

Questions from All Levels of Webb's Depth of Knowledge for Holiday Traditions Around the World: France

Level One: Recall & Reproduction

*Can the student recall a simple fact from the story?
Requires a shallow understanding and no analysis.*

Who brings presents to the children in France?

What does Pere Noel ride when he delivers his presents?

When does he deliver the presents?

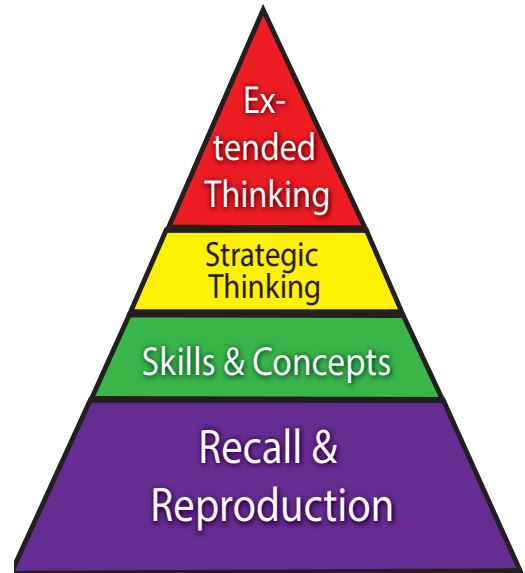
Where does Pere Noel put the children's presents if they have been good?

Why do the children leave things out like carrots for Pere Noel?

How do they celebrate Christmas in France?

Draw me a picture of how they celebrate Christmas in France and tell me about it.

Color a picture of how they celebrate Christmas in France, and then **write me a few sentences** that tell how it is celebrated.



Level Two: Skills & Concepts

(Can the student think beyond recalling a fact? Students may be asked to interpret, infer, classify and categorize, organize, compare & contrast, and determine whether fact or opinion, predict, determine cause & effect, apply, reconstruct or sequence a story..)

Predict: What do you think would happen if the children don't leave a treat for the donkey? Why?

Sequence: What happens first on when Pere Noel comes? What happens last?

Apply the situation to your own life: If you lived in France, would you leave cookies for Pere Noel or carrots for his donkey?

Compare & contrast: How is Pere Noel the same as Santa? How are he different?

Compare & contrast: How is the celebration in France the same as the celebration in Denmark and Norway? How is it different?

Classify & categorize: Do you think that Pere Noel is real or make believe? Why do you think so?

Infer (make smart guesses at what has NOT been said): What kind of presents do you

think children in France get?

Cause & effect: Why does Pere Noel ride in on a donkey? Why not something else?

Level Three: Strategic Thinking

(Can the student think beyond the text to his world or another text for an answer, or adapt the text to create something new? Can he explain, generalize, or connect ideas from one text to another? Can he evaluate text, formulate opinions, and then explain them? Summarizing information from multiple sources falls into this category as well.)

Experimentation or postulation: What would happen if all of the children forgot to leave their shoes by the fireplace? Do you think that they would still get toys?

Rate: Do you think it is better to have Santa, Pere Noel, or the Three Kings visit? Put your choices in order from best to worst.

Judge: Do you think that every child deserves to have candy and presents on the holidays? Explain why you think so. Should everyone get the same amount of candy and presents, or should those that are particularly good get MORE than those that are naughty?

Evaluate: Do you think that riding a donkey is the best way to pass travel and pass out presents? Why or why not?

Form an opinion: Would you like to live in France during the holiday season? Why or why not? Graph where the class would like to live during the holidays based on each country's holiday traditions.

Level Four: Extended Thinking

(Students take information from multiple sources and are asked to apply this information to a new task that requires complex thinking, usually over time. (Ex. A project-based-learning activity or a research paper.)

Connect ideas from one text to another: Get some blocks to build with and cut out some pictures from Heidi's holiday book of the different characters and props or objects that are in it. (Real objects are even better!) Have the children build a **new** setting for Pere Noel and tell a new story to a friend about what they did during the holidays. Did they bring presents to all of the children, or just some?

Adapt the story and create a new one: What if Pere Noel visited on Valentine's Day instead? What would be different about the story? Write or tell a new story!

Adapt the story and create a new one: Suppose Pere Noel went to Latin America or Spain for the holidays. What would happen then? Do a "Think, Pair, Share" activity and talk about it. (Pair up and think about it, and then share out with the group.) Brainstorm ideas and write stories, or make up a class story and have everyone draw a picture.

Adapt the story and create a new one: Thinking about all of the different holiday traditions we have learned about, make up your own holiday character that either brings presents or plays tricks on children. What would he or she do? Don't forget to draw a picture!

Adapt the story and create a new one: Retell the story from the donkey's point of view. What is it like to be Pere Noel's donkey? Does he like delivering presents to children or not? What's his name?

Creative Project Based Learning Activities for Holidays Around the World

Design the greatest holiday super-hero EVER! What does he or she travel on? What kind of presents does he give? What do children have to do to get them? Does this person always give gifts, or sometimes play tricks? Make sure that you think about all of the different holiday traditions we have studied so far when you make him up! Dress up like this holiday character and act out for the class what happens when he or she arrives on your favorite holiday other than Christmas.

Create your own fictional holiday that has some elements from at least three of the different holidays around the world. Think of a name for your holiday! Design invitations and send them out to parents, friends, or family members. Plan and cook a feast that has some foods from each culture's holiday, and serve it to the parents that come to the holiday celebration. Make gifts that have something to do with the cultures you studied for the people that come!

