

Cultural Traditions in My World

TEACHER'S GUIDE

Cultural Traditions in My World exposes readers to an entire year of traditions and cultural celebrations in many countries throughout the world. Each book examines the religious, family, and seasonal traditions of a particular country. Readers also learn about the food, clothing, and other cultural objects related to these traditions. The *Cultural Traditions in My World* Teacher's Guide includes lessons that are intended to have students first explore their local communities, and the traditions celebrated within those communities, including their own families, and country. The lessons are then extended to the global community, as they explore the cultural traditions celebrated in various countries around the world.

Learning about different cultures and traditions is important at a young age. It helps to teach students understanding and tolerance for others. Lessons that explore local and global communities teach students that diversity is everywhere. By incorporating lessons that encourage students to draw on their personal experiences, it sends the message that our cultural traditions should be shared and celebrated with one another.

The lesson plans in this guide are specifically tailored to students in grades 2-3, and focus on developing insight into their own cultural traditions, and then those in other countries around the world. Therefore, in order to scaffold this transition, each lesson in this guide is designed to follow a sequential order. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Cultural Traditions in My World* include:

<i>Cultural Traditions in Vietnam</i>	<i>Cultural Traditions in Sweden</i>	<i>Cultural Traditions in Greece</i>
<i>Cultural Traditions in Turkey</i>	<i>Cultural Traditions in Kenya</i>	<i>Cultural Traditions in Egypt</i>
<i>Cultural Traditions in Sri Lanka</i>	<i>Cultural Traditions in Jamaica</i>	<i>Cultural Traditions in Australia</i>
<i>Cultural Traditions in Poland</i>	<i>Cultural Traditions in Iran</i>	<i>Cultural Traditions in the United States</i>
<i>Cultural Traditions in Iceland</i>	<i>Cultural Traditions in Germany</i>	<i>Cultural Traditions in South Africa</i>
<i>Cultural Traditions in Honduras</i>	<i>Cultural Traditions in Russia</i>	<i>Cultural Traditions in Israel</i>
<i>Cultural Traditions in Ghana</i>	<i>Cultural Traditions in Mexico</i>	<i>Cultural Traditions in France</i>
<i>Cultural Traditions in Cuba</i>	<i>Cultural Traditions in Japan</i>	<i>Cultural Traditions in the United Kingdom</i>
<i>Cultural Traditions in the Netherlands</i>	<i>Cultural Traditions in India</i>	<i>Cultural Traditions in Canada</i>
<i>Cultural Traditions in South Korea</i>	<i>Cultural Traditions in China</i>	
<i>Cultural Traditions in Italy</i>	<i>Cultural Traditions in Brazil</i>	
<i>Cultural Traditions in Argentina</i>	<i>Cultural Traditions in Thailand</i>	

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Introduction to Communities and Traditions	1 class periods *	community tradition
Exploring My Country	2 class periods	Canada/United States gallery walk holiday poster
Comparing Cultural Traditions	1-2 class periods	clothing differences family celebrations food holidays immigrate religion research rites of passage similarities Venn Diagram
Cultural Objects	1-2 class periods	cultural objects identify purpose
Celebrating Diversity Through Show & Tell	1-2 class periods	learning goal show & tell success criteria recall
Christmas Around the World	2 class periods	changing traditions Christmas decorate family food flag map reflection

* 1 class period = 40-60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Introduction to Communities & Traditions

Curriculum Correlations

Ontario Social Studies

Grade 2 A. Heritage & Identity: Changing Family and Community Traditions

A1.2, A3.4

Common Core Grade 3

RI.3.7

Ontario Language Art

Grade 2-3 Writing

1.2

Setting the Stage

Begin by writing the word “community” on the chalkboard/whiteboard. Facilitate a classroom discussion on this word and what it means to students. Use prompts such as:

- ▶ What does this word mean? **A community is a group of people who live, work, and play in a place.**
- ▶ What kinds of communities are you a part of, or who is part of your community? (i.e. family, neighborhood, sports teams, classroom, school, country, etc).

Then add the word “tradition” on the same chalkboard/whiteboard. Facilitate a similar discussion on the word and what it means to students. Use prompts such as:

- ▶ What is a tradition? **Celebrations and our beliefs passed down from one generation to another.**
- ▶ What makes something a tradition?
- ▶ Think back to the communities that you belong to. What kinds of traditions do you celebrate in these communities?

Materials

- Whiteboard/chalkboard
- Markers/chalk
- *My Favorite Tradition Worksheet*
- *Introduction to Traditions Exit Card*
- Pencils

Objectives

Students will:

- Define community and traditions, and give examples in their own lives.

Activity

Students will then complete the *My Favorite Tradition Worksheet* independently. Students will choose a tradition they celebrate and write about it. In writing about their favorite tradition, they will include:

- **Who** (who is this tradition celebrated with?)
- **What** (explain the tradition)
- **Where** (location)
- **When** (time of year, season, date, etc.)
- **Why** (why it is celebrated)
- **How** (the story behind how this became a tradition)

Once students have had a chance to complete the *My Favorite Tradition Worksheet*, divide them into groups of 3-4. Students will then share their tradition within their small groups. Students are reminded to ask their peers questions about the 5 Ws and 1 H as they share. Monitor and help facilitate further discussion with the groups as needed.

Wrap-Up

- Students could expand on the worksheet to complete a journal entry about their tradition.
- Students could draw a picture that represents their tradition.
- After presenting in their small groups, students present their tradition to the whole class.

Extensions

Students can volunteer to present their tradition to the class.

Pass out the *Introduction to Traditions Exit Card*. Ask students to hand in the exit cards at the end of the lesson.

Assessment

Assess exit cards for understanding of community and traditions, as well as ability to recall a peer's tradition, and compare it to one of their own.

Collect observational notes while monitoring students interacting in their small groups.

Name: _____ Date: _____

My Favorite Tradition Worksheet

My Favorite Tradition is:

WHO (Who do you celebrate with?)

WHAT (Explain the tradition)

WHERE (Location)

WHEN (Time of year, season, date, etc. . .)

WHY (Why is it celebrated?)

HOW (How did this become a tradition?)

Name: _____ Date: _____

Introduction to Traditions Exit Card

In your own words, define community. Name one community you belong to.

In your own words, define tradition. Name one tradition you celebrate.

What is one tradition you learned about today? How is it similar to a tradition you celebrate? How is it different?

LESSON 2

Exploring My Country

Curriculum Correlations

Ontario Social Studies

Grade 2 A. Heritage & Identity: Changing Family and Community Traditions

A3.3, A3.4

C3 Framework

RI.3.7

Geography D2.Geo.5.K-2

Materials

- Whiteboard or chalkboard
- Markers or chalk
- *Cultural Traditions in Canada* or *Cultural Traditions in the United States* book
- Blank white paper
- Classroom map or globe
- *Welcome to Canada/United States Poster Checklist*

Setting the Stage

Introduce the book *Cultural Traditions in Canada* or *Cultural Traditions in the United States* (depending on where you live).

Using the classroom map or globe, ask for a volunteer to come up and find our country on the map. Mark it with a sticky note.

Read the book to the class.

As a class, make a list of the holidays shared in the book. Explain that traditions are often shared or practiced during holidays. Ask students to share the traditions that they remember from the book. Make a separate list of traditions.

Ask students:

- Are there any other holidays or traditions we celebrate in this country that were not discussed in the book? What are they? (Add ideas to the lists)
- Why is it important to learn about the traditions and holidays that Canadians/Americans celebrate?

Activity

Students will be given a blank piece of white paper. They will use this paper to create a poster welcoming a new family to their country. Each student will start by writing the phrase “Welcome to Canada/The United States” in the middle of their poster. The poster should include an illustration of at least one holiday their family celebrates in Canada/The United States. It should also include at least three other illustrations that represent Canada/United States to them. This could include: food, clothing, entertainment, physical features, seasons, climate, etc.

Students will be given the remaining class time to work on their poster, as well as the next class period. The wrap-up will occur at the end of the second class period.

Objectives

Students will:

- Explore the country in which they live and identify the cultural traditions and holidays that take place throughout the year.
- Identify a tradition/holiday that their family celebrates and illustrate it in the form of a poster.

Extensions

- ▶ Allow students to conduct their own research on traditions and holidays celebrated in the country.
- ▶ Students could write a small paragraph explaining the meaning behind their poster.
- ▶ Students could write a letter to the new family coming to their country, explaining some of the celebrations we partake in, and why it is a great place to live.

Wrap-Up

Students will showcase their posters on a designated classroom wall. Students will then complete a Gallery Walk, where they look at the posters created by their classmates. Students should be encouraged to ask their peers questions, and provide positive feedback. For example: *Why did you choose to include these traditions or holidays?* Allow for student interaction.

Takeaway Concepts:

- ▶ Your poster may look different than your classmate's poster. This is great! There is no one view of Canada/United States. Just like every person in this room is unique, so are some of the cultural traditions and holidays we celebrate.
- ▶ We are lucky to live in a country full of diversity.

Assessment

Students will hand-in their posters. Teacher will use *Welcome to Canada/ United States Poster Checklist* to assess understanding and performance.

Name: _____

Date: _____

Welcome to Canada/United States Poster Checklist

	Yes	No
Student has included the title "Welcome to Canada/United States"	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Student has included at least one illustration of a holiday/tradition their family celebrates.	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Student has included at least three other illustrations that represent Canada/United States to them.	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

LESSON 3

Comparing Cultural Traditions

Curriculum Correlations

Ontario Social Studies

Grade 2 A. Heritage & Identity: Changing Family and Community Traditions

A3.7

Common Core Grade 3

RI.3.5

C3 Framework

D2.Geo.5.K-2

Ontario Language Arts

Grade 2-3 Reading

1.6

Grade 2-3 Writing

• 1.4

Materials

- Books from the *Cultural Traditions in My World* series
- Computers with Internet access
- *Cultural Traditions Venn Diagram*
- 3-2-1 Exit Card

Setting the Stage

Choose a book from the series.

*Any of the books in the series could work for this lesson.

Activate Prior Knowledge:

- ▶ What do you already know about this country?
- ▶ Are you familiar with any of the holidays they celebrate?
- ▶ Does anyone in the classroom know someone who lives here or immigrated from here?

Read the book to the class.

Activity

Introduce a Venn Diagram. Explain that this is a type of graphic organizer that we will use to compare the similarities and differences of the country we live in, to the one we just read about.

Divide students into groups of 3 to 4. Each group will be given one category from the following list:

- ▶ Religion & Rites of Passage
- ▶ Food & Clothing
- ▶ Holidays & Family Celebrations

*There may be some groups doing the same category depending on class size.

**Some of the categories may have overlapping topics (for example: clothing as a part of religion).

Objectives

Students will:

- Explore the similarities and differences between traditions and holidays celebrated in their home country and another country in the world.
- Create a Venn Diagram to display the comparison.
- Use multimedia to research and further their understanding of the country.

Activity

Students must use the book from Lesson #2 *Cultural Traditions in Canada* or *Cultural Traditions in the United States* along with the book on the country we read today to find information on their group's assigned category. The information will then be compared using the Venn Diagram. Each group will be responsible for recording the comparison of their assigned category only. If the countries share similar traditions they will go in the middle of the Venn diagram. If the tradition applies to only one country it will go in either the left or right side of the diagram.

Prompt students to write the name of their category above the Venn Diagram, and then write each of the country names on the blank spaces in the diagram.

Students will have access to one school computer per group. They will be expected to research their topic further. Students must include at least one more cultural tradition that fits into their category, and was not mentioned in either book.

Some websites to suggest for additional research:

<https://www.factmonster.com/countries>

<https://kids.nationalgeographic.com/explore/>

<https://bit.ly/2lqfah5>

Extensions

- ▶ Have students present their Venn Diagram to the class.

Wrap-Up

In their groups, students will take turns presenting their Venn Diagrams to the class.

Distribute the *3-2-1 Exit Card* (one per student) for completion. Remind students to draw on what they learned from completing their own Venn Diagram and while listening to their peers present.

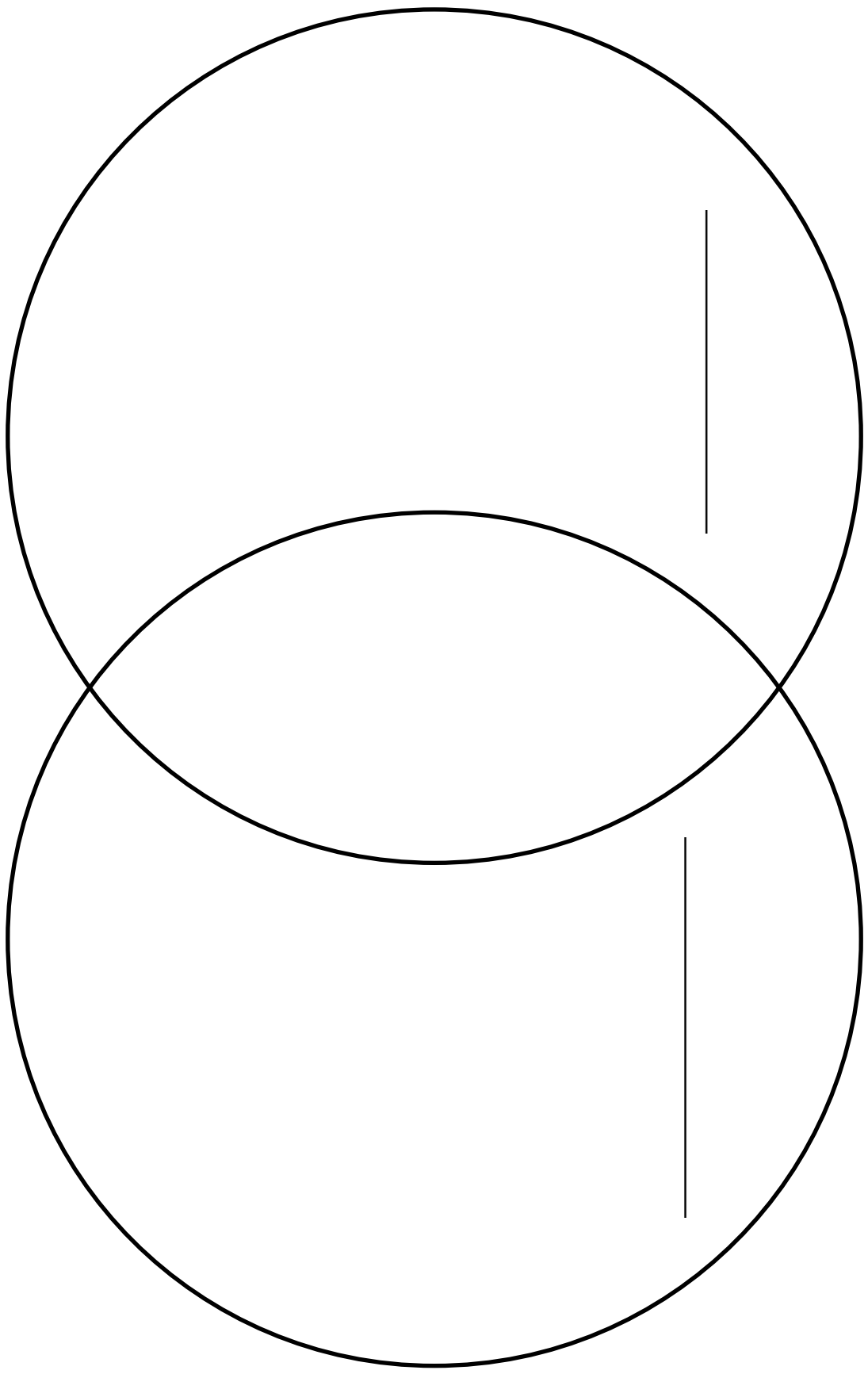
Assessment

- Assess the Venn Diagrams for completion.
- Assess the Exit Card for understanding, interest, and what they would like to learn more about. This may help to tailor future lessons.
- Collect observational notes while monitoring students interacting in their small groups.

Name: _____

Date: _____

Cultural Traditions Venn Diagram



Topic: _____

Name: _____ Date: _____

3-2-1 Exit Card

1. _____

2. _____

3. _____

What are 2 things that you found interesting, and would like to learn more about?

1. _____

2. _____

What is 1 question you still have about the material?

1. _____

LESSON 4

Cultural Objects

Curriculum Correlations

Ontario Social Studies

- Grade 2 A. Heritage & Identity: Changing Family and Community Traditions
- A3.4, A3.6, A3.7

Common Core Grade 3

- RI.3.7

C3 Framework

- Geography D2.Geo.5.K-2

Ontario Language Arts – Reading

- 1.1, 1.4

Ontario Language Arts – Writing

- 1.4

Materials

- A book from the *Cultural Traditions in My World* series
- Chart paper
- Markers
- Student notebooks and/or lined paper
- Pencils
- *Identifying Cultural Objects Worksheet*

Setting the Stage

Start by writing the words **cultural object** on the front board.

Ask students:

- ▶ What does this word mean?
- ▶ What types of items could be classified as a cultural object?

Share answers and create a definition as a class. Example Definition:

- ▶ **Cultural objects** are physical items used by humans for a specific purpose related to religion, holidays, and various other celebrations and traditions.
- ▶ Some examples: tools, artifacts, utensils, machines, jewelry, etc.

Choose a book from the series.

*Any book would work, but choose a country that has not yet been covered.

Introduce the book to the class. Explain that as we are reading through, students should write down cultural objects mentioned in the book, used by that particular country.

Read the book to the class.

Objectives

Students will:

- Define cultural objects.
- Identify cultural objects used by various countries around the world, and explain their purpose.
- Choose an object from a cultural tradition celebrated by their family to present to their classmates in a future lesson.

Activity

Ask students to share which cultural objects they noted as we read through the book. Discuss the purpose of each object. Make a classroom list. Add these examples to the chart paper, under the definition we created earlier. Post this list as a reference.

Now, students will choose their own book (a country that has not been discussed in a previous lesson would be ideal).

Students will read silently at their own desk. As they are reading, they will complete the *Identifying Cultural Objects Worksheet*. In the first column of the worksheet, students will list the cultural object, and in the second column they will describe the significance of that object. Answering the question: What is it used for?

Extensions

- ▶ Teacher could bring in a few cultural objects of their own to share with the class. Facilitate a classroom discussion around the items. For example: *Have you ever seen any of these items before?*
- ▶ Write a short paragraph reflecting on your familiarity with a particular object from the book. For example: *"I recognize the pinata used in Mexican culture. My cousin had a pinata at his 8th Birthday party!"*

Wrap-Up

As homework, students are asked to bring in an object of their own from a tradition they celebrate with their families. This item should be something passed down to them and something that has a special meaning to their family. Students will be encouraged to ask their parents/guardians about the object, and the meaning behind it, so that they can share the same with their classmates during the next lesson.

Assessment

Collect *Identifying Cultural Objects* worksheet and give students a mark for completion.

Name: _____

Date: _____

Identifying Cultural Objects Worksheet

Cultural Object	What is it used for?

LESSON 5

Celebrating Diversity Through Show & Tell

Curriculum Correlations

Ontario Social Studies

Grade 2 A. Heritage & Identity: Changing Family and Community Traditions
A2.1, A3.7

Common Core Grade 3

RI.3.1

C3 Framework

D2.Geo.5.K-2

Ontario Language Arts

Grade 2-3 Reading

1.1, 1.4

Grade 2-3 Oral Communication

• 2.7

Materials

- Cultural Object (1 per student, brought in from home)
- Chart Paper
- Markers
- *Show & Tell Presentation Rubric*

Setting the Stage

Facilitate a classroom discussion that reviews the terms we covered in our last lesson.

Ask students:

- ▶ What was the topic of our last lesson?
- ▶ Who can remember the definition that we created for cultural objects? What are cultural objects?
- ▶ What are some examples of cultural objects we found, in the book we read together?
- ▶ What are some examples of cultural objects you found, in the book you read on your own?

If students have a difficult time recalling the examples from last lesson, refer them to the Anchor Chart that we created together.

Activity

Explain that you are excited to see the objects that each student brought in to share with the class.

Before we begin sharing, we will co-create our success criteria for the Show & Tell Presentation.

Teacher will present the learning goal: "Present an object from my culture to the class."

Then ask students: What do you need to do in order to show & tell effectively?

Objectives

Students will:

- Recall information on cultural objects, as learned in a previous lesson.
- List and demonstrate understanding of cultural objects used in various countries around the world.
- Create success criteria to ensure objectives and expectations for the Show & Tell Presentation are clearly outlined, and so students are aware of what they need to accomplish in order to be successful.
- Share an object from a cultural tradition that has been passed down through generations and celebrated by their family.

Activity

Student answers to this question will help to build our success criteria. This may include the following:

- ▶ Student has provided the name of the item they are sharing.
- ▶ Student has described the meaning behind the cultural object.
- ▶ Student has explained why they chose to share this particular object with the class.
- ▶ Student ensures volume and pace is appropriate for the audience.
- ▶ Student uses body language, eye contact, and gestures to communicate with the audience.

*The learning goal and success criteria will be posted in the classroom so that students can refer to them prior to their Show & Tell.

Extensions

- ▶ Could collect student input to create the learning goal together as well.
- ▶ Could have students complete a self-assessment, such as a checklist, after they have presented.
- ▶ Students could also complete a peer assessment, while watching their classmates present.

Wrap-Up

The students will Show & Tell the object they brought from home. They will be reminded to keep the success criteria in mind while presenting.

The teacher will also allow for 5-10 minutes of “peer time” at the end of the lesson. This “peer time” will give students the opportunity to ask one another questions about their cultural object, and to pass them around as desired.

Then, bring discussion back to the classroom setting, and thank students for presenting. Recognize that it is not always easy to share something personal with a large group. Discuss some takeaway concepts:

- ▶ Presenting an object passed down to us from family, or an item that we use in cultural celebrations, helps us to learn more about our own culture, and traditions, and those of our classmates.
- ▶ If some of the cultural objects we use differ from our classmates we should ask questions to build understanding. We should approach this topic in a respectful manner.
- ▶ Every student is unique, and our diversity should continue to be explored and celebrated.

Assessment

Use the rubric entitled *Show & Tell Presentation Rubric* to assess student preparation and presentation.

Name: _____

Date: _____

Show & Tell Presentation Rubric				
Category	4	3	2	1
Provided name of object.	Provided name.	Did not provide.	Did not provide.	Did not provide.
Meaning	Student provides an exceptional summary for the meaning behind their object	Student provides a good summary for the meaning behind their object.	Student provides a satisfactory summary for the meaning behind their object.	Student does not provide a summary for the meaning behind their object.
Reason for Choice	Student provides an exceptional explanation for their choice of object.	Student provides a good explanation for their choice of object.	Student provides a satisfactory explanation for their choice of object.	Student does not provide an explanation for their choice of object.
Volume & Pace	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

LESSON 6

Christmas Around The World

Curriculum Correlations

Ontario Social Studies

Grade 2 A. Heritage & Identity: Changing Family and Community Traditions

A1.2, A2.5, A3.4, A3.7

Common Core Grade 3

RI.3.5; RI.3.7, RI.3.10

C3 Framework

Geography D2.Geo.5.K-2

Ontario Language Arts

Grade 2-3 Reading

1.4, 1.6

Grade 2-3 Writing

1.3

Materials

- Computers with Internet access
- *Cultural Traditions in My World* series (specifically countries that celebrate Christmas)
- Scrap paper
- Pen/Marker
- *Christmas Around the World Worksheet*
- *Christmas Around the World Checklist*

Objectives

Students will:

- Identify and describe aspects of their own Christmas traditions and celebrations.
- Research how another country celebrates the Christmas holidays.

Setting the Stage

*Know your students' cultural backgrounds prior to engaging in this lesson. If some students do not celebrate Christmas, this lesson could be changed to fit with another holiday such as New Year, Independence Day, Birthdays, etc.

