

# 6th grade, Unit #5, World Language, Navidad and Three Kings Day

Content Area: **Generic Content Area**

Course(s): **Generic Course**

Time Period: **January**

Length: **3 weeks**

Status: **Published**

## **Enduring Understanding**

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Holidays are celebrated differently in different cultures.

## **Essential Questions**

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How is Christmas different from Las Posadas/Three Kings Day?

What are Posadas?

What is Three Kings Day?

## **Common Core Standards**

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FL.PK-12.7.1.NM.A.3

FL.PK-12.7.1.NM.A.4

FL.PK-12.7.1.NM.C.2

FL.PK-12.7.1.NM.C.3

FL.PK-12.7.1.NM.C.4

FL.PK-12.7.1.NM.C.5

Recognize a few common gestures and cultural practices associated with the target culture(s).

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Copy/write words, phrases, or simple guided texts on familiar topics.

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

## **Student Learning Objectives**

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The students will:

Compare and contrast the cultural celebrations of Christmas with Las Posadas/Three Kings Day.

Recognize the cultural symbols associated with Las Posadas/Three Kings Day.

Demonstrate comprehension orally and in writing of cultural practices associated with Las Posadas/Three Kings Day based on children's literature.

Create an authentic cultural product associated with the celebration of Las Posadas/Three Kings Day.

Sing popular holiday songs associated with Las Posadas/Three Kings Day.

Identify practices and traditions associated with Christmas celebrations in Mexico.

Compare and contrast Christmas practices and traditions of Mexico with their own familial practices.

Identify Christmas vocabulary commonly associated with our American Christmas celebrations in Spanish.

## **Instructional Activities**

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Whole class discussion of how students celebrate Christmas.

Introduce Las Posadas/Three Kings Day as religious celebrations and orally compare and contrast them to American Christmas celebrations.

Introduce and sing Feliz Navidad, and play other Spanish carols while students complete other activities.

Read aloud culturally significant children's literature and identify pictures and symbols from the literature associated with the celebration.

Students create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.

Read and discuss a Christmas related story pertaining to Mexican Christmas traditions: The Legend of the Poinsettia, The Night of Las Posadas, Federico and the Magi's Gift.

Oral Discussion: Compare and contrast Christmas practices and traditions of Mexico with traditions and practices in America.

Identify and repeat Christmas vocabulary commonly associated with American and Mexican celebrations in Spanish. Bingo with Spanish Christmas vocabulary.

## **Interdisciplinary Connections**

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Social Studies: Anthropological discussion of religious beliefs and practices.

Music: Musical connection to holidays

Art: Illustration of holiday symbols

## **Texts and Resources**

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Google images of symbols associated with Las Posadas/Three Kings Day celebrations.

Children's literature associated with Las Posadas/Three Kings Day: Pedro's Christmas Flower, The Legend of the Poinsettia, La Navidad, The Night of Las Posadas.

Music Downloads/Pandora Radio for Feliz Navidad or other holiday songs in Spanish.

Templates for poinsettia or other related holiday craft.

## **Assessment**

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Observation of comprehension of literature, vocabulary and cultural differences through oral response.

Observation of oral discussion of cultural practices and differences.

Checklist identification of symbols associated with the holidays.

Rubric evaluation of student-created cultural product.