Write a holiday play that contains characters from at least three of the cultures you studied. There should be a setting, a main character, a beginning, middle, and a conclusion. Cast your play from the students in the room and then think of some easy costumes or hats you could use to help put it on! Gather props and practice your play. Can you think of any music to include? Make invitations and distribute them to parents, friends, and family members. Create a program for your special show that you could pass out to those that attend; it should have the cast members names and other credits on it. Then perform your play!

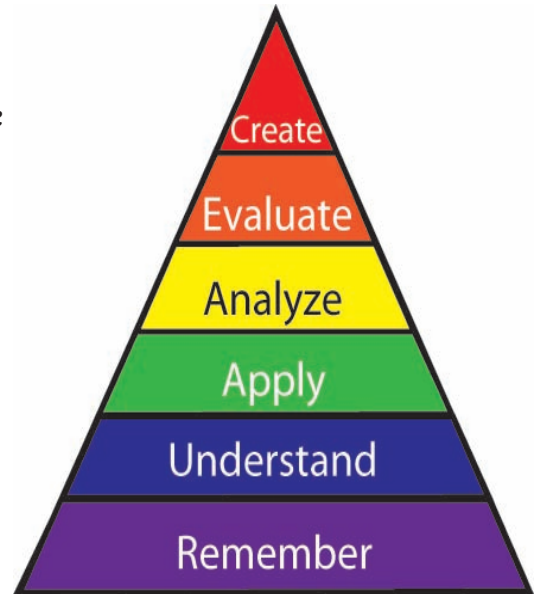
Compiled and written by Heidi Butkus
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Questions from All Levels of Bloom's Taxonomy for Holiday Traditions Around the World: France

Level One: Remember

(This refers to concrete information straight from the story. No guess work!)

- Who** brings presents to the children in France?
- What** does Pere Noel ride when he delivers his presents?
- When** does he deliver the presents?
- Where** does Pere Noel put the children's presents if they have been good?
- Why** do the children leave things out like carrots for Pere Noel?
- How** do they celebrate Christmas in France?



Level 2: Understand

(This is the ability to grasp meaning from the text and understand it well enough so that you can explain it in your own words.)

- Draw** me a picture of how they celebrate Christmas in France and tell me about it.
- Color a picture** of how they celebrate Christmas in France, and then **write me a few sentences** that tell how it is celebrated.

Level 3: Apply

(This is the ability to use or apply what you've learned in a concrete way, such as predicting, dramatizing, sequencing, solving problems, and applying the situation to your own life.)

- Predict:** What do you think would happen if the children don't leave a treat for the donkey? Why?
- Sequence:** What happens first on when Pere Noel comes? What happens last?
- Apply the situation to your own life:** If you lived in France, would you leave cookies for Pere Noel or carrots for his donkey?

Level 4: Analyze

(This is the ability to break down the different parts of the material and distinguish between them. Includes compare and contrast, classify and categorize, cause and effect, infer, and draw conclusions, and experiment or postulate.)

- **Compare & contrast:** How is Pere Noel the same as Santa? How are he different?
- **Compare & contrast:** How is the celebration in France the same as the celebration in Denmark and Norway? How is it different?
- **Classify & categorize:** Do you think that Pere Noel is real or make believe? Why do you think so?
- **Infer (make smart guesses at what has NOT been said):** What kind of candies do you think the Three Kings throw to the children? What kind of presents do they bring?
- **Cause & effect:** Why does Pere Noel ride in on a donkey?
- **Experimentation or postulation:** What would happen if all of the children forgot to leave their shoes by the fireplace? Do you think that they would still get toys?

Level 5: Evaluate

(This is the ability to judge, rate, or form an opinion on material for a given purpose and support/explain why you think so.)

- **Rate:** Do you think it is better to have Santa, Pere Noel, or the Three Kings visit? Put your choices in order from best to worst.
- **Judge:** Do you think that every child deserves to have candy and presents on the holidays? Explain why you think so. Should everyone get the same amount of candy and presents, or should those that are particularly good get MORE than those that are naughty?
- **Evaluate:** Do you think that riding a donkey is the best way to pass travel and pass out presents? Why or why not?
- **Form an opinion:** Would you like to live in France during the holiday season? Why or why not? Graph where the class would like to live during the holidays based on each country's holiday traditions.

Level 6: Create

(This is the ability to put parts together to create something new and unique. It includes activities such as adapting the elements of an existing story to create a new one, connecting ideas from one text to another to create a new story, and creative project based learning activities that give children the opportunity to create something new.)

- **Connect ideas from one text to another:** Get some blocks to build with and cut out some pictures from Heidi's holiday book of the different characters and props or objects that are in it. (Real objects are even better!) Have the children build a **new** setting for Pere Noel and tell a new story to a friend about what they did during the holidays. Did they bring presents to all of the children, or just some?
- **Adapt the story and create a new one:** What if Pere Noel visited on Valentine's Day instead? What would be different about the story? Write or tell a new story!

Adapt the story and create a new one: Suppose Pere Noel went to Latin America or Spain for the holidays. What would happen then? Do a "Think, Pair, Share" activity and talk about it. (Pair up and think about it, and then share out with the group.) Brainstorm ideas and write stories, or make up a class story and have everyone draw a picture.

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