

An educators guide to...

# Merry Chriskwanzanukah

A musical theatre show presented by

## Shana Banana

This program is presented as part of the Arts in Education Program, which is funded and jointly sponsored by the Hillsborough County School District and the Arts Council of Hillsborough County.

### About the show!

Shana Banana focuses on a variety of cultures in America and how each culture celebrates the December holidays. After seeing Shana Banana's holiday show, children will be able to explain a little bit about each holiday while gaining a new sense of appreciation and excitement about the season. Shana also demonstrates that these holidays have much in common, and that children can take the shared traditions of giving, love, food and cultural appreciation to extend the holiday spirit year-round.

### About the Artist!

Shana "Banana" Smith integrates a unique combination of academic, musical, and early childhood education experiences to create the music, subject materials, and spirit of "Shana Banana". Shana graduated from Eckerd College with high honors in 1988, with a Bachelor's degree in Marine Science and minors in Literature and Japanese. In 1992, she obtained both her Masters degree and Ph.D. candidacy in Marine Science, but in 1993 decided to explore her creative callings in singing and songwriting. By 1995, on the grounds of her mother's preschool, she discovered the incredible joy of writing songs for children. She used the preschool and her mother's early childhood expertise to develop into a full-time children's entertainer who now performs in great demand across the country. Above all, Shana's ability to perform with energy and exuberance seems to attract children the most, such that they have fun while learning. She has appeared at many performing arts centers, folk festivals, schools, bookstores, libraries, and universities nationwide. Her first CD, "Music and Fun for Kids," won Parents' Choice and NAPPA Awards, and she was recently nominated Children's and Family Entertainer of the Year by the National Association of Campus Activities.

# MERRY

## CHRISKWANZANUKAH

By Shana Banana Smith  
c. 2001

I love the holidays, I love the festive ways  
That we're all gathered here to celebrate  
I love diversity between you and me  
No matter what our faith, here's what we can say:

### CHORUS

Merry Chriskwanzanukah, Merry Chriskwanzanukah  
Merry Chriskwanzanukah, and a Happy New Year

I love the candles bright, I love the little lights  
We put around our homes to make it look just right  
I love the yummy food, I love the presents too  
All of the holidays share these things

### CHORUS

Merry Chriskwanzanukah, Merry Chriskwanzanukah  
Merry Chriskwanzanukah, and a Happy New Year

Now Christmas it has twelve days, Chanukah has eight  
Kwanzaa it has seven days; all of them are great  
Here we are together, so I would like to send  
Merry Chriskwanzanukah to all of my friends!

### CHORUS

Merry Chriskwanzanukah, Merry Chriskwanzanukah  
Merry Chriskwanzanukah, and a Happy New Year

And a Happy New Year  
And a Happy Happy Happy New Year!



# NAMASTE

## (Peace Love Togetherness)

By Shana Banana Smith  
c. 2001

### CHORUS

I'm a part of you; you're part of me  
We're a part of everybody  
I'm a part of you, so let's all say  
Let's join together: namaste!

Peace, love togetherness  
Makes the world go 'round  
Peace, love, togetherness  
Turns a frown upside-down

### CHORUS

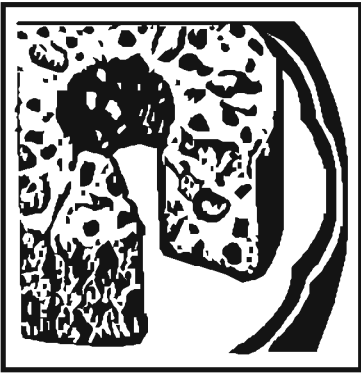
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Turns a frown upside-down

Peace, love, togetherness  
Through good times and through bad  
Peace, love, togetherness  
One world is all we have.

### CHORUS

I'm a part of you; you're part of me  
We're a part of everybody  
I'm a part of you, so let's all say  
Let's join together: namaste!



## BLACK FRUITCAKE

By Shana Banana Smith

c. 2001

Welcome to Christmas in the Caribbean Sea  
In the nation of Grenada which has 1-2-3  
Little tiny islands surrounded by the blue  
At Christmas we make a feast just for you.

