

Nature Celebrations in the Peace Garden

*Elizabeth M. Juhas, M. Ed., NBCT
Pittsburgh Montessori*

Overview

Rationale

Objectives

Strategies

Classroom Activities

Annotated Bibliography

Overview

Pittsburgh Montessori espouses the theories and practices of Maria Montessori. Peace education is an important component of the Montessori philosophy. Teaching children how to resolve conflicts and to work together peacefully is one of our primary goals and curricular themes. Together with her son Mario, Dr. Maria Montessori developed a curriculum for peace education. Montessori believed that educating children about peace was of critical importance in our modern society. “The Science of Peace, were it to become a special discipline, would be the most noble of all, for the very life of humanity depends on it. So, also perhaps does the question of whether our entire civilization evolves or disappears.”

Montessori was also an advocate of cultural studies for children. She felt that through the study of others’ beliefs and cultural practices, children would gain understanding and tolerance for differences and ultimately an understanding of similarities which would lead to peace. Montessori also cared deeply about conservation of natural resources and respect for one’s environment. This included the child’s interior environment (home and school) and exterior environment (school and community). She also advocated for a realistic, hand-on approach to education involving the children in real life experiences as much as possible. I wrote my curriculum with the goal of combining the peace education component, care of the environment, respect for nature, hands-on learning and my newly acquired knowledge of holiday celebrations. I have chosen five celebrations that have a connection to nature, are diverse in regard to their origins, occur from fall to spring of the academic year and can be celebrated in our peace garden with young children from preschool through third grade.

Rationale

Since peace education is a primary tenet of the Montessori philosophy, our school (administrators, students, parents and members of the community) decided to establish and cultivate a peace garden near the entrance of our building as an external symbol of the peace education component of our Montessori program. In the center of the peace garden we planted an eight foot tall peace pole constructed of western red cedar, a renewable resource. The words “May Peace Prevail on Earth” are written on each of the six sides in six different languages. Our school selected Spanish (which is taught in our school), Italian (to honor Maria Montessori), Hebrew (to recognize our Jewish students), Chinese (in recognition of our population of Asian students), English, and Arabic. Members of our school garden club and members of the student body at large maintain the area around the peace pole by weeding, planting annuals and perennials, mulching, cleaning up litter and occasionally putting in temporary or permanent artistic installations like pinwheels or stepping stones.

I chose to write this curriculum as a way of using the peace garden as an outdoor classroom space. I also decided to celebrate holidays that deal with nature so as not to lose sight of our core belief in peace education by placing the celebrations squarely in the middle of the peace garden. Because the peace garden reinforces our connection to the natural world, I decided to focus on holidays that involve the theme of the harvest or an appreciation of nature. These holidays also represent a variety of religious beliefs and secular practices and fall during the academic year. I have chosen to include the holidays of Sukkoth, Thanksgiving, Kwanzaa, Sakura and Earth Day.

Sukkoth

I begin the celebrations with Sukkoth, the Jewish festival of Tabernacles, also called the Festival of Booths. Sukkoth is celebrated outdoors in the early autumn when the weather is still nice for outside projects. Sukkoth commemorates the Hebrew people’s wandering in the dessert on their way to the Promised Land. Sukkoth involves the building of huts or booths called sukkahs which are temporary dwellings. The sukkahs are decorated with harvest fruits and colorful paper chains.

Building the Sukkahs could be a positive, collaborative project for the children in the beginning of the school year. I believe that it would reinforce team building and a cooperative spirit. I could see using the older students as mentors for the younger students. The idea of structures being loosely thatched so that the sky shows through them reflects their temporary nature and also a respect and an

appreciation of nature. The booths are also connected with the harvest as they originally served as temporary dwellings for farmers who were gathering their crops. Since it is common practice for Jewish families to take their meals in the sukkah we will organize a snack or plan to have lunch in ours.

