CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # C-24 (1 of 2)

UNIT TITLE: Christmas Around the World

Created By: Melanie Taylor and Joe Espinosa - Spring 1995

GRADE: 2nd
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will _______________________________ by _______________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will.....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Christmas

Around

the

World

by Melanie Taylor and Joe Espinosa
Vocabulary

England
holly
mistletoe
Father Christmas
chestnut
brussel sprouts
cauliflower
Boxing Day
Yule log

Africa
Kwaanza
festival
originated
commemorate
heritage

Holland
medieval
century
deeds
legend
servant
Sinterklaas

China
Sheng Dan Jien
lanterns
silks
jewels
mandolin
Japan
kimono
sash
obi
tabi
origami
won ton
sensai
happi
Mexico
Posadas
pinata
banuelos
Midnight Mass
Germany
wreathes
advent
missionary
trivet
Kristkind
Russia
Kolyadki
porridge
Feast of Nicholas

Ireland
St. Patrick
caraway seeds
St. Stephens Day

Italy
Minsterels
pan dolci
panettone
panforte
Befana
Geography - 2nd grade

Materials

Teacher: Christmas booklet, classroom map of world, flags of the countries (for modeling)

Student: Christmas booklet, flags of countries, pencils, crayons, individual world maps

1. Introduction:
   A. Objective: The students will be able to identify 10 different countries' traditions, customs, and cultures by applying comparing and contrasting methodology.
   
   B. Set: "Today we have been learning about (name of country), who would like to read the way they say Merry Christmas?"

2. Activities/Procedure:
   A. Input: group participation and discussion, target teaching
   
   B. Modeling
      
      1. Each day teacher will display the country's flag and any other visuals available.
      
      2. Teacher will help volunteer student find country on large classroom map.
3. Students will volunteer to read sentences from booklet with the teacher's help.

4. Students will answer written questions and oral questions concerning different apparel, celebration of Christmas, and written language etc.

C. Check for understanding: Teacher will ask oral questions and generate discussion while helping students read booklet out loud.

D. Guided practice: Teacher displays samples of flag, shows where country is on large map, and guides the reading of the booklet each day.

3. Concluding the lesson:

A. Closure: Teacher will ask questions for reinforcing similarities and differences of flags, dress, etc. Ex. "How is England's flag like ours?"

B. Independent practice: Students will answer questions in booklet, locate and color countries on their own map, and color their own flag.

4. Evaluation:

Student performance: Teacher will monitor individual students work and also collect Christmas booklets periodically for learning assessment.
Self-evaluation: Are the students grasping the main concepts with my guidance? Are my lessons as exciting and interesting as possible?
I. INTRODUCTION TO THE LESSON
   A. Objective:
      Students will learn to dance to selected music. Students will learn how this music originated, where it originated and what instruments are used to make the music.
   B. Set:
      1. Teacher will begin by asking students if they know what mariachi music is.
      2. Teacher will inform students that today they will learn how to dance to this type of music.

II. ACTIVITIES/PROCEDURE
   A. Input:
      1. Teacher will first introduce the concept of mariachi music: instruments used, where it originated in Mexico and how it originated.
      2. Teacher will use the music to demonstrate the steps involved in dancing the music.
   B. Modeling:
      The teacher will demonstrate how the steps are performed when dancing to the music. The steps will be performed slowly and in sequence as the music plays.
   C. Checking for Understanding:
      The teacher will pause and will ask for questions between different pieces of music. He will also ask individual students to get up and demonstrate their understanding of the steps involved.
   D. Guided Practice:
      Teacher will ask all of the students to clear their desks and to follow him on a step by step demonstration of the dance: first without music and then with music. Several musical pieces will be repeated for the understanding of the dance steps involved.

III. CONCLUDING THE LESSON
   A. Closure:
      Music will be played and students will be instructed as to how they are to perform, to demonstrate their grasping and comprehension of the lesson.
   B. Independent Practice:
      Students will dance on their own to the Mexican Hat Dance.
INTRODUCTION TO THE LESSON

A. Objective:
   After listening to the story, the students will have an understanding of Mexican Culture in relation to the celebration of Christmas. Students will have learned about the role that "Posadas" play during this beautiful holiday.

B. Set:
   1. Teacher will begin by introducing the vocabulary words: navidad, pinata, posadas.
   2. Teacher will tell students that today we will be talking about Christmas in Mexico.
   3. Teacher will incorporate student's own backgrounds to that of the story's.

ACTIVITY/PROCEDURE

A. Input:
   By using the story title and illustrations, the teacher will stimulate the students' interest and background schema to encourage predictions of setting, characters, problems, and resolutions.