We make black fruitcake, for two months it must bake  
Black fruitcake, for two months it must bake.

We have salty ham and rice, and green pigeon peas  
Macaroni pie, and homemade beans  
Wash it all down with a cool ginger drink  
Then sing parang, as the sun does sink,

We'll eat black fruitcake, for two months it must bake  
Black fruitcake, for two months it must bake.

Parang is the music full of Christmas voices  
We can sing anything; there are many choices  
We'll play steel pans, guitars, tambourines and spoons  
And all the while we'll eat by the light of the moon

Our black fruitcake, for two months it must bake  
Black fruitcake, for two months it must bake.

### Christmas in Grenada:

- ◆ It is the time of year when Grenadians make peace with persons they fell out with during the year; goodwill and best wishes are extended throughout the nation.
- ◆ Black Fruit Cake that is baked for two months is a national specialty.
- ◆ The traditional holiday meal is salty ham, rice, green pigeon peas, macaroni pie, and homemade beans.
- ◆ *Parang* is a specialty to Grenada during the Christmas season. Parang comes from the Spanish word know as "parranda" (action of merry making, group of serenaders) The musicians add steel pans, guitars, tambourines, bottles and spoons: anything to make warm and friendly music. On the island Carriacou, they have Parang contests.



## CANDLE IN THE WINDOW

By Shana Smith

c. 2001

There is a candle in the window  
In a village near Dublin Ireland.  
In a valley 'tween the emerald hills  
It must be Christmas Eve again.

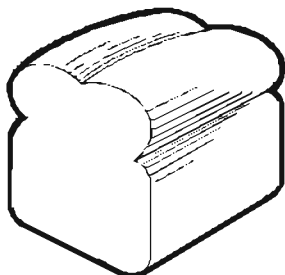
From the distance I see holly  
And ladies cooking pudding and seed cake  
But brightest of all are the candles  
Red and glowing through the windowpane.

After we eat our Christmas supper  
We'll leave fresh milk and bread outside the door  
Our home will always be a shelter  
For those who have suffered long before.

There is a candle in the window  
In a village near Dublin Ireland.  
In a valley 'tween the emerald hills  
It must be Christmas Eve again.

### Christmas in Ireland:

- ◆ Ireland's Christmas is more religious than a time of fun.
- ◆ Lighted candles are placed in windows on Christmas Eve, as a guide that Joseph and Mary might be looking for shelter. The candles are usually red in color, and decorated with sprigs of holly.
- ◆ Irish women bake a *seed cake* for each person in the house. They also make three puddings, one for Christmas, New Year's Day and the Twelfth Night.
- ◆ After the Christmas evening meal, bread and milk are left out and the door unlatched as a symbol of hospitality.



# KWANZAA

## Definition :

Kwanzaa is a unique African American celebration with focus on the traditional African values. Kwanzaa is neither political nor religious and despite some misconceptions, is not a substitute for Christmas. It is simply a time of reaffirming African-American people, their ancestors and culture. Kwanzaa, which means "first fruits of the harvest" in the African language Kiswahili, has gained tremendous acceptance. Since the founding in 1966 by Dr. Maulana Karenga, Kwanzaa has come to be observed by more than 18 million people worldwide, as reported by the *New York Times*.

Kwanzaa is based on the **Nguzo Saba** (seven guiding principles):



Dec 26: **Umoja** (oo-MO-jah) (Unity)

To strive for and maintain unity in the family, community, and nation.



Dec 27: **Kujichagulia** (koo-gee-cha-goo-LEE-yah) (Self Determination)

To create, name and define our lives for ourselves.



Dec 28: **Ujima** (oo-GEE-mah) (Collective Work and Responsibility)

To build and maintain our community while working with others to solve problems.



Dec 29: **Ujamaa** (oo-JAH-mah) (Cooperative Economics)

To build and maintain our own businesses to profit from them together.



Dec 30: **Nia** (NEE-yah) (Purpose)

To make our collective vocation the building and developing of our community.



