HRF30 Exploring Festivals, Celebrations, and Memorializations

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Cindy McKellar
Lanya Lewis
Appel Maracle

Date of completion: July 27, 2005
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Unit Overview

World Religions: Beliefs and Daily Life (HRF30) contains five units that we recommend ordering as follows; a) Exploring Religious Beliefs  b) Religion and Daily Life c) Research and Inquiry Skills d) Exploring Festivals, Celebrations, and Memorializations e) Exploring the Milestones of Life.

The students will benefit from exploring religious beliefs and how it affects their daily lives before moving on to research and inquiry skills. The prior knowledge gained during the first two units and the skills gained in the third are essential to our unit on Festivals, Celebrations, and Memorializations. After learning about the many religions from our community and around the world, the students will begin to explore the milestones of life and human development.

The purpose of the unit Exploring Festivals, Celebrations, and Memorializations is to teach students about the origins of common celebrations, festivals and commemorations that exist within the contemporary Canadian society. Students will analyse and learn to “…differentiate between popular and religions symbolism associated with festivals and celebrations derived from various religions.”

SUMMATIVE ASSESSMENT PLAN (SAP)

COURSE TITLE & CODE: Exploring Festivals, Celebrations, and Memorializations (HRF30)

GRADE: 11

DESTINATION: University/College

AUTHORS: Cindy McKellar, Lanya Lewis, and Appel Maracle.

ENDURING UNDERSTANDINGS

1. Students will evaluate the importance of celebration and memorialization in human experience;

2. Students will describe the major festivals and commemorations of various religions;

3. Students will demonstrate an understanding of the origins of common celebrations and commemorations;

4. Students will analyse the effects of various religious celebrations on contemporary Canadian society;

5. Students will differentiate between popular and religious symbolism associated with festivals and celebrations derived from various religions.
## SUMMATIVE ASSESSMENT TASKS (7-10 maximum – list in anticipated order***)

<table>
<thead>
<tr>
<th>Unit # &amp; Title</th>
<th>Name/title of task</th>
<th>Brief description of task (what type? Ind. vs group? Content?)</th>
<th>Enduring Understanding Being Addressed</th>
<th>List Types of Formative Assessments or Scaffolding Required</th>
</tr>
</thead>
</table>
| Lesson # 1: Terminology | Terminology Associated With Festivals, Commemorations and Celebrations (Formative Assessment) | - Students will be placed into groups of two and taken to computer lab to research a celebration, commemoration, or festival.  
- Students will read a brief summary of their topic  
- Groups will then join together and use a Venn diagram to identify which words are solely associated with one religion and which words overlap between the two religions | # 1  
# 2 | - Students will generate a list of vocabulary words associated with various religions  
- students will generate discussion around the similarities and differences among various religions  
- students will be observed with teacher feedback |
| Lesson # 2: Observances | Festivals, Commemorations and Celebrations of Various Religions (Formative Assessment) | - Students will watch short videos of various festivals, commemorations and celebrations of various religions
- Students will be broken up into small groups and given drama scripts based on the various religions from the video
- Students will be asked to present their play using actions that they observed in the video | - Students will be assessed using a rubric for their collaborative work skills
- Students drama skills will be assessed using a rubric |
<table>
<thead>
<tr>
<th>Lesson # 3: Religious Buildings</th>
<th>Religious Calendars and Cyclical Calculations (Formative Assessment)</th>
<th>- Students will visit various religious buildings and take notes while listening to a religious representative.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>- Students will be split into groups and assigned one of the religious buildings.</td>
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<td>- Students will prepare a religious calendar for their topic.</td>
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<td>- Students will select and present a specific event from their calendar, describing it and explaining its significance.</td>
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<tr>
<td></td>
<td># 1</td>
<td>- Students will acquire knowledge about various religions from religious representatives.</td>
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<td># 2</td>
<td>- Students will be assessed using various tests and quizzes after the completion of presentations.</td>
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<td># 3</td>
<td>- Students will also be assessed on their presentations.</td>
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<tr>
<td>Lesson # 4: Similarities and Differences</td>
<td>Civil and Religious Observances and Celebrations (Formative Assessment)</td>
<td># 4</td>
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<tr>
<td>----------------------------------------</td>
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<tr>
<td>- Students will watch various videos on civil and religious observances and celebrations</td>
<td>- Students will be asked to generate their own web from the computer highlighting the similarities and differences between a civil and religious observance or celebration</td>
<td>- Students will be assessed using a rubric on their written assignment</td>
</tr>
<tr>
<td>- Students will then have a class discussion about the similarities and differences which will be displayed in the class</td>
<td>- Students will also discuss how they think these observances and celebrations have impacted contemporary society</td>
<td>- Students will be observed during class discussion and given oral feedback</td>
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<tr>
<td>- Students will be asked to write a short essay comparing their two topics</td>
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<tr>
<td>Lesson # 5: Origins of Symbols Associated with Festivals, Commemorations and Celebrations (Formative Assessment)</td>
<td>Origins of Symbols Associated with Festivals, Commemorations and Celebrations (Formative Assessment)</td>
<td>Origins of Symbols Associated with Festivals, Commemorations and Celebrations (Formative Assessment)</td>
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</tr>
<tr>
<td># Students will select a celebration, commemoration or festival to research from an Ethnic or Religious group.</td>
<td># Students will create a multi-media poster that identifies the important symbol or symbols associated with the religious occasion.</td>
<td># Students will identify on their poster the symbol, what is represents, the importance, a brief overview of the important aspects of the occasion, the origin of the symbol and any other important information about the symbol.</td>
</tr>
</tbody>
</table>
Lesson # 6: Multi-media Display