B. Modeling:
   The teacher will read the story in a way that students interests are aroused and motivated. As the story is read, students will interact and ask questions. Teacher will interject and utilize his own knowledge and personal experiences with posadas to inject even more realism to the story.

C. Check for Understanding:
   Teacher will pause to ask for questions and to answer and clarify questions. He will make sure that everyone participates through random and raised hands procedure. He will make sure all students are focused.
D. **Guided Practice:**
Teacher will ask specific questions about what has been discussed, as students talk about comparable situations in this country or other countries. Teacher will guide the interaction toward understanding the objectives of the lesson. He will demonstrate how the paper dolls and the Mexican flag are to be constructed with the use of crayons and scissors.

III. **CONCLUDING THE LESSON**
A. **Closure:**
The material will be passed out to each student. Teacher will clearify any further questions.

B. **Independent Practice:**
Students will work individually to accomplish the task.
I. INTRODUCTION TO THE LESSON
   A. Objective:
      After listening to the story, the students will have an understanding of Spanish Culture in relation to bullfighting and all its intricacies. Students will have learned about relationships between mother and son; circumstantial events; and the difference in personal characters: violence vs. peacefulness.

   B. Set:
      1. Teacher will ask students if they know what a bullfight is?
      2. Teacher will tell the students that today's story will be about bullfights: the people involved and about a bull who was different in nature from the rest of the bulls.

II. ACTIVITY/PROCEDURE
   A. Input:
      Teacher will use the story book title and the illustrations to introduce the story. The story will serve to stimulate prereading, during reading and post reading interaction.

   B. Modeling:
      1. Teacher will begin by arousing interest in the story by using the story title and the illustrations. This procedure will serve to predict what the story will be about. Teacher will concentrate on providing an understanding of what a bullfight entails: selecting a fierce bull; participants in an arena; the interaction that ensues.

      2. Teacher will focus on mother-son relationships and the differences between peace and violence.

      3. Teacher will clarify and define any vocabulary words that students have difficulty in understanding.
C. Check For Understanding
Teacher will pause to ask questions and to answer questions. He will make sure that everyone participates through random and raised hands procedure. He will make sure that students are focused.

D. Guided Practice:
Teacher will ask specific questions about stimulated situations and will let students act and develop these on their own. He will guide the interaction toward understanding the objectives of the lesson. He will demonstrate how the bull puppet will be constructed with the use of crayons, glue, scissors, and a paper bag.

III. CONCLUDING THE LESSON
A. Closure:
The material will be passed out to each student. He will clarify any questions.

B. Independent Practice:
Students will work individually to accomplish the task.
Math- 2nd grade
"German trivets"

Materials

Teacher: Germany worksheet, examples to display, 6 previously cut-out tree shapes

Student: white 8x11 paper (one for each student for background), 6 tree-shapes per student, green marker, crayon, or glitter, scissors and glue.

1. Introduction:
   A. Objective: The students will be able to arrange the tree shapes in various symmetrical designs.

   B. Set: "The Christmas tree custom comes to us from Germany" Teacher will then briefly discuss the Germany page.

2. Activities/Procedure:
   A. Input: target teaching

   B. Modeling:
      1. Teacher will display completed patterns as example.

      2. Students will volunteer to help the teacher form a symmetrical pattern with pre-cut tree shapes.
3. Teacher will emphasize each student will do their own original design.

4. Students will complete a German tree trivet.

**C. Check for understanding:** Teacher will monitor students' work to make sure they are forming symmetrical patterns.

**D. Guided practice:** Teacher will provide samples and design one with volunteer students in front of the class.

3. **Concluding the lesson:**

   Independent practice: Students design their own trivet.

4. **Evaluation:**

   **Student performance:** Teacher will collect assignment for evaluation.

   **Self-evaluation:** Was the lesson interesting? Did I make the objective clear? What could be improved?

**Vocabulary**

trivet: a small plate with short legs upon which to place a hot platter or dish
symmetry: similarity of size, form, and arrangement on opposite sides of a line, point, etc.
Germany

The Christmas tree comes to us from Germany. Legend tells us about one Christmas Eve when Martin Luther was walking through the forest. He saw the stars shining through the trees and thought the sight was so beautiful that he cut down a tree and decorated it with candles. Today people all over the world use Christmas trees to celebrate this special time of year.
Bibliography

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**Reading Your Graph**

1. What country has the most representatives? __________

2. What country has the fewest representatives? __________

3. How many of your classmates have ancestors from the same_________?
Directions:
1. Fill in your name and country.
2. Decorate your balloon.
3. Cut out your balloon.
can't

there's

wont

doesn't

didn't

it's

I'll