

Celebrating Diwali

Exploring the Festival of Lights Through Expository Writing

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Grade Level	8th – 10th Grade
Subject	English/Language Arts
Course	World Literature

Essential Question

Why do we learn about other cultures' celebrations?

Summary

In this lesson, students explore the celebration of Diwali while practicing expository writing skills. Students read and summarize the various legends of Diwali and the significance of each day of the festival. Next, students create anchor charts for each day using symbols, images, and their paraphrased summaries. Students end the lesson with a two-part project exploring one cultural aspect of Diwali by creating an example of it and writing an expository essay.

Snapshot

Engage

Students brainstorm common traditions associated with familiar holidays.

Explore

Students read about the legends of Diwali and write summaries of what they learned.

Explain

Students create an Anchor Chart for each day of Diwali and paraphrase their significance.

Extend

Students complete a Choice Board project and compose an expository essay.

Evaluate

Students complete a 3-2-1 to summarize what they learned.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 10)

10.2.R.1: Summarize the main ideas and paraphrase significant parts of increasingly complex texts.
10.3.W.2: Compose informative essays, reports, or technical writing that:

- objectively introduce and develop topics
- include a defensible thesis
- incorporate evidence
- maintain an organized structure
- use sentence variety and word choice to create clarity and concision
- establish and maintain a formal style
- emulate literary devices from mentor texts

Attachments

- Choice Board—Celebrating Diwali - Spanish.docx
- Choice Board—Celebrating Diwali - Spanish.pdf
- Choice Board—Celebrating Diwali.docx
- Choice Board—Celebrating Diwali.pdf
- Decor—Celebrating Diwali - Spanish.docx
- Decor—Celebrating Diwali - Spanish.pdf
- Decor—Celebrating Diwali.docx
- Decor—Celebrating Diwali.pdf
- Diwali Summary & Paraphrase handout—Celebrating Diwali - Spanish.docx
- Diwali Summary & Paraphrase handout—Celebrating Diwali - Spanish.pdf
- Diwali Summary & Paraphrase handout—Celebrating Diwali.docx
- Diwali Summary & Paraphrase handout—Celebrating Diwali.pdf
- Fashion—Celebrating Diwali - Spanish.docx
- Fashion—Celebrating Diwali - Spanish.pdf
- Fashion—Celebrating Diwali .docx
- Fashion—Celebrating Diwali .pdf
- Lesson Slides—Celebrating Diwali.pptx
- Rangoli—Celebrating Diwali - Spanish.docx
- Rangoli—Celebrating Diwali - Spanish.pdf
- Rangoli—Celebrating Diwali.docx
- Rangoli—Celebrating Diwali.pdf
- Tasting Menu—Celebrating Diwali - Spanish.docx
- Tasting Menu—Celebrating Diwali - Spanish.pdf
- Tasting Menu—Celebrating Diwali.docx
- Tasting Menu—Celebrating Diwali.pdf

Materials

- Lesson Slides (attached)
- Internet Access
- Chromebooks, iPads, laptops
- Projector Access
- Pens/Pencils
- Chart Markers
- Big Stickies

- Construction Paper, Markers, Colored Pencils, Crayons
- Colored Rice, Beads, Feathers (Optional)
- Diwali Summary & Paraphrase handout (attached, 1 per student)
- Choice Board handout (attached, 1 per student)
- Fashion handout (attached, optional)
- Tasting Menu handout (attached, optional)
- Rangoli handout (attached, optional)
- Decor handout (attached, optional)

10 minutes

Engage

Teacher's Note: Preparing the Lesson

Depending on class size, prepare at least two sets of posters per Diwali day (ten total) using large sticky notes. Label by day and group number the sticky note posters as the following:

- Day 1 (Groups #1 and #6)
- Day 2 (Groups #2 and #7)
- Day 3 (Groups #3 and #8)
- Day 4 (Groups #4 and #9)
- Day 5 (Groups #5 and #10)

Place 2-3 chart markers next to each sticky note poster. The markers at each poster are the same but will differ from those at other posters. For example, the Day 1— Groups 1 and 6 have red markers, while Day 2 — Groups 2 and 7 will have blue, etc. The markers rotate with each group as they add to each Day poster. The purpose is to be able to see the different additions each group has made.

Prior to teaching the lesson, arrange your classroom for small group work (2-3 students per group).

Use the attached **Lesson Slides** to facilitate the lesson. Display **slides 1-4** and review the essential question and lesson objectives.

Teacher's Note: Optional Activity

Prior to the Chain Notes activity, use the Round Robin strategy to brainstorm all of the holidays the students know and use this list when choosing holidays for the Chain Notes portion of the lesson.

Unhide **slide 5** and direct students to write as many holidays as possible on a sheet of notebook paper. Next, invite every student to say one holiday from their list. If all of their holidays have been listed, they will say, “Pass.” During this time, the teacher should be writing the holidays they list on a whiteboard/poster/projector. Continue this process until there are no more suggestions. Insert these ideas into the list used for the Chain Notes activity instead of the provided one.

Transition to **slide 6** and review the directions for the Chain Notes strategy. Assign each row or table a traditional holiday. Choose holidays that the students may be familiar with. Some examples include the following:

- Thanksgiving
- Christmas
- Halloween
- Valentine’s Day
- St. Patrick’s Day
- Easter
- 4th of July
- Día De Los Muertos
- Hanukkah

Using a pen or pencil and a sheet of notebook paper, invite students to answer a question about their holiday. Allow students one minute to respond before rotating their paper to the next student in their row or table who will answer a different question. Use **slide 7** to help facilitate this activity.

Teacher's Note: Slide Animation

Slide 7 provides a 1-minute timer and all six questions. Click the screen to start the timer and reveal question one. After the timer has ended, click the screen again to reveal question two and select "replay" on the video display box. Repeat this process until all six questions have been displayed.