Recognizing Festivals, Celebrations and Commemorations (Formative Assessment)

- In groups of three, students will research five specific pieces of art, music, symbols or scriptures that they can attribute to particular festivals, celebrations and commemorations.

- They will produce a multi-media display via Microsoft Powerpoint, Hyperstudio or another program where they are able to incorporate art, music, symbols and scripture.

- Students will display their pieces and the class will have to guess its ethnic or religious origin.

- Students will be assessed using a peer evaluation checklist with comments.
<table>
<thead>
<tr>
<th>Unit Culminating Activity</th>
<th>Celebrating Diversity (Summative Evaluation)</th>
<th>- This task consists of three parts</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>- Students will select a religion or ethnicity and complete a scrapbook that culminates all of the aspects learned throughout this unit</td>
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<td>- Students will then do a presentation of the information contained in their scrapbook</td>
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<td>- The class will host an open-learning forum in the evening for the community in which students, parents and community members will be welcome to come and view the scrapbooks</td>
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<td>- Students will draw on information obtained in the class to help them prepare their culminating activity</td>
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<td>- Rubrics will be used to assess all three tasks</td>
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** Be sure to identify which is/are the course culminating assessment tools (worth 30%)**
Title of Lesson: Terminology associated with festivals, commemorations and celebrations.

Length of Time: 150 minutes (2 periods – 75 minutes each)

Preferably periods would be taught back to back. If they need to be separated a natural break occurs after the words have been cut and pasted onto the construction paper.

Expectation(s) Being Covered:

Students will demonstrate an understanding of the terminology associated with celebrations, commemorations, and festivals in various religions (e.g., the K’uraka among the Yatiris of Bolivia).

Summary of Activity:

Teacher introduction and explanation of the activity will occur before going to the computer lab (10 minutes).

In groups of two students will pick a celebration, commemoration or festival from various religions and research it on the internet (list of events is attached). The students will create a bank of words (15-20 words) for the classroom word wall that are associated with their celebration/commemoration/festival. The teacher will remind students to print the name of their celebration/commemoration/festival as it will be needed as the title for the Venn diagram and for the follow up classroom word wall.

The teacher will take the students to the computer lab where they search and Social Studies section for a bank of words. They will be required to skim the paragraphs they find for important words and facts about the religious event. Students are asked to split up the list of 15-20 words and work on their own to find brief definitions (cut & paste) from Webster’s on-line dictionary. [http://www.websters-online-dictionary.org/](http://www.websters-online-dictionary.org/)
The students will open a separate word document to cut and paste the key words and a brief description into a new document they can save and print.