Dec 31: **Kuumba** (koo-OOM-bah) (Creativity)

To leave our community for beneficial and more beautiful than we inherited it.



Jan 1: **Imani** (ee-MAH-nee) (Faith)

To believe in our people, teachers, leaders and the virtue & victory of our struggle.





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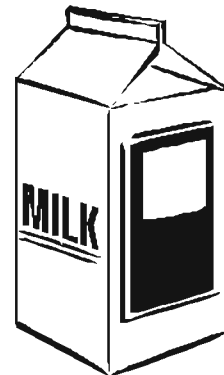
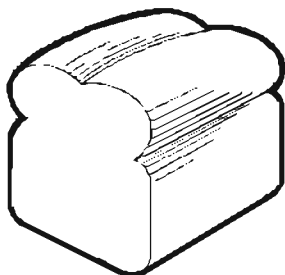
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# Symbols of Kwanzaa

Each represents values and concepts reflective of African culture and contributive to community building and reinforcement.



- ◆ **Mazao** (The Crops) - These are symbolic of African harvest celebrations and of the rewards of productive and collective labor.
- ◆ **Mkeka** (The Mat) - This is symbolic of our tradition and history and therefore, the foundation on which we build.



- ◆ **Kinara** (The Candle Holder) - This is symbolic of our roots, our parent people - continental Africans. \*It is important that the Kinara not be confused with the Jewish Menorah. The Kinara holds seven candles to reflect the seven principles which are the foundation of Kwanzaa.



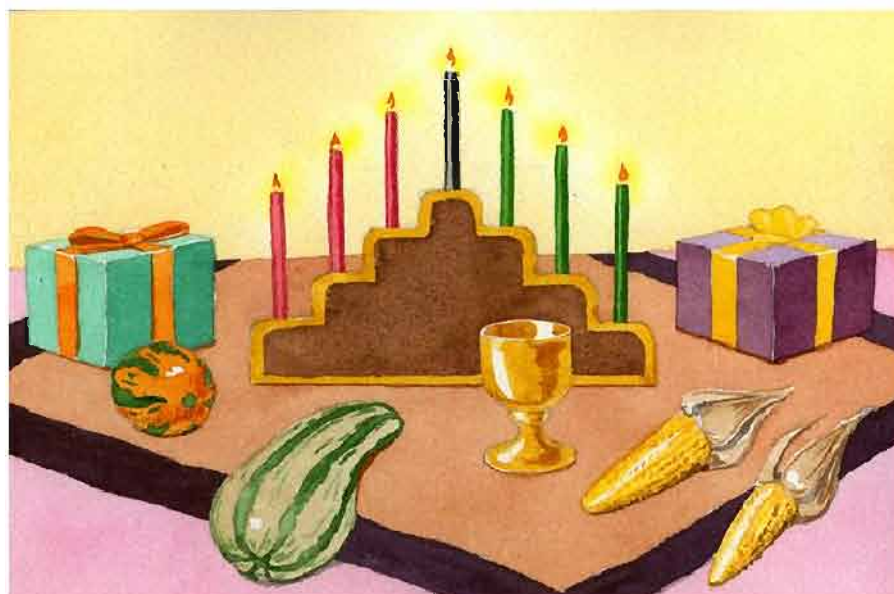
- ◆ **Muhindi** (The Corn) - This is symbolic of our children and our future which they embody.
- ◆ **Mishumaa Saba** (The Seven Candles) - These are symbolic of the Nguzo Saba, the Seven Principles, one black, three red, and three green.



- ◆ **Kikombe cha Umoja** (The Unity Cup) - This is symbolic of the foundational principle and practice of unity which makes all else possible.
- ◆ **Zawadi** (The Gifts) - These are symbolic of the labor and love of parents and the commitments made and kept by the children.



- ◆ **Bendera** (The Flag) - The colors of the Kwanzaa flag are black, red and green; black for the people, red for their struggle, and green for the future and hope that comes from their struggle.





