recipe contest, biggest potato contest, strangest looking potato contest, painted potato displays, and potato prints.

5. Have students write or verbally describe a celebration they actually attended that was special to them. What made it special?

3. Create a monthly classroom calendar focusing on various celebrations observed by members of the class. How does knowing one another's celebrations help us understand each other in better ways?



4. Using what they have learned about celebrations, students create and hold their own class celebration based on a favorite food. Let's say the class decides to celebrate one of the world's wonder food crops - the potato. What and how would we celebrate? How would we choose a date? What kinds of activities and special events could we have relating to potatoes? How might we decorate? Who would participate? How would the potato be prepared and served? For example, potato sack races,

6. Enjoy celebration music and dances from different cultures. (See Appendixes for **World Calendar of Events and Holidays**.) Libraries generally have folk song and folk dance materials. Many music and tape stores have international music selections. Some families may have music to share. Play music tapes frequently. Challenge students to match a range of cultures with their music "by ear alone."

7. Challenge students to do some fun research on more celebrations and festivals.

Include the obscure, the weird, the humorous. *Chase's Calendar of Annual Events*, a common reference in public libraries, can be a place to start. Share the results!

Example: Tally and Frequency Chart

Favorite CELEBRATIONS or special days	OUR GROUP	OUR CLASS			ADULT		
	Tally	Tally	Frequency	%	Tally	Frequency	%
Halloween			17	57			

Example: Histogram

Student Histogram 2: Top 5 Favorite **FOODS** Associated with Celebrations

Pumpkin Pie									
Birthday Cake									
Pizza									
Turkey									
Watermelon									

CREDIT

History of Fairs. International Association of Fairs and Expositions. PO Box 985, Springfield, MO 65801. 2002. <http://www.fairsandexpos.com>

ADDITIONAL RESOURCES

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EDUCATOR'S NOTES

CELEBRATION SURVEY

Name: _____

Directions

1. Use the My Favorites chart to list your two favorite celebrations, the food you like best at each celebration, and your favorite thing to do at each celebration.
2. Predict the favorite celebration, food and thing to do at a celebration for both students and adults and enter those predictions in the chart below.
3. Use the Other Students' Favorites chart to list what other students in your group chose as their favorites.
4. For homework, use the Adult Favorites chart to list what four adults tell you are their favorite celebrations, foods and things to do (activities).

MY FAVORITES

Person	Favorite CELEBRATIONS or special days	Favorite FOOD associated with celebration	Favorite THINGS TO DO at celebration
ME	1.	1.	1.
	2.	2.	2.

I PREDICT OTHER STUDENTS' FAVORITES ARE

Favorite CELEBRATIONS or special days	Favorite FOOD associated with celebration	Favorite THINGS TO DO at celebration

I PREDICT ADULT FAVORITES ARE

Favorite CELEBRATIONS or special days	Favorite FOOD associated with celebration	Favorite THINGS TO DO at celebration

CELEBRATION SURVEY (page 2)

OTHER STUDENTS' FAVORITES

Person	Favorite CELEBRATIONS or special days	Favorite FOOD associated with celebration	Favorite THINGS TO DO at celebration
	1.	1.	1.
	2.	2.	2.
	1.	1.	1.
	2.	2.	2.
	1.	1.	1.
	2.	2.	2.
	1.	1.	1.
	2.	2.	2.

ADULT FAVORITES

Person	Favorite CELEBRATIONS or special days	Favorite FOOD associated with celebration	Favorite THINGS TO DO at celebration
	1.	1.	1.
	2.	2.	2.
	1.	1.	1.
	2.	2.	2.
	1.	1.	1.
	2.	2.	2.
	1.	1.	1.
	2.	2.	2.

TALLY AND FREQUENCY CHART

Names: _____

Directions

1. Write all the different celebration choices for your group in the columns labeled **CELEBRATIONS**, **FOODS**, and **THINGS TO DO** (each of these has its own table).
2. Put a tally mark in the tally column for each person who chose the celebration, food, or things to do.
3. The total number of people from your group who were part of the survey: _____
4. Report the total number of people surveyed and your group tallies to your teacher when it is time to learn what others chose.
5. Using class data, write the number of people who picked each choice in the frequency column.
6. The total number of students who were part of the survey: _____
7. The total number of adults who were part of the survey: _____

Favorite CELEBRATIONS or special days	OUR GROUP	OUR CLASS			ADULT		
	Tally	Tally	Frequency	%	Tally	Frequency	%

8. **Optional:** Use this formula to calculate the percentage of people who made each choice.

$$\frac{\text{number of people in frequency column}}{\text{total number of people in the survey}} \times 100 = \text{_____}\%$$

Example: Valentine's Day was named by three students and 25 adults. There were 30 students in the survey and 100 adults. The percentage of students was: $\frac{3}{30} \times 100 = 10\%$

The percentage of adults who picked Valentine's Day was: $\frac{25}{100} \times 100 = 25\%$

9. Record the percentages in each percent column (Our Class, Adult).

TALLY AND FREQUENCY CHART (page 2)

Favorite FOODS associated with celebrations	OUR GROUP	OUR CLASS			ADULT		
	Tally	Tally	Frequency	%	Tally	Frequency	%

Favorite THINGS TO DO at celebrations	OUR GROUP	OUR CLASS			ADULT		
	Tally	Tally	Frequency	%	Tally	Frequency	%