Once a list has been generated, students will increase the font size needs to 50 for all words. They should be cut out and mounted on construction paper for stability (45 minutes to search and cut/paste words and create description of celebration/commemoration/festival). Ideally each team will choose a different colour of construction paper to easily identify which words come from which celebration/commemoration/festival.

The students will also be asked to read a brief summary of the celebration/commemoration/festival they have been researching and name the religion it is from. (1.5 minutes per team for 15 teams = approx. 23 minutes)

The students (2 teams of 2) will be given two hula hoops to create a Venn diagram somewhere on the classroom floor/table top. The two teams will begin to organize their words by placing them in the Venn diagram. Identify which words are solely associated with one religion and which words overlap between the two religions. (15 minutes)

The teacher will prompt/encourage the groups of 4 to discuss the terms used within each religious celebration/commemoration/festival (small group discussion). They will examine the similarities and differences outlined in the Venn diagram. The teacher will then ask the whole group for observations? What patterns do we see? Are there any words used in every religious event we have researched today? What are some of the differences you observed? (10 minutes)

The teacher will use the words to display the language needed for the Unit around the classroom, under the titles created by the students. Students will help teacher to display the words. The definitions/terminology page will be posted underneath the bank of words. (15 minutes)

Materials Needed:

- Computer lab.

- 15 pairs of scissors.

- Construction paper (15 different colours/shades).

- 25 glue bottles.

- 15 hula hoops.
Resources:

Please see the attached Venn diagram template.

Please see the attached list of Religious Holidays during the 2005-2006 school year.

Please see the attached list of Religious Festivals for 2004.

Author: Cindy McKellar
Title of Lesson: Festivals, Commemorations and Celebrations of Various Religions

Length of Time needed: 150 minutes (2 periods) if the teaching time is not back to back, a natural break would be after the video portion. The teacher could hand out the scripts and ask the students to begin working on them at home. They will have 30 minutes to practice during the next class time and then presentations will begin.

Expectation(s) Being Covered:

Students will identify and describe the observances associated with the major festivals, commemorations, and celebrations of various religions (e.g., the Tuvan “fire feast”);

Summary of Activity: The teacher will find a variety of short videos showing festivals, commemorations, and celebrations of various religions.

If at the correct time of year a field trip will be scheduled to attend a local celebration, festival or commemoration.

Attending a worship ceremony at a local church, mosque, synagogue, etc. would be a great field trip. This could be coordinated with the lesson that tours religious buildings.

The teacher will preview the videos (75 minutes) and create drama scripts (less the 5 minutes in length) for small groups based on the videos.

After the students have watched the video, the teacher will break the class up into small groups and pass out the drama scripts. Students will practice their lines and create actions (from what they have seen in the video). Students will be given 30 minutes to practice.

They will be asked to present their plays in front of their peers (presentations will take 45 minutes).

Teacher will assess the students using a rubric for their collaborative work skills. The teacher will assess the students’ drama skills during the presentations.
Materials Needed:

- Permission forms*
- School bus rental*
- Map of city to find religious buildings and festivals*

* Material needed only if field trip is going to occur.

- Videos (as listed below or similar videos from your school library may be substituted).
- TV
- VCR

Resources:

_Buddhism: making of a monk_, (Worlds of faith), North South Productions, Great Britain, 1996. (14 minutes)

“One of the informative Worlds of Faith series designed to provide students with an insight into the beliefs, traditions and practices of the major religions. Each episode focuses on a teenager preparing for, or participating in an important festival or ceremony. This presentation, filmed in Bangkok, examines Buddhism as it follows a young boy's initiation as a monk and outlines life in a monastery.”

_Judaism: Bar Mitzvah boys_, (Worlds of faith), North South Productions, Great Britain, 1996. (15 minutes)

This presentation is a story about two boys attending a Bar Mitzvah. It was filmed in Jerusalem.

_Christianity: Caribbean Christmas_, (Worlds of faith), North South Productions, Great Britain, 1996. (14 minutes)

“This presentation, filmed in Barbados, traces Christianity in the West Indies, the upsurge of revivalist churches in the 20th century, particularly the Pentecostal and features Christmas celebrations.”