# CHANUKAH

## The Story of Chanukah

Every year between the end of November and the end of December, Jewish people around the world celebrate the holiday of Chanukah, the Festival of Lights. Chanukah begins on the 25th day of the Hebrew month of Kislev, but the starting date on the western calendar varies from year to year. The holiday celebrates the events which took place over 2,300 years ago in the land of Judea, which is now Israel. Long ago in the land of Judea, the Maccabees were at war with the Syrians for three years. Finally victorious, the Maccabees reclaimed the main Jewish Temple in Jerusalem.

When the Maccabees finished cleaning the temple, they wanted to light the eternal light, known as the *N'er Tamid*, which is present in every Jewish temple. Once lit, the oil lamp should never be extinguished. Only a tiny jug of oil was able to be found with only enough oil for a single day. The oil lamp was filled and lit. Then a miracle occurred as the tiny amount of oil stayed lit not for one day, but for eight days.

Jewish people celebrate Chanukah to mark the victory over the Syrians and the rededication of the Jerusalem Temple. The Festival of the Lights, Chanukah, lasts for eight days to commemorate the miracle of the oil. The word Chanukah means "rededication"

## Symbols of Chanukah

- ◆ Menorah - The Chanukah menorah is called a **HANUKIYAH**. It has nine candle holders. There are eight candles, one for each night of Chanukah. The ninth is called the SHAMASH. The Shamash is lit first and then is used to light the other candles.
- ◆ Dreidel - A dreidel is a four sided top with a Hebrew letter on each side
  - ◆ The four letters are:



SHIN



HEY



GIMEL



NUN

These letters mean "*A Great Miracle Happened There.*"



## **Activities before the show:**

- ◆ Read aloud to your students some Christmas, Kwanzaa & Chanukah stories.
- ◆ Play music such as Christmas Carols, African Folk Music & Chanukah songs for the students.
- ◆ Have students look up the vocabulary words such as: Peace, Tradition, Fruit cake, Seed cake, Family and Hospitality.
- ◆ Have students look on a world map and have them find Africa, Israel, Ireland and Grenada.
- ◆ Have students make up their own Holiday: This is a verse from Shana Banana's "MY OWN HOLIDAY" song:

Oh Christmas and Chanukah  
Kwanzaa and Thanksgiving  
They're lots of fun and every one  
Has a special meaning  
I can think of lots of things  
I'd like to celebrate  
Make every day a holiday, and life will sure be great!

What Holiday would you make and why?

## **The Role of the Audience:**

Copy this & pass out to students to read & discuss prior to the performance.

- ◆ The audience is an important part of the performance. You help the performers by imagining and participating with them.
- ◆ A live performance is not like watching TV at home or a movie in a movie theater. The performer is in the same room as you so they can see & hear the audience and interact with you! Laugh when you think something is funny. Answer if they ask you a question. Sing a long if you know the song! Clap at the end of the show!
- ◆ There are no commercials, no eating, no lying down or running around.
- ◆ When you enter the theater or performance area, enter quietly & listen for instructions.
- ◆ Should you talk to your friends and neighbors during the show? NO! You don't want to disturb other members of the audience & the performer needs you to watch & listen quietly.
- ◆ At the end of the show always remain seated and listen for instructions on how to leave the theater.

**TH.D.1.1.3** The student understands appropriate audience responses to dramatic presentations.

# THE THEATRE ETIQUETTE SONG

By Shana Banana

c.2004

Welcome...it's good to see you  
And remember....I CAN see you!  
I am not a movie or a DVD  
I can see and hear you, like you can see and hear me...so please...

Don't talk out loud don't shout or cry  
Don't fall asleep or let out a sigh  
Don't fidget or talk on the phone  
And please...don't pick your nose...your nose....your NOOOOOOSE!

Because we're at the theatre, the thee-aa-teer  
We hope you enjoy the show!

The curtain's about to open up  
We want you to have lots of fun  
The light's will go down; don't make a sound  
Let's be the best audience we can be....so please...

Don't chew gum or play GameBoy  
Don't tear apart a small stuffed toy  
Don't stand up and strike a pose  
And please...don't pick your toes...your nose...your TOOEEEEESS!

