



SEASONS OF LIGHT

A play about world holidays, their backgrounds & traditions of celebration

Teacher's Guide for Educational Activities, Grades 3-5

This guide is designed to help educators facilitate the pre-recorded content on YouTube.

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Notes and suggestions for using the video

There are multiple points in the recorded lesson where the Discovery Theater educator asks the students questions. At any point, you can pause the video to facilitate class-wide discussions about those questions with your students or give them the opportunity to brainstorm individually, in pairs, or in groups. Below are the questions asked and some suggestions about implementation.

“What celebrations do you remember from the show?”

“What do these celebrations have in common?”

“What other celebrations do you know of – at any time of the year?”

“What are some ways you can group or categorize the different celebrations?”

“Can you find something that most or all of the celebrations have in common?”

You could collect all the students’ ideas from the above questions into one big brainstorm at the front of the classroom. This is a great opportunity to use visible thinking strategies such as webbing/mapping to find connections and similarities between the celebrations.

Close looking at the artwork:

What you **SEE**? What do you notice in this work? Be as specific as possible. Try not to tell an opinion or interpret what’s happening but instead just notice the details. Look at the colors being used, any shapes or patterns, people, writing on or in the artwork, and more.

What do you **THINK**? What’s going on in the work? What might it mean? What makes you say that?

ME: What connections can you make between you and the work? Does this remind you of anything personal in your life?

WE: How might the work be connected to bigger stories— about the world and our place in it? Why do people celebrate together? How does celebrating together benefit the people or the community?

This close looking uses the Project Zero thinking routine “[See Think Me We](#).” Students can divide a piece of paper into four sections to record their thoughts in each of the four steps individually before sharing. You can reference Project Zero’s guide for more suggestions.

Inventing and planning a new celebration:

This would be a great opportunity for students to work in small groups.

Overview

Big Idea: Students will make connections between celebrations across cultures and identify the purposes of celebrations within a community. Students will choose or research a cyclical event or historic anniversary that they think deserves a broader celebration and plan the various aspects of that celebration.

Suggested Time: 20-30 minutes

Suggested Materials:

- Celebration planner worksheet (page 5)
- Writing utensil
- Coloring supplies
- Blank sheet of paper (or use the back of the Celebration Planner Worksheet)
- For optional extensions: assorted craft supplies, trifold display boards, instruments, etc.

Reference Images:

[Malcah Zeldis, *Miss Liberty Celebration*, 1987, oil on corrugated cardboard, Smithsonian American Art Museum, Gift of Herbert Waide Hemphill, Jr., 1988.74.14, © 1987, Malcah Zeldis](#)

[Charles Searles, *Celebration*, 1975, acrylic on canvas, Smithsonian American Art Museum, Transfer from the General Services Administration, Art-in-Architecture Program, 1977.47.31](#)

[Poster, *Newport Jazz Festival*; Designed by Milton Glaser \(American, b. 1929\); USA; screenprint on paper; 91.4 x 61 cm \(36 x 24 in.\); Gift of Milton Glaser; 1979-42-4](#)

National Standards:

NSS-C.K-4.2 VALUES AND PRINCIPLES OF DEMOCRACY

- Why is it important for Americans to share certain values, principles, and beliefs?
- What are the benefits of diversity in the United States?

NSS-USH.K-4.1 LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

- Understands family life now and in the past, and family life in various places long ago

NSS-USH.K-4.4 THE HISTORY OF PEOPLES OF MANY CULTURES AROUND THE WORLD

NL-ENG.K-12.4 COMMUNICATION SKILLS

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS

- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

NA-VA.K-4.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

Students explore and understand prospective content for works of art

Students select and use subject matter, symbols, and ideas to communicate meaning

NA-VA.K-4.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

Students know that the visual arts have both a history and specific relationships to various cultures

Students identify specific works of art as belonging to particular cultures, times, and places

Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

NA-VA.5-8.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context

Implementation

Steps and Guidelines for Making:

1. Consider an annual or cyclical event or an anniversary that you believe deserves a special celebration.
2. Use the provided planner to decide on the details of the celebration. What will it be called? How will it be celebrated? Who will celebrate it?
3. Create a poster design to invite your classmates to your new celebration. Include the name of the celebration, when it is celebrated, and some of the activities or traditions associated with it. Reference the festival posters shared in the video lesson as inspiration.
 - a. Consider the following questions: What element is the most important? How can you use its size relative to the other elements to show how important it is? How can you use color to draw attention to the important elements?

Optional extensions:

Work in groups to create a trifold or display booth with information and sample activities to share your new celebration at an in-class festival.

Choose one celebration and implement it as a class! Divide into committees to decorate, facilitate activities, prepare a playlist, and advertise the celebration.

Name: _____

'Tis the Season to Celebrate - Something New!

Use the questions below to plan out your invented celebration!

What is the **NAME** of the celebration?

WHO celebrates it?

WHEN in the year is it celebrated?

HOW OFTEN is it celebrated?

WHY is this celebrated?

HOW is it celebrated?

What do people **DO** at these celebrations? What are the **TRADITIONS** surrounding this celebration?
Is there related **FOOD? MUSIC? A DANCE? ART?**

WHERE do people go to celebrate it? Is it outdoors? Indoors? At home?

Does the celebration have a **SYMBOL** or specific **COLORS**?