

Questions from All Levels of Webb's Depth of Knowledge for Holiday Traditions Around the World: Spain & Latin America

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 Spain and Latin America?

What do they call this special day?

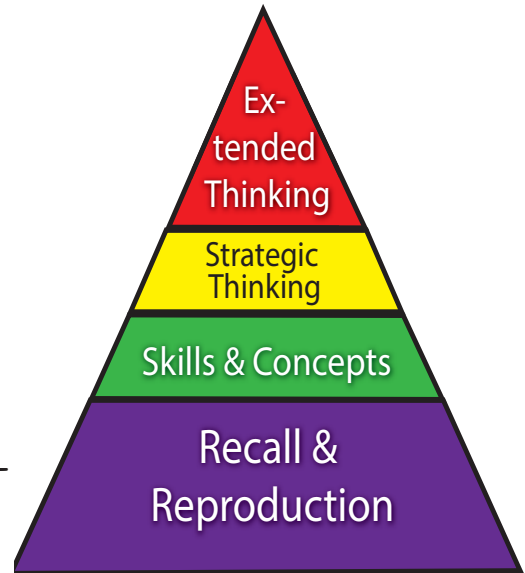
When is Three Kings Day?

Where is the procession held?

How do they celebrate Christmas in Spain & Latin America?

Draw me a picture of how they celebrate Christmas in Spain and Latin America and tell me about it.

Color a picture of how they celebrate Christmas in Spain and Latin America, 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 Three Kings were late? How would the children feel?

Sequence: What happens first on Three Kings Day? What happens last?

Apply the situation to your own life: If you lived in Spain or Latin America, would you go out and wait for the Three Kings to come and throw you candy and bring you presents?

Compare & contrast: How are the Three Kings the same as Santa? How are they different?

Compare & contrast: How is the celebration of the Three Kings of Spain and Latin America similar to Las Posadas in Mexico? How are they different?

Classify & categorize: Are the Three Kings real or make believe? Why do you think so?

Cause & effect: What do you think causes the Three Kings to come and bring presents?

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?

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 you didn't go see the King's Procession? Would you still get presents? Why?

Rate: Do you think it is better to have Santa visit during the holidays or the Three Kings to visit, or would you rather celebrate something else? Put your choices in order from best to worst.

Judge: Do you think that every child deserves to have candy and presents on Three Kings Day? 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 the Three Kings are the best kings to have around, or would you rather have a president? Explain why you think so.

Form an opinion: Would you like to live in Spain or Latin America 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.

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 the Three Kings 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 there were three famous soccer players or three princesses instead of the Three Kings that visited. How would this change the story? Rewrite or retell the story with new visitors in a new place.

Adapt the story and create a new one: Suppose the Three Kings went to Denmark or Norway and bumped into the Jul Nisse one night. 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.

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.)

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!

Plan and design the greatest feast EVER! 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 it's your turn to plan a hold a big feast! 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!

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

Level One: Remember

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

- Who** brings presents to the children in Spain and Latin America?
- What** do they call this special day?
- When** is Three Kings Day?
- Where** is the procession held?
- How** do they celebrate Christmas in Spain & Latin America?

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

Level 3: Apply

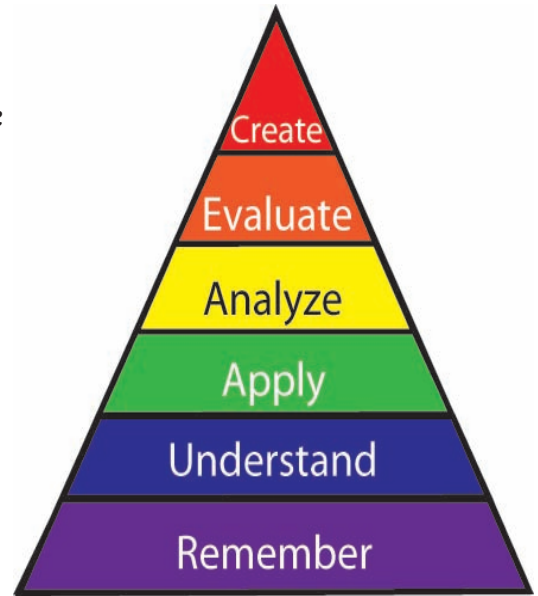
(This is the ability to use or apply what you've learned in a concrete way, such as predicting, dramatizing, sequencing, solving problems, and applying the situation to your own life.)

- Predict:** What would happen if the Three Kings were late? How would the children feel?
- Sequence:** What happens first on Three Kings Day? What happens last?
- Apply the situation to your own life:** If you lived in Spain or Latin America, would you go out and wait for the Three Kings to come and throw you candy and bring you presents?

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 are the Three Kings the same as Santa? How are they different?



- **Compare & contrast:** How is the celebration of the Three Kings of Spain and Latin America similar to Las Posadas in Mexico? How are they different?
- **Classify & categorize:** Are the Three Kings real or make believe? Why do you think so?
- **Cause & effect:** What do you think causes the Three Kings to come and bring presents?
- **Experimentation or postulation:** What would happen if you didn't go see the King's Procession? Would you still get presents? Why?
- **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?

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 Three Kings to visit, or would you rather celebrate something else? Put your choices in order from best to worst.
- **Judge:** Do you think that every child deserves to have candy and presents on Three Kings Day? 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 the Three Kings are the best kings to have around, or would you rather have a president? Explain why you think so.
- **Form an opinion:** Would you like to live in Spain or Latin America 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 the Three Kings 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?

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Creative Project Based Learning Activities for Holidays Around the World

Plan and design the greatest feast EVER! 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 it's your turn to plan a hold a big feast! 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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