Because we're at the theatre, the three-aa---teer  
We hope you enjoy the show!  
Welcome...enjoy the shoooooow!  
It's showtime!!!

**THE.1.2.3** The student understands theater as a social function and theater etiquette as the responsibility of the audience.

## Activities after the show:

- ◆ **Careful listening:** By paying close attention to the show, students may discover the answers to these questions.
  1. How long does the Black Fruitcake bake?
  2. How many days do they celebrate Christmas?
  3. How many days do they celebrate Chanukah?
  4. How many days do they celebrate Kwanzaa?
  5. In what country do they leave fresh milk and bread out?
  6. What is the name of the Chanukah game?
- ◆ **Memory game:** The words to several songs are included. Can you remember the tune of the song?
- ◆ **Courtesy Letters:** Ask your students to write letters to Shana. What did they like about the show? Who was their favorite song?

### Creativity:

1. **Kwanza matching game** (match names of 7 principles to the correct definition or symbol).

- Umoja (Unity)
- Kujichagulia (Self-Determination)
- Ujima (Collective Work and Responsibility)
- Ujamaa (Cooperative Economics)
- Nia (Purpose)
- Kuumba (Creativity)
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2. **Create a Kwanzaa Celebration Booklet**

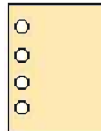
Supplies you will need:

Several Pieces of Construction Paper (light color so you can draw and write on them)

2 Pieces of Colored Construction Paper (for the back and front of your book)

Hole Punch, Yarn (Red, Green & Black), Crayons, Scissors, Glue

- Step 1: Place the sheets of construction paper together (you need at least one sheet for each day of Kwanzaa (7) and one for the front and back covers of your book. Use the hole punch to punch holes in your book along one side.



- Step 2: String the yarn through the holes to hold your book together. If needed you can also use staples to help hold your book together. Tie the ribbon off in a bow or knot.



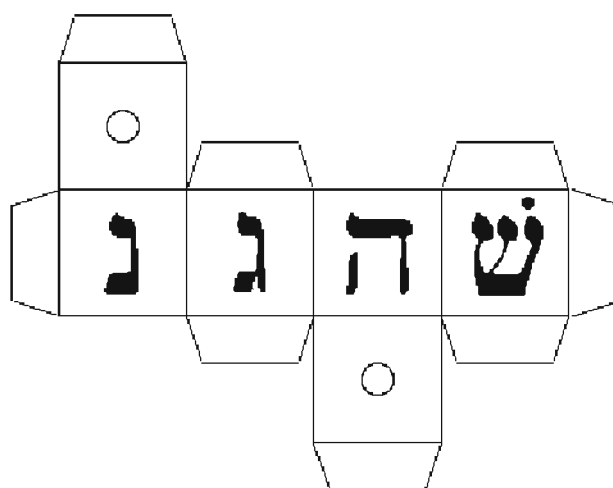
- Step 3: Draw your own pictures of the meaning of each day of Kwanzaa.

### 3. Make your own dreidel.

Supplies you will need:

Construction paper or lightweight cardboard; the dreidel pattern below; crayons, glue, scissors and a short sharpened pencil (approx. 3 inches in length)

- Print out this pattern & color.
- Glue the pattern onto construction paper or lightweight cardboard
- Cut out the pattern - make sure you cut the holes in top & bottom (could use a single hole punch for the holes)
- Fold into the box shape & then glue flap edges together.
- Be sure glue is dry & then push pencil down in the holes of the box. Secure the pencil with glue or tape if necessary.
- Play the dreidel game with the instructions below.



To begin the game, each player should have 10-20 objects. Use pennies, nuts, raisins, or chocolate coins (gelt) as tokens. Each person puts one object in the middle. Then each person takes a turn at spinning the dreidel. What letter the dreidel shows when it is finished spinning determines what each person must do.



(N) or nun stands for nicht or nothing. If the dreidel lands on nun, you do nothing.

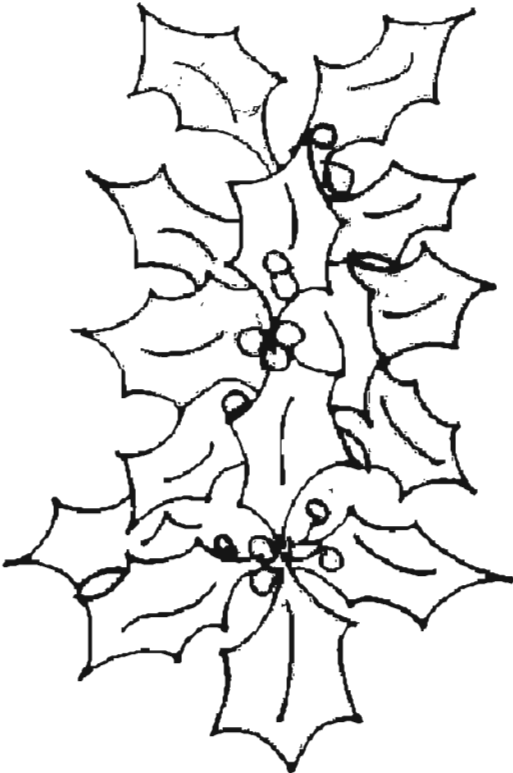
(G) or gimmel stands for ganz or all. If the dreidel lands on gimmel, take everything in the middle.

(H) or hay stands for halb or half. Take half of what's in the middle plus one if there's an odd number.

(SH) or shin stands for shtetl or put in. If the dreidel lands on shin, put two objects into the middle.

When only one object or no objects are left in the middle each player adds one. When a player has everything, he or she wins!

4. Color the Christmas pictures below. Have students color the pictures to decorate their classrooms.



## **Sunshine State Standard Applications:**

**(SS.A.3.1)** Understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (such as paintings, sculptures, and masks).

**(SS.B.1.2)** Knows ways in which people view and relate to places and regions differently.

**(MU.E.1.2)** Understands the relationship between music and other subjects (e.g., between folk songs and historical events).

**(MU.A.1.1)** Sings a culturally diverse repertoire of songs (some from memory) with appropriate expression, dynamics, and phrasing.

**(MU.A.1.2)** Sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers).

## **Bibliography:**

### ■ **Christmas**

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- ◆ <http://www.historychannel.com/exhibits/holidays/christmas/>

### ■ **Kwanzaa**

- ◆ <http://www.tike.com/celeb-kw.htm> -Everything About Kwanzaa by The Intern. Kwanzaa Exchange
- ◆ <http://www.officialkwanzaawebsite.org/>
- ◆ <http://melanet.com/kwanzaa/> - Melanet Kwanzaa Information Center
- ◆ A Celebration of Family, Community and Culture by Maulana Karenga
- ◆ The Complete Kwanzaa: Celebrating Our Cultural Harvest by Dorothy Winbush Riley
- ◆ The Gifts of Kwanzaa by Synthia Saint James, Synthia S. James, Abby Levine (Editor)
- ◆ The Story of Kwanzaa by Donna L. Washington, Stephen Taylor (Illustrator)
- ◆ Kwanzaa Folktales by Jonelle Allen, Angela Bassett, John Whitman
- ◆ A Kwanzaa Fable by Eric V. Copage, Gregory T. Daniel (Narrator)
- ◆ Celebrating Kwanzaa by Diane Hoyt-Goldsmith, Lawrence Migdale (Illustrator)
- ◆ The Children's Book of Kwanzaa : A Guide to Celebrating the Holiday by Dolores Johnson

### ■ **Chanukah**

- ◆ [www.chanuka.com](http://www.chanuka.com)
- ◆ <http://torah.org>
- ◆ <http://www.jewfaq.org/holiday7.htm>
- ◆ <http://www.holidays.net/chanukah/>
- ◆ One Candle by Eve Bunting
- ◆ The Stone Lamp by Karen Hesse & Brian Pinkey
- ◆ The Spotted Pony by Eric A. Kimmel