

HOLIDAY VILLAGE

GRADE

6-8

FOCUS

ARTS
INTEGRATION

CONTENT AREAS

SOCIAL STUDIES
+
VISUAL ART

STANDARDS

Social Studies: Culture

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

VA:Cn11.1.6a

Analyze how art reflects changing times, traditions, resources, and cultural uses.

ASSESSMENT

CHECKLIST

- Included specific buildings from the community, and highlighted customs/traditions in their village.
- Designed a cohesive village using various tools and materials.
- The constructed village can stand on its own, shows precision and use of imagination.

MATERIALS

- Internet/Computer/Projector
- Computer Lab/student devices
- Cardboard, recycled materials
- Art supplies: paint, mod podge, paint brushes

TEACHER NOTES

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ENGAGEMENT

Start by viewing the video of the [Toronto Christmas Market](#) and explore how the village is constructed, the activities, the history and the artisans that are featured.

TRANSITION

Explain that holiday villages have a rich and varied tradition in many cultures. Many have cultural foci, such as Bavarian, Italian, and English. Others are focused around culinary, music, or visual arts traditions. Some are year-round markets, while others are constructed just for the holiday season.

Have students research various Holiday Villages around the world and create a list of unique items/themes found in these villages, as well as commonalities. Some places to start include: Leavenworth, WA, Bryant Park Winter Village and Lake Mohawk Weihnachtsmarkt.

ACTIVITY

1. In the early 20th century, [Putz houses](#) (miniature cardboard villages) became popular. These used the holiday villages in real life as inspiration to create smaller models that could be included in homes.
2. Ask students to think about their own town and to sketch out a design for their own holiday village using their downtown area as a model.
3. The winter village must contain specific buildings from their community and be centered around a specific theme, similar to the one's researched earlier. Students can design culinary menus, decide on arts vendor, and performance listings.
4. Provide students with a selection of cardboard, attachments, and recycled materials, as well as various art supplies (paint, mod podge, paint brushes, etc). Students can then create their own Putz winter villages based upon their design and sketches.

ESSENTIAL QUESTION: How is art reflected in cultural traditions?