



Holiday Treasures Lesson Plans

Dear Teacher,

Welcome to the Holiday Treasures exploration program at Fort Stanwix National Monument! We look forward to having you and your “world travelers” with us at the park for a glimpse into the cultural diversity of the Continental Army and the origins of our uniquely American culture.

The Holiday Treasures program is 2 hours in length, and is a combination of ranger-led and teacher-led activities. A lively game will introduce your students to the program while they review familiar holiday decorations of today. With you as their travel guide as they tour the fort, the sights, smells, and sounds of a frontier fort engage will engage your students as they explore each of the world cultures represented by the 3rd New York regiment and collect stamps in their very own passport book. The program concludes with a review of their tour, as the students link past and present.

To ensure the onsite program provides the most enriching experience possible, the park has provided pre-visit lessons and resource materials for you to use in the classroom. These, along with other useful links, are listed below. Also, inviting a few parents to participate in the onsite program has proven to be quite beneficial to the overall experience. A list of specific areas where parents can be of assistance is included in the onsite visit outline.

If you have any questions or concerns about the Holiday Treasures program, please contact the park education coordinator at val_morgan@nps.gov or 315-338-7730.

Sincerely,

The Fort Stanwix National Monument Interpretive Staff

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Pre-Visit Lesson

What is It?

Essential Question	What can culture tell us about a group of people?
Educational Goal	To provide an introduction to the concepts of culture, nationality, custom, and tradition as it relates to the lives of the students.
Behavioral Objectives	Students will – <ul style="list-style-type: none"> • Provide a basic definition of culture vs. nationality • Identify at least two ways a group conveys it's culture within the world community • Examine, interpret, and question objects utilized in a modern setting as clues to another group's culture
New York State Core Curriculum (Social Studies)	Grade 1: Families have beliefs, customs, and traditions Grade 2: Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community. Grade 3: What is a culture?
New York State Social Studies Standards	Standard 1.4 (Elementary): Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State. Standard 2.4 (Elementary): Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. Standard 3.4 (Elementary): Each community or culture has a unique history, including heroic figures, traditions, and holidays.
Prerequisites	None
Vocabulary	Culture: The way people do things based on where they live. Culture is seen in people's writing, religion, music, clothes, cooking, and what they do. Nationality: The country a family has come from. Custom: The usual way of doing things among a group of people. Tradition: Handing down information, beliefs, or customs, from one generation to another.
Time	45-60 min.
Materials	Provided: Vocabulary signs, photos, extension lesson sheet Optional: Objects from home/class
Intro./Anticipatory <i>Common Core Goals:</i> Grade 1: SL.1.4 Grade 2: SL.2.3 Grade 3: SL.3.3	1. Introduce vocabulary terms, post vocabulary signs on board, side by side with plenty of space below each. 2. Using America/their family as a reference, ask for examples of each term, for example: <ol style="list-style-type: none"> Culture: hot dogs, rock music, baseball, etc. Nationality: What country(ies) did your family come from? If you were born in America, what nationality are you? Custom: Manners is a good one! In the United States it is considered rude to burp during/after a meal, but in places like Japan or Russia, it is rude to the host/cook if you <u>do not</u> burp. Tradition: Anything students might do around their house on a regular basis, especially around a holiday.
Development <i>Common Core Goals:</i> Grade 1: SL.1.1 a-c Grade 2: SL.2.1 a-c Grade 3: SL.3.1 a-d	1. Pass out "What is It?" photos and optional 3-dimensional objects to students. 2. Have students tape their photo/phrase to the board beneath the vocabulary sign they feel it belongs with. If you are using objects, line desks up below each of the vocabulary signs for students to place the objects.. 3. As a class, review/edit choices and discuss what makes them fall within that vocabulary term.
Closure <i>Common Core Goals:</i> Grade 1: SL.1.1 a-c Grade 2: SL.2.1 a-c Grade 3: SL.3.1 a-d	Venn diagram: 1. Each of the included photos/phrases are color coded by border – Yellow=Italy, Black=Poland, Red=China 2. Based on the terms culture, custom, and tradition create a Venn diagram using the images to indicate which of the activities are unique or may cross over any of the targeted terms. Discuss why these similarities/differences may happen (close geographic proximity, influence from other countries, etc.) Extension Lesson: Compare/Contrast Food

Culture

The way people do things based on where they live.