_City of Islam_, (Jerusalem of heaven and earth series), Nomad Films International, Australia, 1983. (25 minutes)
"Introduces the city as the holy city of the Muslims. Shows Muslims at prayer in the Dome of the Rock Mosque while Jews pray at the Western Wall. Provides insight into traditional Muslim culture and family life. Shows that considerable economic interaction occurs between the Israelis and the Arabs but this has little effect on Muslim culture."

Collaborative Work Skills: Religious Observations - Drama

Teacher: ________________________________
Student: ________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
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<tbody>
<tr>
<td>Problem-solving</td>
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<tr>
<td>Actively looks for and suggests solutions to problems.</td>
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<tr>
<td>Refines solutions suggested by others.</td>
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<tr>
<td>Does not suggest or refine solutions, but is willing to try out solutions suggested by others.</td>
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<tr>
<td>Does not try to solve problems or help others solve problems. Lets others do the work.</td>
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<tr>
<td>Working with Others</td>
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<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
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<tr>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
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<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
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<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
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<tr>
<td>Quality of Work</td>
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<tr>
<td>Provides work of the highest quality.</td>
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<tr>
<td>Provides high quality work.</td>
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<tr>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
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<tr>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
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<tr>
<td>Focus on the task</td>
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<tr>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
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<tr>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
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<tr>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
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<tr>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
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<tr>
<td>Time-management</td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.</td>
</tr>
</tbody>
</table>

**Religious Observations - Drama Rubric**

**Teacher:_________________________**  
**Student:____________________________**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Religious Accuracy</td>
<td>All religious information appeared to be accurate and in chronological order.</td>
<td>Almost all religious information appeared to be accurate and in chronological order.</td>
<td>Most of the religious information was accurate and in chronological order.</td>
<td>Very little of the religious information was accurate and/or in chronological order.</td>
</tr>
<tr>
<td>Role</td>
<td>Point-of-view, arguments, and solutions proposed were consistently in character.</td>
<td>Point-of-view, arguments, and solutions proposed were often in character.</td>
<td>Point-of-view, arguments, and solutions proposed were sometimes in character.</td>
<td>Point-of-view, arguments, and solutions proposed were rarely in character.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>Can clearly explain several ways in which his character &quot;saw&quot; things differently than other characters and can clearly explain</td>
<td>Can clearly explain several ways in which his character &quot;saw&quot; things differently than other characters.</td>
<td>Can clearly explain one way in which his character &quot;saw&quot; things differently than other characters.</td>
<td>Cannot explain one way in which his character &quot;saw&quot; things differently than other characters.</td>
</tr>
</tbody>
</table>
why.

Author: Cindy McKellar


Title of Lesson: Religious Calendars and Cyclical Calculations

Length of Time Needed: 150 minutes (2 periods)

One day will be needed for a field trip to various religious buildings

Expectation(s) Being Covered:

Demonstrate an understanding of the importance of calendars and other cyclical calculations (e.g., jubilees) in the observance of various religions.

Summary of Activity:

- Teacher will arrange visit (one day) to 4 or 5 different religious buildings in a specific area

- Students will visit church and take notes as a church representative talks about significant dates and events on their religious calendars and the how cyclical calculations are made. The speaker will also be asked to talk about a specific event and discuss its importance in their religion (Teachers can ask religious representative to visit the school if it is more convenient)

- Students will be split into groups to represent the religious buildings that were visited

- Students will be asked to prepare a calendar for their religion that they will present to the class. Students will be asked to explain why the calendar is important to their religion. They will also be required to pick a significant event on the calendar and explain its significance to the religion and briefly describe the event

- Teacher can select groups in the manner that they see fit

- Presentations can be about 10-15 minutes
Materials Needed:

- Students will need to bring a pencil and paper to field trip
- Provide students with access to resources as needed for their presentation

