



Embracing Tradition

Background Information for Teachers

Rituals, traditions, and celebrations are an important part of everyone's cultural identity. They are perpetuated within families, by ethnic and racial groups, and by communities. Rituals range from daily, routine activities to elaborate, once-in-a-lifetime ceremonies. The landscape, climate, and geography of a state or province combine to create a variety of time-honored rituals based on agricultural or environmental cycles.

Viewing “Embracing Tradition” and engaging in some of the supportive activities suggested here will help your students reflect on rituals and traditions that are important to them. They also will consider similarities and differences between private rituals and public celebrations.

Synopsis

Children in the learning center think about private traditions when they see three families engage in variations on a theme: a family's birthday celebration; a Mexican-American girl's 15th birthday, called a *quinceañera*; and a family's observance of the day their adopted son arrived from Russia, which they call Coming Home Day.

Later, a visit to a Colorado family's autumn cattle drive illustrates the importance of regional rituals that are derived from local climate, landscape, and geography. Finally, an example of a public celebration spotlights the African World Festival in Milwaukee, Wisconsin. There, African Americans, people from many African nations, and others gather to express and observe African and African-American culture and heritage.



Program Goals

Correlations with National Council for the Social Studies (NCSS) curriculum standards appear in italics following each goal.

After viewing Program 6 and engaging in supportive classroom activities, students will

- discover why rituals are important to families, communities, and other groups.
Early Grades: 4c, 4e, 4g
Middle Grades: 4c, 4e
- compare and contrast rituals and traditions among groups.
Early Grades: 1a
Middle Grades: 1a
- explore the connection between rituals and regional landscape, climate, and geography.
Early Grades: 1d, 3h, 4b
Middle Grades: 1d, 3h, 4b

Vocabulary

Words preceded by an asterisk () were introduced earlier in the series and are included here for review.*

celebration — A happy gathering to mark a special event.

ceremony — Formal actions, words, and music performed to mark an important event.

Chucaba (chew-kah-bah) — A masked West African spiritual leader who combats evil spirits, nurtures positive spirits, and helps people remember their ancestors.

converge — To come together as one.

***culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever-evolving.

dimensions — The characteristics or traits that make something unique.

***ethnic** — A group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage.

masquerade — A party or dance at which masks and costumes are worn.

Mayan — One of a group of American Indians of Central America.

Projects (The Projects) — Government-sponsored housing, usually in urban areas.

quinceañera — (kin-say-ah-nair-ah) A Latina girl's 15th birthday celebration. From the Spanish *quince* = 15 and *años* = years. (Also *quinceaños*.)

ritual — Certain activities or actions always performed the same way, often to mark a special occasion.

***spiritual** — To do with religion or faith.

***tradition** — The handing down of customs, ideas, and beliefs from one generation to the next.

Before-Viewing Activities

It will be helpful to first discuss and define the terms ritual, tradition, and celebration with the class.



Focus Questions for Class Discussion

- What rituals are part of our classroom culture?
(*Examples:* taking attendance in the morning, reading time, special observances of good grades or birthdays)
- What rituals and traditions are important in families, in communities, and in our state or province?
- Which traditions are passed along to generations in private?
- How do groups choose to present their culture to the public?
- How are celebrations different among ethnic groups? How are they the same? What are some examples among groups represented in our class or community?

Focus Questions for Students' Culture Journals

- What daily rituals are part of my life? (What things do I do the same way every day?)
- What annual rituals are important to me and my family? (What events do I look forward to every year?)

Teaching note: These activities are referenced in the [Teacher Summary](#) on pages 13 and 14.

Viewing Activities

Birthday Variations Segment

This segment is composed of three scenarios. The first visits a child's traditional birthday party. Scene 2 shows a Mexican-American girl's 15th birthday celebration, called a *quinceañera*. The final scene visits

a family that created an annual celebration to observe a special occasion. The event marks the day when a Russian orphan came to the United States to become the adopted child of a two-dad family.

When discussing variations on birthday celebrations, it is important to note in an affirmative way that birthdays are celebrated in many ways, and some people don't celebrate birthdays at all. This may be due to economic reasons, an example of which is mentioned in Scene 1.

Rather than celebrate birthdays, some people, including many groups in African nations, observe different milestones important in their cultures. Some religious groups abstain from birthday observances, such as Jehovah's Witnesses (see page 8, under Extension Activities).

Teaching note: See References and Resources, pages 10 through 12, for materials that can assist you in discussions that may arise from topics addressed in this program.

