

**TITLE**

*“Wedding Celebrations Around The World”*

**AUTHOR/SCHOOL**

Delores L. McCollum  
Office of Professional Development  
Cleveland Municipal School District

**COURSE**

World History

**GRADE LEVEL**

Ninth

**STANDARDS****Geography**

Students will place the picture of their bride and groom on their home nation and continent. They will discuss the role, if any, that geography plays in the choices of wedding traditions and celebrations.

**Government**

Students will identify what role governmental agencies play in weddings and marriages. Students will research and determine specific rules and laws that must be followed concerning weddings and marriages, and how they have changed over the centuries.

**History**

Students will explain how national and international events impact weddings and marriages, such as: economic growth or stagnation, industrialization, migratory movement, war, and incredible and calamitous events such as those that occurred on September 11, 2001.

**People in Societies**

Using wedding celebrations and related activities, students will research to learn and understand the importance of wedding traditions, how they reflect the culture, ethnicity, income and social status of the couple, and how marriage impacts a society beyond the immediate families of the bride and the groom. The presentations of wedding celebrations from eight different societies will enable students to learn the commonality and diversity of an important community event. Students will analyze how wedding celebrations and marriages impact and are impacted by economic conditions, family values and expectations, mass media and religious and social traditions.

**SCOPE**

Ten class days, assuming that each class is 80-90 minutes in length.

**OVERARCHING UNIT GOALS AND OBJECTIVES**

To study and learn about important traditions and celebrations

To study about, appreciate and celebrate the rich diversity of humankind as demonstrated through wedding celebrations

To study and learn about how government and society as a whole impact and are impacted by the “personal” and “private” event known as the wedding

To re-enforce map reading skills and increase awareness of nations and continents of the world

To apply what will be learned to the personal experiences and aspirations of each student

**KEY WORDS**

Ceremony  
Courtship  
Expectations

Family  
Law  
Marriage

Traditions  
Values  
Wedding

## **TEACHER INTRODUCTION**

The World History Unit entitled “*Wedding Celebrations Around The World*” has been created and designed to further the study of cultures, geography, government, history and people through an activity that is common to all societies and unique to each bride and groom. There are three components to this unit: a whole class activity in which students, in groups, will design and decorate their assigned nation, continent and neighboring bodies of water; a group activity in which students will create a wedding celebration reflective of their assigned nation; an individual homework project in which each student will create a “*Wedding Scrapbook*”.

### **“WEDDING CELEBRATIONS AROUND THE WORLD”**

African American	Egyptian	Mexican
Brazilian	Israeli	Polish
Chinese	Maorian	

Wedding Celebrations have occurred in a variety of forms and fashions in all human cultures for thousands of years. The passage of time, and changes in personal wealth, tastes and expectations have impacted the nature and development of Wedding Celebrations.

Your task is to create a Wedding Celebration that reflects the above circled community. Your project begins with the Bridal Shower/Bachelor Party and continues on to the Rehearsal and Rehearsal Dinner, Wedding and the Wedding Reception. You and your group partners are to research the various aspects of marital celebrations unique to your community. Be aware that your community may not observe all of the above listed events.

The goal of this project is to understand the role that traditions and celebrations play in a culture and upon that society, using weddings as one example. Another goal is to compare and contrast a universally

celebrated event and increase our awareness of and appreciation for the rich diversity of people living on Planet Earth.

As a class, via your group, a world map will be created so that your culturally accurate bride and groom can be placed on the map of their nation inside its respective continent.

As a related homework project, you are to create an individual ***“Wedding Scrapbook”***. This scrapbook is to contain pictures and stories about the Wedding Celebration of a real or fictitious couple. You are to tell the couple’s story from their first date through their honeymoon. Plan to devote one page to each of the following mini-topics: the first date, the engagement, pre-wedding celebrations, rehearsal, the wedding, the wedding reception and the honeymoon. Each page is to have a half page essay and art work – pictures, drawings and/or photos. Create a mini-title that is to be written under the project heading ***“Wedding Scrapbook”***.