Resources:

http://www.support4learning.org.uk/shap/

- Religious representative to speak on behalf of religion

Authors: Lanya Lewis
<table>
<thead>
<tr>
<th><strong>Title of Lesson:</strong> Civil and Religious Observances and Celebrations</th>
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</thead>
<tbody>
<tr>
<td><strong>Length of Time Needed:</strong> 150 minutes (2 periods)</td>
</tr>
<tr>
<td><strong>Expectation(s) Being Covered:</strong></td>
</tr>
<tr>
<td>Evaluate the similarities and differences between civil and religious observances and celebrations (e.g., oath of citizenship, marriage vows, pilgrimage, visit to Parliament Hill, Canada Day, Remembrance Day, New Year’s).</td>
</tr>
<tr>
<td><strong>Summary of Activity:</strong></td>
</tr>
<tr>
<td>- The class will brainstorm a list of civil and religious observances and celebrations</td>
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<tr>
<td>- Students will watch various videos on civil and religious observances and celebrations</td>
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<tr>
<td>- Students will be asked to complete a comparison web based on the videos for one civil and one religious observance or celebration</td>
</tr>
<tr>
<td>- Students will then proceed to complete their comparison webs</td>
</tr>
<tr>
<td>- Students will also lead a discussion about how these observances and celebrations have impacted contemporary society and common similarities and differences between civil and religious observances and celebrations which will be displayed in the classroom</td>
</tr>
<tr>
<td>- Students will be required to do a written comparison of their two topics</td>
</tr>
</tbody>
</table>
Materials Needed:
- Computer lab
- Access to videos from video library

Resources:
- provide student with samples of comparison charts that may be available on computer
- http://www.graphic.org/bubble.html
- list of civil and religious observances and celebrations

Authors: Lanya Lewis
Title of Lesson: Recognizing festivals, celebrations and commemorations

Length of Time:  150 minutes (2 periods – 75 minutes each).
May take longer depending on choice of computer program used and extent of final product.

Expectation(s) Being Covered:

Overall:  Differentiate between popular and religious symbolism associated with festivals and celebrations derived from various religions.

Specific:  Demonstrate the skills and knowledge necessary to relate symbols, scriptures and works of art, music, or literature to festivals, celebrations and commemorations.

Summary of Activity:

Students will use the prior knowledge they have gained and acquire new knowledge to create a multi-media quiz presentation to the class. In groups of three, students will research five specific pieces of art, music, symbols or scriptures that they can attribute to particular festivals, celebrations and commemorations. They will produce a multi-media display via Microsoft Powerpoint, Hyperstudio or another program where they are able to incorporate art, music, symbols and scripture. They will produce a presentation where the class can try to determine the ethnic or religious group to which the piece belongs. The display will demonstrate the piece, such as playing of a song, then students in the class will make educated guesses or brainstorm to which ethnic or religious group it belongs. Then the presenters will reveal the truth and how they can attribute the piece to belonging to the particular ethnic or religious group. Students should point out specific references to religious symbols or such that make the piece attributable to the particular group.
Formative Assessment: Peer Evaluation Checklist with comments.

**Materials Needed:**
- Computer lab.
- Access to the Internet
- Familiarity with a multi-media program on the computer
- Access to the library for research purposes

**Resources:**

Religious Symbol Dictionary
http://altreligion.about.com/library/glossary/blsymbols.htm

Symbols in Christian Art and Architecture
http://home.att.net/~wegast/symbols/symbols.htm

Religious Art (Posters)
http://www.allposters.com/gallery.asp?aid=423764051&c=c&search=18251&GCID=s15100x001%2DOthers&KEYWORD=Religious+Art


Author: Appel Maracle
Title of Lesson: The origins of symbols associated with festivals, commemorations and celebrations.

Length of Time: 150 minutes (2 periods – 75 minutes each).

Expectation(s) Being Covered:

Overall: Differentiate between popular and religious symbolism associated with festivals and celebrations derived from various religions.

Specific: Analyse the diverse origins of symbols associated with specific civil and religious festivals, celebrations and commemorations.

Summary of Activity:

Students will choose a particular Ethnic or Religious group to research. Students will research one specific festival, celebration or commemoration that their chosen group practices. The teacher may choose to provide a list of possibilities for students. Students will create a multi-media poster that identifies the important symbol or symbols associated with the religious occasion. Students will identify on their poster the symbol, what it represents, the importance, a brief overview of the important aspects of the occasion, the origin of the symbol and any other important information about the symbol. Their poster should be informational as well as aesthetically pleasing.