Culture is seen in people's writing, religion, music, clothes, cooking, and what they do.

Nationality

The country a family
has come from.

Custom

The usual way of doing things among a group of people.

Tradition

Handing down
information, beliefs, or
customs, from one
generation to another.

Holiday Treasures: Pre-Visit Lesson (Culture)



Holiday Treasures: Pre-Visit Lesson (Culture)



Buon giorno!

(say: Bone Jore-no)

Dzień dobry!

(say: Jean Dough-bree)

早上好！

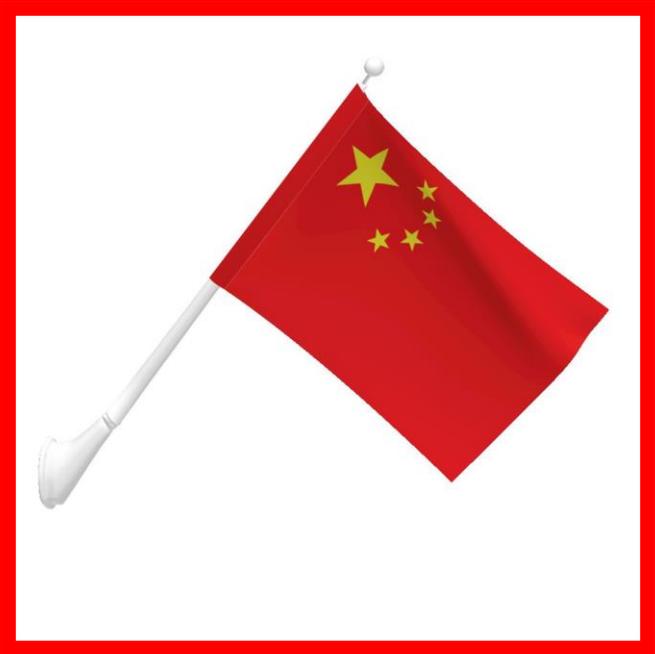
Using alphabet: Zǎoshàng hǎo

(say: Zow shung how)

Holiday Treasures: Pre-Visit Lesson (Culture)



Holiday Treasures: Pre-Visit Lesson (Nationality)



Holiday Treasures: Pre-Visit Lesson (Nationality)



Holiday Treasures: Pre-Visit Lesson (Custom)



It is good manners to eat all your food with a knife and fork (even fruit and cheese)!

You might be asked to take off your shoes when going into someone else's house.

Smiling at someone you don't know is considered to be rude and too personal.

Holiday Treasures: Pre-Visit Lesson (Tradition)



The Feast of the Seven Fishes



Christmas Hay “Sianko” Beneath a Tablecloth



Happy New Year “Lucky Money” Envelope

Parents teach children to stand up when an adult enters the room as a sign of respect to their elders.

The night before her wedding, a bride will have her single braid taken out and made into two by her mother and other female relatives. This shows she is now an adult.

Your first big birthday celebration will come when you turn 60!

Compare and Contrast Food

Pierogi



Ravioli



Wonton



How are they the same?

What makes it Polish?

What makes it Italian?

What makes it Chinese?

Holiday Treasures

Type: Onsite

Grade Level: 3rd

Length: 90 minutes

Enduring Understanding:

Customs and traditions are an essential element of defining the culture of a nation

Essential Question:

How have the various holiday traditions of the past blended to create our unique American celebrations of today?

Learning Outcomes:

Upon completion of these activities, students will be able to:

- Examine, interpret, and question objects utilized in a historical setting.
- State at least 2 cultures that were represented at Fort Stanwix in the 1700s.
- Compare the 18th century version of a winter holiday custom with its modern counterpart.