Scene 1: The first scene visits Mahkayla and her family, who, along with several friends, are celebrating Mahkayla's birthday. In addition to following widely observed customs such as playing games and serving cake and ice cream, Mahkayla's family has its own unique birthday rituals. Mahkayla's parents also describe what their birthday celebrations were like when they were growing up.

Scene 2: Lorena, a Mexican-American girl, is celebrating her 15th birthday, called a *quinceañera*. Many historians believe this celebration has roots in Aztec and Mayan cultures, and the event once symbolized a girl's readiness for marriage. Today, the quinceañera still is an important milestone for many Latinas, marking the end of their childhood. Although customs vary, the most important aspect of the quinceañera is a thanksgiving Mass attended by family members and close friends.

The quinceañera celebrant wears a white or pale pink gown. She also carries a bouquet of flowers, which she leaves at the altar as an offering. Often, she wears a ring-shaped headpiece, which represents the Biblical Crown of Life, to signify her commitment to Christ. The celebrant may be accompanied by *damas* (maids of honor) and *chambelanes* (chamberlains, or male escorts). A festive reception or feast follows the church ceremony.

Dancing also is an important part of the quinceañera, with the first dance customarily reserved for the celebrant and her father. In some places, a mariachi band serenades the girl in front of her house the night before her 15th birthday.

Scene 3: Nicholas spent the first two years of his life in a Russian orphanage. Now, he celebrates his Coming Home Day, which marks the day he came to the United States to form a family with his two dads. Nicholas's Coming Home Day ritual includes looking at photographs and a video of him taped in Russia, as well as sharing pizza and a cake with his best friend, his younger brother, Dad, and Papa. Many adoptive families commemorate Coming Home Day, Arrival Day, or Airplane Day each year.

Teaching note: Research suggests that 3,000 to 6,000 children in the United States have parents who are gay. These numbers likely will increase as more gay couples choose to create families. You may wish to remind students that families come in all shapes, sizes, and combinations.

Viewing/Observation Points

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What do these three celebrations have in common? (Responses might include family participation; each marks a special anniversary; sharing the day with friends; private rituals to make the celebrant feel special.)
- What differences did you observe among the celebrations? (Responses might include comparing ethnic traditions with family traditions; some have been celebrated for centuries and some are newer; some involved special clothing and some did not; some traditions have been passed along for generations and some were created recently.)

Cattle Drive Segment

Thirteen-year-old Katie and 11-year old Tim are fourth-generation ranchers who live on a ranch in Nucla, Colorado. Each spring the family drives its cattle to summer grazing grounds in the hills nearby, and each autumn the family spends several days rounding up the cattle before driving them back to the ranch. Friends and relatives help **with the cattle drives**, which is an important tradition. Other traditions of this annual ritual include telling stories and playing games at cow camp, where the cattle drivers spend their nights.

Viewing/Observation Points

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What rituals and traditions are part of this family's cattle drives? (Responses could include getting to visit with their cousins, telling stories and playing games at cow camp, using their dogs to help round up the cattle.)
- What skills have Tim and Katie learned by participating in the cattle drives? (Responses might include learning how to ride, taking care of their own gear, maintaining a cattle ranch, taking responsibility for a job, a strong work ethic.)

African World Festival Segment

The [African World Festival](#), held annually in Milwaukee, Wisconsin, has celebrated African-American life and culture since 1983. Organizers focus on traditional cultural elements, as well as sports and children's activities. The festival's opening ceremony reflects the importance of spiritual rituals among African-American people. Other features highlight the cultural traditions of many African tribes and groups, including artwork, dancing, and drumming. It also showcases exceptional African-American cultural contributions, such as gospel music and the blues.

Although all ethnic festivals are important avenues for celebrating cultural heritage, they take on increased significance for groups that have historically been marginalized by dominant cultural groups. For many years, African Americans maintained cultural traditions mainly within the family and within church groups. Today, the African World Festival helps both participants and visitors publicly express their racial pride.

Viewing/Observation Points

Pause the video before this segment begins and ask students to keep the following question in mind as they watch. At the conclusion of the segment, pause the video and ask the question again to assess students' observations.

- What are some of the benefits of holding public celebrations like the African World Festival? (Responses might include providing African Americans and Africans from all over the world a place to visit together; giving people of other races the opportunity to learn more about African cultures; young people have the opportunity to learn from their elders; many performers, food vendors, and artists can participate; children who are in a minority in their community or classroom can visit with others who have a similar background.)

