

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

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 Norway and Denmark?

What else does he do other than bring presents?

When does the Jul Nisse visit?

Where does the Jul Nisse go? (What countries?)

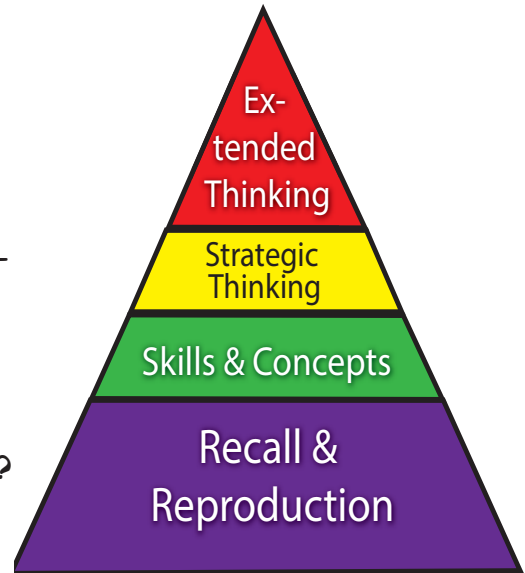
Why does the Jul Nisse sometimes play jokes on people?

How do they celebrate Christmas in Norway and Denmark?

Act out how the what happens in Denmark and Norway during the holidays.

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

Color a picture of how they celebrate Christmas in Norway and Denmark, 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 would happen if the families put out some spinach and broccoli for the Jul Nisse?

Sequence: What happens first when the Jul Nisse comes? What happens last when the Jul Nisse comes?

Apply the situation to your own life: If you lived in Norway or Denmark, would you leave the Jul Nisse rice pudding and porridge, or spinach and broccoli? Why?

Compare & contrast: How is the Jul Nisse the same as Santa? How is he different?

Classify & categorize: Is the Jul Nisse real or make believe? Why do you think so?

Classify & categorize: What kind of person or character is the Jul Nisse? (ie., an elf)

Cause & effect: What do you think caused the Jul Nisse to be a kind of mean elf? Why do you think so?

Infer: What kind of things do you think the Jul Nisse would do if he played a nice/mean joke?

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 else do you think you could give the Jul Nisse if you ran out of porridge and rice pudding, but still wanted him to be friendly and play nice jokes? Why?

Rate: Do you think it is better to have Santa visit during the holidays or the Jul Nisse to visit, or something else? Put your choices in order from best to worst and explain your choices.

Judge: Do you think that the Jul Nisse is a good elf or a bad elf? Explain why you think so.

Evaluate: Is the Jul Nisse the best elf to visit during the holidays, or not the best elf? Why, or why not?

Form an opinion: Do you like the Jul Nisse? Why or why not? Would you like to live in Norway or Denmark 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. Show the class pictures of Norway and Denmark using Google Earth or by some other method to help them decide.

Connect ideas from one text to another: Get some blocks to build with and cut out some pictures from the 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 a certain holiday character and tell a new story to a friend about what your new character did during the holidays.

Adapt the story and create a new one: Take the Jul Nisse and put him in France. Would he ride in on a donkey? Would he still play tricks on people or would he always be nice? Write a class story (or your own story) about the Jul Nisse holiday in France.

Adapt the story and create a new one: Suppose La Befana from Italy gave her broom to Sinterklaas in Holland and Sinterklaas gave his white horse to La Befana? What would the children think or do if they saw La Befana on a white horse or Sinterklaas riding a broom? 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: Think about the Hanukkah menorah with candles on it and the tradition of putting a candle in the windows of Ireland. How are they the same or different? Write a story of an Irish family celebrating Christmas in Israel, or an

Israeli family celebrating Hanukkah in Ireland. What would they do? (You could also do this with Kwanzaa and Diwali.)

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!

Experimentation: Suppose I wanted to find out what would happen if I left the Jul Nisse broccoli and spinach, what should I do? Should I try this at my own house or someone else's house? Why or why not?

Compare & contrast: (This question assumes you have already read about holiday traditions in France and Italy.) Who would visit your family if you were born in France and lived there until you were five, and then moved to Denmark or Norway? And then when you were seven, your family moved to Italy? Would Pere Noel, La Befana, AND the Jul Nisse all visit you? Or would just one? If so, which one? Why????

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.)

Holidays often include feasts! Think about the Eid-ul-Fitr feast, the parties with food and games in Mexico for Las Posadas, the Kwanzaa feast, the big special dinners for Chinese New Years, and the Diwali parties with candies and snacks. Now **plan and design** the greatest feast EVER! Can you create one new dish you could serve that would have something in it from each culture (like a casserole or soup?)

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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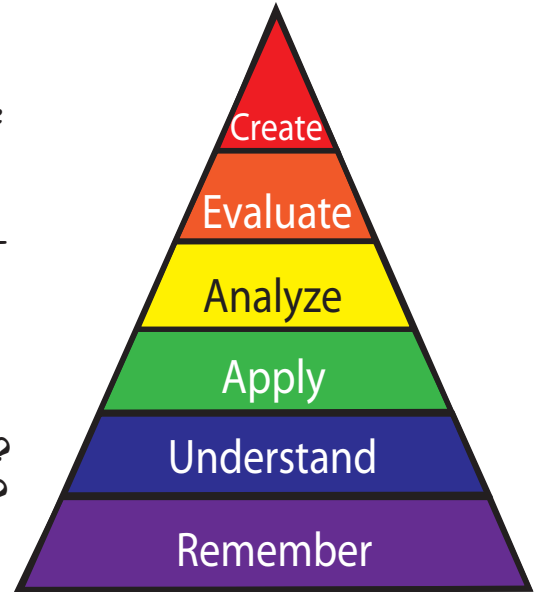
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Questions from All Levels of Bloom's Taxonomy for Holiday Traditions Around the World: Norway & Denmark

Level One: Remember

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

- Who** brings presents to the children in Norway and Denmark?
- What** else does he do other than bring presents?
- When** does the Jul Nisse visit?
- Where** does the Jul Nisse go? (What countries?)
- Why** does the Jul Nisse sometimes play jokes on people?
- How** do they celebrate Christmas in Norway & Denmark?



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 Norway and Denmark and tell me about it.
- Color a picture** of how they celebrate Christmas in Norway and Denmark, 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 would happen if the families put out some spinach and broccoli for him?
- Sequence:** What happens first when the Jul Nisse comes? What happens last?
- Apply the situation to your own life:** If you lived in Norway or Denmark, would you leave the Jul Nisse rice pudding and porridge, or spinach and broccoli? Why?

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 the Jul Nisse the same as Santa? How is he different?
- **Classify & categorize:** Is the Jul Nisse real or make believe? Why do you think so?
- **Classify & categorize:** What kind of person or character is the Jul Nisse? (ie., an elf)
- **Cause & effect:** What do you think caused the Jul Nisse to be a kind of mean elf?
- **Experimentation or postulation:** What else do you think you could give the Jul Nisse if you ran out of porridge and rice pudding, but still wanted him to be friendly and play nice jokes?
- **Infer (make smart guesses at what has NOT been said):** What kind of things do you think the Jul Nisse would do if he played a nice/mean joke?

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 visit during the holidays or the Jul Nisse to visit, or something else? Put your choices in order from best to worst.
- **Judge:** Do you think that the Jul Nisse is a good elf or a bad elf? Explain why you think so.
- **Evaluate:** Is the Jul Nisse the best elf to visit during the holidays, or not the best elf? Why, or why not?
- **Form an opinion:** Do you like the Jul Nisse? Why or why not? Would you like to live in Norway or Denmark 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 the 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 a certain holiday character and tell a new story to a friend about what your new character did during the holidays.
- **Adapt the story and create a new one:** Take the Jul Nisse and put him in France. Would he ride in on a donkey? Would he still play tricks on people or would he always be nice? Write a class story (or your own story) about the Jul Nisse holiday in France.
- **Adapt the story and create a new one:** Suppose La Befana from Italy gave her broom to Sinterklaas in Holland and Sinterklaas gave his white horse to La Befana? What would the children think or do if they saw La Befana on a white horse or Sinterklaas riding a broom?

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Adapt the story and create a new one: Think about the Hanukkah menorah with candles on it and the tradition of putting a candle in the windows of Ireland. How are they the same or different? Write a story of an Irish family celebrating Christmas in Israel, or an Israeli family celebrating Hanukkah in Ireland. What would they do? (You could also do this with Kwanzaa and Diwali.)

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!

Creative Project Based Learning Activities for Holidays Around the World

Holidays often include feasts! Think about the Eid-ul-Fitr feast, the parties with food and games in Mexico for Las Posadas, the Kwanzaa feast, the big special dinners for Chinese New Years, and the Diwali parties with candies and snacks. Now **plan and design** the greatest feast EVER! Can you create one new dish you could serve that would have something in it from each culture (like a casserole or soup?)

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