The **Key Questions** listed below are to be written on separate paper and included in your scrapbook.

These questions will be the focus of our final day discussion about this three-phase project.

1. When does a marriage really begin?
2. How can newlyweds keep their marriage happy, healthy and strong as the years unfold and develop?
3. How do marriages create “new” families?
4. In what ways can government agencies, religious organizations and educational institutions support and strengthen marriages?
5. Why should people as individuals and as a community be concerned about marriages?
6. What did you learn about planning and implementing your assigned Wedding Celebration?
7. How did your assigned Wedding Celebration compare/contrast with weddings you have attended?
8. Why do you believe people around the world spend the energy, time and resources they do on Wedding Celebrations?
9. What characteristics would you like your spouse to have?
10. What characteristics do you have to offer your spouse?

## Daily Lessons Plans

### Day One

Introduce, explain, discuss project

Students, in groups, create action plan, division of labor

Materials: Information from teacher, pen/pencil and notebooks of students

### Days Two and Three

Media Center Research

Books

Internet Resources

Materials: Computer, books, maps, student folders for notes, documents, pictures

### Days Four and Five

Project Development in the Classroom

Synthesis of researched information

Continued development of action plan

Materials: Construction paper, used magazines, scissors, glue sticks, markers

### Day Six

Conclusion of Group Project

Whole Class Project via Groups: Decoration and placement of nation and continent on what will become a world map; placement of bride and groom on home nation with culturally appropriate wedding attire

Materials: Construction paper, used magazines, scissors, glue sticks, markers

### Day Seven

Completion of any unfinished group work

Completion of Individual Project

Materials: Computer, used magazines, construction paper, scissors, glue sticks, markers

Days Eight and Nine

Presentation and Discussion of Wedding Celebrations – 4 per day

Day Ten

Review of and reflection upon three-tiered project

Brief presentation of individual projects

Whole class discussion of *Key Questions*

**BIBLIOGRAPHY**

*Confucianism and Family Rituals in Imperial China* – Patricia Ebrey

*Diaspora and Exile: Varieties of Jewish Identity* – Howard Wettstein

*Everyday Life in the Muslim Middle East* – Donna Bowen and Evelyn Early

*Emily Post's Wedding Etiquette* – Peggy Post

*Going to the Chapel* – The Editors of *Signature Bride Magazine*

*The Knot Guide to Wedding Vows and Traditions* – Carley Roney

*Whatever Happened to the Egyptians?* – Galal Amin

*Will You Marry Me? The World's Most Romantic Proposals* – Cynthia Muchnick

The Internet

**RUBRICS**

See Attached

# Story Writing: **A Wedding Celebration Scrapbook**

Teacher name: Delores L. McCollum

Student Name \_\_\_\_\_

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Creativity</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

	used his imagination.	his imagination.	imagination.	
<b>Illustrations</b>	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
<b>Neatness</b>	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
<b>Title</b>	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.



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## Group Planning -- Research Project: **Wedding Celebrations Around The World**

Teacher name: Delores L. McCollum

Student Name \_\_\_\_\_

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<b>Ideas/Research Questions</b>	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.
<b>Delegation of Responsibility</b>	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
<b>Plan for Organizing Information</b>	Students have developed a clear plan for organizing the information as it is gathered and in the final	Students have developed a clear plan for organizing the information in the final research product. All	Students have developed a clear plan for organizing the information as it is gathered. All students can	Students have no clear plan for organizing the information AND/OR students in the group cannot

	research product. All students can independently explain the planned organization of the research findings.	students can independently explain this plan.	independently explain most of this plan.	explain their organizational plan.
<b>Quality of Sources</b>	Researchers independently locate at least 2 reliable, interesting information sources for EACH of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with some adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with extensive adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.

Date Created: 2003-08-05

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