Thanksgiving

Next we will celebrate Thanksgiving with the children as a traditional fall harvest celebration. We will take time to talk about the historical significance of the holiday (Native American and European relationships not always being peaceful) and also reflect on what thanksgiving means in the children's lives and how the local annual harvest affects them (food is delivered to their neighborhood grocery store). A trip to an apple orchard or a pumpkin farm would be a great way to give the children a concrete experience of celebrating the harvest or the children could simply help to harvest the vegetables from the peace garden itself. We could use what we harvest for cooking projects that we can share with other classes.

Kwanzaa

The next celebration in the academic year-long cycle will be Kwanzaa. Kwanzaa is derived from a Kiswahili phrase meaning "first fruits of the harvest". It is a depiction of the celebration of harvesting the first crops in traditional Africa. It was created in 1966 by M. Ron Karenga. The celebration is meant as way for Black people to reaffirm their commitment to themselves, their families, their community, and the black struggle for equality. There are seven days of Kwanzaa and each focuses on a specific principle. The seven principles of Kwanzaa are unity, self-determination, collective work and responsibility, cooperative economics, purpose and creativity.

Since the celebration of Kwanzaa is begun on December 26 when we are on our winter break it will have to be decided when to celebrate it during the academic year. As I see it there are two choices and each one has its merits. It could be celebrated before the winter break or after. Several things depend on the timing of the celebration, especially the weather. I would prefer after the break because the children often get the winter doldrums after break when they sometimes feel that they no longer have anything to look forward to, but if the weather remains mild prior to the winter break as it has for the past several years, then before the break would be the better choice so that the children can actually utilize the peace garden space in the celebration. The focus of the celebration will be on the history and customs of the holiday including the seven principals of Kwanza and the seven symbols and their significance. Again the theme of the harvest and the theme of peace (harvesting peaceful interactions when one sows peaceful interactions) will be at the core of the celebration.

Sakura

The first spring celebration will be Sakura Matsuri, the Japanese cherry blossom festival. The festival (Hanami) is essentially a flower viewing party/ outdoor picnic/ street fair. This celebration originated in Japan because cherry blossoms were used to forecast how crops for the coming year would do. Modern Japanese celebrate annually gathering friends to picnic under a canopy of cherry blossoms. Sakura is also celebrated in many cities throughout the United States.

We are fortunate to have a flowering tree located on our school property nearby the peace garden. It is not a cherry tree (it is a crab apple tree), but it will work for our purposes which are to host a picnic beneath the blossoms, learn about the history and significance of Sakura, discuss how it is celebrated worldwide and to learn about some aspects of Japanese culture and traditions. The history of Japanese American relations can also be discussed as another way of exposing the children to conflict resolution and ultimately celebrating peace in the garden.

Earth Day

The final holiday celebration will be Earth Day. We will organize a day to clean up trash on our school property and to help with the pruning of the bushes. We will focus our attention on cleaning up the area around the peace garden by removing dead and decayed plants and turning over the soil in preparation for spring planting. We will most likely add another tree or a major planting to the garden. We will learn about the historical significance of Earth Day (the anniversary of the birth of the modern environmental movement) and its importance to the future of our planet. The spring cleaning for Earth Day will also serve as a preparation for the next fall's Sukkoth celebration which brings us around again to where we started the celebrations for the school year, in the peace garden.

Objectives

The peace garden is significant because it embodies the outward expression of a major philosophical tenant of the Montessori Method of education, namely peace education. "Averting war is the work of politicians; establishing peace is the work of education." So the indirect objective would be to participate in these five holiday celebrations and to learn about the cultures that gave birth to them. The direct objective is to further explore the idea of peace and conflict resolution as it relates to the children's every day lives and to the lives of human beings around the planet.

The overall goal for this unit is to use the school peace garden as an outdoor classroom to celebrate holidays with which the children may be unfamiliar. The specific objective for each celebration is to introduce the children to the history and significance of the particular holiday being celebrated and to involve them in an actual celebration of the holiday. With each holiday, we will consider a different aspect of peace and what it means to be peaceful and to live peacefully.

