



SEASONS OF LIGHT

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

Teacher's Guide for Educational Activities, Grades K-2

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 are the four seasons?”

You could create a chart at the front of the classroom with four sections to record student ideas to model brainstorming as a group.

“What was the special day in the winter season called? What makes it unique?”

Wait until the brainstorm to distribute the worksheet.

Brainstorming for each season:

“What objects do you think of? What colors do you think of? What activities do you do? What does nature (weather, plants, animals, etc.) do?”

Looking at the Marchbanks Calendar pages from Smithsonian American Art Museum (see **Reference Images** below):

“Notice what each image is showing.”

Students can take 60 quiet seconds and practice slow looking.

“What season is depicted in each artwork?”

“What details do you see that make you think that?”

The previous two questions are from the Project Zero thinking routine “[What Makes You Say That?](#)” You can reference Project Zero’s guide for more suggestions.

Overview

Big Idea: Students will compare the four seasons and understand how the tilt in the Earth’s axis impacts weather. They will create an artwork that illustrates each of the seasons, inspired by the Marchbanks Calendar pages.

Suggested Time: 20-30 minutes

Suggested Materials:

Printed worksheets - brainstorm and artwork template (pages 5 and 6)

Pencil

Coloring supplies

For optional extensions: scissors, tape, lined paper

Reference Images:

Winter: [Harry Cimino, *The Marchbanks Calendar--December*, n.d., color woodcut, Smithsonian American Art Museum, Gift of Charlotte Manzari, 1969.31.12](#)

Fall: [Harry Cimino, *The Marchbanks Calendar--November*, n.d., color woodcut, Smithsonian American Art Museum, Gift of Charlotte Manzari, 1969.31.11](#)

Spring: [Harry Cimino, *The Marchbanks Calendar--May*, n.d., color woodcut, Smithsonian American Art Museum, Gift of Charlotte Manzari, 1969.31.5](#)

Summer: [Harry Cimino, *The Marchbanks Calendar--June*, n.d., color woodcut, Smithsonian American Art Museum, Gift of Charlotte Manzari, 1969.31.6](#)

National Standards:

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

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).

NS.K-4.4 EARTH AND SPACE SCIENCE

As a result of their activities in grades K-4, all students should develop an understanding of:

Objects in the sky

Changes in earth and sky

Implementation**Steps and Guidelines for Making:**

1. Brainstorm what objects, colors, activities, and natural changes occur in each of the four seasons. This brainstorm can be done as a whole class, in pairs or small groups, or individually; it can be done through writing, images, or both.
2. Pick one season and picture a frozen moment in time to illustrate your life in that season. Think about what details you can include that help tell the story of that season. Consider the weather, the setting, clothing, who is in the illustration, and what the people in the illustration are doing.
3. On your template, assign one of the four boxes to that season.
4. Inside the arched frame, draw your illustration. Sketch lightly with pencil first to plan, then use coloring supplies to complete your illustration.
5. Use the colors from your brainstorm to color in the border around the illustration.
6. Repeat for the other three seasons, making sure you assign them around the circle in the order they occur in a year's cycle (clockwise: winter, spring, summer, and fall).

Optional extensions:

Teacher: Show how the calendar months going around in a circle line up with the seasonal illustrations on the template.

Write a line describing your illustration for each season.

Write a poem for each season that uses the five senses to describe the scene.

Cut the template into the four squares and combine all the winters, springs, summers, and falls into collaborative class artworks.

Name: _____

Reasons for the Seasons Calendar Design

Use the boxes below to brainstorm about the four seasons.

Winter

Spring

Fall

Summer