National Learning Standards:

Social Studies:

- NSS-USH.5-12.3 Revolution and the New Nation
- NSS-USH.5-12.10 Contemporary United States (1968 to the Present)

ELA:

- NL-ENG.K-12.7 Evaluating Data
- NL-ENG.K-12.9 Multicultural Understanding

NY State Learning Standards:

Social Studies:

- 1.1 Performance Indicator - Explain those values, practices, and traditions that unite all Americans
- 1.2 Performance Indicator - Recognize how traditions and practices were passed from one generation to the next
- 2.1 Performance Indicator - Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

Helpful Pre-Visit Resource Materials

Websites: www.the-north-pole.com, tfc.howstuffworks.com/family/christmas-traditions-around-the-world-ga3.htm

Books (*all can be found for purchase online*):

Christmas Around the World Coloring Book (Dover Publishing)

Christmas Around the World by Mary D. Lankford

Longhouses (American Community Series) by Raymond Bial

My Christmas Treasury (Little Golden Book Series) by Gale Wiersum

Christmas in Williamsburg: 300 Years of Family Traditions by Karen Kostyal

The Baker's Dozen: A Saint Nicholas Tale by Aaron Shepard

Felicity's Surprise (American Girl Series) by Valerie Tripp

Activities:

Introductory (Large Group):

Estimated Time: 15 minutes

With a ranger in the Willett Center:

- Based on the pre-visit lesson, students will discuss the cultural make-up of the class.
- Students will investigate a number of modern traditional December holiday decorations. Throughout the investigation, students will identify what decorations they use in their own home.

Development (Small Group Investigation):

Estimated Time: 30 minutes

Inside the fort:

- Students will break up into groups of 10 with 1 adult for a 30 minute exploration of the fort.
- Each child will have a Fort Stanwix Passport Book that will assist them with the historical understanding of the culture identified in each of the rooms. Each of the cultures will have a stamp for the students to put into their passport as a reminder of that culture. (Cultures represented are British, Irish, German, Dutch, Scottish, and Oneida.)
- Each adult will have a clipboard and a pen to record any questions the students may have about the decorations, culture, people, etc. The questions will be answered during the final activity of the program.

Closure (Large Group Discussion):

Estimated Time: 20 minutes

With a ranger in the Gregg Barracks (fort):

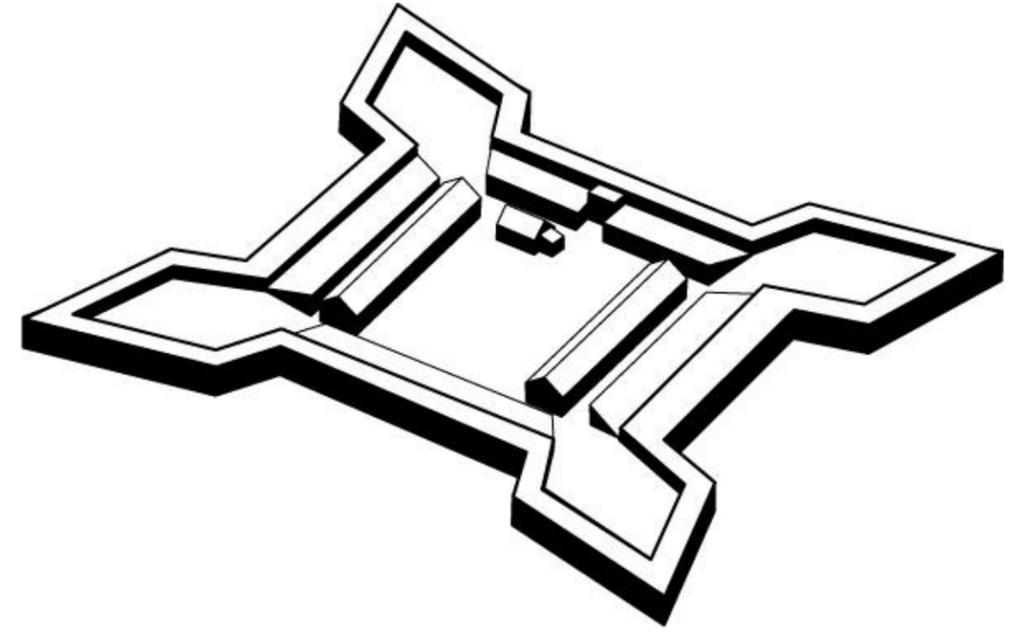
- Ask any questions recorded on their group's clipboard.
- Students will compare the holiday decorations of today and their 18th century counterparts based on the introductory activity and the investigation of the fort.
- Students will identify the country of origin for each of the modern holiday decorations.
- Students will participate in a discussion on how each of the cultures represented contributed to how we celebrate the December holiday season in America today.

