The Jefferson Performing Arts Society

Presents

"The best Santa anywhere, anyplace, anytime!"
- David Cuthbert, Times-Picayune

THE AMAZING TRUE ADVENTURES OF
SANTA CLAUS
SATURDAY, DECEMBER 9, 11AM
WESTWEGO PERFORMING ARTS CENTER

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Teacher’s Notes

Created by and Starring Butch Caire

A Christian approach to the Santa story! This December, Santa himself will appear in a one-man musical presentation telling the story of his childhood, his name, and more!

Synopsis: New Orleans actor-musician Roland "Butch" Caire Jr. stars in a one-man musical that takes a Christian approach to the legend of Santa Claus, starting with the childhood of St. Nicholas and emphasizing that the traditions of Christmas are an outgrowth of Christian love and giving. Meet Santa after the show. Production is aimed at children from pre-kindergarten through third grade, though all may enjoy it.

What was St. Nicholas like as a child? How did he become the person we call Santa Claus? Why is Santa called different names in different countries? How did stockings by the chimney begin? And just how does he manage to bring gifts to children all over the world? Most importantly, he reminds us that the traditions of Christmas are an outgrowth of Christian love and giving. This critically acclaimed show warms hearts in kids from 1 to 92.

The Amazing True Story of Santa Claus traverses history and culture to reflect on the many traditions that are part of the Christmas holiday. This Study Companion investigates these traditions and provides opportunities for further consideration of the meaning behind Christmas. During these investigations, students will reflect on the interactions between family traditions and settings and how creating the imagery of a setting can connect to mathematical concepts that include shapes, area and perimeter,
learn about parts of speech, read a poem well-loved for generations and investigate the poem’s authorship.

In **Exploring Santa Traditions: All in the Family** students will learn about Christmas traditions from other parts of the world, brainstorm about their own family’s traditions, develop their own narrative descriptive essay about family traditions, create their own crayon resist to illustrate their essay and then transform their artwork into a design for a possible set for a production about Christmas.

This lesson also builds on mathematical concepts students learn in preschool: shape recognition and identification. As an example, a shape made of straight lines with four equal sides is a square, 

\[ \square \]

a shape made of three straight lines is a triangle, 

\[ \triangle \]

a shape made of straight lines where the sides opposite each other (parallel) are equal is a rectangle 

\[ \square \]

and so forth. In this lesson, we will expand on students’ understanding of both shapes and measurement by exploring them through the lens of set design.

In **Exploring Santa Traditions: Timeline** students will further reflect on the presence of Santa in the United States, beginning with the first mention of Santa in an American newspaper in 1773.

**The Amazing True Story of Santa Claus: Anagrams for Christmas** guides students as they reflect on another version of the story of Santa (as told in *Phineas and Ferb Christmas Vacation*.) *Phineas and Ferb Christmas Vacation* incorporates an anagram as a plot devise. Students will reflect on how the *Phineas and Ferb* Christmas story uses an anagram, look at possible ideas for other Christmas anagrams and then create their own.

In **The Amazing True Story of Santa Claus: ‘Twas the Night Before Christmas Mad Lib** students will learn about parts of speech, read a poem well-loved for generations, *‘Twas the Night Before Christmas*, and then create their own version using JPAS Mad Libs.

*‘Twas the Night Before Christmas: Moore or Livingston?* dives deeper into this well-known and well-loved poem, investigating its authorship. Was it really written by Henry Livingston, or someone else?
The Grinch
with his Grinch-feet
ice cold in the snow,
stood puzzling and puzzling.
How could it be so?
It came without ribbons,
It came without tags.
It came without packages,
boxes or bags.
And he puzzled and puzzled
and puzzled.
‘till his puzzle was over.
Then the Grinch
thought of something he
hadn’t before.
“What if Christmas, he
thought, doesn’t come
from a store.
What if Christmas perhaps
means a little bit more.”

RETRIEVED FROM:
LOUISIANA Educational Content Standards and Benchmarks

The arts facilitate interconnection. They provide tangible, concrete opportunities for students and teachers to explore academic concepts. Academic concepts are strengthened when learning integrates academic subjects like English language arts with arts. A system of Grade Level Expectations and Standards and Benchmarks is replacing the Common Core standards used since 2010 to measure student achievement. Here is some background information on Louisiana Common Core:

LOUISIANA STATE STANDARDS
In March, 2016 The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana State Student Standards in English language arts and mathematics. This action by BESE replaces the Common Core State Standards with unique state standards developed through a collaborative statewide process which included extensive public input and the work of Louisiana educator-led committees. Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Please visit these sites for more information:
http://bese.louisiana.gov/documents-resources/newsroom/2016/03/04/bese-approves-louisiana-student-standards-adopts-2016-17-education-funding-formula

http://www.louisianabelieves.com/academics/louisiana-student-standards-review

All Louisiana State Standards were retrieved from:

Background

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SANTA THE MAGICAL PERSON

Christmas is a very special time for many children -- the day presents are left by a magical person.

- In the United States and Canada, his name is Santa Claus. He flies through the sky in a sleigh pulled by eight reindeer.

- In England his name is Father Christmas. He looks much like Santa Claus, but he has a longer coat and a longer beard.

- In Wales (a principality in the United Kingdom), Santa is called Sion Corn - this translates as "Chimney John" relating to the story that Santa comes down the chimney of each house to bring his gifts to the children within.

- In France, he's known as Pere Noel. He is also called Pere Noel in Canada.

- In Brazil and Peru, he's called Papai Noel.

- In Germany, children get presents from Christkind, the Christ Child on the 24th of December. Also, in Germany Knecht Ruprecht and his helpers come on the 6th of December. Krampus brings coal or a wooden stick to the children that have not been good, Knecht Ruprecht brings mostly cookies, nuts and a small toy to the good children. Belsnickel - German version of Santa who carries a switch to beat the bad children. In Germany, Father Christmas can also be called der Weihnachtsmann.
• In **Poland**, Santa "Swiety Mikolaj" (Saint Nicholas) was a cardinal in the Catholic Church, he visits children on December 6th and he brings presents, mostly sweets, which he leaves in children's clean shoes.

• In some **Slovak countries**, Santa is "Swiety Mikolaj" ("star man") -- for the North Star. He visits children on Christmas Eve, bringing presents. The Christmas Eve meal begins once the first star is seen.

• In **Costa Rica, Colombia, and parts of Mexico**, the gift bringer is **El Nino Jesus**, "the infant Jesus."

• In **Puerto Rico**, children receive gifts from the **Three Kings** on January 6th. Each child puts grass under their bed for the camels and in the morning the grass is replaced with gifts.

• **Jultomten** or **Tomten** in **Sweden**. **Jultomten** visits in the evening before Christmas day, pulling a big bag of julklappar (Christmas presents) in the deep snow.

• På norsk (in **Norwegian**) "Julenissen" arrives on the evening of the 24th.

• In the **Netherlands**, he is called **Kerstman**. He flies through the sky with his reindeers and puts gifts under the Christmas tree on the 25th of December. De **Kerstman** lives in Finland. His counterpart "**Sinterklaas**" is another saint, who is celebrated on the 5th of December. **Sinterklaas** comes back every year from his home in Spain by steamboat, together with him are a whole group of "zwarte pieten" who help him while he's riding on the roofs - distributing gifts through the chimney.

• In **Finland**, he is called **Joulupukki** and his home is in Lapland in the north part of Finland called Korvatunturi. Also in **Finland**, the Swedish-speaking Finns (finlandssvenskar) call him **Julgubben**.

• In **Spain** the children the night of January 5th put their shoes under the Christmas tree and have presents from the **Three Kings** (Los Reyes Magos: Melchor, Gaspar and Baltasar). **Santa Claus** is called **Papa Noel** and there are children who have presents both days on December 25th (from **Papa Noel**) and on January 6th (from the **Three Kings**).

• In **Russia**, he is called **Grandfather Frost** or **Ded Moroz**. Also, there is **Babooska** the person who was searching for Christ the night he was born. She spoke to the Three Wise Men or Three Kings on their way to find him, they offered their company to her. But she replied I am too old, so the Three Men went on without her and she set search the following day but the "King" had gone from his birth place and when **Babooska** heard the news she decided to give her presents for Christ to the chidern in her country Russia every year on the 13th of Dec to make them happy.

• He is also called **Kriss Kringle** - origin unknown.
• He is also called St. Nick origin Turkey.

• Télapó is Santa Claus in Hungarian.

• In Italy, he is called Babbo Natale. Also, they recieve their presents on January 6th from the gift bringer an old lady called Befana.

• Black Peter, St Nick's helper which originates from Morocco or Liberia.

• In China, he is called Shengdan Laoren.

• In Denmark they call him, Julemand.

• In Hong Kong they call him Sing dan lo ian in Cantonese.

• In Slovenia they call him, Bozicek.

• In Latvia Santa Claus is called Ziemmassve'tku veci'tis.

• In the country Uruguay he is called Papá Noel.

• In Lithuania, Santa Claus is called Kaledu Senis.

• In Portugal, Santa Claus is known as Pai Natal. He brings presents on Christmas Eve. However, the portuguese tradition says the presents in that night are brought by the Newborn Jesus "Menino Jesus".

• In Estonia he is called Jouluvana.

• In Ireland he is called Santa Claus and children abbreviate this to just Santy.

• Many children in the Hindu religion receive gifts from their god Ganesha during the Holiday Season.

• In Austria, children get presents from Christkindl, the Christ Child on the 24th of December.

• In Greece, Santa Claus is called "Aghios Vassilis" and he comes on the night of 31st December leaving the presents under the tree for the children to find them on New Year's Day.

• In Hawaii, Santa Claus is known as Kanakaloka.

• In Armenian, Santa Clause is Gaghant Baba and he brings presents to all the good girls and boys.
• The name for Santa in Yugoslavia is Deda Mraz.

• In Croatia, he is called Bozicnjak.

• In Bulgaria they call him Diado Coleda.

• In El Salvador, for some families Santa Claus brings gifts on Christmas Eve to those children who are well behaved. People get together with the family, children go to bed and find a gift on December 25th.

• In Urdu he is called Baba Christmass.

• In Romania, Santa Claus is Mos Craciun and he comes on the night of the 24th of December bringing presents. Also, the night of the 5th of December is Mos Nicolae (St. Nicholas) puts candies in the good children boots or a stick in the bad ones.

• In Nevis/St. Kitts in the Caribbean, Santa Claus comes up from under the sea, not from the North Pole.

• In Albanian he is called Urime Krishtlindjet.

RETRIEVED FROM:

http://www.infostarbase.com/holidays/christmas/santa.php
Today there’s no question about the identity of the jolly red-suited, white-bearded, toy-carrying plump old man: It’s Santa Claus, of course. Throughout the mid-19th century, however, the identity of this famous gift giver was only just developing.
Saint Nicholas, Belsnickel, Father Christmas, the Wild Man. While all of these cultural figures are symbolic of the holiday season, none are quite the jovial character we know and love today.

So how was the iconic image of Santa born?

Several New Yorkers inspired the personality, appearance, and traditions of this holiday favorite. Through cultural influences, writings, and illustrations, John Pintard, Washington Irving, Clement C. Moore, and Thomas Nast all helped to establish a modern representation of Santa Claus.

**Jolly Old St. Nick**

A number of legends associate Saint Nicholas with gift giving, aiding young people, imposing honesty, and rescuing those in need. As the patron saint of children and one of the most revered saints during the Middle Ages, folklore depicts Saint Nicholas as a giver of small gifts to well-behaved children on the eve of his feast day, December 6.

Portrayed as an elderly white-bearded man dressed in red bishop’s regalia, complete with staff and miter, Saint Nicholas delivered presents to children throughout Austria, the Netherlands, Belgium, the Czech Republic, Slovakia, and parts of Germany as early as the tenth century. This saint, despite his judgmental demeanor, was highly regarded by many 19th century New Yorkers and helped spark the evolution of an American Christmas gift giver.
Saint Nicholas in New York

Following the American Revolution, interest in the Dutch colonial history of New York surged, and Saint Nicholas became a favorite anti-British symbol of New York Historical Society founder, John Pintard.

Pintard held a strong interest in Saint Nicholas, promoting him as the patron saint of both the Society and the city as a whole throughout the early 1800s. Annual Society meetings were held on Saint Nicholas’ feast day, members were issued Saint Nicholas promotional materials, and Pintard even staged (unintentionally terrifying) visits between Saint Nicholas and his family.

“To the memory of St. Nicholas. May the virtuous habits and simple manners of our Dutch ancestors be not lost in the luxuries and refinements of the present time” —Dr. David Hosack, New York Historical Society Banquet, 1809
Knickerbocker’s History

This local promotion of Saint Nicholas attracted the attention of New York writer, Washington Irving.

Irving joined the New York Historical Society while writing the 1809 Knickerbocker’s History of New York. Likely inspired by Pintard, Irving featured Saint Nicholas prominently in this satirical history of the New Amsterdam Dutch, depicting him as a symbol of Dutch-American ethnic identity.

Nicholas would often make his appearance in his beloved city, of a holiday afternoon, riding jollily among the tree-tops, or over the roofs of the houses, now and then drawing forth magnificent presents from his breeches pockets, and dropping them down the chimneys of his favourites.  

Knickerbocker’s History of New York, p. 136

Altering the saint’s appearance from the tall, somber, commanding European image, Irving reinvented Saint Nicholas as a short, stout, merry, pipe-smoking Dutchman, dressed in traditional colonial attire. Though Irving sparked an initial transformation of Saint Nicholas, this Christmas figure was still far from the image of Santa Claus we know today.
"Hello Little One!" Thomas Nast, Harper's Weekly
‘Twas the Night Before Christmas

"For he's a jolly good fellow!"

*Thomas Nast, Harper’s Weekly*

It was not until the 1822 poem, *A Visit from Saint Nicholas,* when the familiar spirit of Santa Claus truly began to unfold. Written by *Clement C. Moore,* a professor at New York’s *General Theological Seminary,* this poem created an unprecedented characterization of Saint Nicholas.

Recognizable by its opening line, “‘Twas the night before Christmas,” Moore tells a story of a plump “jolly old elf” who traveled by reindeer-pulled sleigh and descended down chimneys to deliver presents to children’s stockings. A friend of Washington Irving, it is speculated that Moore’s version of Saint Nicholas was inspired by descriptions in *Knickerbocker’s History of New York,* and by real-life characteristics of the first governor of New Netherland and a portly Dutch neighbor of Moore’s.
Many details now synonymous with the legend of Santa Claus were first introduced in this poem, including changing Saint Nicholas’ visit to Christmas Eve instead of the Saint’s feast day or New Year’s Eve. While there lies some controversy about whether Moore was the true author of this poem, this depiction left a lasting imprint on American culture, forever changing Christmas lore.

Well, said I, my fine fellow, who is this Santa Claus! Oh! you don’t know who Santa Claus is—why, he’s an old fellow that gives us good things every Christmas! Old! thinks I, he is the noisiest old coger I know of—but what is he like? Oh! I don’t know—we never see him; all we do is, to hang up our stockings on the bed post on Christmas eve, and next morning all good boys and girls find it stuffed with sugar plumbs, candy and toys, and all bad ones find a rod—and the back of the chimney always has two marks on it to show where his mules came down, for he never goes into a room that hasn’t a chimney in it. A strange old fellow, thinks I, why he must be filthy enough travelling about through chimneys like any sweep.

New York American, January 3, 1824
New York American, January 4, 1828

**Sinterklaas**

As the Americanized version of Saint Nicholas gained distinction from his European predecessor, so did his name.

Though Sinterklaas is the Dutch phrase for Saint Nicholas, this word posed some difficulty for American English speakers and prompted an evolution of the gift giver’s title. Before Americans collectively settled on “Santa Claus,” some early naming attempts include St. Aclaus, St. Iclaus, Sancte Klaas, St. Claas, St. a claus, and Santeclaw.

**A Signature Look**

Interpretations of Santa's appearance were very imaginative throughout the 19th century. Depictions ranged from thin to fat, elf-like to human man, and costumes were not standardized; No one was quite sure what this gift-giver should look like.
It wasn’t until the illustrations of Thomas Nast, a German–born New Yorker and *Harper’s Weekly* cartoonist, that an enduring image of Santa Claus was established.

