A Lantern's Story

How a shared tradition connects people across generations

6.C.3.2.B "Explain how culture provides individuals with a sense of identity and how it is transferred from one generation to the next."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that show how making a parol helps Mara feel she belongs, then number three actions that pass the tradition from one person to another.

The Parol in the Window

1. In her family's apartment, eleven-year-old Mara stretches colored paper over a star-shaped frame. She and her lola, the Filipino word she uses for grandmother, are making a parol. Parols are star-shaped lanterns often displayed in the Philippines during the Christmas season. Lola explains that the lantern reminds their family of the star in the Christmas story. Mara lives far from the Philippines, where Lola grew up. When their lantern shines in the window, Mara feels connected to her family's history and to other families who make parols.

2. Lola does more than hand Mara a finished lantern. She shows Mara how to bend thin strips into points and tie them together. As they work, Lola tells Mara about making lanterns with her own mother when she was young. She teaches Mara a short holiday song she learned then, and Mara asks what its Filipino words mean. Mara repeats the song while she works. By teaching a skill, telling a family story, and sharing a song, Lola passes parts of their culture to Mara.

3. The next weekend, Mara invites her friend Eli to help make another parol. Eli has never made one, so Mara demonstrates how to attach the paper and explains why her family displays the lantern. Mara chooses blue paper instead of the red paper Lola used as a child. Lola likes Mara's choice because the colors can change while the family still shares the practice and its meaning. Mara realizes she is not only learning a tradition. She can help carry it forward and make room for others to learn about it.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does making a parol help Mara feel connected to people and places?

2. How does Lola pass parts of her culture to Mara? Give two different ways.

3. How does Mara help pass the tradition to Eli?

4. Why does using blue paper instead of red paper not end the family's tradition?

3 YOUR TURN

Your own words

Choose a practice in a family, community, or group you know, or invent a realistic one. In 4 to 5 sentences, explain how it could help someone feel they belong, who could pass it to a younger person, and what would stay meaningful if one detail changed.

ANSWER KEY

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GRADE 6 · 6.C.3.2.B

PART 1 · READ AND MARK

Underline two details that show how making a parol helps Mara feel she belongs, then number three actions that pass the tradition from one person to another. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does making a parol help Mara feel connected to people and places?	**It connects Mara to her family's history in the Philippines and to other families who make parols.**
2	How does Lola pass parts of her culture to Mara? Give two different ways.	**Lola teaches Mara how to make the lantern and shares a family story or holiday song.**
3	How does Mara help pass the tradition to Eli?	**Mara shows Eli how to attach the paper and explains why her family displays the parol.**
4	Why does using blue paper instead of red paper not end the family's tradition?	**Mara still makes a parol and shares its meaning, even though she changes its color.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In a neighborhood group, grandparents teach children to plant a shared spring garden. A grandfather shows his granddaughter how to save seeds and tells her why neighbors have planted together for years. She feels she belongs to the group because she helps continue a practice they share. She plants a new kind of flower, but the garden still brings neighbors together.

Accept passage-supported explanations that connect the parol to Mara's sense of belonging and identify actions that pass its practice or meaning to others. For Part 3, accept real or invented practices that explain both belonging and transfer to a younger person.