Holiday Treasures: Post-Visit Lesson

Tradition: From My Home to Our Class

Essential Question	What holiday tradition is special to my family?
Educational Goal	To review the terms culture, nationality, culture, and tradition as it applies to students at home.
Behavioral Objectives	<p>Students will –</p> <ul style="list-style-type: none"> • In class, write a short (3-5 paragraph) report[^] on a special or favorite holiday tradition in their home.* <ul style="list-style-type: none"> ○ Thinking points: <ul style="list-style-type: none"> ▪ Is the tradition from my family’s culture? ▪ Who began the tradition? How long has my family been doing this? ▪ Is it a new tradition my family began? ▪ What holiday is this tradition for? ▪ Why is it special to my family? Why is it my favorite? • At home, make enough of the chosen tradition to share with the class (this could be a food, a craft, or other activity which is important to their family around the winter holidays) • Give a brief talk on their chosen tradition based on their report; provide a photo of their family doing the activity. • Celebrate each other’s holiday traditions with a class party <p>[^]If you are doing this activity with a 1st or 2nd grade class, have each student tell/write according to their ability.</p>
New York State Core Curriculum (Social Studies)	<p>Grade 1: Families have beliefs, customs, and traditions</p> <p>Grade 2: Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community.</p> <p>Grade 3: What is a culture?</p>
New York State Social Studies Standards	<p>Standard 1.4 (Elementary): Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State.</p> <p>Standard 2.4 (Elementary): Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p> <p>Standard 3.4 (Elementary): Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p>
Prerequisites	Pre-visit lesson <i>Optional:</i> Onsite “Holiday Treasures” program at Fort Stanwix
Vocabulary	<p>Culture: The way people do things based on where they live. Culture is seen in people’s writing, religion, music, clothes, cooking, and what they do.</p> <p>Nationality: The country a family has come from.</p> <p>Custom: The usual way of doing things among a group of people.</p> <p>Tradition: Handing down information, beliefs, or customs, from one generation to another.</p>
Time	<i>Intro.:</i> 10-15 minutes <i>Development:</i> 30-45 minutes + homework <i>Closure:</i> 60-90 minutes
Materials	Provided: The _____ Family’s Tradition
Intro./Anticipatory	<p><i>Common Core Goals:</i> Grade 1: SL.1.4 Grade 2: SL.2.3 Grade 3: SL.3.3</p> <ol style="list-style-type: none"> 1. Review vocabulary terms, post vocabulary signs on board 2. After review, ask students to give a quick shout-out on their favorite family holiday tradition. 3. Introduce the writing assignment.
Development	<ol style="list-style-type: none"> 1. Students write (or tell for younger students) about their chosen favorite family tradition. <p><i>Common Core Goals:</i> Grade 1: W.1.8 Grade 2: W.2.8 Grade 3: W.3.2</p> <p>Homework: Students will create their tradition to share. This could be a food, a sample of a craft with supplies for the class to create one if their own, or a special game or activity (like dreidel) to play</p>
Closure	<p>Many Traditions, One Class Party</p> <ul style="list-style-type: none"> • Students briefly share their family’s tradition and why it is special to them. • Throughout the party, students participate in the shared traditions. <p><i>*As a take-home memory for each student, a book can be made with copies of all the student reports. This can be done inexpensively with colored report covers.</i></p> <p><i>Common Core Goals:</i> Grade 1: SL.1.1 a-c Grade 2: SL.2.1 a-c Grade 3: SL.3.1 a-d</p>

Fort Stanwix



Happy Holidays from everyone
at
Fort Stanwix National Monument!

Holiday Treasures
Passport Book

Teacher's Copy

This passport book will help you understand the cultures of people who were at the fort during the time of the American Revolution. That's over 200 years ago! When you are walking around, think about how many of the decorations in the rooms you might have in your home this holiday season. Most of all, have fun learning about the many different cultures that make up our country!



After you have completed your passport, finish your journey in the Artisan's Quarters!

To the right of the front gate.



Passport Stamps!



Make sure you have all of the stamps from your journey! Each stamp has the name of the country, and what we call that country's culture. You should have 7 stamps altogether!

Welcome to Ireland!



Many people living in New York State in the 1700s were from Ireland. Here you see the suttler, or storekeeper, welcoming travelers with a candle in the window and bread and milk to share. Look for clues in the shop, and think about who might travel to the fort to get things from the suttler. **Who do you think these travelers were? Why do you think he wanted them to feel welcome?**

**Point out the candle in the front window of the suttler shop, directly beside the small table.*

**Hints for the travelers are the furs and the metal jewelry and trinkets. The main purpose for this person was to provide trade to the native people in the area.*

**If you feel welcome here, you are more likely to provide the suttler with more business.*

Welcome to England!