Formative Assessment: Checklist indicating necessary components poster.
Materials Needed:

- Computer lab.
- Access to the Internet
- Access to the library for research purposes.

Resources:

Religious Symbol Dictionary
http://altreligion.about.com/library/glossary/blsymbols.htm

2005 Ethnic and Religious Dates
http://www3.kumc.edu/diversity/ethnic_relig/ethnic.html

Author: Appel Maracle
Culminating Task: Celebrating Diversity

Length of Time: 6 periods (75 minutes each) and one evening session

Expectation(s) Being Covered:

Evaluate the importance of celebration and memorialization in human experience.

Describe the major festivals and commemorations of various religions and ethnicities.

Demonstrate an understanding of the origins of common celebrations and commemorations.

Analyse the effects of various religious and ethnic celebrations on contemporary Canadian society.

Differentiate between popular and religious symbolism associated with festivals and celebrations derived from various religions and ethnicities.

Teaching/Learning Strategies:

The culminating task consists of the production of a culminating scrapbook, a presentation to the class and an open-learning forum for the community.

Part 1 Celebrating Diversity Scrapbook

Students will choose a specific religion or ethnicity and complete a scrapbook that culminates all of the aspects learned throughout this unit. It is expected that students will use a multi-media format to complete their scrapbook. The teacher may wish to review all of the components studied in the course to date and brainstorm a list on the board.

The teacher will review the following components necessary for the Scrapbook project.
Specific contents of the Scrapbook with contain the following (as applicable to the chosen topic):

- Name and brief description of the religion or ethnic group.

- Photo of place of worship or gathering. Students should place a brief description beside photos with reference to meaning and where picture was taken, etc.

- Symbols of the religion or ethnic group. As studied in the unit, students will identify important symbols, their meaning and usage related to the religion, celebrations, festivals or commemorations.

- Celebrations – Students will provide descriptions of the major celebrations in the religion or ethnic group specifically stating causes, reasons and meanings.

- Festivals – Students will provide descriptions of the major festivals in the religion or ethnic group, specifically detailing when and why the festival is held and the importance placed on it.

- Commemorations – Students will provide descriptions of the major commemorations in the religion or ethnic group, specifically detailing the meaning of the commemoration and the reason why it is held.

- Interview with someone who believes in the religion or belongs to the ethnic group. Students will identify a person of the specific religion or ethnic group and seek their permission to participate in an interview. Students will develop a series of questions for the individual regarding festivals, celebrations and commemorations. The questions will be approved by the teacher before any interviewing takes place. The interview will be audio-taped or video-taped with the individual’s permission.

Summative Assessment: Rubric to assess Scrapbook.

Part 2 Class Presentation

Students will make a presentation to the class that presents the information contained in their scrapbook and explain the religion or ethnic group they have studied. Students should present in a multi-media format using the computer.

Summative Assessment: Oral Presentation Rubric

Part 3 Open Learning Forum

The class will host an open-learning forum in the evening for the community in which students, parents and community members will be welcome to come and view the scrapbooks. This will be a gathering in the library, cafeteria or other open-space that is conducive to the movement of people to peruse the scrapbooks. Students will display
their scrapbooks and any other interesting materials at the forum. Students will encourage conversation with the guests and be open to answering questions regarding their work.

Materials Needed:

- Access to a computer lab
- Digital camera
- Video camera or other audio equipment
- Access to Internet and Library for research purposes

Resources:

Religious Symbol Dictionary  
http://altreligion.about.com/library/glossary/blsymbols.htm

