

Teacher's Guide for FACES

November/December 2009: Santa Claus

Lisa Greenberg taught in international school in Japan, Singapore, and Saudi Arabia. Author of several books on Saudi Arabia and short stories about the Middle East, she has celebrated Christmas with a palm tree instead of a fir tree, has collected ornaments from more than a dozen countries, and still makes a king's cake on January 6, a custom she learned in France as a child.

Getting Ready:

Use cover photo as starter. Discuss with students and chart on blackboard:

Santa Claus		
Physical Characteristics	Emotional Characteristics	Meaning

Ask students, "Is Santa Claus the same all over the world? Why or why not?"

READING FOR NEW INFORMATION

Break students into groups of three or four and have each group read

High 5, pp. 2-3

At a Glance, pp.4-5

The Many Faces of Santa Claus, pp. 8-12

Santa's Post Office, p. 20

Challenge each group to list as many new facts that they can about Santa Claus in 25 minutes.

Have each group share or post its list.

WRITING AN EXPOSITORY PARAGRAPH

Review the local curriculum guidelines for writing expository paragraphs with students.

Then have students read

Arctic Helper, pp. 6-7 and Thomas Nast, pp. 14-15

Have students write an expository paragraph on one of the following topics:

1. How the reindeer is adapted to cold weather
2. How men use reindeer
3. How did the idea of flying reindeer develop?
4. How did Thomas Nast become an artist?
5. How did Thomas Nast develop the American image of Santa Claus?

Comparing and Contrasting

Read with students The Holly King, pp.16-17,

Santa Olympics, pp 24-25,

Growing Up, Christmas in Zimbabwe, pp. 26-27,

Krampus, The Anti-Claus, pp 42-44.

Then have students choose and complete one of the following projects:

1. Compare in chart, cartoon, or essay format the Holly King, Santa Claus, and Krampus.
2. Illustrate Christmas Day in Kadoma and in Mopani Village.
3. Write a conversation between a child watching the Santa Olympics in Samnau, one of the children in Zimbabwe, and a child in Austria who participated in the December 5 festivities comparing holiday celebrations.

PRACTICING PUBLIC SPEAKING

Have students read, "Does Santa Just Sell Stuff?", pp. 34-36,

And "Yes, Virginia", pp. 38-9.

Then have students choose to debate one of these two topics:

1. Santa sold out to commercialization OR Santa is not just a sales tool.
2. Children should believe in Santa Claus OR there is no Santa Claus.

WRAP-UP

Discuss with students how their understanding of Santa Claus and what he means to people in different parts of the world has changed.