Even though America was fighting for independence from England at this time, many of the people in the American army continued to use the decorations of their British culture, such as holly. The green during the dull winter days helped to remind people of the beautiful spring weather in the coming months. **What other familiar decorations from the British culture do you see in this room?**

**paper chains*

**mistletoe*

**ivy*

**fruits and nuts*

** The carol, "The Holly and the Ivy" originates from the British tradition of decorating with greenery.*

Welcome to Germany!



In the 1700s, there were many families in the Mohawk Valley that shared a common German culture. Part of the reason these people chose to settle in the Mohawk Valley was because it looked a lot like their home country, especially with all of the pine trees! A tradition in the German culture is to make the entire tree a gift, and the children's presents are hung on the tree as decorations. **What special gifts do you see on this family's tree?**

**Cup and ball*

**Jacob's Ladder*

**Buzz toy (round disc on string)*

**Limberjack (dancing man)*

**Apples*

**Point out the jingle bells on the door. This is another German tradition to keep bad luck from entering a home.*

** Another popular German decoration is the "hex" or 6-sided colorful pictures. We have them hung on the fireplace.*

Welcome to the Barracks of Captain DeWitt's Company of Soldiers!



The soldiers at Fort Stanwix spent the holidays far from home helping their new country. In the Continental Army, Christmas was just another work day for the soldiers. The celebration for the soldiers came a week later as everyone rang in the New Year, hoping for peace and a safe return to their families. **What would your wish be for the New Year if you were a soldier at Fort Stanwix?**

Please note: There is not a stamp for this room. The reason for this is to remind the students that Christmas was not set aside as a special day for the troops.

Welcome to Holland!



Colonel Peter Gansevoort, the commander of the 3rd NY Regiment, was from a Dutch family. By the fireplace you will see wooden shoes, called klompen, waiting with hay and sugar for Saint Nicholas' horse. On Christmas morning, children in Holland wake up to find their klompen filled with either treats or coal. **Which modern tradition comes from the Dutch culture?**

**Stockings hung on or near the fireplace*

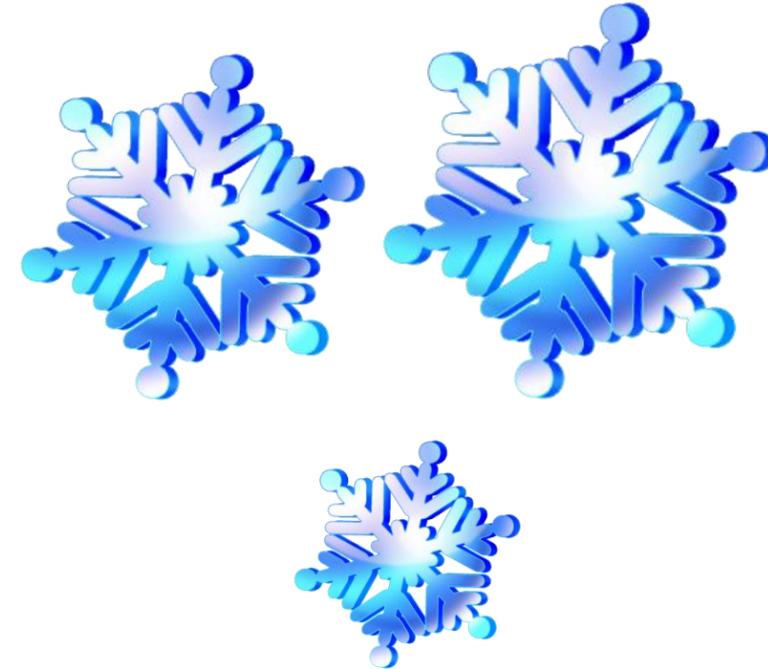
Welcome to Scotland!