Since I am writing this curriculum for early childhood it is mostly likely necessary for the teacher to initially make choices about how the holiday will be celebrated, but with older children, the teacher could introduce the holiday through story telling, books and videos and then allow the children to come up with their own ideas on how to celebrate. This could also be done with young children as the year progresses and they mature.

Specifically, the children will engage in making crafts, drawings, writing stories, writing poetry, writing reflections, creating various snacks, and engaging in their own research. They will learn songs, finger plays, rhymes, chants, and they will learn and recite facts, find countries of origin on maps and engage in any other activity that the teacher and or students decide will make the holiday celebration meaningful to them.

Each of the holidays will be celebrated by either attending a field trip or bringing in a guest speaker to give the children an opportunity to ask questions and to learn from another primary source besides the classroom teacher.

Strategies

Set the Tone by accessing prior knowledge.

At the beginning of each lesson, the teacher will call the students together for a discussion of the upcoming holiday. The teacher will begin the discussion by calling on the prior knowledge of the students. I would begin by asking students well in advance of the celebration what they knew about a particular holiday or nation or tradition. I would list the students' responses on chart paper and review them to illicit as much information from them as I possible could. This initial discussion would serve as a springboard to introduce the holiday itself.

Introduce the holiday.

I would tell the students that we are going to celebrate this holiday in the peace garden. I would then begin with a story and perhaps I would tell the story with words and pictures or I would read a book that describes how the holiday is

traditionally celebrated. I might choose a story that engages the children in a certain aspect of a particular holiday celebration for example, the building of a sukkah for sukkot. Next, I would ask the children to brainstorm ideas on how to celebrate this particular holiday while providing resources for the children such as videos, websites and books. From there I would provide craft activities for the children such as origami for Sakura, flower pressing and card making for Kwanzaa and seed planting for Earth Day. All of these individual activities could be placed on the shelves and the children would be allowed to choose them freely as a Montessori activity. Of course these activities would vary depending on the holiday that was being celebrated. The children would also have books and materials available to research the holiday on their own. They would be required to write a narrative piece, a poem or a reflection about each holiday as it is celebrated throughout the school year.

Fill the environment with materials for learning.

I would also make nomenclature cards for each of the holidays. Nomenclature cards are a Montessori activity that aides in the acquisition of vocabulary words. Children would be invited to copy the words, use them in sentences, poems, stories and trace the pictures on the nomenclature cards. All of these activities will serve to help the children gain a familiarity with the upcoming holiday and to gain a level of comfort in their knowledge so that they can celebrate with sincerity. These nomenclature cards would also be available as resource materials for the children's writing and would include symbols as well as words i.e. Kwanzaa symbols, Japanese characters and Native American pictographs.

The children will be encouraged to share their research, poems, stories and nomenclature activities with one another as a way of increasing the knowledge base of the entire class. The other children could read their published work or listen to the authors read their pieces.

Separate in to groups to divide the labor.

Just as families prepare to celebrate holidays so will the classroom family. A part of the preparation will be a craft that the children will be free to choose as a work on their weekly work plan. Another part of the preparation will involve practicing celebratory songs and preparing food. The children will be free to choose among these activities, but all must participate in some way in the planning and preparation.

Celebrate!

We will decide on a day, after consulting the weather forecast, and go to the peace garden to celebrate the actual holiday. The culminating activity would be the actual celebration complete with snacks and drinks prepared by the students. Depending on the holiday, invitations to celebrate with us can also be issued and the students will act as hosts and hostesses of the celebration. This includes oral presentations, serving guests, reading poetry and singing songs to entertain the guests. In other words the students will not only celebrate themselves, but they will act as hosts and hostesses to the invited guests.

Reflect on what was learned and what would be changed for next year.

Reflection can take place with the entire group or in small groups. Children can write reflections and read them to their peers or simply speak about their experiences. It is important to include a time for reflection so that the children are sure to see the connection between the study of peace education and their participation in a celebration. The teacher will have to bring out that the division of labor was a way for everyone to contribute in a meaningful way. Also the teacher may have to point out that the resolution of conflicts that inevitably arose during the preparation stages was a way of working out differences and seeking peaceful solutions to conflict.

Classroom Activities

The Celebration of Sukkoth

Objective

To introduce the Jewish Holiday of Sukkoth and to celebrate it in the peace garden with the children.

Lesson

Day 1

The teacher will invite the children to hear the story “The Magician’s Spell”, a story in The uninvited Guest and Other Jewish Holiday Tales, by Nina Jaffee and then talk about the history of this holiday. She will then describe a sukkah, which is a temporary dwelling made of perishable items which grow from the earth. The roof must be loosely thatched so that the sky shows through. The walls need not be completely closed and it must be large enough for an adult to actually sit in. The sukkah may be decorated with fruit, hangings of paper or colored foil. The four species will also be introduced, the etrog, a lemon-like fruit native to the holy land, the palm fronds, the leafy branches of the myrtle tree and aravot, the myrtle

branches. The four species are held in the hands and waved during the feast. The etrog is carried in the left hand, and lulav, myrtle and willow are tied in to a bundle and carried in the right hand.

The children will be introduced to the song, “Shlomit is Building a Sukkah”.

Shlomit is building a sukkah
Full of light and greenery
That’s why today she’s so busy.
But it’s not simply a sukkah
Full of light and greenery-
Shlomit is building a sukkah of peace

She will not forget to lay out
The lulav and the myrtle leaves,
And all the fruits of autumn,
With its fragrance of orange groves.

And when Shlomit says Look! It’s finished!
Suddenly something wondrous will happen:
All the neighbors will come, it will be a swarm-
And there will be room for everyone!

Then, through the roof of branches,
With a bright glow as though it were a diamond
She will spot a star, saying:
How fine and pleasing it is-
That Shlomit built a sukkah of peace.

Day 2 and following days

The teacher will arrange for older children and volunteer parents to help build the Sukkah with the children. A guest speaker will come in to talk to the children about the holiday and answer questions they may have regarding its celebration. The children will also continue their explorations of the history and traditions of Sukkoth through shelf work including nomenclature or vocabulary cards. Decorations for the Sukkah will be made by the children. The song, “Schlomit is building a Sukkah” will be taught. The children will decide on a snack to prepare. This snack will be eaten in the Sukkah once it is constructed. Each child will write a song, a poem or a reflection on the holiday.

Sukkoth Vocabulary

Aravot- Willow branches

Etrog- One of the four species, a citrus fruit symbolic of the harvest

Lulav- palm branch bound with sprigs of myrtle and willow symbolic of the harvest

Mitzvah- commandment

Sinchat Torah- fall holiday when the yearly reading of the Torah is ended and begun again

Shemini Atzeret - a holiday following Sukkot when the prayer for rain is recited

Sukkot - holiday celebrating the harvest and recalling the booths the Israelites lived in during their sojourn in the desert

Sukkah- harvest booth

Tallit-prayer shawl

Torah- first five books of the Bible, a compendium of Jewish law and history

Ushpizin-traditional Biblical guests who are symbolically invited to the sukkah to celebrate

Reflection

The children along with their teacher will discuss the celebration after it was conducted. They will exchange favorite aspects of the celebration and thoughts about how it might be changed for the next year.

The Celebration of Thanksgiving

Objective

To use the peace garden as a picnic setting to enjoy a traditional harvest celebration of the Thanksgiving holiday.

Lesson

Day 1

The teacher will invite the children to hear an oral history of the first Thanksgiving. She will also use the book, Oh What a Thanksgiving! to provide the children with a mental picture of how Thanksgiving came to be. She will then discuss how our class will celebrate Thanksgiving in the peace garden. We will vote on a group of people or another class to invite to the celebration. We will discuss possible snacks to serve and crafts to make as favors. The children will be introduced to the song “Harvest Song” sung to the tune of Twinkle, Twinkle Little Star.

Pick the corn and pick the beans,
Pick the squash and other greens,
It is harvest time you see,
Come and have a feast with me,
Bring your family out to play,
We'll call this Thanksgiving Day.

Day 2 and following days

The teacher will arrange shelf work for the children to create crafts as favors for the celebration. The teacher will also provide nomenclature cards so the children can familiarize themselves with Thanksgiving vocabulary and use the vocabulary as a springboard for writing projects (poems, stories, invitations to the celebration). The teacher will also place Native American symbol work on the shelves for the children to copy, learn and use to make their own stories and displays. The teacher will arrange for a field trip to a pumpkin farm or an apple orchard where the children will learn about and participate in a harvest activity.

The Day before the Celebration

The children will prepare the snack using either apples or pumpkins from the field trip. Volunteer parents will be called upon to help with cooking projects and general preparation for the celebration.

Reflection

The children along with their teacher will discuss the celebration after it was conducted. They will exchange favorite aspects of the celebration and thoughts about how it might be changed for the next year.

The Celebration of Kwanzaa

Objective

To introduce the holiday of Kwanzaa and to celebrate it with the children in the peace garden.

Lesson

Day 1

The teacher will invite the children to hear an oral history of the Kwanzaa holiday using the book, The Story of Kwanzaa by Donna Washington. She will then discuss how our class will celebrate Kwanzaa in the peace garden. We will discuss crafts that we can make to give to one another in a gift exchange. We will art to use dried flowers and plants from the peace garden in our craft projects. We will also discuss possible snacks to serve. The children will be introduced to the “Kwanzaa Song”.

Day 2 and following days

The teacher will arrange shelf work for the children to create crafts and also provide nomenclature cards so the children can familiarize themselves with Kwanzaa vocabulary and use the vocabulary as a springboard for writing projects (poems and stories). The teacher will also place Kwanzaa symbol work on the shelves for the children to copy, learn and use to make their own stories and displays. The teacher will arrange for a guest speaker to talk about how their family celebrates Kwanzaa and answer any questions the children may have about the holiday.

The Seven Principles of Kwanzaa

Umoja (Unity) To strive for and maintain unity in the family, community, nation and race.

Kujichagulia (Self-Determination) To define ourselves, name ourselves, create for ourselves and speak for ourselves.

Ujima (Collective Work and Responsibility) To build and maintain our community together and make our brother’s and sister’s problems our problems and to solve them together.

Ujanaa (Cooperative Economics) To build and maintain our own stores, shops and other businesses and to profit from them together.

Nia (Purpose) To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

Kuumba (Creativity) To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.

Imani (Faith) To believe with all our heart in our people, our parents, our teachers, our leaders and the righteousness and victory of our struggle.

Reflection

The children along with their teacher will discuss the celebration after it was conducted. They will exchange favorite aspects of the celebration and thoughts about how it might be changed for the next year.

The Celebration of Sakura

Objective

To introduce the holiday of Sakura and to celebrate it with the children in the peace garden.

Lesson

Day 1

The teacher will invite the children to hear an oral history of Sakura using the book, Japan: A Portrait of the Country Through its Festivals and Traditions. She will then discuss how our class will celebrate Sakura in and near the peace garden. We will discuss the Japanese craft of origami. We will also discuss possible snacks to serve. The children will be introduced to the “Sakura Song”.

Sakura, Sakura
Cherry blossoms everywhere,
Clouds of glory fill the air,
Myths of beauty everywhere,
Sakura, the fairy land,
Let all come singing.

Day 2 and following days

The teacher will arrange shelf work for the children to create origami crafts as favors for the celebration. The teacher will also provide nomenclature cards so the children can familiarize themselves with Japanese vocabulary and use the

vocabulary as a springboard for writing projects (poems, stories, invitations to the celebration). The teacher will also place Japanese symbol work on the shelves for the children to copy, learn and use to make their own stories and displays. The teacher will arrange for a guest speaker to talk about the celebration in Japan and in other cities around the United States. The children will be told how it is important to watch the weather and the tree itself for the perfect time to celebrate the holiday and enjoy the blossoms.

Reflection

The children along with their teacher will discuss the celebration after it was conducted. They will exchange favorite aspects of the celebration and thoughts about how it might be changed for the next year.

The Celebration of Earth Day

Objective

To introduce the Earth Day holiday and to celebrate it with the children in the peace garden.

Lesson

Day 1

The teacher will invite the children to hear an oral history of Earth Day and then using the book, The Giving Tree by Shel Silverstein she will talk about renewable resources discuss how our class will celebrate Earth Day in and near the peace garden. We will discuss the possibility of taking a field trip to a recycling center and spring cleaning of the school yard. The class will also discuss other projects that we can do to recycle and or clean up the environment. We will also discuss possible snacks to serve the workers. The children will be introduced to the "Earth Day Song" sung to the tune of Mary Had A Little Lamb.

Plant a seed and you will see,
You will see, you will see,
Plant a seed and you will see
What a beautiful world it can be.
Help us to recycle things,
Recycle things, recycle things,
Help us to recycle things,
What a beautiful world it brings.

Put your trash where it belongs,
Where it belongs, where it belongs,
Put your trash where it belongs,
And the world stays beautiful for long.

Day 2 and following days

The teacher will arrange shelf work for the children to create bird feeders from recyclable materials. The teacher will also provide earth day websites for the children to explore so that they can decide on snacks that are earth friendly to serve the earth day workers (school ground clean up crew) and have input in to the crafts and projects that we decide to do.

Reflection

The children along with their teacher will discuss the celebration after it was conducted. They will exchange favorite aspects of the celebration and thoughts about how it might be changed for the next year.

Annotated Bibliography

Baker, Peggy and Baker, James. *Thanksgiving; a brief history*, Early American Life, Dec.

2001, vol. 32, Issue 6. A brief history of the first Thanksgiving as a celebration between Pilgrims and Native Americans.

Brown, David W. *Succoth: the Feast of Tabernacles*, AMF International. 2000. 3 Mar. 2008 <<http://www.amfi.org/pf/sukkoth.htm>>. The history and description of biblical and modern observance of Succoth.

Ganeri, Anita. *Jewish Festivals throughout the year*, North Mankato, Minn., 2004. The book includes several Jewish Festivals and has a chapter on Sukkoth.

Kanenga, Maulana. *Kawaida and Questions of Life and Struggle*, New York 1980. A collection of commentaries on critical issues of our times using Kawaida philosophy.

Karenga, Maulana. *Kwanzaa: A Celebration of Family, Community and Culture*, New York, 1970. Written by the creator of Kwanzaa this book provides a thorough understanding of the views and values of Kwanzaa, its historic origins and cultural background.

Regensberg, Al. *Thanksgiving: A New Mexican Account*, Cobblestone, May 1998, vol. 19, Issue 5. This article describes Thanksgiving from the perspective of Native Americans indigenous to the southwestern United States.

Smith, Debbie. *Jewish Holidays*, The Culture 1999. A description of the history and observance of Jewish holidays including Sukkot.

Stigmeyer, Julie. *Thanksgiving A Harvest Celebration*, Saint Louis, 2003. A look at the modern American celebration of the Thanksgiving Holiday with an emphasis on nature and the harvest.

Wilson, Samuel, M. *Pilgrim's Paradox*, Natural History, Nov. 91, vol.100 issue 11. An evaluation of the political aspects of the Thanksgiving celebration.

Annotated Bibliography for Students

Anthony, Joseph. *In a Nutshell (Sharing Nature with Children)*, New York, 2001. This book describes activities for children that can be done on a hike or a walk to the park.

Berry Kropf, Latifa. *It's Sukkah Time*, Minneapolis, 2004. A book of photos from Beth Israel preschool showing aspects of a Sukkot celebration.

Breskin Zalben, Jane. *Leo & Blossom's Sukkah*, New York, 1990. Brother and sister bears, Leo and Blossom, celebrate Sukkot by building a sukkah.

Chaikin, Miriam. *Shake a Palm Branch, The story and Meaning of Sukkot*, New York, 1984. Traces the history and significance of the Jewish fall festival which commemorates the wandering of the Israelites in the wilderness and the festival with which they celebrated their arrival in the promised land.

Chocolate, Deborah M. *My First Kwanzaa Book*, New York, 1990. This book introduces Kwanzaa, the holiday in which African-Americans celebrate their cultural heritage.

Diamond Goldin, Barbara. *Night Lights*, San Diego, 1995. A young boy learns about the meaning of Sukkot while overcoming his fear of the dark. Includes information on the history and customs of Sukkot.

D.K. Publishing. *Eyewitness: Tree (Eyewitness Books)*, New York, 2000. This book shows details of the parts and functioning of trees.

Gellman, Ellie. *Tamar's Sukkah*, Rockville, MD, 1999. A child builds a sukkah with his family and learns about the history of Sukkot.

Goldberg Fishman, Cathy. *On Sukkot and Simchat Torah*, Minneapolis, 2006. A family celebrates Sukkot.

Goldin, Barbara. *Ten Holiday Jewish Children's Stories*, New York, 2000. This book describes several Jewish holidays and includes a chapter on Sukkot.

Groner-Vorst, Rachel. *The Sukkah that I Built*, New York, 2002. A family builds a sukkah together. The book mimics the pattern of the well known children's book [The House that Jack Built](#).

Grolier Educational Corporation, Fiesta Books, *A Portrait of the Country Through its Festivals and Traditions*, New York, 1998.

Hosta, Dar. *If I Were a Tree*, New York, 2007. A tale of what trees contribute to the planet.

Jaffe, Nina. *The Uninvited Guest and Other Jewish Holiday Tales*, New York, 1993. A book of stories drawn from the folklore and legend that surround the holidays of the Jewish people including a story for Sukkoth.

Kroll, Steven. *Oh What a Thanksgiving!*, New York, 1988. A child uses his imagination to experience a Thanksgiving on Plymouth Colony.

Lewis, J. Patrick. *Earth and Me, Our Family Tree: Nature's Creatures* (Sharing Nature with Children Book), New York 2002. A discussion of how all biological life on earth is interconnected.

Maltzman, Stanley. *Drawing Trees: Step by Step*, New York, 2000. This book illustrates and explains how to draw a tree.

Patrick, Denise, Lewis. *A Time to Share*, New York, 2000. An easy to read book about the holiday of Kwanzaa.

Rau, Dana Meachan. *Kwanzaa (True Books)*, New York, 2000. This book discusses the origins, symbols, and celebration of Kwanzaa.

Schaefer, Lola M. *Kwanzaa*, New York 2000. This book features a simple text and photographs that describe and illustrate the holiday.

Shelf, Angela. *Seven Spools of Thread*. New York, 2000. This book uses striking artwork and a clever way to illustrate the seven principles of Kwanzaa.

Silverstein, Shel. *The Giving Tree*, New York, 1964. This classic children's book illustrates several of the products trees provide.

Steinberg, David. *Theo's Thanksgiving*, New York, 2006. A child celebrates Thanksgiving and learns the history of the holiday.

Washington, Donna L. Taylor. *The Story of Kwanzaa*, New York, 1996. This book describes the traditions and customs of Kwanzaa and includes activities.

Wolf, Aline D. *Our Peaceful Classroom*, Holidaysburg, 1991. This book describes a Montessori classroom and how the students and teacher try to resolve conflicts peacefully. It includes illustrations by children from Montessori schools around the world.