

HOLIDAYS, REQUIRED INSTRUCTION, AND OBSERVANCES



LESSON SUMMARY

LESSON FOCUS
4th Grade: Students will draw conclusions about the history, meaning, and importance of specific holidays and observances.
HOLIDAYS, REQUIRED INSTRUCTION, & OBSERVANCES
American Founders Month, Labor Day, Patriot Day, Constitution Day, Celebrate Freedom Week, Hispanic Heritage Month, Ocoee Remembrance Day, Election Day, Victims of Communism Day, Holocaust Education Week, Veterans Day, Thanksgiving Day, Bill of Rights Day, Martin Luther King Jr. Day, Black History Month, Women's History Month, Medal of Honor Day, Tuskegee Airmen Commemoration Day, Pascua Florida Day, Financial Literacy Month, Florida Emancipation Day, Armed Forces Week, Memorial Day, Independence Day
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.4.F.1.3: <i>Use knowledge of grade-level phonics and word-analysis skills to decode words.</i>■ ELA.4.F.1.4: <i>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</i>■ ELA.4.R.2.2: <i>Explain how relevant details support the central idea, implied or explicit.</i>■ ELA.4.R.3.2: <i>Summarize a text to enhance comprehension.</i>■ ELA.4.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>■ ELA.4.V.1.3: <i>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</i>
ESSENTIAL QUESTION
What can primary and secondary sources teach me about important holidays and observances?
VOCABULARY
primary source, observances, secondary source
MATERIALS
<ul style="list-style-type: none">■ Holidays, Required Instruction, and Observances slides■ Primary & Secondary Source Analysis worksheet (one per observance)

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

Teacher Note: This is a culminating Civics in a Snap lesson to address all of the required instruction and observances. As the observances/holidays occur throughout the school year, please acknowledge the day with your students and review the history, meaning, and significance of the holiday/observance using the "[Holidays, Required Instruction, and Observances slides](#)" and/or any other chosen activities. The slides focus on a primary source for each of the observances. You may choose to expand through research, texts, read-alouds, or other activities. Here is a printable "[Patriotic Holidays and Observances list](#)" with all the dates so the teacher may plan and prepare ahead of time.

1. Pull up the "[Holidays, Required Instruction, and Observances slides](#)".
2. Using slide 2, review with students the differences between primary and secondary sources. Discuss why examining primary and secondary sources plays an important role in the study of history.

Teacher Note: If you would like your students to practice to ensure understanding of primary versus secondary sources, you could use these "[Primary vs. Secondary Sources scenarios](#)".

3. Go to the holiday/required instruction/observance slide for today's lesson and review the observance with the students. Have them raise their hand if they recognize the observance. Explain that today, they are going to examine a primary or secondary source that will teach them more about the importance of the observance.

ACTIVITY

4. Pass out a "[Primary & Secondary Source Analysis worksheet](#)".
5. For each of the sources on the observance slides, you will ask your students to focus on three main points of discussion.
 - a. **What do you know about the source?**
 - i. These are facts that they can identify about the source. For example, there are adults or children, there are horses pulling carts, it's in black and white, etc.
 - b. **What do you think about the source?**
 - i. These are guesses they could make based on the clues in the image. For example, I think the child in this photo is hungry because they are crying and holding their stomach; because horses are pulling carts, the time period is most likely before cars were invented; etc.
 - c. **What do you wonder about the source?**
 - i. These are questions that they have surrounding the image. For example, What year is it? Where is this taken?
6. Instruct students to fill out their page with their facts, thoughts, and wonders, as well as a picture to help them remember its significance.

Teacher Note: *You may choose to have students complete this activity individually, in pairs, in small groups, or whole group with the teacher guiding the source analysis. The Speaker Notes at the bottom of each slide provide extra information that may be used as discussion points while engaging with your students about the observance.*

CLOSURE/FORMATIVE ASSESSMENT

7. Students may share their worksheets with others, or they can be collected.

ADDITIONAL RESOURCES

[FJCC/LFI Website](#)

Supporting Florida State Statutes:

- [Florida State Statute 1003.42: Required Instruction](#)

ANSWER KEYS

n/a

SOURCES

Teaching Primary and Secondary Sources:

https://www.georgewbushlibrary.gov/s3fs-public/2021-09/ElementaryLP_PrimarySecondarySources_Web.pdf