Creating an entire world for Santa built upon the traditions described by Clement Moore and the influences of German Christmas folklore, Nast captured trademark elements of Santa’s image as his drawings evolved. A long white beard, black boots, and red suit trimmed with fur are just a few of these identifying features. Portrayed as a round, cheerful, elderly man, Nast’s drawings also added some key details to Santa’s backstory: a home at the North Pole and toy–building elf assistants.
Santa’s celebrity status and iconic appearance was further cemented in roles such as Coca Cola’s longstanding advertising campaign and growing holiday commercialism.
"Letters from Naughty Children's Parents," Harper's Weekly, December 30, 1871

A figure rooted in centuries-old legends and decades-long American transformation, Santa Claus as a pop culture icon is here to stay.

Further Reading

Chicago Daily Tribune, December 18, 1950

Learn more about the history of Santa Claus through the following materials:

- *Christmas in America: A History*
- *Encyclopedia of Christmas*
- *Encyclopedia of New York State*: "St. Nicholas"
- *Knickerbocker Santa Claus*
- *Santa Claus, Last of the Wild Men*

Find Thomas Nast’s *Harper’s Weekly* illustrations of Santa Claus in the HarpWeek database. Also search for articles describing early St. Nicholas and Santa Claus traditions in the America’s Historical Newspapers and Proquest Historical Newspapers databases.

Last Monday the anniversary of St. Nicholas, otherwise called St. a Claus, was celebrated at Protestant Hall, at Mr. Waldron’s, where a great number of the Sons of that ancient Saint celebrated the day with great joy and festivity.

The first mention of a Santa Claus figure:"St. a Claus," Rivington's New-York Gazetteer, December 23, 1773

RETRIEVED FROM: [https://www.nypl.org/blog/2015/12/09/santas-new-york-roots](https://www.nypl.org/blog/2015/12/09/santas-new-york-roots)
“Santa Claus was Made by Washington Irving”

By Patrick Browne

Today being St. Nicholas Day, it seems fitting to reflect a bit on the cultural origins of the American version of that right jolly, old elf. One could argue that any number of people are responsible for “inventing” Santa Claus as we know him today—Clement C. Moore, Thomas Nast...even the marketers of Coca-Cola. Many would point to Washington Irving, that original architect of so much American folklore and tradition.

The quote that forms the title of this article is taken from a paper by historian Charles W. Jones, “Knickerbocker Santa Claus,” published in the New York Historical Society
Quarterly, in October 1954. Jones challenged the long-standing traditional view that Santa Claus owes his tremendous presence in our culture to Dutch settlers of New Amsterdam (New York). In fact, his research into early colonial New York newspapers, books, diaries and letters turned up no mention at all of St. Nicholas until the time of the Revolution. So, if not rooted in the traditions of Dutch settlers nor the English settlers that followed them, how is it that the “cult of Santa Claus,” as Jones calls the popular tradition, emanated so suddenly from New York in the early 19th century?

In short—Washington Irving. The son of Scottish immigrants, Irving studied law in New York, was admitted to the bar in 1806, and promptly decided that an attorney’s life was not for him. In 1807, he established the satirical literary magazine *Salmagundi*, writing articles lampooning influential New Yorkers, mostly under pseudonyms. Fake names notwithstanding, Irving’s reputation as a brilliant writer spread. In 1809, he was nominated for membership in the New York Historical Society.

And here we find the intersection of Irving and Santa Claus. The New York Historical Society was founded in 1804 by John Pintard, a wealthy merchant, antiquarian and philanthropist. It was Pintard who promoted the observance of St. Nicholas Day, December 6, as a holiday in New York. He designated St. Nicholas the patron saint of the New York Historical Society and, by extension, attempted to establish St. Nicholas as the patron saint of the city. All this emphasis on St. Nick caught Washington Irving’s attention.[1]

In 1809, the same year he became a member of the New York Historical Society, Irving published his first book, *A History of New-York from the Beginning of the World to the End of the Dutch Dynasty* under the pseudonym Diedrich Knickerbocker. The book was more satire than history, playing fast and loose with facts, simultaneously romanticizing the history of New Amsterdam while utilizing stories of the Dutch founders to lampoon politicians of Irving’s own time.

Before the book was released, Irving implemented a brilliant publicity scheme that would put today’s edgy marketing professionals to shame. He published letters in New York papers under a fictitious name suggesting that Diedrich Knickerbocker, allegedly an old historian of Dutch descent, had gone missing and all that was left of him was his manuscript, *A History of New-York*. The city was gripped by this mystery. Individuals even wrote in to the editors of various papers claiming that they had seen Knickerbocker and New York officials considered offering a reward for the old man’s safe return. With all this hype, when the mysterious *History of New-York* was finally published on December 6, 1809, it became an immediate success.[2]

Note the date, St. Nicholas Day. This was no coincidence and a jibe at the New York Historical Society and their patron saint. Among the many fanciful tales related in the
“history,” Irving (Knickerbocker) wrote a story of Commodore Olaf Van Cortlandt, an actual Dutch official who settled in New Amsterdam in 1637. In the tale, Van Cortlandt, after a stormy journey, washes up with his company at the mouth of the Hudson. Grateful to be on dry land, they scrounge up a great feast of oysters and Van Cortlandt soon falls asleep...

And the sage Oloffe dreamed a dream—and, lo! the good St. Nicholas came riding over the tops of the trees, in that self-same wagon wherein he brings his yearly presents to children. And he descended hard by where the heroes of Communipaw had made their late repast. And he lit his pipe by the fire, and sat himself down and smoked; and as he smoked the smoke from his pipe ascended into the air, and spread like a cloud overhead. And Oloffe bethought him, and he hastened and climbed up to the top of one of the tallest trees, and saw that the smoke spread over a great extent of country—and as he considered it more attentively he fancied that the great volume of smoke assumed a variety of marvelous forms, where in dim obscurity he saw shadowed out palaces and domes and lofty spires, all of which lasted but a moment, and then faded away, until the whole rolled off, and nothing but the green woods were left. And when St. Nicholas had smoked his pipe he twisted it in his hatband, and laying his finger beside his nose, gave the astonished Van Kortlandt a very significant look, then mounting his wagon, he returned over the treetops and disappeared.[3]

The vision given to Van Cortlandt by St. Nicholas is one of the marvel that New Amsterdam (New York) will one day become. Anything sound familiar in this passage? The smoke of his pipe. A knowing look. Laying his finger beside his nose. All these would be used by New York Professor of Oriental and Greek Literature Clement C. Moore in his “A Visit from Saint Nicholas,” published in 1823.

So, by satirically inventing a false tradition of Dutch settlers venerating St. Nicholas, Irving inadvertently gave rise to a very real tradition of Americans venerating St. Nick. This was certainly not the last time in Irving’s career that he would invent folklore which he ascribed to old Dutch settlers. And Charles Jones is not the only scholar to comment on Irving’s ability to give weight to his tales by claiming that they were old Dutch legends. In her book Possessions: The History and Uses of Haunting in the Hudson Valley, Judith Richardson argues that Irving’s famous stories, “The Legend of Sleepy Hollow” and “Rip Van Winkle” were, contrary his assertions that they were derived from Hudson Valley oral tradition, simply derived from the author’s imagination and inspired by his travels in Great Britain. Irving gave Americans a sense of unique folklore that they wanted, even if it was simply of his own making.

While Irving’s first depiction of St. Nick may have been rooted in satire, it would be unfair to Irving to leave matters on that note. Eleven years later, in 1820, Irving
published his most famous work *The Sketch Book of Geoffrey Crayon*, containing “The Legend of Sleepy Hollow,” “Rip Van Winkle” and other stories. Among these were several stories devoted to Christmas as he had observed it in England while staying at Alston Hall in Birmingham. The tales are filled with truly heart-warming descriptions of a holiday that America had yet to widely adopt, but was celebrated throughout England. And the descriptions are sincere, free of satire. In my opinion, he rivals Dickens in his ability to instill Christmas cheer. I believe Irving truly loved Christmas.

Permit a lengthy excerpt and consider that Irving was among the very first to promote such Yuletide cheer in America:

...In the depth of winter, when nature lies despoiled of every charm, and wrapped in her shroud of sheeted snow, we turn for our gratifications to moral sources...Our thoughts are more concentrated; our friendly sympathies more aroused, we feel more sensibly the charm of each other's society, and are brought more closely together by dependence on each other for enjoyment. Heart calleth unto heart; and we draw our pleasures from the deep wells of living kindness, which lie in the quiet recesses of our bosoms...Christmas is still a period of delightful excitement in England. It is gratifying to see that home feeling completely aroused which seems to hold so powerful a place in every English bosom. The preparations making on every side for the social board that is again to unite friends and kindred; the presents of good cheer passing and repassing, those tokens of regard, and quickeners of kind feelings; the evergreens distributed about houses and churches, emblems of peace and gladness; all these have the most pleasing effect in producing fond associations and kindling benevolent sympathies...Stranger and sojourner as I am in the land,—though for me no social hearth may blaze, no hospitable roof throw open its doors, nor the warm grasp of friendship welcome me at the threshold,—yet I feel the influence of the season beaming into my soul from the happy looks of those around me. Surely happiness is reflective, like the light of heaven; and every countenance, bright with smiles, and glowing with innocent enjoyment, is a mirror transmitting to others the rays of a supreme and ever shining benevolence. He who can turn churlishly away from contemplating the felicity of his fellow beings, and sit down darkling and repining in his
loneliness when all around is joyful, may have his moments of strong excitement and selfish gratification, but he wants the genial and social sympathies which constitute the charm of a merry Christmas.


RETRIEVED FROM: https://historicaldigression.com/2014/12/06/santa-claus-was-made-by-washington-irving/
Washington Irving
Biography.com

Publisher
A&E Television Networks

Writer(1783–1859)

Famed 19th century American author Washington Irving is known for his biographical works and such stories as 'Rip Van Winkle' and 'The Legend of Sleepy Hollow.'

QUOTES

“Little minds are tamed and subdued by misfortune; but great minds rise above them.”—Washington Irving

Synopsis

Author Washington Irving was born in New York City in 1783. He achieved international fame for the fictional stories "Rip Van Winkle" and "The Legend of Sleepy Hollow," as well as for such biographical works as A History of the Life and Voyages of Christopher Columbus. Irving also served as the U.S. ambassador to Spain in the 1840s, and pushed for stronger copyright laws before his death in 1859.

Early Years and Career

Washington Irving was born on April 3, 1783, in New York City. The youngest of 11 children of Scottish-English immigrant parents William Sr. and Sarah, he was named after George Washington, the hero of the just-completed American Revolution, and attended the presidential inauguration of his namesake in 1789.
Educated privately, Irving began writing essays under the pen name Jonathan Oldstyle for the _Morning Chronicle_, which was edited by older brother Peter. After touring Europe from 1804-06, he returned to New York City to practice law – through by his own admission, he was not a good student, and in 1806 he barely passed the bar.

Preferring to indulge his creative impulses, Irving teamed with friend James Kirke Paulding and oldest brother William to publish _Salamagundi_, a periodical of humorous essays. In a similar vein, he penned the _History of New-York from the Beginning of the World to the End of the Dutch Dynasty, by Diedrich Knickerbocker_ (1809), a satirical work that earned the writer widespread acclaim.

Despite the early successes, Irving's career stalled as he sought to figure out what to do next. He landed a job as editor of _Analectic Magazine_, and briefly served in the military during the War of 1812.

**European Residency and Fame**

In 1815, Washington Irving traveled to England to help his brothers with the floundering family business. When that endeavor failed, he composed a collection of stories and essays that became _The Sketch Book of Geoffrey Crayon, Gent_. Published in several installments over the course of 1819-20, _The Sketch Book_ contained two of the author's most famous works, "Rip Van Winkle" and "The Legend of Sleepy Hollow," and made him a literary star both in England and the United States.

Irving followed with _Bracebridge Hall_ (1822), and then _Tales of a Traveller_ (1824). After accepting an invitation from the U.S. Minister to Spain, he moved to Madrid in 1826 and embarked on extensive research for _A History of the Life and Voyages of Christopher Columbus_ (1828), as well as the works that became _Chronicle of the Conquest of Granada_ (1829) and _Tales of the Alhambra_ (1832). Irving was then appointed secretary of the U.S. legation to London in 1829, a post he held until 1832.

**Later Years, Death and Legacy**

Upon returning to the U.S. in 1832, Washington Irving visited some of the little-known territories off the western fringes of the country, an expedition that inspired _A Tour on the Prairies_ (1835). Continuing the western frontier theme,
he wrote *Astoria* (1836), an account of the formation of John Jacob Astor's fur company, followed by *The Adventures of Captain Bonneville* (1837).

After another stint abroad as U.S. minister to Spain (1842-46), Irving spent his later years at his New York estate of "Sunnyside," which served as a meeting place for the leading writers, artists and politicians of his era. He turned out a succession of mainly historical and biographical works during this time, including the five-volume *Life of George Washington* (1855-59). Irving passed away at his estate on November 28, 1859.

Considered perhaps the first true American writer, Irving sought to nurture his successors and pushed for stronger laws to protect writers from copyright infringement. The terminology of his works seeped into American popular culture, with monikers such as "knickerbocker" and "Gotham" becoming affiliated with New York City. Underscoring the endurance of his fictional creations, "The Legend of Sleepy Hollow" was adapted into a 1999 film by director Tim Burton, and served as the basis for a TV series in 2013.

RETRIEVED FROM: [https://www.biography.com/people/washington-irving-9350087](https://www.biography.com/people/washington-irving-9350087)
History of the Society
The Saint Nicholas Society of the City of New York was founded by Washington Irving and others, as an organization to commemorate the history and heritage of New York, and to promote good fellowship among the members. The first meeting was a dinner held on February 14, 1835 at Washington Hall, a popular dining and meeting locale in the 1830s, at the southeast corner of the intersection of Broadway and Reade Street. At that meeting 31 gentlemen signed the constitution of the Society. On February 28, the first members were elected, a total of 275.

At that time there were (as there still are) several societies named after national patron saints, such as Saint Andrew (Scottish), Saint David (Welsh), Saint George (English), and Saint Patrick (Irish). Irving, the great humorist and chronicler of the Hudson Valley, and author of such immortal tales as *Rip Van Winkle* and *The Legend of Sleepy Hollow* (as well as of many other works), conceived The Saint Nicholas Society as a somewhat humorous counterpart to the celebration of national origins by such organizations. Also, the New England Society in the City of New York had been recently established in 1805 to promote awareness of New England history and traditions, and many New Yorkers felt that they should, in friendly rivalry, assert their own cultural claims. A spirit of fun, suggested by the jolly character of Saint Nick himself, remains characteristic of the Society. Nevertheless, there was a serious component in the founders’ organized attempt to recognize the distinctive history and character of New York, especially at a time when the city was becoming a major national and international center of commerce, of finance, and of arts and letters.

The original members of the Society were drawn from the same kinds of people as comprise the membership today: writers, lawyers, merchants, bankers, and other professionals, active in the public life of the city. Membership was by invitation to persons whose family had lived in New York prior to 1785, which was about when Irving’s family had arrived in New York. From the beginning, members of the Society have come from many nationalities and ethnic groups, reflecting a diversity appropriate to the cosmopolitan city that New Amsterdam had been and that New York was and still is.

The common denominators of membership have always been enjoyment of cheerful social events, and interest in the interchange of ideas and points of view, in an entirely non-political, non-controversial context. Active members may range in age from eighteen to one hundred plus, all meeting together as equals.

The principal activities of the Saint Nicholas Society have from the beginning consisted of several dinner meetings each year, between the months of October and May. The current schedule is for three “stated meetings” in the fall, winter and spring, as well as a dinner on or near the Feast of Saint Nicholas (December 6th), and an annual ball at Eastertime called the Paas Festival (from Paas, the Dutch word for Easter). At the ball, members’ relatives or friends may
make their debut. These events are typically held at a club, hotel, or similar gathering place.

Other activities consist of outings to sites of historic interest, such as Washington Irving’s “Sunnyside” in Westchester County. The Society has also, over the years, issued a number of publications that include biographical sketches of early New Yorkers, and historical discussions of aspects of the Dutch colonial and British colonial period. In 1993 the Society published *The Saint Nicholas Society: A 150 Year Record*, containing essays about the Society, and a list of members from 1835 to date of publication.

From the early days of the Society through the 1950s, Society events were all-male occasions. But in recent decades, guests at most meetings have included women as well as men. Often there is an address by a speaker on a topic of current or historical interest. Certain meetings are centered upon the award of the Society’s medal of merit, or the award of the Society’s Washington Irving medal for literary achievement. The Society’s Paas Festival for the year 2005 was a benefit dinner dance that raised money for the preservation of the historic building of St. Mark’s Church-in-the-Bowery. Such events help the Society to fulfill its mission to preserve the historical heritage of New York.
INTRODUCTION.

KNICKERBOCKER'S HISTORY OF NEW YORK is the book, published in December, 1809, with which Washington Irving, at the age of twenty-six, first won wide credit and influence. Walter Scott wrote to an American friend, who sent him the second edition——

"I beg you to accept my best thanks for the uncommon degree of entertainment which I have received from the most excellently jocose History of New York. I am sensible that, as a stranger to American parties and politics, I must lose much of the concealed satire of the piece, but I must own that, looking at the simple and obvious meaning only, I have never read anything so closely resembling the style of Dean Swift as the annals of Diedrich Knickerbocker. I have been employed these few evenings in reading them aloud to Mrs. S. and two ladies who are our guests, and our sides have been absolutely sore with laughing. I think, too, there are passages which indicate that the author possesses powers of a different kind, and has some touches which remind me much of Sterne."

Washington Irving was the son of William Irving, a sturdy native of the Orkneys, allied to the Irvines of Drum, among whose kindred was an old historiographer who said to them, "Some of the foolish write themselves Irving." William Irving of Shapinsha, in the Orkney Islands, was a petty officer on board an armed packet ship in His Majesty's service, when he met with his fate at Falmouth in Sarah Sanders, whom he married at Falmouth in May, 1761. Their first child was buried in England before
July, 1763, when peace had been concluded, and William Irving emigrated to New York with his wife, soon to be joined by his wife's parents.

At New York William Irving entered into trade, and prospered fairly until the outbreak of the American Revolution. His sympathy, and that of his wife, went with the colonists. On the 19th of October, 1781, Lord Cornwallis, with a force of seven thousand men, surrendered at Yorktown. In October, 1782, Holland acknowledged the independence of the United States in a treaty concluded at The Hague. In January, 1783, an armistice was concluded with Great Britain. In February, 1783, the independence of the United States was acknowledged by Sweden and by Denmark, and in March by Spain. On the 3rd of April in that year an eleventh child was born to William and Sarah Irving, who was named Washington, after the hero under whom the war had been brought to an end. In 1783 the peace was signed, New York was evacuated, and the independence of the United States acknowledged by England.

Of the eleven children eight survived. William Irving, the father, was rigidly pious, a just and honorable man, who made religion burdensome to his children by associating it too much with restrictions and denials. One of their two weekly half-holidays was devoted to the Catechism. The mother's gentler sensibility and womanly impulses gave her the greater influence; but she reverenced and loved her good husband, and when her youngest puzzled her with his pranks, she would say, "Ah, Washington, if you were only good!"

For his lively spirits and quick fancy could not easily be subdued. He would get out of his bed-room window at night, walk along a coping, and climb over the roof to the top of the next house, only for the high purpose of astonishing a neighbor by dropping a stone down his chimney. As a young school-boy he came upon Hoole's translation of Ariosto, and achieved in his father's back yard knightly adventures. "Robinson Crusoe" and "Sindbad the Sailor" made him yearn to go to sea. But this was impossible unless he could learn to lie hard and eat salt pork, which he detested. He would get out of bed at night and lie on the floor for an hour or two by way of practice. He also took every opportunity that came in his way of eating the detested food. But the more he tried to like it the nastier it grew, and he gave up as impracticable his hope of going to sea. He fastened upon adventures of real travelers; he yearned for travel, and was entranced in his youth by first sight of the beauties of the Hudson River. He scribbled jests for his school friends, and, of course, he wrote a school-boy play. At sixteen his schooling was at an end, and he was placed in a lawyer's office, from which he was transferred to another, and then, in January, 1802, to another, where he continued his clerkship with a Mr. Hoffman, who had a young wife, and two young daughters by a former marriage. With this family Washington Irving, a careless student, lively, clever, kind, established the happiest relations, of which afterwards there came the deep grief of his life and a sacred memory.
Washington Irving's eldest brothers were beginning to thrive in business. A brother Peter shared his frolics with the pen. His artist pleasure in the theater was indulged without his father's knowledge. He would go to the play, come home for nine o'clock prayers, go up to bed, and climb out of his bed-room window, and run back and see the after-piece. So come evasions of undue restraint. But with all this impulsive liveliness, young Washington Irving's life appeared, as he grew up, to be in grave danger. When he was nineteen, and taken by a brother-in-law to Ballston springs, it was determined by those who heard his incessant night cough that he was "not long for this world." When he had come of age, in April, 1804, his brothers, chiefly his eldest brother, who was prospering, provided money to send him to Europe that he might recover health by restful travel in France, Italy and England. When he was helped up the side of the vessel that was to take him from New York to Bordeaux, the captain looked at him with pity and said, "There's a chap who will go overboard before we get across." But Washington Irving returned to New York at the beginning of the year 1806 with health restored.

What followed will be told in the Introduction to the other volume of this History of New York, by Diedrich Knickerbocker.

H.M.

Notices.

WHICH APPEARED IN THE NEWSPAPERS PREVIOUS TO THE PUBLICATION OF THIS WORK.

From the "Evening Post" of October 26, 1809.

DISTRESSING.

Left his lodgings some time since, and has not since been heard of, a small elderly gentleman, dressed in an old black coat and cocked hat, by the name of Knickerbocker. As there are some reasons for believing he is not entirely in his right mind, and as great anxiety is entertained about him, any information concerning him, left either at the Columbian Hotel, Mulberry Street, or at the office of this paper, will be thankfully received.

P.S.—Printers of newspapers will be aiding the cause of humanity in giving an insertion to the above.
From the same, November 6, 1809.

To the Editor of the "Evening Post."

SIR,—Having read, in your paper of the 26th of October last, a paragraph respecting an old gentleman by the name of Knickerbocker, who was missing from his lodgings; if it would be any relief to his friends, or furnish them with any clue to discover where he is, you may inform them that a person answering the description given was seen by the passengers of the Albany stage, early in the morning, about four or five weeks since, resting himself by the side of the road, a little above King's Bridge. He had in his hand a small bundle tied in a red bandana handkerchief: he appeared to be traveling northward, and was very much fatigued and exhausted.

A TRAVELER.

From the same, November 16, 1809.

To the Editor of the "Evening Post."

SIR,—You have been good enough to publish in your paper a paragraph about Mr. Diedrich Knickerbocker, who was missing so strangely some time since. Nothing satisfactory has been heard of the old gentleman since; but a very curious kind of a written book has been found in his room, in his own handwriting. Now, I wish you to notice him, if he is still alive, that if he does not return and pay off his bill for boarding and lodging, I shall have to dispose of his book to satisfy me for the same.

I am, Sir, your humble servant,

SETH HANDASIDE,
Landlord of the Independent Columbian Hotel,
Mulberry Street.

From the same, November 28, 1809.

LITERARY NOTICE.

INSKEEP and BRADFORD have in the press, and will shortly publish,

A History of New York,
In two volumes, duodecimo. Price three dollars.
Containing an account of its discovery and settlement, with its internal policies, manners, customs, wars, &c. &c., under the Dutch government, furnishing many curious and interesting particulars never before published, and which are gathered from various manuscript and other authenticated sources, the whole being interspersed with philosophical speculations and moral precepts.

This work was found in the chamber of Mr. Diedrich Knickerbocker, the old gentleman whose sudden and mysterious disappearance has been noticed. It is published in order to discharge certain debts he has left behind.

From the "American Citizen" December 6, 1809.

Is this day published,

By INSKEEP and BRADFORD, No. 128, Broadway,

A History of New York,
&c. &c.

(Containing same as above.)

BOOK II.
TREATING OF THE FIRST SETTLEMENT OF THE PROVINCE OF NIEUW NEDERLANDTS.

CHAPTER III.

...Like all land speculators, he was much given to dreaming. Never did anything extraordinary happen at Communipaw but he declared that he had previously dreamt it, being one of those infallible prophets who predict events after they have come to pass. This supernatural gift was as highly valued among the burghers of Pavonia as among the enlightened nations of antiquity. The wise Ulysses was more indebted to his sleeping than his waking moments for his most subtle achievements, and seldom undertook any great exploit without first soundly sleeping upon it; and the same may be said of Oloff Van Kortlandt, who was thence aptly denominated Oloff the Dreamer.

As yet his dreams and speculations had turned to little personal profit; and he was as much a lackland as ever. Still he carried a high head in the community: if his sugar-loaf hat was rather the worse for wear, he set it oft with a taller cock's tail; if his shirt was none of the cleanest, he puffed it out the more at the bosom; and if the tail of it peeped out of a hole in his breeches, it at least proved that it really had a tail and was not a mere ruffle.
The worthy Van Kortlandt, in the council in question, urged the policy of emerging from the swamps of Communipaw and seeking some more eligible site for the seat of empire. Such, he said, was the advice of the good St. Nicholas, who had appeared to him in a dream the night before, and whom he had known by his broad hat, his long pipe, and the resemblance which he bore to the figure on the bow of the Goede Vrouw…

CHAPTER V.

And the sage Oloffe dreamed a dream—-and, lo! the good St. Nicholas came riding over the tops of the trees, in that self-same wagon wherein he brings his yearly presents to children. And he descended hard by where the heroes of Communipaw had made their late repast. And he lit his pipe by the fire, and sat himself down and smoked; and as he smoked the smoke from his pipe ascended into the air, and spread like a cloud overhead. And Oloffe bethought him, and he hastened and climbed up to the top of one of the tallest trees, and saw that the smoke spread over a great extent of country—and as he considered it more attentively he fancied that the great volume of smoke assumed a variety of marvelous forms, where in dim obscurity he saw shadowed out palaces and domes and lofty spires, all of which lasted but a moment, and then faded away, until the whole rolled off, and nothing but the green woods were left. And when St. Nicholas had smoked his pipe he twisted it in his hatband, and laying his finger beside his nose, gave the astonished Van Kortlandt a very significant look, then mounting his wagon, he returned over the treetops and disappeared.

And Van Kortlandt awoke from his sleep greatly instructed, and he aroused his companions, and related to them his dream, and interpreted it that it was the will of St. Nicholas that they should settle down and build the city here; and that the smoke of the pipe was a type how vast would be the extent of the city, inasmuch as the volumes of its smoke would spread over a wide extent of country. And they all with one voice assented to this interpretation excepting Mynheer Ten Broeck, who declared the meaning to be that it would be a city wherein a little fire would occasion a great smoke, or, in other words, a very vaporing little city—both which interpretations have strangely come to pass!

CHAPTER IX.

Nor must I omit to record one of the earliest measures of this infant settlement, inasmuch as it shows the piety of our forefathers, and that, like good Christians, they were always ready to serve God, after they had first served themselves. Thus, having quietly settled themselves down, and provided for their own comfort, they bethought themselves of testifying their gratitude to the great and good St. Nicholas, for his protecting care in guiding them to this delectable abode. To this end they built a fair and goodly chapel within the fort, which they consecrated to his name; whereupon he
immediately took the town of New Amsterdam under his peculiar patronage, and he has even since been, and I devoutly hope will ever be, the tutelar saint of this excellent city.

At this early period was instituted that pious ceremony, still religiously observed in all our ancient families of the right breed, of hanging up a stocking in the chimney on St. Nicholas Eve; which stocking is always found in the morning miraculously filled; for the good St. Nicholas has ever been a great giver of gifts, particularly to children.

I am moreover told that there is a little legendary book somewhere extant, written in Low Dutch, which says that the image of this renowned saint, which whilom graced the bow-sprit of the Goede Vrouw, was elevated in front of this chapel, in the center of what in modern days is called the Bowling Green—on the very spot, in fact, where he appeared in vision to Oloffe the Dreamer. And the legend further treats of divers miracles wrought by the mighty pipe which the saint held in his mouth; a whiff of which was a sovereign cure for an indigestion—an invaluable relic in this colony of brave trenchermen. As however, in spite of the most diligent search, I cannot lay my hands upon this little book, I must confess that I entertain considerable doubt on the subject.

Thus benignly fostered by the good St. Nicholas, the infant city thrived apace. Hordes of painted savages, it is true, still lurked about the unsettled parts of the island. The hunter still pitched his bower of skins and bark beside the rills that ran through the cool and shady glens, while here and there might be seen, on some sunny knoll, a group of Indian wigwams whose smoke arose above the neighboring trees, and floated in the transparent atmosphere…

Thrice happy and ever to be envied little burgh! existing in all the security of harmless insignificance—unnoticed and unenvied by the world, without ambition, without vain-glory, without riches, without learning, and all their train of carking cares; and as of yore, in the better days of man, the deities were wont to visit him on earth and bless his rural habitations, so we are told, in the sylvan days of New Amsterdam, the good St. Nicholas would often make his appearance in his beloved city, of a holiday afternoon, riding jollily among the treetops, or over the roofs of houses, now and then drawing forth magnificent presents from his breeches pockets, and dropping them down the chimneys of his favorites. Whereas, in these degenerate days of iron and brass he never shows us the light of his countenance, nor ever visits us, save one night in the year; when he rattles down the chimneys of the descendants of the patriarchs, confining his presents merely to the children, in token of the degeneracy of the parents.

RETRIEVED FROM: https://www.gutenberg.org/files/13042/13042-h/13042-h.htm
A Christmas Carol, probably the most popular piece of fiction that Charles Dickens ever wrote, was published in 1843.

Dickens’s Life When Writing A Christmas Carol
- Late in 1842 or early in 1843 Dickens begins work on *Martin Chuzzlewit*.
- Dickens begins work on *A Christmas Carol* in October of 1843. It is published during the holiday season of that year.
- On January 15, 1844 Francis Jeffery (Frank) Dickens, the third son of Charles Dickens, is born.

Popularity of *A Christmas Carol*
*A Christmas Carol* was the most successful book of the 1843 holiday season. By Christmas it sold six thousand copies and it continued to be popular into the new year. Eight stage adaptations were in production within two months of the book’s publication. The book is as popular today as it was over 150 years ago. Charles Dickens, through the voice of Scrooge, continues to urge us to honor Christmas in our hearts and try to keep it all the year.

Ragged Schools
Dickens was involved in charities and social issues throughout his entire life. At the time that he wrote *A Christmas Carol* he was very concerned
with impoverished children who turned to crime and delinquency in order to survive.

"This boy is Ignorance. This girl is Want."

Dickens, as well as others, thought that education could provide a way to a better life for these children. The Ragged School movement put these ideas into action. The schools provided free education for children in the inner-city. The movement got its name from the way the children attending the school were dressed. They often wore tattered or ragged clothing.

**Themes of *A Christmas Carol***

Scrooge’s transformation is legendary. At the beginning of the story he’s a greedy, selfish person.

"Every idiot who goes about with ‘Merry Christmas’ on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart." to the man who "knew how to keep Christmas well"

Initially Scrooge is a miser who shows a decided lack of concern for the rest of mankind. However after a ghostly night, Scrooge sees life in a whole new way.

*He became as good a friend, as good a master, and as good a man, as the good old city knew, or any other good old city, town, or borough, in the good old world.*

Beyond merely urging his readers to not be miserly Dickens seems to be reminding us of the importance in taking notice of the lives of those around us.

"It is required of every man," the ghost returned, "that the spirit within him should walk abroad among his fellow-men, and travel far and wide; and, if that spirit goes not forth in life, it is condemned to do so after death."

Dickens had this to say about *A Christmas Carol*:

*I have endeavoured in this Ghostly little book, to raise the Ghost of an Idea, which shall not put my readers out of humour with themselves, with each other, with the season, or with me. May it haunt their houses pleasantly, and no one wish to lay it.*
Their faithful Friend and Servant,

C. D.
December, 1843

RETRIEVED FROM: http://www.charlesdickensinfo.com/christmas-carol/
A Christmas Carol Trivia

- Charley Dickens said, “My father was always at his best at Christmas.” Charles Dickens loved to celebrate Christmas. His favorite time during the holidays was Twelfth Night, the feast of the Epiphany.
- Early in 1843, as a response to a government report on the abuse of child laborers in mines and factories, Dickens vowed he would strike a “sledgehammer blow . . . on behalf of the Poor Man’s Child.” That sledgehammer was A Christmas Carol.
- It only took Dickens about six weeks to write A Christmas Carol. Tiny Tim and Bob Cratchit helped speed up the process. When Dickens wrote he “saw” his characters much like the way that young Ebenezer Scrooge saw the characters from the books he had read. As Dickens wrote A Christmas Carol he said that the Cratchits were “ever tugging at his coat sleeve, as if impatient for him to get back to his desk and continue the story of their lives”.
- “Old Marley was as dead as a door-nail.” This line appears toward the beginning of the novel. Dickens included this because of a dream. He had dreamt that one of his good friends was pronounced to be “as dead Sir . . . as a door-nail”.
- The Cratchit family is based on Dickens’ childhood home life. He lived in poor circumstances in a “two up two down” four roomed house which he shared with his parents and five siblings. Like Peter Cratchit, young Charles, the eldest boy, was often sent to pawn the family’s goods when money was tight. Like many poor families the Cratchit’s had nothing in which to roast meat. They relied on the ovens of their local baker which were available on Sundays and Christmas when the bakery was closed.
- A Christmas Carol was first published in 1843. Initially six thousand copies of the book were printed. More copies were ordered after the first printing was sold in only five days.
- One literary critic called A Christmas Carol a “national institution”. Dickens’ friend and fellow author, William Makepeace Thackeray, was quick to correct the critic and call the book a “national benefit”.
- At the time Dickens wrote A Christmas Carol Christmas wasn’t commonly celebrated as a festive holiday. In The Pickwick Papers and A Christmas Carol Dickens’ descriptions of feasting, games and family unity combined with his message that Christmas was a time “when want is keenly felt and abundance rejoices” helped revive popular interest in many Christmas traditions that are still practiced today.
- In 1867 Dickens read A Christmas Carol at a public reading in Chicago. One of the audience members, Mr. Fairbanks, was a scale manufacturer. Mr. Fairbanks was so moved that he decided to “break the custom we have hitherto observed.
of opening the works on Christmas day.” Not only did he close the factory on Christmas day, but he gave Christmas turkeys to all of his employees.

*Some items were contributed by John D. Huston*

Letters from Santa

Yes, Virginia, there is a Santa Claus. And the Postal Service™ can help you prove it when Santa replies to your child’s letter to Santa — complete with the North Pole Postmark! The Letters from Santa program adds to the excitement of Christmas and is ideal for interesting youngsters in letter writing, stamps and penmanship.

Here's how:

1. Have the child write a letter to Santa and place it in an envelope addressed to: Santa Claus, North Pole.

2. Write a personalized response to the child’s letter and sign it "From Santa." See sample responses from Santa.

3. Insert both letters into an envelope, and address it to the child.

4. Add the return address: SANTA, NORTH POLE, to the envelope.
5. Ensure a First-Class Mail stamp is affixed to the envelope.

6. Place the complete envelope into a larger envelope, with appropriate postage, and address it to:

   NORTH POLE POSTMARK POSTMASTER
   4141 POSTMARK DR
   ANCHORAGE AK 99530-9998

Letters from Santa must be received by the Anchorage, AK, Postmaster no later than December 15. Santa’s helpers in Anchorage, AK, will take care of the rest!

Be sure to share the experience on social media using #LettersFromSanta.

Tips:

- To save paper, write on the back of your child’s letter. If you keep them together, your child will also be able to recall what he or she wrote.

- When responding as Santa, make the response as personal as possible by highlighting your child’s accomplishments over the past year. For example, helping around the house, receiving good grades in a particular subject at school or participating in community service activities.

- This is a great activity for Thanksgiving that the whole family can enjoy, including parents, grandparents, aunts, uncles and other caregivers.

RETRIEVED FROM: https://about.usps.com/holidaynews/letters-from-santa.htm
Have your child mail their own letter to Santa (And you can have Santa write back... with a Free Letter from Santa Claus at www.FreeLetterFromSantaClaus.com!)

Did you know that Santa Claus has an official North Pole mailing address? Every year children write a letter to Santa and not knowing where exactly to send it, ask their parents to mail it to the North Pole for them. Why not create even more magical memories and have your child stamp and address their very own letter and mail it to the big guy directly? This way they will know that their parents didn’t forget to send it out, and you will not have to keep hearing the question "did you send it?" Children enjoy sending mail as much as they enjoy receiving it, and having a physical address to mail their letter for Santa will further guarantee in their continued belief in Santa Claus.

So make sure that you take the time with your children, go over their Christmas wish list to ensure that their grammar is correct (and so you know what they are wishing for) and have your child send their letter to Santa by themselves. Not only will they be completely thrilled with the idea of being able to mail their own package but they will also be assured that you didn’t mess things up. Please take note of the mailing address now because you are going to need it before you know it.

**Santa’s Address**
Santa Claus
325 S. Santa Claus Lane
North Pole, Alaska 99705
But, here's the best part! Now you can get a FREE Letter from Santa... which is perfect, because now you can have Santa write BACK to your child! It's absolutely free! Just go to [www.FreeLetterFromSantaClaus.com](http://www.FreeLetterFromSantaClaus.com)

Surprise your children with Santa letters, read about them here: [Personalized Santa Letters](https://www.packagefromsanta.com/lettertosanta.aspx) Brighten The Christmas Holiday. Have family in Canada? Canadian children receive [Santa Claus Letters](https://www.packagefromsanta.com/lettertosanta.aspx) as well. Want to send your newborns or maybe your birthday kids letters from Santa you can! Read: Happy Birthday! It's a Letter from Santa?

RETRIEVED FROM: [https://www.packagefromsanta.com/lettertosanta.aspx](https://www.packagefromsanta.com/lettertosanta.aspx)
Create magical experiences

Surprise your loved ones with a video made just for them! Santa will:

- Address them throughout the video
- Show photos of them in his Big Book
- List details of their life and more!

RETRIEVED FROM: https://www.portablenorthpole.com/en/
Lessons

"The best Santa anywhere, anyplace, anytime!"
- David Cuthbert, Times-Picayune

THE AMAZING TRUE ADVENTURES OF SANTA CLAUS
SATURDAY, DECEMBER 9, 11AM
WESTWEGO PERFORMING ARTS CENTER

TICKETS @ 504-885-2696 OR WWW.JPAS.ORG
Exploring Santa Traditions: All in the Family

The Amazing True Story of Santa Claus is a play that was created by and features Roland “Butch” Caire, Jr., the award winning local New Orleans actor and musician. What was St. Nicholas like as a child? How did he become the person we call Santa Claus? Why is Santa called different names in different countries? How did stockings by the chimney begin? And just how does he manage to bring gifts to children all over the world. Most importantly, he reminds us that the traditions of Christmas are an outgrowth of Christian love and giving.

In this lesson, students will learn about Christmas traditions from other parts of the world, brainstorm about their own family’s traditions, develop their own narrative descriptive essay about family traditions, create their own crayon resist to illustrate their essay and then transform their artwork into a design for a possible set for a production about Christmas.

Begin this lesson by explaining students will be learning about some Christmas traditions from around the world that are featured in a play called The Amazing True Story of Santa Claus, reflecting on their own family traditions, reflecting on the real-life locations that are the settings for their family’s holiday traditions, and creating a crayon resist of a setting inspired by the environment of our region. Display Top 10 Santa Legends From Around the World where they can be seen by the whole class, such as on an ELMO or SMART board. As a class, read and discuss the traditions in the article.

Next, display GLOBAL CULTURE: HISTORY OF SANTA AROUND THE WORLD! where it can be seen by the whole class, such as on an ELMO or SMART board. As a class, read and discuss the ideas about Santa in the article.

Distribute a copy of the JPAS Exploring Santa Traditions: All in the Family graphic organizer and a pencil to each student. Ask them to brainstorm about some of their family’s personal holiday traditions at Christmas time. Are they similar to any of the traditions students have been reading about in either GLOBAL CULTURE: HISTORY OF SANTA AROUND THE WORLD! or Top 10 Santa Legends From Around the World? Ask them to complete their graphic organizers as they consider the following: 1) three foods their family eats during Christmas (IE: roast, duck, egg nog, etc.,) 2) three activities their
family does (IE: visit Celebration in the Oaks, visit Miracle on Fulton Street, wrap presents, visit relatives, etc.) and 3) three songs their family sings during the holidays (Christmas carols, songs from holiday T.V. specials, etc.) List as many details as possible.

Once, students have completed their graphic organizers, distribute a copy of the Exploring Santa Traditions: All in the Family essay organizer. Ask students to use their graphic organizers to help them as they develop sentences about different things their family does at Christmas time. Ask them to write in complete sentences. Once they have completed their essay organizers, ask students to develop essays; remind them that their essays should include five paragraphs and as many details as possible.

As a class, reflect on the three elements students have been writing about: 1) three foods their family eats during Christmas, 2) three activities their family does during the holidays and 3) three songs their family sings during the holidays. Ask them to choose one activity from their essay and think about the place their family does this activity. Discuss the idea of place and how this can inspire setting. Next, review the definitions of Crayon resist, Landscape, Proportion and Setting. Display the definitions where they can be seen by the whole class, such as on an ELMO or SMART board. Read and discuss the definition.

Follow this by brainstorming about settings students are familiar with, IE: the area around their home, the area around their school, places they go with their family, etc. Record student responses about settings they are familiar with where they can be visible to the whole class, such as on an ELMO or SMART board.

Next, distribute a copy of the The Amazing True Story of Santa Claus graph paper to each student. Explain students will be using these ideas about setting, their essay organizer, essay and the graph paper to develop their crayon resists. Place a blank piece of paper on an ELMO or SMART board. Ask students to think about size and shape—Proportion. Continue to focus the discussion on Proportion, the relationship of the different things or objects in a setting (IE: a living room would have chairs, tables, a T.V., etc; a building would have a roof, window, door, etc.) Focus the discussion in terms of size and shape—how do objects in a setting relate. Consider the following questions during the discussion: 1) Which are bigger? 2) Which are smaller? and 3) How do the bigger things look next to the smaller things? As students make suggestions about the different proportions of things in a setting, draw them on the blank piece of paper so that the whole class can see the examples.

Explain play write Roland “Butch” Caire, Jr. developed the idea for the setting of his play from his personal experience—the designs for the setting of his play are based on the rooms in his family home. Ask students to choose one activity from their essay (IE: a meal—where do they eat it? A location—where do they go? Or, a song their family sings at Christmas—where do they sing it) Ask students to imagine they are creating a set for their own version of The Amazing True Story of Santa Claus and the location
they are choosing from their essay is going to become a set for their play. Ask them to consider their location and consider the following questions: 1) Is it a room in their house? 2) Is it outside? 3) Is it in a restaurant? 4) What does their location look like specifically—does it have furniture?

Distribute crayons to each student. Ask them to choose two colors. Ask them to use these two colors to draw the design for their setting.

Once students have used the crayons to create their drawings, distribute paint brushes, water color paint, cups of water (to wash brushes,) and paper towels. Ask students to choose a different water color for each area of their drawing (IE: furniture, walls, etc.) Ask them to paint each area one at a time and use the cup of water and paper towel to clean their paint brush between each color.

After students complete their crayon resists, ask them to use the graph paper to compare the lengths of things they have drawn (IE: chairs, couches, T.V.s, windows, roof(s), porch(es) etc.) Ask students to count the squares for each object. Which objects are bigger? Which are smaller? How does the size and shape of an object show if it is closer or farther away? As a class, share and discuss the designs students made.

Next, distribute a second sheet of The Amazing True Story of Santa Claus graph paper and a ruler. Explain that, just like a set designer measures things in their sketch of a set design in preparation for building the actual set, students will now be measuring things in their design. Explore how area and perimeter can be used to measure things in a setting. Display the Math is Fun information about perimeter and area where it can be viewed by the whole class, such as on an ELMO or SMART Board. As a class, read and discuss the information.

Ask students to use the second piece of graph paper to plot the area and perimeter of the shapes in their set design. Once students plot the shapes in their designs, ask them to record the perimeter and area for each shape in their design.

EXTENTION: Use ratio and proportion to transform student designs. Display the Math is Fun information about ratio and proportion where it can be viewed by the whole class, such as on an ELMO or SMART Board. Distribute a ruler to each student. As a class, read and discuss the information. Using their rulers, their The Amazing True Story of Santa Claus set designs and the ratio of every half inch in the model equals a foot in real life, ask students to calculate the size of their house set. How big would their sets be in real life? How big would the stage have to be to fit their set?
The tradition of children receiving gifts during the month of December is relatively the same no matter where you go in the world, but the character that brings the gifts can vary quite a bit from country to country. It is true that the American version of Santa is rapidly catching on abroad, but in addition to Mr. Claus many countries still celebrate their own unique Christmas characters. From rascally gnomes and friendly witches to creepy goat creatures, the following are the top ten Santa legends from around the world. You may also be interested in the Top 10 Bizarre Christmas Traditions.

10. The Yule Lads

Country: Iceland

The Yule lads, or Yulemen, are a group of thirteen mischievous creatures that have largely taken the place of Santa Claus in the Icelandic celebration of Christmas. Their first major appearance can be traced back
to the early thirties, when an Icelandic writer composed a short poem describing their role in the Christmas season. Since then they’ve gone through many different incarnations, from lovable gift-givers to annoying pests, and they’ve even been painted as bloodthirsty creatures that kidnap and eat children in the night.

Mostly, though, the Yule Lads have become known for their playful nature. Each of the thirteen is known for playing a different, often quite weird, trick. Ketkrokur, for example, uses a long hook to steal meat, while Gluggagaegir spies into people’s windows in order to find things to steal in the night. Stekkjastaur, a personal favorite, is said to walk on peg legs and harass sheep.

**Gift-Giving Style:**

The Yule Lads aren’t just about playing strange pranks—they also give gifts to children. Accompanied by the Yuletide Cat, which is described as a hungry beast that is known to eat bad children, they place small gifts in the shoes of well-behaved kids in the thirteen nights leading up to Christmas Eve. Naughty children, meanwhile, are given potatoes.

9. **Tomte**

*Country: Various locations in Scandinavia*
The Tomte legend can be found in Scandinavian countries like Norway, Finland, and Sweden. In their earliest incarnations, the Tomte (also known as Nisse) were said to be small, gnomish characters that kept watch over family farms. They were generally kind and looked out for people, but they had short fuses, and were quick to beat up or play tricks on those who weren’t good stewards of the farmland. Over time, and with the increasing influence of Christianity, the Tomte eventually became integrated into the more traditional celebration of Christmas. Their appearance changed, too, as they were given more human features and eventually took on a role more closely related to that of Santa Claus.

Gift-Giving Style:

Modern Tomte (now known variously as Jultomte, Julnisse, and Joulupukki) do still differ from Santa in many ways. Most notable is that they tend not to be fat, and even though they might drive a sleigh, it doesn’t fly. They don’t live in the North Pole, either. In fact, in some regions, children are told the character lives in the woods just outside their house. Also unique is that although the Tomte brings gifts to kids, he doesn’t sneak in the house through the chimney at night. Instead, a parent or relative will dress up like the character and bring the gifts to the kids in person.

8. Christkind

Country: Parts of Germany, Austria, Italy, and Brazil
Literally meaning “the Christ Child,” Christkind is a holiday gift-giver associated with different parts of the world where Christianity is the main religion. He was popularized in the 1500s by Martin Luther, who hoped that a more religion-based holiday figure would help stamp out what he saw as the corruptive influence of St. Nicholas. Since he is supposed to literally be the baby Jesus, Christkind is usually depicted as a small, saintly child with blond hair and the wings of an angel. The influence of Christkind as the sole holiday figure has waned with the increasing popularity of Santa Claus, but it is still widely celebrated, especially in the more largely Catholic regions of South and Central America.

**Gift-Giving Style:**

Unlike many holiday gift-givers, the Christkind is never actually seen. Gifts are exchanged to honor the spirit of the Magi bringing gifts to the baby Jesus, but Christkind himself doesn’t ever make an appearance, and children are often told that he disappeared just moments for they arrived.

### 7. Belsnickel

**Country: Germany, Austria, Argentina, United States (Pennsylvania Dutch)**

Belsnickel is a legendary figure who accompanies Santa Claus in certain regions of Europe, as well in some small Dutch communities in Pennsylvania. Like the Krampus in Germany and Austria or La Pere Fouettard in France, the role of the Belsnickel is to be the main disciplinarian of Santa’s entourage. He’s usually depicted as a mountain man-style figure with fur covering his body, and he occasionally wears a mask with a long tongue. Unlike Santa, who was designed to be beloved by children, Belsnickel is generally a character to be feared, and in most regions he is employed as a sort of warning to coerce kids into being good.

**Gift-Giving Style:**
Although Belsnickel generally comes off as a negative figure, in some regions he is also known to give gifts. In Germany, for example, well-behaved kids are given candy and small gifts on Dec. 6, the feast day of St. Nicholas. Naughty children, on the other hand, are given coal or switches, and in some places they may even receive a visit from the Belsnickel himself, who will warn them that they should be on their best behavior.

6. Pere Noel and La Pere Fouettard

Country: France

Papa Noel is one of the most popular incarnations of St. Nick, and Pere Noel from France is one of the most famous versions. He resembles Santa Claus in appearance, but instead of using reindeer he rides a single donkey called Gui, which means Mistletoe in French. Like many other countries, some regions of France also celebrate St. Nicholas’ day on December Fifth. For this holiday, along with the traditional St. Nick figure, the French also have a character called La Pere Fouettard (The Whipping Father). Like Belsnickel, he’s a figure who is supposed to be feared by naughty kids, and based on his back-story, it’s easy to see why. In the most popular version, it is said that in the 1100s La Pere Fouettard and his wife kidnapped and murdered three young men and then cooked them into a stew. After the victims were discovered and brought back to life by the benevolent St. Nicholas, La Pere Fouettard repented his evil deeds and vowed to serve as his helper.

Gift-Giving Style:
Like Sinterklaas and many other variations of Santa, Pere Noel places small gifts and candy in shoes left next to the fireplace. La Pere Fouettard, meanwhile, is a little less cheerful. He carries rusty chains and switches, and doles out floggings to children who misbehave. In some versions of the story, he gets even more brutal, and is said to cut out the tongues of kids who’ve been caught lying.

5. La Befana

Country: Italy

Similar to Santa Claus in style but quite different in appearance, the Befana is a witch-like character who has become a big part of yuletide celebrations in Italy. Her back-story varies, but the most popular version describes her as being a kind woman who gave food and shelter to the three wise men while they were en route to visit the baby Jesus.

Much like a traditional Halloween witch, the Befana is portrayed as an old hag who rides a broomstick, and she typically wears a black shawl and carries a bag of gifts. She supposedly does not like to be seen, and is said to whack any child who her spies on her with her broomstick—no doubt a clever way of keeping the kids in bed while parents arrange gifts in the night.
Gift-Giving Style:

Like Santa Claus, La Befana supposedly climbs down the chimney to leave gifts for kids, and she also is known to leave behind a piece of coal or ash for those who have been naughty. As the legendary Befana was regarded as the best housekeeper in all of Italy, she also is known to sweep the floor around the chimney on her way out.

4. Krampus

Country: Austria, Germany, and Hungary

In Alpine countries, Santa Claus is roughly the same jolly old gift-giver as he is in North America, with one key difference: he’s accompanied by a terrifying, bloodthirsty monster called the Krampus. With a name that derives from the German word for “claw,” Krampus serves as the resident heavy of Santa’s gang, dishing out beatings and other medieval-style punishments to naughty kids.

The legend of the creature dates back hundreds of years, but the church stamped out the majority of its influence in the 1800s. Today, the creature is still a minor Christmas character in some parts of Bavaria and Austria, where “Krampus Day,” or “Krampustag,” is held on December 5. People dress up as the Krampus and parade through the city streets scaring people, and there are even some towns that hold festivals devoted to jokingly celebrating the history of the creature.

Gift-Giving Style:

As you can probably tell, gifts aren’t really the Krampus’s style. In traditional folklore, he was much more likely to provide misbehaving kids with a beating from a birch rod or, if they were lucky, a stern warning. In darker versions of the story, he was even said to kidnap the worst of a town’s children, stuff them inside a burlap sack, and toss them in the river.
3. Ded Moroz and the Snow Maiden

Countries: Russia, Serbia, Bosnia, Ukraine, Macedonia, Poland, and other former Soviet republics

Literally translated as “Grandfather Frost,” Ded Moroz is the traditional holiday gift-giver of Slavic countries in Eastern Europe. Like Santa, Ded Moroz wears a flowing red costume and sports a white beard, but he doesn’t use reindeer or ride a sleigh. Instead, he drives a troika, which is a traditional Russian horse drawn sled.

The most interesting aspect of Ded Moroz is his background. As the story goes, he was once an evil and vicious sorcerer who would kidnap children and demand presents as a ransom. Over time, he was reformed, and now he gives gifts to children in order to atone for his once-wicked ways. Also unique to the Ded Moroz legend is his granddaughter Snegurochka, “the Snow Maiden,” who is said to accompany him on his trips.

Gift-Giving Style:

Ded Moroz typically arrives on New Year’s Eve or New Year’s Day. Like Santa, he brings gifts for children and places them under the New Year’s tree, although in some versions he will show up at parties and celebrations to give out gifts in person.
Sinterklaas is the Dutch version of Santa Claus. With his traditional red costume, flowing white beard, and all-around jolly demeanor, he closely resembles the more famous North American Santa, and many have claimed that he is the biggest influence in the creation of the modern day Saint Nick. Unlike Santa, Sinterklaas comes to the Netherlands ever year in late November. He is said to arrive by steamboat from Spain, and after landing he is paraded through the city streets so that he can greet all the Dutch children. Sinterklaas doesn’t use elves, but is instead assisted by Black Peter, a little boy who helps him hand out presents. There are many versions of how Black Peter came to work with Sinterklaas, some of them quite controversial. In the earliest telling, he was Sinterklaas’s black servant boy or even his slave, but other versions state that he is a type of demon. Because of the racist overtones of the old Black Peter stories, in recent years his background has been rewritten, and he is now often described as being a chimney sweep.

Gift-Giving Style:

Unlike Santa, Sinterklaas brings children gifts on the fifth of December, a holiday designed to celebrate the historical figure of St. Nicholas. Children place their shoes by their fireplace, along with some carrots for Sinterklaas’s horse, and if they’ve been good, there will be candy and presents in the shoes come morning. Sinterklaas doesn’t leave the gifts himself; instead, Black Peter climbs down the chimney with presents for the good kids and coal or bags of salt for those who were naughty. In older versions of the legend, Black Peter would kidnap the worst of the children and take them away to Spain as punishment.

1. Father Christmas

Countries: UK, France, Spain, Portugal, Italy and many others
Along with Sinterklaas, Father Christmas stands as the biggest influence in the creation of the more modern American Santa, and he is still the primary Christmas gift-giver in the holiday legends of several different countries. In his modern incarnation, Father Christmas is often indistinguishable from Santa Claus, but their origin stories are actually quite a bit different. Early versions of the character from the 1600s depict him as a merry old man clad in a green robe. At the time, he wasn’t seen as a gift-giver, but rather as the spirit of good tidings and the joy of the Christmas season. This incarnation was made famous by Charles Dickens in A Christmas Carol, who used the popular conception of Father Christmas as the model for his “Ghost of Christmas Present” character. With time, though, Father Christmas merged with Santa Claus and Sinterklaas into his more modern role as a bringer of gifts to children.

Gift-Giving Style:

The modern version of Father Christmas differs very little from Santa Claus in his gift-giving methods. Like Santa, he rides a sleigh pulled by a team of reindeer, and climbs down the chimney to leave behind gifts for nice children. Families often leave behind snacks for him and his reindeer, though these differ according to the country. His location and appearance differ as well. Some versions of the legend state that he wears a green suit instead of the more prevalent red, and he doesn’t always live in the North Pole. Some countries cite Greenland as the traditional home of Father Christmas, while others use the Lapland Province of Finland.

RETRIEVED FROM: http://www.toptenz.net/top-10-santa-legends-from-around-the-world.php
Love Christmas as much as we do? Here are a few fascinating facts about the history and evolution of Santa Claus that you might not know:

• The legend of Santa was derived from the Dutch figure of Sinterklaas, which, may have part of its basis in hagiographical tales concerning the historical figure of gift-giver Saint Nicholas.

• Saint Nicholas was a 4th century Greek Christian bishop of Myra (now Demre) in Lycia, a province of the Byzantine Anatolia, now located in Turkey. He was famous for his generous gifts to the poor, presenting the three impoverished daughters of a pious Christian with dowries so that they wouldn’t become prostitutes.
• In 1087, the Italian city of Bari mounted an expedition to locate the tomb of the Christian Saint and procure his remains in order to attract tourism to the area. The reliquary of St. Nicholas was desecrated by Italian sailors and the spoils were taken to Bari, where they are kept to this day.

• Numerous parallels have been drawn between Santa Claus and Odin, a major god of the Germanic peoples prior to their Christianization. During the native Germanic holiday of Yule, Odin supposedly led a great hunting party through the sky, riding an eight-legged horse named Sleipnir that could leap great distances (sound like Santa Claus’s reindeer?). Odin was referred to by many names in Skaldic poetry, including Langbarðr (“long beard”) and Jólínir (“Yule figure”). According to some traditions, children would place their boots near the chimney, filling them with carrots, straw, or sugar for Sleipnir to eat. Odin would then reward those children for their kindness by replacing Sleipnir’s food with gifts or candy!

• In the Netherlands and Belgium, Sinterklaas (often called “De Goede Sint” or “The Good Saint”) is aided by helpers commonly known as Zwarte Piet in Dutch (“Black Peter”) or “Père Fouettard” in French. His feast on December 6 came to be celebrated in many countries with the giving of gifts. Some 26% of the Dutch population give presents on both Sinterklaas Day and Christmas Day. In Belgium, presents are given to children only, but to almost all of them, on Sinterklaas day. On Christmas Day, everybody receives presents, but often without Santa Claus’ help.

• Pre-modern representations such as St Nicholas and Sinterklaas merged with the British character Father Christmas to create the character now known to Britons and Americans as Santa Claus. Father Christmas dates back at least as far as the 17th century, when he was portrayed as a jolly, well-nourished, bearded man dressed in a green, fur-lined robe. He typified the spirit of good cheer at Christmas, and was reflected as the “Ghost of Christmas Present” in Charles Dickens’s A Christmas Carol.
(1843)—a genial man in a green coat lined with fur who takes Scrooge through the bustling streets of London on Christmas morning, sprinkling the essence of Christmas onto the happy populace.

• In other countries, the figure of St. Nicholas was also blended with local pagan folklore. In **Nordic countries** the original bringer of gifts at Christmastime was the **Yule Goat**. In the 1840s, an elf in Nordic folklore called “Tomte” or “Nisse”—a short, bearded man dressed in gray clothes and a red hat—started to deliver the Christmas presents in **Denmark**. This new version of the folkloric creature was obviously inspired by the Santa Claus traditions that were spreading to Scandinavia. By the end of the 19th century this tradition had also spread to **Norway** and **Sweden**, replacing the Yule Goat entirely. Even though the tradition of the Yule Goat as a bringer of presents is now gone, a straw goat is still a common Christmas decoration in all of Scandinavia.

• In **Washington Irving**‘s History of New York, (1809), Sinterklaas was Americanized into “Santa Claus” (a name first used in the American press in 1773), but lost his bishop’s apparel, and was instead pictured as a thick-bellied Dutch sailor with a pipe in a green winter coat.
Many modern ideas of Santa Claus came after the publication of the poem “A Visit From St. Nicholas” (known today as “The Night Before Christmas”) in the Troy, NY Sentinel on December 23, 1823. Initially published anonymously, the poem was later attributed to Clement Clarke Moore. Many of Santa’s modern attributes were established in this poem, such as riding in a sleigh that lands on the roof, entering through the chimney, and having a bag full of toys. The reindeer were originally named Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Dunder and Blixem, with Dunder and Blixem later changed to Donner and Blitzen.

One of the first artists to define Santa Claus’s modern image was Thomas Nast, an American cartoonist of the 19th century. In 1863, a picture of Santa illustrated by Nast appeared in Harper’s Weekly. The story that Santa Claus lives at the North Pole may also have been a Nast creation, as his Christmas image in the Harper’s issue dated December 29, 1866 was a collage of engravings titled Santa Claus and His Works, which included the caption “Santa Claussville, N.P.”
Images of Santa Claus were further popularized through Haddon Sundblom’s depiction of him for the Coca-Cola Company’s Christmas advertising in the 1930s. The popularity of the image spawned urban legends that Santa Claus was invented by the Coca-Cola Company or that Santa wears red and white because they are the colors used to promote the Coca-Cola brand. But Coca-Cola was not the first soft drink company to utilize the modern image of Santa Claus in its advertising: White Rock Beverages used Santa to sell mineral water in 1915, and then in advertisements for its ginger ale in 1923. Still, the Coca-Cola advertising campaign popularized the
depiction of Santa as wearing red and white, in contrast to the variety of colours he wore prior to that campaign.

– Bret Love

RETRIEVED FROM: https://greenglobaltravel.com/history-of-santa-around-the-world/
Exploring Santa Traditions:

**All in the Family**

NAME_________________________

Brainstorm about some of your family’s personal holiday traditions at Christmas time. Reflect on: 1) three foods your family eats during Christmas (IE: roast, duck, egg nog, etc.,) 2) three activities your family does (IE: visit **Celebration in the Oaks**, visit **Miracle on Fulton Street**, wrap presents, visit relatives, etc.) and 3) three songs your family sings during the holidays (Christmas carols, songs from holiday T.V. specials, etc.) List as many details as possible.

<table>
<thead>
<tr>
<th>Food</th>
<th>Activity</th>
<th>Song</th>
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</table>
Exploring Santa Traditions: Essay Organizer

Name________________________

Please use complete sentences

Paragraph 1: What makes Christmas special for your family? Who do you share the holidays with? Do you travel?
1. 
2. 
3. 

Paragraph 2: What are some special foods your family eats during the holiday season?
1. 
2. 
3. 

Paragraph 3: What are some activities your family does during the holiday season?
1. 
2. 
3. 

Paragraph 4: What are some songs your family likes to sing at Christmas?
1. 
2. 
3. 

Paragraph 5 CONCLUSION: How did you feel overall about your family’s holiday traditions?
1. 
2. 
3. 
Crayon resist is an illustration technique in which watercolor is painted over a crayon drawing. The wax in the crayon resists the watercolor, so the watercolor only fills the spaces between the crayon.

Landscape is a work of art that shows an outdoor scene. It can include the natural world (plants and animals), as well as seascapes (views of the sea) and cityscapes (buildings and towns). There can be people in a landscape, but the picture is not about them.

Proportion refers to the relationship of one thing to another in terms of size, shape, number, or degree.

Setting is the time and place where the subject is located or a story happens.

DEFINITION RETRIEVED FROM: http://artbookscreativity.org/curriculum/vocabulary/
Area of Plane Shapes

*Area is the size of a surface!*

- **Triangle**
  
  \[
  \text{Area} = \frac{1}{2} \times b \times h \\
  b = \text{base} \\
  h = \text{vertical height}
  \]

- **Square**
  
  \[
  \text{Area} = a^2 \\
  a = \text{length of side}
  \]

- **Rectangle**
  
  \[
  \text{Area} = w \times h \\
  w = \text{width} \\
  h = \text{height}
  \]

- **Parallelogram**
  
  \[
  \text{Area} = b \times h \\
  b = \text{base} \\
  h = \text{vertical height}
  \]

- **Trapezoid (US)**

  - **Trapezium (UK)**

  \[
  \text{Area} = \frac{1}{2}(a+b) \times h \\
  h = \text{vertical height}
  \]

- **Circle**
  
  \[
  \text{Area} = \pi r^2 \\
  \text{Circumference} = 2 \times \pi \times r \\
  r = \text{radius}
  \]

- **Ellipse**
  
  \[
  \text{Area} = \pi ab
  \]

- **Sector**
  
  \[
  \text{Area} = \frac{1}{2} \times r^2 \times \theta \\
  r = \text{radius} \\
  \theta = \text{angle in radians}
  \]

**Note:** \( h \) is at **right angles** to \( b \):
Example: What is the area of this rectangle?

![Rectangle with dimensions 5 x 3]

The formula is:

\[ \text{Area} = w \times h \]

- \( w \) = width
- \( h \) = height

We know \( w = 5 \) and \( h = 3 \), so:

\[ \text{Area} = 5 \times 3 = 15 \]

RETRIEVED FROM: [http://www.mathsisfun.com/area.html](http://www.mathsisfun.com/area.html)
Perimeter

Perimeter is the distance around a two-dimensional shape.

Example: the perimeter of this rectangle is \( 7 + 3 + 7 + 3 = 20 \)

Example: the perimeter of this regular pentagon is \( 3 + 3 + 3 + 3 + 3 = 5 \times 3 = 15 \)

The perimeter of a circle is called the circumference:

\[
\text{Circumference} = 2\pi \times \text{radius}
\]
Perimeter Formulas

**Triangle**
Perimeter = a + b + c

**Square**
Perimeter = 4 \times a
a = length of side

**Rectangle**
Perimeter = 2 \times (w + h)
w = width
h = height

RETRIEVED FROM https://www.mathsisfun.com/geometry/perimeter.html
Exploring Santa Traditions: All in the Family

EXTENSION
Ratios

A ratio compares values.

A ratio says how much of one thing there is compared to another thing.

There are 3 blue squares to 1 yellow square

Ratios can be shown in different ways:

Using the ":" to separate the values: $3 : 1$

Instead of the ":" we can use the word "to": $3$ to $1$

Or write it like a fraction: $\frac{3}{1}$

A ratio can be scaled up:
Here the ratio is also 3 blue squares to 1 yellow square, even though there are more squares.

Using Ratios

The trick with ratios is to always multiply or divide the numbers **by the same value**.

**Example:**

\[ 4 : 5 \]

\[ 4 \times 2 : 5 \times 2 = 8 : 10 \]

Recipes

**Example: A Recipe for pancakes uses 3 cups of flour and 2 cups of milk.**

So the ratio of flour to milk is **3 : 2**

To make pancakes for a LOT of people we might need 4 times the quantity, so we multiply the numbers by 4:

\[ 3 \times 4 : 2 \times 4 = 12 : 8 \]

**In other words, 12 cups of flour and 8 cups of milk.**

The ratio is still the same, so the pancakes should be just as yummy.
"Part-to-Part" and "Part-to-Whole" Ratios

The examples so far have been "part-to-part" (comparing one part to another part).

But a ratio can also show a part compared to the whole lot.

Example: There are 5 pups, 2 are boys, and 3 are girls

**Part-to-Part:**

The ratio of boys to girls is $2:3$ or $\frac{2}{3}$

The ratio of girls to boys is $3:2$ or $\frac{3}{2}$

**Part-to-Whole:**

The ratio of boys to all pups is $2:5$ or $\frac{2}{5}$

The ratio of girls to all pups is $3:5$ or $\frac{3}{5}$

RETRIEVED FROM: https://www.mathsisfun.com/numbers/ratio.html
K-12 Student Standards for English Language Arts » Grade 1

Reading Standards for Informational Text

Key Ideas and Details
1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Integration of Knowledge and Ideas
7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity
10. With prompting and support read informational texts appropriately complex for grade 1.

Writing Standards

Research to Build and Present Knowledge
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K-12 Student Standards for English Language Arts » Grade 4

Reading Standards for Informational Text

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing Standards

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

K-12 Student Standards for English Language Arts » Grade 7

Reading Standards for Informational Text

Key Ideas and Details

1. Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Writing Standards

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

K-12 Student Standards for Mathematics » Grade 1

Measurement and Data 1.MD

A. Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Geometry 1.G

A. Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.

2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

K-12 Student Standards for Mathematics » Grade 4

Measurement and Data 4.MD

A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

1. Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms...
of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

**Geometry 4.G**

A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and **perpendicular and parallel lines**. Identify these in two-dimensional figures.

**K-12 Student Standards for Mathematics» Grade 7**

**Ratios and Relationships 7.RP**

A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including **ratios of lengths, areas**, and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1}{2}$ miles per hour, equivalently 2 miles per hour.

2. Recognize and represent proportional relationships between quantities.

   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

**The Number System 7.NS**

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

**Expressions and Equations**

B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

**Geometry 7.G**
A. Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

2. Draw (freehand, with ruler and protractor, or with technology) geometric shapes with given conditions. (Focus is on triangles from three measures of angles or sides, noticing when the conditions determine one and only one triangle, more than one triangle, or no triangle.)

3. B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
Exploring Santa Traditions: Timeline

In the 400’s Saint Nicholas, a Greek Christian bishop of Myra (now Demre in Turkey) became famous for his generous gifts to the poor. In 1087, the Italian city of Bari mounted an expedition to locate the tomb of this Christian Saint so that they could claim the remains. The remains were taken to Bari, where they are kept to this day.

This lesson reflects on the presence of Santa in the United States, beginning with the first mention of Santa in an American newspaper in 1773.

Begin this lesson by explaining students will be learning about some Christmas traditions related to Santa Claus that are featured in a play called The Amazing True Story of Santa Claus. Display The History of Santa Claus where it can be seen by the whole class, such as on an ELMO or SMART board. As a class, read and discuss the article.

Distribute a copy of the JPAS Exploring Santa Traditions: Timeline graphic organizer and a pencil to each student. Ask students to use the timeline to record things they remember from The History of Santa Claus article.
"American Origins: (As sent to me by Brian Dodd)
Quote from ENCARTA 95

The American version of the Santa Claus figure received its inspiration and its name from the Dutch legend of Sinter Klaas, brought by settlers to New York in the 17th century.

As early as 1773 the name appeared in the American press as "St. A Claus," but it was the popular author Washington Irving who gave Americans their first detailed information about the Dutch version of Saint Nicholas. In his History of New York, published in 1809 under the pseudonym Diedrich Knickerbocker, Irving described the arrival of the saint on horseback (unaccompanied by Black Peter) each Eve of Saint Nicholas.

This Dutch-American Saint Nick achieved his fully Americanized form in 1823 in the poem A Visit From Saint Nicholas more commonly known as The Night Before Christmas by writer Clement Clarke Moore. Moore included such details as the names of the reindeer; Santa Claus's laughs, winks, and nods; and the method by which Saint Nicholas, referred to as an elf, returns up the chimney. (Moore's phrase "lays his finger aside of his nose" was drawn directly from Irving's 1809 description.)

elaborated by illustrator Christmas issues of Harper's added such details as Santa's the good and bad children of Claus, rather than the elf of illustrations for Coca-Cola introduced and made the red Santa Claus legend, only his reindeer, with a red and advertising writer for the

The American image of Santa Claus was further elaborated by illustrator Thomas Nast, who depicted a rotund Santa for magazine from the 1860s to the 1880s. Nast workshop at the North Pole and Santa's list of the world. A human-sized version of Santa Moore's poem, was depicted in a series of advertisements introduced in 1931 that Santa Suits an icon. In modern versions of the toy-shop workers are elves. Rudolph, the ninth shiny nose, was invented in 1939 by an Montgomery Ward Company.

In looking for the historical roots of Santa Claus, one must go very deep in the past. One discovers that Santa Claus as we know him is a combination of many different legends and mythical creatures.
The basis for the Christian-era Santa Claus is Bishop Nicholas of Smyrna (Izmir), in what is now Turkey. Nicholas lived in the 4th century A.D. He was very rich, generous, and loving toward children. Often he gave joy to poor children by throwing gifts in through their windows.

The Orthodox Church later raised St. Nicholas, miracle worker, to a position of great esteem. It was in his honor that Russia's oldest church, for example, was built. For its part, the Roman Catholic Church honored Nicholas as one who helped children and the poor. St. Nicholas became the patron saint of children and seafarers. His name day is December 6th.

In the Protestant areas of central and northern Germany, St. Nicholas later became known as der Weinachtsmann. In England he came to be called Father Christmas. St. Nicholas made his way to the United States with Dutch immigrants, and began to be referred to as Santa Claus.

In North American poetry and illustrations, Santa Claus, in his white beard, red jacket and pompom-topped cap, would sally forth on the night before Christmas in his sleigh, pulled by eight reindeer, and climb down chimneys to leave his Christmas gifts in stockings children set out on the fireplace's mantelpiece.

Children naturally wanted to know where Santa Claus actually came from. Where did he live when he wasn't delivering presents? Those questions gave rise to the legend that Santa Claus lived at the North Pole, where his Christmas-gift workshop was also located.

In 1925, since grazing reindeer would not be possible at the North Pole, newspapers revealed that Santa Claus in fact lived in Finnish Lapland. "Uncle Markus", Markus Rautio, who compared the popular "Children's hour" on Finnish public radio, revealed the great secret for the first time in 1927: Santa Claus lives on Lapland's Korvatunturi - "Ear Fell"

The fell, which is situated directly on Finland's eastern frontier, somewhat resembles a hare's ears - which in fact Santa Claus's ears, with which he listens to hear if the world's children are being nice. Santa has the assistance of a busy group of elves, who have quite their own history in Scandinavian legend.

Over the centuries, customs from different parts of the Northern Hemisphere thus came together and created the whole world's Santa Claus - the ageless, timeless, deathless white-bearded and red suited man who gives out gifts on Christmas and always returns to Korvatunturi in Finnish Lapland.

Since the 1950s, Santa has happily sojourned at Napapiiri, near Rovaniemi, at times other than Christmas, to meet children and the young at heart. By 1985 his visits to Napapiiri had become so regular that he established his own Santa Claus Office there rather than using a modern convenience like providing conference call answers from the north pole. He comes there every day of the year to hear what children want for Christmas and to talk with children who have arrived from around the world. Santa Claus Village is also the location of Santa's main Post Office, which receives children's letters from the four corners of the world.

RETRIEVED FROM: http://www.the-north-pole.com/history/
Exploring Santa Traditions: Timeline

NAME_________________________
K-12 Student Standards for English Language Arts » Grade 1

**Reading Standards for Informational Text**

**Key Ideas and Details**

1. Ask and answer questions about key details in a text.

2. Identify the main topic and retell key details of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**Integration of Knowledge and Ideas**

7. Use the illustrations and details in a text to describe its key ideas.

8. Identify the reasons an author gives to support points in a text.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity**

10. With prompting and support read informational texts appropriately complex for grade 1.

**Writing Standards**

**Research to Build and Present Knowledge**

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K-12 Student Standards for English Language Arts » Grade 4

Reading Standards for Informational Text

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing Standards

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

K-12 Student Standards for English Language Arts » Grade 7

Reading Standards for Informational Text

Key Ideas and Details

1. Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing Standards

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
The Amazing True Story of Santa Claus is a play that was created by and features Roland “Butch” Caire, Jr., the award winning local New Orleans actor and musician. In this lesson students will reflect on another version of the story of Santa (as told in Phineas and Ferb Christmas Vacation.) Phineas and Ferb Christmas Vacation incorporates an anagram as a plot devise. Students will reflect on how the Phineas and Ferb Christmas story uses an anagram, look at possible ideas for other Christmas anagrams and then create their own.

Begin this lesson by reflecting on the T.V. show Phineas and Ferb as a class. Ask students if they are familiar with the show. If they are, ask them about what they remember—who are the characters and what do they do? Also ask if students have seen Phineas and Ferb Christmas Vacation. Record students’ responses where the responses can be seen by the whole class, such as on an ELMO or SMART board. If they are not familiar, ask them to use the title Phineas and Ferb Christmas Vacation as a context clue: what do they think the T.V. show will be about, based on the title? Record students’ responses where they can be seen by the whole class, such as on an ELMO or SMART board.

Follow this by sharing IMDB’s overview of Phineas and Ferb Christmas Vacation with the class:

During Christmas vacation, Phineas and Ferb's quest to show gratitude to Santa during Christmas may be doomed for failure, when Dr. Doofenshmirtz uses an invention that puts the entire town of Danville on Santa’s naughty list.

RETRIEVED FROM: http://www.imdb.com/title/tt1558064/

Explain that Phineas and Ferb Christmas Vacation uses an anagram as a plot device. As a class, review the definition for Anagram. Place the definition where it can be seen by the whole class, such as on an ELMO or SMART board. Read and discuss the definition.
Review how *Phineas and Ferb Christmas Vacation* uses an anagram of Santa Claus. As a class, review the description of *Phineas and Ferb Christmas Vacation*. Place the description where it can be seen by the whole class, such as on an ELMO or SMART board. Read and discuss the description.

Next, distribute *The Amazing True Story of Santa Claus: Anagrams for Christmas* sheets and a pencil to each student. Also display the *Anagrams for Christmas* sheet where it can be seen by the whole class, such as on an ELMO or SMART board. Explain students will be creating their own five letter word anagrams in a moment.

As a class, begin with the word “celebration.” Practice creating anagrams by creating at least one 10 letter anagram using the word “celebration” (“noticeable” is an example) and one nine letter word (“tolerance” is an example.) Next, explore anagrams for the word “decorate.” As a class, create at least one eight letter word (“recoated” (as in painting) is an example) and one seven letter word (“created” is an example.) Next, explore anagrams for the word “togetherness.” As a class, create at least one nine letter word (“strengths” is an example) and one eight letter word (“greenest” is an example.)

Explain that several of the words will have anagrams in common. As students use their *The Amazing True Story of Santa Claus: Anagrams for Christmas* worksheets to create their five letter anagrams, ask them to look for common words. As an example, the word “create” can be made from “decorate” and “celebration;” “celebration” and “decorate” have this five letter word in common.
anagram

[an-uh-gram]

noun
1. a word, phrase, or sentence formed from another by rearranging its letters: “Angel” is an anagram of “glean.”
2. anagrams, (used with a singular verb) a game in which the players build words by transposing and, often, adding letters.
verb (used with object), anagrammed, anagramming.
3. to form (the letters of a text) into a secret message by rearranging them.
4. to rearrange (the letters of a text) so as to discover a secret message.

RETRIEVED FROM: http://www.dictionary.com/browse/anagram
Phineas and Ferb Christmas Vacation

"Sal Tuscany is Santa Claus?"

Doofenshmirtz is complaining about how much he hates Christmas and smashes Perry's Sal Tuscany CD on the floor. Doofenshmirtz decides to call his Uncle Justin and thank him for the Naughtyinator plans, but looks at the package closely this time and realizes the package says "Barneo", not "Borneo". The operator tells him that Barneo is in the North Pole. Looking closely at the smashed CD on the floor, he sees that the letters of "A Sal Tuscany" can be rearranged to spell "Santa Claus" (with an embarrassing left over "Y" in the mix). He then looks at the cover of the CD case and sees that Sal Tuscany is really Santa Claus, poorly disguising his face with a false black mustache over his white one.

RETRIEVED FROM: investorfile.weebly.com/blog/archives/10-2016/5

IMAGE RETRIEVED FROM:
http://phineasandferb.wikia.com/wiki/Christmas_Cannot_Be_Destroyed_Not_Even_by_a_Naughty-Inator
The Amazing True Story of Santa Claus:
Anagrams for Christmas

NAME_____________________

Celebration  Decorate  Kris Kringle  North Pole  Santa Claus

St. Nicholas  Greetings  Togetherness
ANSWER KEY

Some possible five letter words that can be made with **CELEBRATION**

Acorn
Actor
Bacon
Brain
Carol
Nicer
Ocean
Tenor
Trine

Some possible five letter words that can be made with **DECORATE**

Adore
Cedar
Raced
Trace
Trade

Some possible five letter words that can be made with **KRIS KRINGLE**

Grins
Kings
Likes
Reins
Rings
Slink

Some possible five letter words that can be made with **NORTH POLE**
Some possible five letter words that can be made with SANTA CLAUS
Aunts
Canal
Class
Lasts
Lunas
Tunas

Some possible five letter words that can be made with ST. NICHOLAS
Chain
Chins
Class (has this possibility in common with SANTA CLAUS)
Coast
Latin
Lions
Sloth

Some possible five letter words that can be made with GREETINGS
Enter
Genie
Grins (has this possibility in common with KRIS KRINGLE)
Reins (has this possibility in common with KRIS KRINGLE)
Rings (has this possibility in common with KRIS KRINGLE)
Sting
Tiger
Trees
Some possible five letter words that can be made with TOGETHERNESS
Egret
Ghost
Horse
Norse
Roses
Shoes
Trees (has this possibility in common with GREETINGS)
K-12 Student Standards for English Language Arts » Grade 1

Reading Standards for Informational Text

Key Ideas and Details
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Range of Reading and Level of Text Complexity
10. With prompting and support read informational texts appropriately complex for grade 1.

Writing Standards

Research to Build and Present Knowledge
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K-12 Student Standards for English Language Arts » Grade 4

Reading Standards for Informational Text

Key Ideas and Details
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Writing Standards

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
K-12 Student Standards for English Language Arts » Grade 7

**Reading Standards for Informational Text**

**Key Ideas and Details**

1. Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**Writing Standards**

4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
The Amazing True Story of Santa Claus:

‘Twas the Night Before Christmas Mad Lib

The Amazing True Story of Santa Claus is a play that was created by and features Roland “Butch” Caire, Jr., the award winning local New Orleans actor and musician. What was St. Nicholas like as a child? How did he become the person we call Santa Claus? Why is Santa called different names in different countries? How did stockings by the chimney begin? And just how does he manage to bring gifts to children all over the world. Most importantly, he reminds us that the traditions of Christmas are an outgrowth of Christian love and giving.

In this lesson students will learn about parts of speech, read a poem well-loved for generations, ‘Twas the Night Before Christmas, and then create their own version using JPAS Mad Libs.

Begin this lesson by reflecting on the poem ‘Twas the Night Before Christmas as a class. Ask students if they are familiar with the poem. If they are, ask them about what they remember—what happens in the poem? Record students’ responses where the responses can be seen by the whole class, such as on an ELMO or SMART board. If they are not familiar, ask them to use the title of the poem as a context clue: what do they think the poem will be about, based on the title? Record students’ responses where they can be seen by the whole class, such as on an ELMO or SMART board.

Next, explain students will be using this poem as inspiration for their own version of ‘Twas the Night Before Christmas. Ask students if they are familiar with Mad Libs. Discuss the parts of speech that can be used in a Mad Lib to create a new version of a story or poem. Record students’ responses where the responses can be seen by the whole class, such as on an ELMO or SMART board.

As a class, review parts of speech. Explain parts of speech are important elements of creating a Mad Lib. Place the Parts of Speech worksheet where it can be seen by the whole class, such as on an ELMO or SMART board. Read and discuss the worksheet.

Next, display the poem ‘Twas the Night Before Christmas where it can be seen by the whole class, such as on an ELMO or SMART board. As a class, read and discuss the poem. During the discussion, review the parts of speech.
Follow this by reviewing the definition of **Simile, Adverbs of Time** and **Prepositions** as a class. Place each definition where it can be seen by the whole class, such as on an ELMO or SMART board. Read and discuss each definition. Explain **Simile, Adverbs of Time** and **Prepositions** will all be important elements in the Mad Libs students are about to create.

Next, distribute **The Amazing True Story of Santa Claus Mad Lib** sheets, a copy of the **Christmas (Secular) Vocabulary Word List** and a pencil to each student. Ask students to use the **Christmas (Secular) Vocabulary Word List** to help them complete their Mad Libs.

Once students have completed their **The Amazing True Story of Santa Claus Mad Lib** sheets, give each student a turn to read their Mad Lib aloud to the class.
### Parts of Speech

<table>
<thead>
<tr>
<th>NOUN</th>
<th>PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of a person, place, thing or idea.</td>
<td>A pronoun is used in place of a noun or noun phrase to avoid repetition.</td>
</tr>
<tr>
<td>Examples: Daniel, London, table, hope</td>
<td>Examples: I, you, it, we, us, them, those</td>
</tr>
<tr>
<td>- Mary uses a blue pen for her notes.</td>
<td>- I want her to dance with me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes, modifies or gives more information about a noun or pronoun.</td>
<td>Shows an action or a state of being.</td>
</tr>
<tr>
<td>Examples: cold, happy, young, two, fun</td>
<td>Examples: go, speak, eat, live, are, is</td>
</tr>
<tr>
<td>- The little girl has a pink hat.</td>
<td>- I listen to the word and then repeat it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVERB</th>
<th>PREPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modifies a verb, an adjective or another adverb. It tells how (often), where, when.</td>
<td>Shows the relationship of a noun or pronoun to another word.</td>
</tr>
<tr>
<td>Examples: slowly, very, always, well, too</td>
<td>Examples: at, on, in, from, with, about</td>
</tr>
<tr>
<td>- Yesterday, I ate my lunch quickly.</td>
<td>- I left my keys on the table for you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONJUNCTION</th>
<th>INTERJECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joins two words, ideas, phrases together and shows how they are connected.</td>
<td>A word or phrase that expresses a strong emotion. It is a short exclamation.</td>
</tr>
<tr>
<td>Examples: and, or, but, because, yet, so</td>
<td>Examples: Ouch! Hey! Oh! Watch out!</td>
</tr>
<tr>
<td>- I was hot and tired but still finished it.</td>
<td>- Wow! I passed my English exam.</td>
</tr>
</tbody>
</table>

Text of the Poem:
‘Twas the night before Christmas, when all thro’ the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds,
While visions of sugar-plums danc’d in their heads;
And Mama in her ’kerchief, and I in my cap,
Had just settled our brains for a long winter’s nap —
When out on the lawn there arose such a clatter,
I sprang from the bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon on the breast of the new fallen snow
Gave the lustre of mid-day to objects below;
When, what to my wondering eyes should appear,
But a miniature sleigh, and eight tiny rein-deer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name;
“Now! Dasher, now! Dancer, now! Prancer, and Vixen,
On! Comet, on! Cupid, on! Dunder and Blixem;
To the top of the porch! to the top of the wall!
Now dash away! dash away! dash away all!”
As dry leaves before the wild hurricane fly,
When they meet with an obstacle, mount to the sky;
So up to the house-top the coursers they flew,
With the sleigh full of Toys — and St. Nicholas too:
And then in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney St. Nicholas came with a bound:
He was dress’d all in fur, from his head to his foot,
And his clothes were all tarnish’d with ashes and soot;
A bundle of toys was flung on his back,
And he look’d like a peddler just opening his pack:
His eyes — how they twinkled! his dimples how merry,
His cheeks were like roses, his nose like a cherry;
His droll little mouth was drawn up like a bow.
And the beard of his chin was as white as the snow;
The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath.
He had a broad face, and a little round belly
That shook when he laugh’d, like a bowlful of jelly:
He was chubby and plump, a right jolly old elf,
And I laugh’d when I saw him in spite of myself;
A wink of his eye and a twist of his head
Soon gave me to know I had nothing to dread;
He spoke not a word, but went straight to his work,
And fill’d all the stockings; then turn’d with a jerk,
And laying his finger aside of his nose
And giving a nod, up the chimney he rose.
He sprung to his sleigh, to his team gave a whistle,
And away they all flew, like the down of a thistle:
But I heard him exclaim, ere he drove out of sight —
“Happy Christmas to all, and to all a good night.”

RETRIEVED FROM: http://www.celebratingholidays.com/?page_id=4472
a figure of speech in which two unlike things are explicitly compared, as in “she is like a rose.”
Adverbs of time tell us when an action happened, but also for how long, and how often. Adverbs of time are invariable. They are extremely common in English. Adverbs of time have standard positions in a sentence depending on what the adverb of time is telling us.

ADVERBS THAT TELL US WHEN

Adverbs that tell us when are usually placed at the end of the sentence.

EXAMPLES

- Goldilocks went to the Bears’ house yesterday.
- I’m going to tidy my room tomorrow.
- I saw Sally today.
- I will call you later.
- I have to leave now.
- I saw that movie last year.

Putting an adverb that tells us when at the end of a sentence is a neutral position, but these adverbs can be put in other positions to give a different emphasis. All adverbs that tell us when can be placed at the beginning of the sentence to emphasize the time element. Some can also be put before the main verb in formal writing, while others cannot occupy that position.

EXAMPLES

- Later Goldilocks ate some porridge. (the time is important)
- Goldilocks later ate some porridge. (this is more formal, like a policeman’s report)
- Goldilocks ate some porridge later. (this is neutral, no particular emphasis)

ADVERBS THAT TELL US FOR HOW LONG

Adverbs that tell us for how long are also usually placed at the end of the sentence.
EXAMPLES

- She stayed in the Bears' house all day.
- My mother lived in France for a year.
- I have been going to this school since 1996.

In these adverbial phrases that tell us for how long, for is always followed by an expression of duration, while since is always followed by an expression of a point in time.

EXAMPLES

- I stayed in Switzerland for three days.
- I am going on vacation for a week.
- I have been riding horses for several years.
- The French monarchy lasted for several centuries.
- I have not seen you since Monday.
- Jim has been working here since 1997.
- There has not been a more exciting discovery since last century.

ADVERBS THAT TELL US HOW OFTEN

Adverbs that tell us how often express the frequency of an action. They are usually placed before the main verb but after auxiliary verbs (such as be, have, may, & must). The only exception is when the main verb is "to be", in which case the adverb goes after the main verb.

EXAMPLES

- I often eat vegetarian food.
- He never drinks milk.
- You must always fasten your seat belt.
- I am seldom late.
- He rarely lies.

Many adverbs that express frequency can also be placed at either the beginning or the end of the sentence, although some cannot be. When they are placed in these alternate positions, the meaning of the adverb is much stronger.

<table>
<thead>
<tr>
<th>Adverb that can be used in two positions</th>
<th>Stronger position</th>
<th>Weaker position</th>
</tr>
</thead>
<tbody>
<tr>
<td>frequently</td>
<td>I visit France frequently.</td>
<td>I frequently visit France.</td>
</tr>
<tr>
<td>Adverb that can be used in two positions</td>
<td>Stronger position</td>
<td>Weaker position</td>
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<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>generally</td>
<td>Generally, I don’t like spicy foods.</td>
<td>I generally don’t like spicy foods.</td>
</tr>
<tr>
<td>normally</td>
<td>I listen to classical music normally.</td>
<td>I normally listen to classical music.</td>
</tr>
<tr>
<td>occasionally</td>
<td>I go to the opera occasionally.</td>
<td>I occasionally go to the opera.</td>
</tr>
<tr>
<td>often</td>
<td>Often, I jog in the morning.</td>
<td>I often jog in the morning.</td>
</tr>
<tr>
<td>regularly</td>
<td>I come to this museum regularly.</td>
<td>I regularly come to this museum.</td>
</tr>
<tr>
<td>sometimes</td>
<td>I get up very early sometimes.</td>
<td>I sometimes get up very early.</td>
</tr>
<tr>
<td>usually</td>
<td>I enjoy being with children usually.</td>
<td>I usually enjoy being with children.</td>
</tr>
</tbody>
</table>

Some other adverbs that tell us how often express the exact number of times an action happens or happened. These adverbs are usually placed at the end of the sentence.

**EXAMPLES**

- This magazine is published **monthly**.
- He visits his mother **once a week**.
- I work **five days a week**.
- I saw the movie **seven times**.

**USING YET**

*Yet* is used in questions and in negative sentences to indicate that something that has not happened or may not have happened but is expected to happen. It is placed at the end of the sentence or after *not*. 
EXAMPLES

- Have you finished your work yet? (= simple request for information)
- No, not yet. (= simple negative answer)
- They haven't met him yet. (= simple negative statement)
- Haven't you finished yet? (= expressing surprise)

USING STILL

*Still* expresses continuity. In positive sentences it is placed before the main verb and after auxiliary verbs such as *be, have, might, will*. If the main verb is *to be*, then place *still* after it rather than before. In questions, *still* goes before the main verb.

EXAMPLES

- She is **still** waiting for you.
- Jim might **still** want some.
- Do you **still** work for the BBC?
- Are you **still** here?
- I am **still** hungry.

ORDER OF ADVERBS OF TIME

If you need to use more than one adverb of time in a sentence, use them in this order:

1: how long 2: how often 3: when

EXAMPLES

- 1 + 2: I work **for five hours** (2) every day
- 2 + 3: The magazine was published **weekly** (3) last year.
- 1 + 3: I was abroad **for two months** (3) last year.
- 1 + 2 + 3: She worked in a hospital **for two days** (2) every week (3) last year.

A **preposition** is a word such as *after, in, to, on,* and *with.* Prepositions are usually used in front of **nouns** or pronouns and they show the **relationship** between the noun or pronoun and other words in a sentence. They describe, for example:

- the position of something:

  *Her bag was under the chair.*
  *The dog crawled between us and lay down at our feet.*
  *His flat was over the shop.*

- the time when something happens:

  *They arrived on Sunday.*
  *The class starts at 9 a.m.*
  *Shortly after their marriage they moved to Colorado.*

- the way in which something is done:

  *We went by train.*
  *They stared at each other without speaking.*

Some prepositions are made up of more than one word, for example:

*They moved here because of the baby.*
*We sat next to each other.*
*The hotel is perched on top of a cliff.*

RETRIEVED FROM: [https://en.oxforddictionaries.com/grammar/prepositions](https://en.oxforddictionaries.com/grammar/prepositions)
# Christmas (Secular)
## Vocabulary Word List

*Our subscribers’ grade-level estimate for this page: 3rd*

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| angel | artificial tree | bells | birth | blizzard | blustery | boots | bough | bow | box | candle | candy | candy cane | cap | card | carolers | caroling | carols | celebrate | celebration | ceremony | charity | chestnuts | chill | chilly | chimney | Christmas | Christmas card | E | eggnog | elf | elves | eve | evergreen | exchange | family | family reunion | Father Christmas | feast | Feliz Navidad | festival | festive | fir | fireplace | firewood | frankincense | frosty | Frosty the Snowman | fruitcake | G | garland | gift | gift-giving | gingerbread | gingerbread house | gingerbread man | gingerbread woman | give | ice skates | icicle | icy | ivy | Jack Frost | Jesus | jingle bells | jolly | joy | joyful | Joyeux Noel | K | kings | Krampus | Kris Kringle | L | lights | list | log | love | manger | merry | Merry Christmas | mince pie | mistletoe | mittens | myrrh | N | package | pageant | parade | partridge | party | pie | pine tree | pinecone | plum pudding | poinsettia | popcorn string | presents | receive | red | reindeer | rejoice | reunion | ribbon | ritual | Rudolph | S | Saint Nicholas | sales | Santa Claus | Santa's elves | Santa's helpers | Santa's list | Santa's workshop | scarf | snowman | snowy | socks | spirit | star | St. Nick | stocking | stocking stuffer | sugarplum | sweater | T | tidings | tinsel | toboggan | togetherness | toy | tradition | tree | trimming | trips | turkey | U | unwrap | V | vacation | visit | W | wassail | winter | wintertime |
| Christmas carol   | gold          | nativity      | Scrooge       | wintry        |
| Christmas Eve   | goodwill      | naughty       | season        | wise men      |
| Christmastide   | goose         | nice          | season's      | workshop      |
| Christmas tree  | green         | nippy         | greetings     | wrap          |
| Christmas tree stand | guest         | Noel          | shopping      | wrapping paper|
| coal            | H             | North Pole    | skate          | wreath        |
| cold            | happy         | nutcracker    | sled          | X             |
| cookie          | holiday       |            | sleigh         | Xmas          |
| creche          | holly         |              | bells         | Y             |
| D               | hope          |              | snow           | yule          |
| December 25     | hot chocolate |              | snowball       | log yuletide  |
| decorate        | hot cider     |              | snowbound      |               |
| decorations     | hug           |              | snowflake      |               |
| display         |               |              |               |               |

'Twas the __________ before Christmas, when all thro' the house

noun

Not a __________ was __________ -------- not even a __________;

noun verb, gerund ("ing") noun

The __________ were hung by the chimney with care,

plural noun

In hopes that St. Nicholas __________ would be there;

adverb

The children were __________ all __________ in their beds,

verb, past tense adjective

While visions of ____________ danc'd in their heads;

plural noun

And Mama in her ____________ , and I in my ____________.

noun noun

Had just ____________ our brains for a long winter's nap —

verb, past tense

When out on the lawn there ____________ such a clatter,

verb, past tense

I sprang from the ____________ to see what was the matter.

noun

______________ to the window I flew ____________

adverb simile using "like" or "as"

Tore open the shutters and threw ______________ the sash.

preposition
The moon ___________ the ___________ of the new ___________ ___________

Gave the ___________ of mid-day to objects below;

When, what to my ___________ ___________ should appear,

verb, gerund (ing) plural noun

But a ___________ ___________ and ___________ ___________

adjective noun number adjective plural noun

With a ___________ ___________ ___________ so ___________

adjective adjective noun adverb adverb

I knew in a ___________ it must be St. Nick.

noun, measure of time

More ___________ than ___________ his ___________ they came,

adjective noun plural noun

And he ___________ ___________ and ___________ ___________

verb, past tense verb, past tense

"Now! ___________ ___________ ___________ ___________

name name

On! Comet, on! Cupid, on! ___________ ___________ ;

name name

To the ___________ of the ___________ to the ___________ of the ___________

adjective, location noun, place adjective, location noun, place

________________ away! dash away! ___________ away all!"
As dry leaves before the wild hurricane fly,
When they meet with an obstacle, mount to the sky
So up to the ___________ the ___________ they ___________,

noun plural noun verb

With the ___________ full of ___________ — and St. Nicholas too:
noun

And then in a ___________, I ___________ the roof
adjective verb, past tense preposition

The prancing and ___________ of each little ___________.
verb, gerund ("ing") noun

As I drew in my head, and was ___________ ___________,

adverb

___________ the ___________ St. Nicholas, ___________ with a bound:

preposition noun verb, past tense

He was dress’d all in ___________, from his ___________ to his ___________,
noun noun

And his ___________ were all tarnish’d ___________ and ___________;
plural noun preposition noun

A bundle of ___________ was flung on his ___________,

plural noun noun

And he ___________ like a peddler just ___________ his ___________:
verb, past tense verb, gerund ("ing")

His ___________ how they ___________! His ___________ how merry,

plural noun verb, past tense plural noun

His cheeks were ___________, his nose ___________:
simile simile

His ___________ _________ _________ was drawn up ___________.
adjective adjective noun, part of body simile

And the ___________ of his ___________ was as ___________ as the _________.
noun noun, part of body adjective noun
The stump of a ________ he held ________ in his ________.

And then ________, it ________, his head ________.

He had a ________, ________, and a little round belly

That ________, when he laugh'd, like a ________ ________.

He was ________, and ________, a right jolly old elf.

And I ________ when I saw him in spite of myself.

A ________ of his ________, and a ________ of his ________

______ gave me to know I had nothing to ________;

______ not a ________, but went straight to his ________

And fill'd all the ________; then turn'd with a ________;

______ his ________ aside of his ________

______ a ________, ________ the ________ he rose.

He ________, to his ________, to his team gave a ________;

______ ________, ________, ________, ________ of a ________;

But I heard him ________, ere he ________ out of sight —

"______ Christmas to all, and to all a ________!"

NAME_________________
K-12 Student Standards for English Language Arts » Grade 1

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support read informational texts appropriately complex for grade 1.

Writing Standards

Research to Build and Present Knowledge

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K-12 Student Standards for English Language Arts » Grade 4
Reading Standards for Informational Text

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Writing Standards

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

K-12 Student Standards for English Language Arts » Grade 7

Reading Standards for Informational Text

Key Ideas and Details

1. Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Writing Standards**

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

   d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
’Twas the Night Before Christmas:

Moore or Livingston?

The Amazing True Story of Santa Claus is a play that was created by and features Roland “Butch” Caire, Jr., the award winning local New Orleans actor and musician. ’Twas the Night Before Christmas is a well-known poem that has been a favorite of families for generations. The poem details Santa’s ride on Christmas eve. This lesson investigates its authorship. Was it really written by Henry Livingston, or someone else?

Begin this lesson by reflecting on the poem ’Twas the Night Before Christmas as a class. Ask students if they are familiar with the poem. If they are, ask them about what they remember—what happens in the poem? Record students’ responses where the responses can be seen by the whole class, such as on an ELMO or SMART board. If they are not familiar, ask them to use the title of the poem as a context clue: what do they think the poem will be about, based on the title? Record students’ responses where they can be seen by the whole class, such as on an ELMO or SMART board.

Next, display the poem ’Twas the Night Before Christmas where it can be seen by the whole class, such as on an ELMO or SMART board. As a class, read and discuss the poem.

Next, distribute a copy of the JPAS Moore or Livingston Venn diagram and a pencil to each student. Explain that the poem the class has just read has been attributed to two authors: Henry Livingston, Jr. and Clement Clark Moore. Ask students to complete the Venn diagram as the class reads the article about the two authors.

Display the article ’Twas the Night Before Christmas A Visit from St. Nicholas where it can be seen by the whole class, such as on an ELMO or SMART board. As a class, read and discuss the article and complete the Venn diagrams.

Follow this by distributing a ’Twas the Night Before Christmas Opinionnaire to each student. Ask students to reflect on the article ’Twas the Night Before Christmas A Visit from St. Nicholas and their Venn diagrams to help them complete their Opinionnaires.
‘Twas the night before Christmas, when all thro’ the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds,
While visions of sugar-plums danc’d in their heads;
And Mama in her ’kerchief, and I in my cap,
Had just settled our brains for a long winter’s nap —
When out on the lawn there arose such a clatter,
I sprang from the bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon on the breast of the new fallen snow
Gave the lustre of mid-day to objects below;
When, what to my wondering eyes should appear,
But a miniature sleigh, and eight tiny rein-deer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name;
“Now! Dasher, now! Dancer, now! Prancer, and Vixen,
On! Comet, on! Cupid, on! Dunder and Blixem;
To the top of the porch! to the top of the wall!
Now dash away! dash away! dash away all!”
As dry leaves before the wild hurricane fly,
When they meet with an obstacle, mount to the sky;
So up to the house-top the coursers they flew,
With the sleigh full of Toys — and St. Nicholas too:
And then in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney St. Nicholas came with a bound:
He was dress’d all in fur, from his head to his foot,
And his clothes were all tarnish’d with ashes and soot;
A bundle of toys was flung on his back,
And he look’d like a peddler just opening his pack:
His eyes — how they twinkled! his dimples how merry,
His cheeks were like roses, his nose like a cherry;
His droll little mouth was drawn up like a bow.
And the beard of his chin was as white as the snow;
The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath.
He had a broad face, and a little round belly
That shook when he laugh’d, like a bowlful of jelly:
He was chubby and plump, a right jolly old elf,
And I laugh’d when I saw him in spite of myself;
A wink of his eye and a twist of his head
Soon gave me to know I had nothing to dread;
He spoke not a word, but went straight to his work,
And fill’d all the stockings; then turn’d with a jerk,
And laying his finger aside of his nose
And giving a nod, up the chimney he rose.
He sprung to his sleigh, to his team gave a whistle,
And away they all flew, like the down of a thistle:
But I heard him exclaim, ere he drove out of sight —
“Happy Christmas to all, and to all a good night.”

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‘Twas the Night Before Christmas

A Visit from St. Nicholas

Author: Clement Clarke Moore, 1779-1863 or Henry Livingston, Jr., 1748-1828

Genre: Classic Poem, 19th Century

Reading Time (for story text): approx. 4 minutes

Background:

Clement Clarke Moore was born in New York City as the only child of Benjamin Moore and Charity Clarke. Moore’s father, who tutored his son at home until college, faithfully imparted his interests to his son in both academic life and ministry.¹ As a graduate of King’s College, Moore’s father worked as its acting president during the first year of the American Revolution and was later appointed to the presidency of Columbia College (now Columbia University). Moore’s father was also active in the Episcopal Church throughout his life and served as the second bishop of the Diocese of New York.

When Moore entered Columbia College, he proved to be a capable student. He graduated in 1798 “at the head of his class, as his father had, thirty years earlier,” and by 1801, he had earned an M.A. degree.² Moore was uniquely gifted in language, and he devoted most of the next several years to producing a massive two-volume Hebrew Lexicon, *A Compendious Lexicon of the Hebrew Language* (1809). He also taught language and literature courses at Columbia College.

In 1813, Moore married Catharine Elizabeth Taylor, with whom he would eventually have nine children. Despite the responsibilities of a growing family, Moore remained active in scholarship and ministry over the next several years. He was instrumental in helping to create the first Episcopal Seminary in America (the General Theological Seminary), and in 1821, he became one of its first professors. He also donated a large portion of land onto which the seminary would eventually relocate. Moore remained at the seminary until he retired in 1850.

Reportedly, in 1822, Moore wrote the poem “A Visit from St. Nicholas” (now known as “‘Twas the Night Before Christmas”) for his children (he had six at the time). This delightful poem has since been credited with popularizing the fantasy surrounding St. Nicholas and giving uniformity to American Christmas traditions.
Most likely, the poem developed out of ideas that were already circulating through the U.S. For example, in 1809, Washington Irving (a famous American writer) had published a satire on Dutch immigrants and their traditions called *History of New York*. Though Irving characterized St. Nicholas as an old man in dark robes who rode a flying horse, he depicted elderly Dutch men as jolly and fat with white beards and smoking pipes. He also characterized them as wearing wide leather belts and leather boots. By 1822, it appears that St. Nicholas had evolved into one of Irving’s jolly old Dutch men. Furthermore, as evidence that reindeer had already come to be associated with Saint Nicholas (or Santa Claus) in America, a poem published in 1821, “The Children’s Friend,” said the following:

*Old Santeclaus with much delight*

*His reindeer drives this frosty night.*

*O’er chimney tops, and tracks of snow,*

*To bring his yearly gifts to you.*

There are various accounts about how the poem “A Visit From St. Nicholas” came to appear anonymously in the *Troy Sentinel* on December 23, 1823. Reportedly, a relative copied the verses during her stay at the Moore home, from which a copy was made by Sarah Harriet Butler (a friend). Sarah’s father, Rev. David Butler, was apparently so impressed with the poem that he gave it to the editor of the *Sentinel*. Once the poem was printed, it was an immediate success and would appear in publications across the country in subsequent years.

Though “A Visit From St. Nicholas” was attributed to Moore in *The New York Book of Poetry* in 1837, Moore did not personally claim authorship until 1844, when he published his collection of *Poems*. Some say that because Moore was a serious scholar, he did not have much interest in identifying himself as the writer of a fairy tale poem. However, others claim that Moore did not identify himself earlier, because he did not actually write the famous poem. The family of writer Henry Livingston, Jr. maintains that long before the poem was first published in the *Sentinel* (probably 1808), their ancestor was reading it to his children every Christmas Eve.

The most convincing case in favor of Livingston’s authorship is made by Don Foster in his book *Author Unknown, On the Trail of the Anonymous*. Foster is an English professor who has served as a textual analyst in several high profile criminal cases; his specialty is author identity. After
carefully reviewing Livingston’s work, Foster noted that a distinct aspect of his style was the way he used the word “all” as an adverb, and this can be seen throughout the Christmas poem: “all through the house,” “all snug in their beds,” “all dressed in fur,” etc. Additionally, the poem is characteristically Dutch in its view of St. Nicholas. Whereas Moore was of English descent, Livingston was Dutch. Furthermore, Moore repeated an editor’s correction that changed two of the reindeer names from *Dunder* and *Blixem*, the Dutch words for “thunder” and “lightening,” to *Donder* and *Blitzen*. Lastly, before Moore claimed authorship of the work in his publication of *Poems*, he apparently wrote to the *Sentinel* to see if anyone could remember its origin, but no one could.

After researching the work of both Livingston and Moore, Foster also drew some interesting conclusions about their respective characters. Whereas he perceived Livingston (a father of 12) to be warm, tender-hearted, and playful, he inferred that Moore was cold, judgmental and self-righteous. Foster argues that “‘Twas the Night Before Christmas” is “as different from Moore’s other children’s verse [which were more preachy than they were playful] as Christmas cookies from steamed spinach.”

Regardless, there are still many scholars who hold passionately to the belief that Moore wrote the poem. Historian Stephen Nissenbaum highlights the following fact as evidence:

“In 1829 that same Troy newspaper [that had first printed the verses in 1823] reprinted the poem . . . but this time the newspaper’s editor added some tantalizing hints about the identity of the poem’s author: he was a New York City man ‘by birth and residence,’ and ‘a gentleman of more merit as a scholar and writer than many of more noisy pretensions.’”

Nissenbaum concludes, “While keeping up the aura of genteel anonymity, these words [from the editor of the *Troy Sentinel*] pointed pretty clearly to Moore.” Henry Livingston, who had recently passed away, was neither a scholar nor a resident of New York City.

Though the editorial comment certainly does not confirm Moore’s authorship, it does imply that the editor of the *Sentinel* credited the poem to him six years after it was first printed. However, if Moore himself was not acknowledging authorship at this point, it is easy to imagine how rumors and speculation could fill the void. It is not so easy, on the other hand, to imagine how Moore’s name can now be separated from a poem that has been published in his name millions of times around the world.
But what if Livingston was in fact the true author? Well, who can blame Moore for wanting to claim a bit of the warm Christmas spirit that so permeated Livingston’s life and the lines of “‘Twas the Night Before Christmas”?

Sources:


3 Patterson, Samuel White, p. 12.


7 Foster, Don, p. 261.


9 Nissenbaum, Stephen.

*The editor actually changed “Blixem” to “Blixen” for better rhyme. Moore, who was familiar with German (but not Dutch), changed it to “Blitzen.”
Twas the Night Before Christmas:
Moore or Livingston?

NAME_____________________________
’Twas the Night Before Christmas Opinionnaire

Name______________________

Exploring Your Opinions about who wrote ‘Twas the Night Before Christmas

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Then, in the space provided, briefly explain the reasons for your opinions.

1. Henry Livingston, Jr. wrote ‘Twas the Night Before Christmas._______
   Your reasons:

2. Clement Clark Moore wrote ‘Twas the Night Before Christmas._______
   Your reasons:

3. Don Foster has lots of details about ‘Twas the Night Before Christmas in his book Author Unknown, On the Trail of the Anonymous._______
   Your reasons:
K-12 Student Standards for English Language Arts » Grade 1

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text.

2. Identify the main topic and retell key details of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.

8. Identify the reasons an author gives to support points in a text.

Range of Reading and Level of Text Complexity

10. With prompting and support read informational texts appropriately complex for grade 1.

Writing Standards

Research to Build and Present Knowledge

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K-12 Student Standards for English Language Arts » Grade 4

Reading Standards for Informational Text

Key Ideas and Details
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Writing Standards

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

K-12 Student Standards for English Language Arts » Grade 7

Reading Standards for Informational Text

Key Ideas and Details

1. Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Writing Standards**

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
ADDITIONAL RESOURCES

http://oneshetwoshe.com/2014/12/christmas-traditions.html
http://ninjamonkeysy.livejournal.com/585154.html
http://www.stnicholascenter.org/pages/knickerbocker/
http://www.stnicholascenter.org/pages/origin-of-santa/
https://www.youtube.com/watch?v=do5ZmQQM8AE
https://www.youtube.com/watch?v=UwfZEIHUAFc
http://phineasandferb.wikia.com/wiki/Phineas_and_Ferb_Christmas_Vacation!
http://www.readingrockets.org/article/introduction-letter-writing
http://www.educationworld.com/a_lesson/lesson281.shtml
https://www.anagrammer.com/
http://anagramscramble.com/