- Round 1: What is this holiday celebrating?
- Round 2: Where is this holiday celebrated?
- Round 3: What kind of decor or symbols reflect your holidays?
- Round 4: What is typically worn during your holiday?
- Round 5: What foods are usually eaten?
- Round 6: What other holiday traditions are there that haven't already been stated?

The length of the Chain Notes silent discussion can vary depending on row/table sizes or it can continue until each paper returns to its original owner. Once students have finished the Chain Notes activity, facilitate a brief discussion using the above questions as a guide.

20 minutes

Explore

Transition to **slide 8** and facilitate a brief discussion about the differences between summary and paraphrase as students practice both during this lesson. Provide possible examples in the form of movies or TV shows or invite students to provide some of their own.

Teacher's Note: Additional Resource

If the students have previously reviewed these concepts, invite them to create or cite examples in the form of movies, TV shows, or texts read in class.

If the students have never heard of these concepts, this lesson is good as a brief introduction to these concepts and enables students to practice what they just learned. Keep this in mind when assessing progress.

Additional Resource: View the K20 Center Lesson #Summarize to introduce the concept of summary.

Transition to **slide 9** and distribute the attached **Diwali Summary & Paraphrase handout** to each student. Next, number students 1 through 4 and instruct them to write the title that corresponds with their number on their handout as seen on slide 9. Review the Diwali Summary & Paraphrase handout and the directions explaining that students should have a summary for not just their assigned legend, but also for every day of Diwali.

Select the "The Many Legends of Diwali" link on the slide to introduce the web resource students will be using during the lesson. Read the initial description and the passage labeled "The festival of lights" to the class.

Transition to **slide 10** to share the shortened URL link and QR code. Direct students to access their electronic devices and log onto the website. Allow students 15-20 minutes to read their specific section and create a 3-5 sentence summary for each of the following about their specific legend:

- Day 1 - Dhanteras
- Day 2 - Naraka Chaturdashi / Choti Diwali
- Day 3 - Diwali
- Day 4 - Govardhan Puja
- Day 5 - Bhai Dooj

20 minutes

Explain

Next, transition to **slide 11** to review the directions for the rotating Anchor Charts strategy. Explain that students will create visual and written reminders for each day of Diwali from what they learned. Number students 1-10 and instruct them to go to the poster with the corresponding group number. Provide students with at least 2-3 chart markers at each poster; they will take these markers as they rotate.

Review the definition for paraphrase again as it is listed at the top of their Diwali Summary & Paraphrase handout. Direct students to use their handout, the Google Arts and Culture resource, and their Chromebooks to create an Anchor Chart for their designated Day of Diwali. Transition to **slide 12** and review what each poster must have.

- Write what the day is called.
- Write 3-5 sentences paraphrasing the significance of that day.
- List traditions.
- Incorporate pictures/symbols associated with that day

Students will have three minutes at their initial poster before rotating to the next poster. Students should visit each day's poster and keep adding new information; this equates to a total of five rotations. Below is an example of how long each rotation should be:

- Rotation One: 3 minutes
- Rotation Two: 2 minutes
- Rotation Three: 2 minutes
- Rotation Four: 1 minutes
- Rotation Five: 1 minute

Students can rotate a sixth time, so that they arrive at their original poster. They can be given an additional 3-5 minutes to complete their poster with time permitting.

Facilitate a brief discussion by reviewing what each Day of Diwali is about and invite students to share some of the things written on their posters.

100 minutes

Extend

Teacher's Note: Hidden Slides

Unhide **slides 14-17** to show more concrete examples of what these projects could be. Consider making classroom examples yourself for students to view for inspiration.

Distribute the attached **Choice Board** handout to each student and display **slide 13.** Review the directions for the Choice Board strategy and allow students 1-2 class periods to complete this assignment. Allow more time, if needed. Use the attached optional Choice Board handouts: **Fashion** handout, **Tasting Menu** handout, **Rangoli** handout, and the **Decor** handout. Alternatively, invite students to complete their projects on posterboard, cardstock, copy paper, Google slides, and other approved medias.

Students should be allotted at least one class period to complete their project if using the optional handouts and one class period to complete their essay. If students are constructing their projects on a larger scale, consider providing students at least two class periods to complete their project and an additional day to complete their essay.

Teacher's Note: Project Expansion

This project can be as big or as small as the teacher would like. Consider extending this project by attaching a presentation component, embedding additional writing requirements such as peer review, and/or including a rubric. Additionally, you could use the attached optional handouts as final projects or graphic organizers.

10 minutes

Evaluate

Transition to **slide 18** and review the directions for the 3-2-1 strategy. Using the same sheet of notebook paper as their Chain Notes, invite students to complete the 3-2-1 activity by having them reflect on the following:

- Three things you learned from this lesson.
- Two things you liked about this lesson.
- One big takeaway about cultural celebrations.

Invite students to share-out their responses and/or submit their responses for a grade.

Resources

- Google Arts and Culture, & Mukherjee, A. (n.d.). The many legends of Diwali. Google. https://artsandculture.google.com/story/the-many-legends-of-diwali/0QVxpSl4NnfrEQ?hl=en
- K20 Center. (n.d.). 1 minute timer. [Video]. YouTube. https://www.youtube.com/watch?v=6ilD555O_RE
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/2364
- K20 Center. (n.d.). Chain notes. Strategies. https://learn.k20center.ou.edu/strategy/52
- K20 Center. (n.d.). Choice boards. Strategies. https://learn.k20center.ou.edu/strategy/73
- K20 Center. (n.d.). Round robin. Strategies. https://learn.k20center.ou.edu/strategy/778