After-Viewing Activities



Questions for Class Discussion

- If your family celebrates birthdays, what does the celebration involve?
- What special privileges does your family grant to the family member celebrating a birthday?
- What personal rituals do you engage in on your birthday?
- Which birthdays does your family observe as being extra-special?
(*Examples:* first, sweet 16, 50th)



Class Activity

Ask students to brainstorm new rituals that might make good additions to the classroom culture. Examples could include rituals to welcome new classmates or to celebrate special student accomplishments. Have students vote on their favorite idea and then adopt it.

Students' Culture Journals

Ask students to re-read the responses they wrote in their Culture Journals to the **Before-Viewing focus questions** (page 3). Have them update their journals with this question in mind:

- What have I learned about rituals?

Technology Link

Guide students to visit tourism-related Web sites. Have them compile a list of annual public events that are dependent on local landscape, climate, or geography. Post on the bulletin board a map **of the area being studied**. Ask students to create small paper icons for the events and pin the icons to the appropriate location on the map.

Student Activity for Assessment

Students individually explore the rituals and traditions of their own culture, as well as those of a friend and a cultural group of the student's choice. Details about the activity are provided in the **Teacher Summary** on pages 13 through 15.

Extension Activities

*These activities correlate to the video segments cited in **Viewing Activities** (pp. 3-6) and allow for follow-up on particular themes.*

Birthday Variations Segment

- Lead a discussion about the importance of respecting people and groups who are unable to, or choose not to, celebrate birthdays. Examples include families in certain economic circumstances,

cultural groups that celebrate certain milestones but not annual birthdays, and religious groups such as Jehovah’s Witnesses.

Remind students that Jehovah’s Witnesses respect the rights of others to follow their own beliefs, just as they hope others respect theirs. The following explanation, provided by the Watch Tower Bible and Tract Society, may help students understand why Jehovah’s Witnesses do not celebrate birthdays:

“Did you ever see one of your classmates leave the room when someone had a birthday party in class? Or maybe he or she didn’t join in singing ‘Happy Birthday.’ Did you wonder why? That classmate might be one of Jehovah’s Witnesses. This is a Christian religion, which means that its members try to worship God by following the teachings and examples of Jesus Christ.

“From studying history and the Bible, Jehovah’s Witnesses learned that Jesus and the first Christians did not celebrate birthdays. The Bible does not even tell the date when Jesus was born. Only two birthday parties are mentioned in the Bible, but they were both given by people who did not worship God. At each party something terrible happened — somebody was murdered.

“Jehovah’s Witnesses believe that these stories were written in the Bible to show how God feels about birthday celebrations. So Jehovah’s Witnesses don’t join in birthday parties. But they are happy when children are born, and they give presents to their friends and family and have parties any time of the year.”

- Guide students through an investigation of birthday customs from a variety of cultural groups. Here are some examples:
 - In some African nations, children don’t celebrate birthdays. Instead, when they reach a certain age, they have special ceremonies to welcome them into the tribe.
 - In Vietnam, some people celebrate special birthdays for one-month-old babies. They give thanks for the baby’s good health.
 - In the United States, people sometimes celebrate “sweet 16” birthdays in special ways.

For additional suggestions, see [References and Resources](#) on pages 10 through 12. If appropriate, invite ESL students to your class or school to share their traditions.

Art Education Connection

Share with students the book series “Birthdays! Celebrating Life Around the World,” by Eve B. Feldman (see [page 10](#)), which features children’s artwork from a variety of places. Ask students to create a picture of their family celebrating a birthday. For those who don’t wish to or are

not able to create a personal picture, give them the option to create artwork based on another group's traditions or about another important personal or family ritual in their lives.

Cattle Drive Segment

Divide the class into small groups. Ask the groups to each compile a list of rituals or celebrations in their community, state, or province that are dependent on climate and geography. Instruct them to classify these events into one of two categories: Private Rituals (e.g., a family's annual cattle drive or hunting trip) and Public Rituals (e.g., sweet corn festival, ski race, threshere).

Art Education Connection

Ask students to create posters promoting an annual community ritual or celebration.

African World Festival Segment

- Discuss the statement Mr. Ologboni, an African storyteller, made at the beginning of this segment: "There's an old African saying that we don't stop dancing because we grow old, we grow old because we stop dancing." Ask students to collect sayings and proverbs from other cultural groups, and have them share their collections with the class.
- Share with students the following statement made by Mr. Clay, one of the organizers of African World Festival, when he was asked how African-American people kept their cultures alive during years of oppression on this continent:
"I think that oppression forces creativity. The core to African Americans maintaining their tradition was the family reunion. At times you'd have people from three, four, five generations. Grandmothers, grandfathers, and little ones would get together, and there would be storytelling. I also think the church has always been a good place to perpetuate culture. We are a musical people, as we were even in the times of slavery. We use music as a way of communicating."
- Ask students to think of ways culture is preserved in their own families, as well as in ethnic or racial groups. Guide a discussion encouraging them to share their ideas. What commonalities emerge? Do they have other ideas about how individuals not belonging to a dominant cultural group might perpetuate their important cultural traditions?
- Guide students through a discussion or exploration of the cultural distinction between African traditions, such as the Chucaba stilt-walkers, and African-American traditions, such as gospel music. Remind them that Africa is a continent of many countries and tribal groups. Also, reinforce the diversity within African traditions.

References and Resources

For Teachers

It's Elementary: Talking about Gay Issues in School, by Women's Educational Media, 1996. This award-winning video for adults illustrates what really happens when educators of grades 1 through 8 talk about gay issues with their students. 78 minutes; viewing guide available. Telephone: 415/641-4616, fax: 415/641-4632, Web: www.womedia.org.

Preventing Prejudice: Lesbian/Gay/Bisexual/Transgender Lesson Plan Guide for Elementary Schools, by Kim Klausner. Buena Vista Lesbian and Gay Parents Group, n.d. These lesson plans can be integrated easily into K-5 classrooms studying families and stereotypes. Available from Women's Educational Media; telephone: 415/641-4616, fax: 415/641-4632, Web: www.womedia.org.

Understanding Homosexuality, Changing Schools: A Text for Teachers, Counselors, and Administrators, by Arthur Lipkin. Westview Press, 1999, ISBN 0813325358 (paperback). A valuable and broad introduction for adults unfamiliar with issues of homosexuality in education. Serves those in need of an update as well.

For Students

Birthdays! Celebrating Life Around the World, by Eve B. Feldman. Bridgewater Books, 1996, ASIN 0816734941 (hardcover); Troll Assoc., 1995, ISBN 081673495X. Brightly colored art by children around the world combines with the simple, rhyming text to create a global birthday party.

"Birthdays Around the World" series, by Cheryl L. Enderlein. Bridgestone Books, all with library binding. This series, illustrated with color photographs, shares birthday customs from a number of countries. Titles include:

Celebrating Birthdays in Australia, 1998, ISBN 1560657596.

Celebrating Birthdays in Brazil, 1998, ISBN 156065760X.

Celebrating Birthdays in China, 1998, ISBN 1560657618.

Celebrating Birthdays in Russia, 1998, ISBN 1560657626.

Birthdays Around the World, by Mary D. Lankford. HarperCollins, 2002, ISBN 068815431X (hardcover). Brief chapters look at birthday customs from such countries as Malaysia, Finland, and New Zealand.

Celebrating a Quinceañera: A Latina's 15th Birthday Celebration, by Diane Hoyt-Goldsmith. Holiday House, 2002, ISBN 0823416933 (library binding). This book explains the background and cultural importance of this important rite of passage in a Latina girl's life.

Other relevant titles from the same author include:

Celebrating Chinese New Year, 1999, ISBN 0823415201

Celebrating Hanukkah, 1996, 0823412520

Celebrating Kwanzaa, 1994, ISBN 0823411303
Celebrating Passover, 2000, ISBN 0823414205
Celebrating Ramadan, 2002, ISBN 082341762X
Day of the Dead: A Mexican-American Celebration, 1994,
 ISBN 0823410943
La Posadas: An Hispanic Christmas Celebration, 2000,
 ISBN 0823416356
Mardi Gras: A Cajun Country Celebration, 1995, ISBN
 0823411842
Potlatch: A Tsimshian Celebration, 1997, ISBN 0823412903

Children Just Like Me: Celebrations! by Anabel Kindersley and Barnabas Kindersley. DK Publishing, 1997, ISBN 0789420279 (hardcover). Published in association with UNICEF, this colorful book introduces readers to children from around the world celebrating a variety of religious and secular holidays.

The Children of Christmas: Stories for the Season, by Cynthia Rylant. Econo-Clad Books, 1999, ISBN 0785734686 (library binding); Orchard Books, 1993, ISBN 0531070425 (paperback). In these five short stories, sad and lonely people find unique ways to experience Christmas.

The Giver, by Lois Lowery. Houghton Mifflin, 1993, ISBN 0395645662 (hardcover); Laurel Leaf, 1994, ISBN 0440219078 (paperback); Bantam Doubleday Dell, 1995, ISBN 055347359 (audio cassette). As a member of a seemingly utopian society, 12-year-old Jonas is selected by the Elders to be the next Receiver of Memories. To prepare him for his life's work, Jonas studies with an old man known as The Giver, under whose tutelage Jonas begins to unravel the truth underlying his world. The 1994 [Newbery Medal](#) winner.

Love Makes a Family: Portraits of Lesbian, Gay, Bisexual & Transgender Parents and Their Families, by Gigi Kaeser. University of Massachusetts Press, 1999, ISBN 1558491600 (cloth), 1558491619 (paperback). Photographs and interviews of diverse families about family roles, understanding, and respect.

Quinceañera: Celebrating Fifteen, by Elizabeth King. NAL, 1998, ISBN 0525456384 (hardcover). Photos and prose reveal similarities and differences as two young women, one from El Salvador and one from Mexico, celebrate their quinceañera. Also available in Spanish.

Quinceañera Means Sweet Fifteen, by Veronica Chambers. Hyperion, 2001, ISBN 0786804971 (hardcover). Best friends Magdalena and Marisol are excited about their upcoming quinceañera parties, but complications arise when Magdalena plans an extravagant celebration and Marisol's mother isn't sure she can afford a party at all.

That's a Family! Women's Educational Media, 1996. This award-winning 35-minute video can help elementary students see and understand many different and diverse types of families. Includes a curriculum guide. Available from Women's Educational Media, telephone: 415/641-4616; fax 415/641-4632; Web: www.womedia.org.

Tree of Cranes, by Allen Say. Houghton Mifflin, 1991, ISBN 039552024 (hardcover). A Japanese boy learns of Christmas when his mother decorates a pine tree with paper cranes.

Tuck Everlasting, by Natalie Babbitt. Farrar Straus & Giroux, 1988, ISBN 0374378487 (hardcover); Farrar Straus & Giroux, 1986, ISBN 0374480095 (paperback); Audio Bookshelf, 1995, ISBN 1883332133 (audio cassette). The Tuck family drinks from a spring that grants eternal life, but questions about the cycle of life arise when 10-year-old Winnie Foster discovers the family's secret.

The White Swan Express: A Story about Adoption, by Jean Davies Okimoto and Elaine M. Aoki. Clarion, 2002, ISBN 0618164537. This book for young readers introduces four girls living in a Chinese orphanage and the four sets of parents half a world away who are preparing to adopt them; a good story to explain the adoption process.

Embracing Tradition assessment activity

Learning Goal

Students will compare and contrast rituals and traditions among groups.

National Council for Social Studies' Curriculum Standards

Culture

- Early Grades: 1a — explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- Middle Grades: 1a — compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

Activity Overview

By comparing and contrasting rituals and traditions among groups of people, students will explain similarities and differences in ways that cultures meet human needs. After a review of rituals and traditions, students identify their own rituals and traditions.

Then, students identify rituals and traditions presented in segments from *Cultural Horizons* video programs 2 through 6. Students continue their exploration by interviewing a classmate or friend about his or her unique rituals and traditions. Finally, students write four theme-focused paragraphs summarizing and contrasting what they've discovered.

Materials Needed

- Students' Culture Journals
- Student copies of the **Embracing Traditions assessment rubric** (page 16)
- Student copies of the **Investigating Rituals and Traditions** activity sheet (page 17)
- Student copies of the **Rituals and Traditions Interview** activity sheet (page 18)
- Student copies of the **Rituals and Traditions Writing** activity sheet (pages 19-20)
- Videotapes of *Cultural Horizons* programs 2 through 6

Teacher Instructions

The Assessment Rubric

At the beginning of the assessment activity, distribute the rubric to students and explain how you will use it to measure their achievement. Since there are several components to this assessment, it's best to review pertinent sections of the rubric with students as you move through the activity. Be sure that they understand the relevance of the criteria before proceeding with each part of the assessment.

1. Review

To begin the assessment, revisit the Before-Viewing Activities class discussion and journal writings (page 3). Remind students of the meaning of *ritual*. (A *ritual* is a certain activity or action always performed the same way, often to mark a special occasion.) Then, have students re-read what they wrote in their Culture Journals to these questions:

- What daily rituals are a part of my life?
- What annual rituals are important to me and my family?

Recall the class discussion for this **Before-Viewing focus question**:

- What rituals are a part of our classroom culture?

Restate the definition of *tradition* for students. (A *tradition* is the handing down of beliefs, customs, and ideas from one generation to the next.) Again, recall the class discussion for these Before-Viewing focus questions:

- What rituals and traditions are important in families, in communities, and in my state or province?
- Which traditions are passed along to generations in private?

2. Investigating Rituals and Traditions

Explain to students that they will be doing research about themselves, a cultural group of their choice, and a classmate or friend.

Distribute the *Investigating Rituals and Traditions* activity sheet and rubric. As a class, read through the portion of the rubric relevant to this activity. Make sure students understand the way in which their performance is being measured.

Ask students to fill in the “Me” row of the chart with examples of rituals and traditions from their own lives. Remind them to recall their Culture Journal writings in completing this portion of the chart.

For the row designated “A Cultural Horizons Group,” have each student select a cultural group featured in a segment from a *Cultural Horizons* program (see below), focusing on the rituals and traditions of that group. Direct students to write the name of the group they selected on the chart and then record their observations. Suggested segments include:

Program 2, “Family Kaleidoscope” — Jewish Family Segment, Acoma Family Segment,

Program 3, “Places with Faces” — Bad River Indian Reservation Segment

Program 4, “Growing New Roots” — Tibetan Exiles Segment

Program 5, “Many Voices” — Serbian Dance Segment

Program 6, “*Embracing Traditions*” — Cattle Drive Segment

Have students complete the chart after they interview a classmate or friend, as described below.

3. Rituals and Traditions Interview

Tell students they are going to interview a classmate, friend, or someone who is not a member of their family. Distribute the **Rituals and Traditions Interview** activity sheet and read through the interview questions as a class. Explain to students that they will use the information they gather from their interviews to complete the final Classmate or Friend portion of the **Investigating Rituals and Traditions** activity.

The **Rituals and Traditions Interview** activity sheet consists of these questions:

1. Describe two **rituals** that are important to you.
2. Why are these **rituals** important to you?
3. Describe two family **traditions** that have been passed on to you.
4. Why are these **traditions** important to you?

Review with students the Rituals and Traditions Interview section of the rubric, so they understand the expectations.

4. Rituals and Traditions Writing

Explain to students that they are going to write four paragraphs describing the things they have learned about rituals and traditions. Each paragraph will have a theme.

Distribute the **Rituals and Traditions Writing** activity sheet or have students write in their Culture Journals. Also, review with the class the corresponding section of the rubric, ensuring that students know how you are measuring their performance. The four themes are as follows:

1. Pick two **rituals** and two **traditions** in your own life. Describe why they are important to you.
2. Describe why the two **rituals** and two **traditions** of the person you interviewed are important to this person.
3. Describe how your **rituals** and **traditions** are similar to those of the person you interviewed. Describe how they are different.
4. Name and describe four things you have learned about how **rituals** and **traditions** meet human needs.

Investigating Rituals and Traditions

Name _____

Date _____ ID# _____

Directions:

1. In the "Myself" row, write examples of **rituals** and **traditions** in your own life. *Hint:* Read what you wrote in your Culture Journal.
2. In the row labeled "A Cultural Horizons Group," fill in the blank with the name of the group you have chosen and give examples of that group's **rituals** and **traditions**.
3. Fill in the "Classmate or Friend" row after you conduct your interview.

	RITUALS	TRADITIONS
Myself		
A Cultural Horizons Group		
Classmate or Friend		

Name _____

Date _____ ID# _____

Rituals and Traditions Interview

Name of Interviewee _____

Interview Question 1: Describe two **rituals** that are important to you.

Answer: _____

Interview Question 2: Why are these **rituals** important to you?

Answer: _____

Interview Question 3: Describe two **traditions** that have been passed on to you.

Answer: _____

Question 4: Why are these **traditions** important to you?

Answer: _____

Name _____

Date _____ ID# _____

Rituals and Traditions Writing

Paragraph 1: Describe two of my own **rituals** and two of my own **traditions**. Explain why they are important to me.

Paragraph 2: Describe two **rituals** and two **traditions** of the person I interviewed. Explain why they are important to that person.

Student Activity

Paragraph 3: How are my own **rituals** and **traditions** similar to those of the person I interviewed? How are they different?

Paragraph 4: What have I discovered about how **rituals** and **traditions** meet human needs?
