



Las Navidades

Objectives

- Familiarize students with the differing ways people celebrate las Navidades.
- Identify foods enjoyed during the holiday.
- Locate the countries mentioned on a map.

Presentation Strategies

20-minute lesson

- Ask students to locate the countries of Mexico, Panama, Peru, Argentina, Dominican Republic, Paraguay, and Spain.
- Have students read pp. C10–C11.
- Have students discuss the Comparación cultural questions in pairs.

50-minute lesson

- Complete 20-minute lesson plan.
- Have students summarize the content.
- Ask students to find these cities on a map: Panama City, Panama; Oaxaca, Mexico; Buenos Aires, Argentina; Madrid, Spain.
- Introduce the Vocabulario para celebrar and discuss the meaning of the terms.
- Have students list the foods identified in the text. Ask them to describe the foods.
- Ask a member from each pair to summarize their discussion.



Panamá

Un desfile navideño The holiday parade in Panama City takes place in mid-December.

México

La noche de rábanos On the night of December 23, elaborate carvings made from radishes, or *rábanos*, are on display in Oaxaca's central plaza. The figures include people, animals, and even entire scenes. This unique tradition has been celebrated for over 100 years.



Argentina

Las empanadas Dancers dress as *empanadas* in Buenos Aires. These meat-filled pies are especially enjoyed during *las Navidades*.

C10 Celebraciones

Bridging Cultures

English Learners

Increase Interaction Have students learning English read the pages with an English-speaking student. Ask the pair to construct several true/false questions that they can use to quiz other students on lesson content. Pairs can take turns asking and answering each other's questions.

Heritage Language Learners

Support What They Know Encourage students to talk about Las Navidades celebrations. Have them ask family or friends whether the way the holidays are celebrated here differ from the way they are celebrated in their country of origin. Talk about reasons why people might adapt their celebrations when they move to a new place.



STANDARDS

- 2.1 Practices and perspectives
- 2.2 Products and perspectives
- 4.2 Compare cultures

Connections

Language Arts

An **idiom** is a phrase or sentence with a meaning that does not have exactly the same meaning as the individual words. Write the phrase **contar muchas navidades** (to count many Christmases) on the board. Discuss the meaning of the individual words. Then discuss the meaning of the phrase (to be old). Encourage students to keep a log of English and Spanish idioms.



Culture

About the Photos

Panamá Help students use context to conclude that the Spanish word **desfile** has the same meaning as the English word *parade*.

México Point out that the radishes carved are much larger than the little red radishes found in the grocery store.

Argentina In Argentina, empanadas are pastries that may be filled with ground beef, olives, onions, eggs, and raisins. They might also be filled with other meats, cheese, tuna, corn, or spinach. There are also dessert empanadas.

Perú According to tradition, the Three Kings followed a star to bring gifts to a newborn child. Children receive gifts on January 6 from the kings in memory of this event.

España Children and other onlookers watch a circus elephant perform during the parade that celebrates the arrival of the Three Kings.



Perú

El Día de los Reyes Magos In Peru, Argentina, the Dominican Republic, Paraguay, and Spain, children receive presents on January 6 from *los Reyes Magos*. In anticipation, children leave out a snack for the Three Kings, carrots or grass for the camels, and a pair of empty shoes for the gifts.

España



Un desfile navideño Circus elephants take part in Madrid's holiday parade on January 5. In Spain, parades on January 5 or 6 celebrate the arrival of *los Reyes Magos*.

Vocabulario para celebrar

<i>la Nochebuena</i>	Christmas Eve
<i>los Reyes Magos</i>	Three Kings
<i>la rosca de reyes</i>	sweet bread eaten on January 6
<i>el turrón</i>	almond nougat candy
<i>los villancicos</i>	seasonal children's songs

Comparación cultural

1. Do you and your family celebrate a holiday in December? If so, compare the traditions of your family to the traditions of *las Navidades*.
2. What special meals and foods do you associate with certain holidays? Describe the foods you traditionally enjoy on a holiday you celebrate.
3. What time of the year do you give or receive gifts and for what reason?

Celebraciones C11

Comparación cultural

Possible Answers

1. Many families celebrate religious and nonreligious holidays in December. Christmas is on December 25. Hanukkah occurs in December, and Eid al-Adha can fall in December too. Kwanzaa, an African American holiday, begins on December 26.
2. Students may associate specific foods with specific holidays, such as turkey and Thanksgiving. Encourage students to name at least three foods and tell when they enjoy them.
3. Students may exchange gifts on birthdays, at New Year, or on other special days. Some students may not have gift-giving traditions.

Enrichment

Arts and Crafts

Piñatas The tradition of **las posadas** is a strong one in many Mexican communities. Each evening from December 16 through December 24, families gather at a different neighbor's home for a party. Each party ends with the breaking of a piñata. Although traditionally made from pottery, piñatas today may be papier-mâché covered in crepe paper. Have groups of students make piñatas.

Food

Holiday Drinks As part of the holidays, some Mexican families prepare special drinks. These include **rompope** (eggnog), **chocolate caliente** (hot chocolate), and spicy cider. Ask students to find a recipe for Mexican hot chocolate. Work with students to prepare the beverage in class. Provide cups so students can enjoy the tasty drink.