2005 Ethnic and Religious Dates  
http://www3.kumc.edu/diversity/ethnic_relig/ethnic.html

The Library of Congress Learning Page (scrapbooks)  
http://memory.loc.gov/learn/lessons/01/grapes/exten.html
<table>
<thead>
<tr>
<th>Category</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>- demonstrates a thorough and high degree of knowledge of facts and terms of chosen religious or ethnic group</td>
<td>- demonstrates considerable knowledge of facts and terms of chosen religious or ethnic group</td>
<td>- demonstrates some knowledge of facts and terms of chosen religious or ethnic group</td>
<td>- demonstrates limited knowledge of facts and terms of chosen religious or ethnic group</td>
</tr>
<tr>
<td>- knowledge of facts and terms</td>
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<tr>
<td>- understanding of concepts, principles and theories</td>
<td>- demonstrates a thorough and high degree of understanding of festivals, celebrations and commemorations</td>
<td>- demonstrates considerable understanding of festivals, celebrations and commemorations</td>
<td>- demonstrates some understanding of festivals, celebrations and commemorations</td>
<td>- demonstrates limited understanding of festivals, celebrations and commemorations</td>
</tr>
<tr>
<td>- understanding of relationships among concepts, principles and theories</td>
<td>- demonstrates a thorough and high degree of understanding of relationships</td>
<td>- demonstrates considerable understanding of relationships</td>
<td>- demonstrates some understanding of relationships</td>
<td>- demonstrates limited understanding of relationships</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>- formulates a thorough number of questions to guide research</td>
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<tr>
<td></td>
<td>- applies thorough and high degree of research strategies to</td>
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<tr>
<td>- critical and creative</td>
<td>analyse and select sources of information</td>
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<tr>
<td>thinking skills</td>
<td>- formulates a considerable number of questions to guide</td>
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<td></td>
<td>research</td>
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<tr>
<td></td>
<td>- applies considerable research strategies to analyse and</td>
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<tr>
<td>- research and inquiry</td>
<td>select sources of information</td>
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<tr>
<td>skills</td>
<td>- formulates some questions to guide research</td>
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<tr>
<td></td>
<td>- applies some research strategies to analyse and select</td>
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<td>sources of information</td>
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<td>- formulates a limited number of questions to guide research</td>
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<tr>
<td></td>
<td>- applies limited research strategies to analyse and select</td>
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<td></td>
<td>sources of information</td>
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</tbody>
</table>
**Communication**

- Communication of information and ideas
  - clearly communicates festivals, celebrations and commemorations
  - use of language, symbols and visuals
  - use of various forms of communication
    - scrapbook includes various pictures, symbols and other visual aspects
    - scrapbook involves the use of various communication methods

- Communication for different audiences and purposes
  - scrapbook indicates clear purpose and is appealing to various audiences
  - considerable communication of purpose, limited appeal to audiences
  - considerable use of various communication methods

- Communication for different audiences and purposes
  - scrapbook indicates clear purpose and is appealing to various audiences
  - considerable communication of purpose, limited appeal to audiences
  - considerable use of various communication methods

**Application**

- Application of ideas and making connections
  - scrapbook demonstrates understanding of all concepts explored in the unit

- Application of ideas and making connections
  - demonstrates considerable understanding of concepts explored in unit

- Application of ideas and making connections
  - demonstrates considerable understanding of concepts explored in unit

- Application of ideas and making connections
  - demonstrates some understanding of concepts explored in unit

**Note:** This rubric should be developed and approved by students.
## Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Skills Demonstrated</td>
<td>☑ High degree and thorough research of topic.</td>
<td>☑ Considerable research of topic.</td>
<td>☑ Some research of topic</td>
<td>☑ No research of topic</td>
</tr>
<tr>
<td>Presentation Skills</td>
<td>☑ High degree of facial expression</td>
<td>☑ Considerable facial expression</td>
<td>☑ Some facial expression</td>
<td>☑ No facial expression</td>
</tr>
<tr>
<td></td>
<td>☑ Very clear voice, appropriate change in tone.</td>
<td>☑ Clear voice and proper tone</td>
<td>☑ Low voice or no voice expression</td>
<td>☑ Very low voice or monotone</td>
</tr>
<tr>
<td></td>
<td>☑ Clear gestures to focus attention</td>
<td>☑ Appropriate gestures to focus attention</td>
<td>☑ Some gestures to focus attention</td>
<td>☑ No gestures to focus attention</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>☑ High degree and thorough visual aids to demonstrate comparison</td>
<td>☑ Considerable visual aids to demonstrate comparison</td>
<td>☑ Some visual aids to demonstrate comparison</td>
<td>☑ No visual aids to demonstrate comparison</td>
</tr>
</tbody>
</table>

Mark:                                      Comments: