

Learning Experience

LE Title: Christmas Customs Around the World	Author:	Wendy Egresits
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Learning Context

Purpose or Focus of Experience

Students will have four library classes (45 minutes each) to retrieve information from online resources about the customs that are observed during the Christmas holiday by the country that is assigned to them. By the fifth class, they will complete a graphic organizer that was already created for them using Kidspiration computer software. This project allows students to see how other countries celebrate Christmas. It also allows the teacher and the library media specialist to work together to complete the curricular requirements for third grade. Once the graphic organizer is complete, the teacher can take the information back to the classroom and incorporate it into the students writing workshop assignments. This project can be altered to fit any holiday enabling students to see how different religions are practiced around the world.

Connection to Standards

New York State Learning Standards addressed in assessment:

New York State Learning Standard for Mathematics, Science and Technology

Standard 2.1 - Information Systems

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

1. Use a variety of equipment and software to integrate several forms of information in order to create good quality graphic and text-based presentations.
2. Students will access needed information from electronic databases and on-line telecommunication services.
3. Students will systematically obtain accurate and relevant information pertaining to a particular topic from a range of printed and electronic sources.

Standard 2.2 - Information Systems

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.

1. Students demonstrate the ability to evaluate information.

New York State Learning Standard for English Language Arts

Standard 1.1 Language for Information and Understanding (Listening and Reading)

Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

1. Students will interpret and analyze information from nonfiction books, reference materials, electronic databases, and web resources intended for a general audience.
2. Students will compare and synthesize information from different sources.
3. Students will distinguish between relevant and irrelevant information and between fact and opinion.
4. Students will relate new information to prior knowledge and experience.

Standard 1.2 Speaking and Writing

Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

1. Students organize information according to an identifiable structure, such as compare/contrast or general to specific.

New York State Learning Standards for Career Development and Occupational Studies (C-DOS)

Standard 3a.5 - Universal Foundation Skills (Technology)

Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

1. Students select and use appropriate technology to complete a task.

Standard 3a.7 - Universal Foundation Skills (Managing Resources)

Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

1. Students will demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.

New York State Learning Standards for Social Studies

Standard 2 - World History

The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

1. Students know the social and economic characteristics, such as customs, traditions, and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.

AASL Learning Standards/Library & Information Skills Learner Outcomes Addressed in Assessment:

- AASL Standard 1:** *The student who is information literate accesses information efficiently and effectively.*
- 2:** *The student who is information literate evaluates information critically and competently.*
- 3:** *The student who is information literate uses information accurately and creatively.*
- 6:** *The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.*

Info. Skills Learner Outcome: 3. Know the layout and organization of the library.

14. Know what the reference section is in the library.

18. Use the card/electronic catalog to locate materials by title, author, subject, and/or series.

21. Identify and use electronic resources.

23. Use preselected/bookmarked sites on the Internet.

25. Be able to take simple notes.

27. Select appropriate resources for reference information.

29. Be able to paraphrase information.

33. Search appropriate commercial electronic and online resources to access information.

Essential Question(s)

- ☞ What are the types of foods, customs, day or date your country celebrates Christmas, and any other interesting facts about the celebration of Christmas in your appointed country?
- ☞ How does this information differ from how Christians in our country celebrate Christmas?
- ☞ What types of resources are available to find out this information? (i.e non-fiction books, encyclopedias (online/paper), various preselected websites on the Internet)
- ☞ What ways could we take notes on our various subjects (sentence form/quick facts)

Content Knowledge: Declarative, Procedural

Declarative:

Students will know:

1. How to access the online encyclopedias
2. How to look for resources in the library
3. How to search web pages for information
4. How to take basic notes
5. How to retrieve a file from Kidspiration computer software

Procedural:

Students will be able to:

1. Access the online library catalog
2. Access the Internet to retrieve information
3. Access a pre-selected bookmarked site
4. Take notes
5. Input their information into a graphic organizer created on Kidspiration computer software

Procedure

Introduce: Begin the lesson by explaining that we are going to be looking at the customs observed by different countries during the Christmas holiday season. Explain that while they are doing this, they will be able to use the resources within the library media center as well as the online resources available to them to find out what different foods, customs, the specific day or date their country celebrates Christmas, and any other interesting facts they can come up with. When they are done with gathering their information, they will be completing a graphic organizer that was already created for them using Kidspiration computer software. Explain that once this part of the project is complete, the teacher may be using the information gathered for writing workshop within the classroom.