Facilitate class discussion on Christmas:

- ▶ Christmas is one of the most well-known and celebrated holidays around the world.
- ▶ Family traditions, religious events, decorations, movies, songs, and food are all part of many of our Christmas celebrations. These things often make up the Christmas memories we hold on to, and look forward to each year.

Questions for students:

1. What is one of your favorite Christmas traditions? Why?
2. How does your family celebrate Christmas?
3. Do you decorate your house? What kinds of decorations do you put up?
4. Any particular food you eat around the Christmas holidays?
5. Have any of your Christmas traditions changed over the years? How?

Get a good classroom discussion going and have students share their own experiences with the holiday.

Continue with classroom discussion:

- ▶ How we celebrate here in North America can be very different, than how other countries celebrate.
- ▶ Various customs and traditions exist. Some of these we may be familiar with, and some we may have never heard of.
- ▶ Today we will be exploring how various countries celebrate Christmas.

Activity

Students will work in pairs.

Teacher will write the names of countries in *Cultural Traditions in My World* series on small pieces of scrap paper, then fold them, and place them in a hat. Each pair of students will choose one scrap paper from the hat, which will reveal the country they will research.

Once each pair is assigned a country, the *Christmas Around The World Worksheet* will be passed out. Students will work in pairs, but will complete their own worksheet.

This worksheet asks students to summarize Christmas in the country they have been assigned. The teacher will go through the worksheet to ensure students understand what is being asked.

Students will be reminded to use the book on their country as a reference, as well as any of the following websites:

<http://www.santas.net/aroundtheworld.htm>

<http://www.theholidayspot.com/christmas/worldxmas/index.htm>

<http://www.the-north-pole.com/around/>

Students can also use the **Google Image** Search Engine to find out how to draw their country's flag, and to find a print out map of their country.

The final question on the worksheet should be answered individually, as it is a personal reflection.

Extensions

- ▶ Students can pretend they have a pen-pal in the country they have researched and write to them explaining how they celebrate Christmas here, and also explaining what they know about their country's Christmas celebrations.
- ▶ Have students find a recipe for a traditional dish served around the holidays in their assigned country.

Wrap-Up

Invite students to share one or more of the questions on their worksheet. Discuss our findings. Have students reflect on the similarities and differences between how they celebrate Christmas, and how it is celebrated around the world.

Some takeaway concepts:

- ▶ Just because we celebrate one way, does not make this the right way, or only way.
- ▶ The traditions and customs of Christmas may vary from country to country, however the common message of peace, giving, and celebration with family and friends remains the same.

Assessment

Students will hand in their worksheets. Use the *Christmas Around the World Checklist* to assess the quality of answers.

Name: _____ Date: _____

Christmas Around the World Worksheet

Use this worksheet to summarize how your country celebrates Christmas. Your research can include information in the *Cultural Traditions in My World* books and from the following websites:

1. <http://www.santas.net/aroundtheworld.htm>
2. <http://www.theholidayspot.com/christmas/worldxmas/index.htm>
3. <http://www.the-north-pole.com/around/>
4. "Google Image Search" for country's flag & map

Name of Country: _____

Please draw your country's flag below:

Please attach a map of your country.

What are some food enjoyed during Christmas? (Please find at least two)

- 1.
- 2.
- 3.
- 4.
- 5.

What are some of the traditions celebrated during Christmas? Please explain: _____

List some of the cultural objects used during Christmas:

- 1.
- 2.
- 3.
- 4.
- 5.

How is this country's Christmas celebration different from your own? Please explain: _____

Name: _____

Date: _____

Christmas Around the World Checklist		
	Yes	No
Student has provided the name of their country.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Student has included a drawing of the country's flag.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Student has included one map of the country.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Student has included at least two examples of food eaten during the holiday.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Student has included a summary of holiday traditions celebrated in the country.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Student has provided a summary as to how this country's celebration is different from his or her own.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Student has included a list of cultural objects used during the holiday.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Student has provided a summary as to how this country's celebration is different from his or her own.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____