One of our most favorite holiday traditions comes from Scotland, but what does it have to do with the **elk hide and stick** on the chair? Many centuries ago, people in Scotland would run through towns and villages on New Year's Eve beating elk hides and screaming to keep bad things from happening in the upcoming year. After a while, people began singing, or "caroling", to wish their friends and neighbors a happy winter season. Today, even though we don't go door to door and carol, we love to sing favorite holiday songs. **What is your favorite song of the holiday season?**

**The shortbread on the table is also a special Scottish holiday treat. Shortbread is made with butter and refined white sugar, two ingredients which are quite expensive in the 1700s.*

Welcome to the Oneida Carrying Place!



Do you have a friend that celebrates different holidays than you? The Oneida Carry (the land that Fort Stanwix was built on) introduced people with European customs to American Indian culture. Children from the Oneida culture looked forward to the celebration of **Midwinter Ceremony** in January or February. This is a time of thanksgiving and Indian names are given to babies born in the fall. **Name at least one holiday from another culture that is celebrated at this time of year.**

**Hanukkah (Jewish)*

**Boxing Day (United Kingdom, Hong Kong, Australia, Canada, New Zealand, and some other Commonwealth nations)*

**Kwanzaa (African American)*

**Solstice (Throughout the world)*

**Any others students may suggest*

Fort Stanwix NM

Program Evaluation Form

National Park Service
U.S. Department of the Interior

Fort Stanwix National Monument
Rome, NY



Holiday Treasures

2-hour program

School _____

Presenter(s) _____

Date of Visit _____

Grade Level _____

Pre-Visit Lesson/Materials

1. Did you use the pre-visit lessons with your students? Y N If no, please go to the next section.
2. Did you use the pre-visit extension activity? Y N
 - a. If so, did you find it to be a relevant extension of the main lesson? Y N
3. Were the additional teacher resource materials helpful? Y N

<i>Please rate the lessons</i>	1-Poor	2-Fair	3-Average	4-Good	5-Excellent
Lesson addressed the stated NYS and Common Core Goals	1	2	3	4	5
Lesson plan was clear and easy to follow	1	2	3	4	5
Lesson was grade-level appropriate	1	2	3	4	5
Lesson held students' attention	1	2	3	4	5
Lesson prepared students for onsite program	1	2	3	4	5

Onsite Visit 1-Poor 2-Fair 3-Average 4-Good 5-Excellent

Introduction (I Have, Who Has Game in Willett Center)

Activity held students attention	1	2	3	4	5	N/A
Activity was relevant to the remainder of the program	1	2	3	4	5	N/A

Exploration Activity (Passport Book inside Fort)

Activity was grade-level appropriate	1	2	3	4	5	N/A
Activity addressed the stated NYS and Common Core Goals	1	2	3	4	5	N/A
Activity was an appropriate length to meet learning objectives	1	2	3	4	5	N/A
Teacher's Edition was useful as a pre-visit/onsite resource	1	2	3	4	5	N/A
Map and room signs were useful navigation tools	1	2	3	4	5	N/A

Conclusion (Questions and Answers in Gregg Barracks Theatre)

Activity synthesized overall onsite experience	1	2	3	4	5	N/A
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Continued on back

Post-Visit Lesson

1. Did you use the post-visit lesson with your students? Y N If no, please go to the next section.
2. Did you use the post-visit extension activity? Y N
- a. If so, did you find it to be a relevant extension of the main lesson? Y N

<i>Please rate the lesson</i>	1-Poor	2-Fair	3-Average	4-Good	5-Excellent
Lesson addressed the stated NYS and Common Core Goals	1	2	3	4	5
Lesson plan was clear and easy to follow	1	2	3	4	5
Lesson was grade-level appropriate	1	2	3	4	5
Lesson held students' attention	1	2	3	4	5
Lesson was an effective follow-up to the onsite program	1	2	3	4	5

Overall Experience

Program met your group's curricular needs	1	2	3	4	5	
Program achieved the goals stated in the website description	1	2	3	4	5	
Park staff was engaged and courteous	1	2	3	4	5	
Appropriate modifications were made to suit weather or health/safety concerns	1	2	3	4	5	N/A

I plan to return in the future for a Holiday Treasures program Y N If no, why not?

Additional Feedback

If there is anything else you'd like to share about your experience, please do! Feel free to use this form, another sheet of paper, or send an e-mail.

Please mail or fax the completed forms to:

Valerie Morgan
Fort Stanwix National Monument
112 E. Park St.
Rome, NY 13440

FAX: 334-5051

Thank you very much for your feedback about this program!