1. Brainstorm with the students the different places in which they may retrieve information (i.e. library, encyclopedias, online resources)
2. Teach students how to navigate the Internet and how to retrieve a bookmarked site.
3. Teach students how to navigate through the bookmarked sites.
4. Review with students how to use the online library resources that were already taught to them.
5. Teach students how to take quick notes about their subjects using the United States customs as an example.
6. Teach students how to complete the graphic organizer.

Instruction/Environmental Modifications

Modifications could include the following:

- ☞ This unit may be broken up into many mini-lesson plans
- ☞ You may modify this unit by using another religion or custom celebrated around the world during a different or the same time of year.
- ☞ Instead of using Kidspiration computer software, the graphic organizer can be made on Microsoft Word or any other word processing software that can handle graphics.
- ☞ Any browser could handle the web sites that are involved in this unit.
- ☞ While working with the classroom teacher, all items are taught during library classes. However, classroom teachers may allow students to continue with the project during classroom time or at home.
- ☞ The classroom teacher handles remediation on things taught during library classes.
- ☞ Sometimes I have students work in pairs for this project for the sake of time. It also helps student learn how to cooperate and work together with other students.
- ☞ If there is time before the Winter Break, we do have the students present their information and have them tell us what resources they used to find their information.
- ☞ Also, some of the teachers actually use the graphic organizer in their writing workshop sessions for the students to produce a writing piece regarding the country that was assigned to them.

Time Required

- ☞ Planning includes approximately 2 hours (including planning with the teacher)
- ☞ Implementation (45 minutes per class) ~ 5-6 library classes
- ☞ Assessment (1 hour for evaluation of products ~ 2 class periods for presentation or discussion)

Resources

- ☞ Black and white copies of the graphic organizer for each student
- ☞ Computer lab machines with LCD Projector
- ☞ Grolier/Worldbook online resources
- ☞ Internet Explorer or Netscape web browsers with preselected bookmarked sites
- ☞ Online library catalog (library resources about the customs of different countries)
- ☞ Print encyclopedias, nonfiction materials within the library
- ☞ Preselected countries that are listed on each of the websites that are bookmarked
- ☞ World Wide Christmas Calendar (www.algonet.se/~bernadot/christmas/calendar.html)
- ☞ Holidays from Around the World (www.zuzu.org/daze.html)
- ☞ Worldbook online (www2.worldbook.com/features/holidays/html/world.htm)

Assessment Plan

Product Rubric:

- 4 = Completed the graphic organizer with at least 2 facts in each section without help
- 3 = Completed the graphic organizer with at least 1 fact in each section without help
- 2 = Completed the graphic organizer with at least 1 fact in 2 out of 4 sections with help
- 1 = Needed a great deal of help to complete the graphic organizer

Retrieving Information Rubric:

- 4 = Able to retrieve the requested information for the graphic organizer from at least 2 different resources without help.

- 3 = Able to retrieve the requested information for the graphic organizer from at least 1 resource without help.
- 2 = Able to retrieve the requested information for the graphic organizer from at least 1 resource with some help from the teacher or library media specialist.
- 1 = Needed a great deal of help retrieving appropriate information.

Taking Notes Rubric:

- 4 = Able to take quick notes for the graphic organizer and repeat information that is written for future presentation with no help.
- 3 = Able to take quick notes for the graphic organizer and repeat information that is written for future presentation with little help.
- 2 = Able to take notes for the graphic organizer with some help from the teacher or library media specialist.
- 1 = Needs a great deal of help taking notes and completing the graphic organizer.

Accessing Online Resources through the Internet:

- 4 = Able to access and navigate through all of the online resources that were made available without any help from the teacher or library media specialist.
- 3 = Able to access and navigate through the bookmarked sites that were made available without any help from the teacher or library media specialist.
- 2 = Able to access the online encyclopedias and/or the bookmarked sites with help from the teacher and library media specialist.
- 1 = Was not able to access any of the online information.

Retrieving Material Through the Online Library Catalog:

- 4 = Able to locate a book in the library media center about his/her country by using the online library catalog without any help from the teacher or library media specialist.
- 3 = Able to locate a book in the library media center about his/her country by using the online library catalog with some help from the teacher or library media specialist.
- 2 = Needed some help locating materials from the library using the online library catalog.
- 1 = Could not use the online catalog to locate any library materials.

Student Work

No student work is available at this time.

Reflection

Students really enjoy learning about other cultures and love to compare the customs with our customs. This project allows them to learn lifelong information retrieval skills while also teaching them how to organize their thoughts. Every year that this project has been done, we have really tried to improve it. The teachers look forward to it because they can actually use it with what they are doing in their classrooms.

Christmas Around the World
Third Grade Project

