

#1741 A CHRISTMAS GIFT

BILLY BUDD FILMS, INC., 1980
COLOR
LEVELS: PRIMARY, INTERMEDIATE
8 MINUTES



SYNOPSIS

This is an animated story, using clay figures and settings, of a poor boy who meets an old lady on Christmas Eve and of how they share Christmas dinner with the little food and drink they have.

GOALS

1. To illustrate the concept of sharing and the emotional results of such actions.
2. To analyze the behaviors of a variety of characters as they celebrate Christmas.
3. To identify various universal feelings and emotions associated with Christmas.

INSTRUCTIONAL OBJECTIVES

1. The students will review different sounds and symbols associated with Christmas.
2. The students will examine the various characters' Christmas experiences and feelings.
3. The students will answer these questions:
 - a. What was shared?
 - (1) Food and drink.
 - (2) Company.
 - (3) Themselves.
 - b. By whom and with what were the items shared?
 - c. Why did they share?
4. The students will identify and demonstrate the following feelings and emotions: cold, curious, lonely, sad, happy, disappointed, thoughtful (thinking), wishful, wanting.
5. The students will generalize the concept of sharing by describing how they share:
 - a. At Christmas time.
 - b. During other holidays.
 - c. At home with their family.

BEFORE SHOWING

1. Review with the students the characteristic symbols and sounds of Christmas, such as decorations, food, Christmas carols, and toys.
2. Ask the students to explain what sharing at Christmas time means to them.

AFTER SHOWING

Discussion Items and Questions

1. Sharing occurred in different ways and in different settings. Discuss and developing the sharing concept:
 - a. Among the people at the party.
 - b. Between the boy and old lady.
2. How were they different? How were they the same?
3. Christmas is traditionally a time for sharing. Discuss some reasons for this. These could include: giving and receiving gifts, parties, past Christmas celebrations, and the Biblical story.
4. Discuss the various emotions and feelings of:
 - a. The boy:
 - (1) When he observes the party.
 - (2) When he sees the toys.
 - (3) When he observes the old woman.
 - b. The old woman:
 - (1) As she is walking down the street.
 - (2) When she receives the boy into her home.
 - (3) When they have dinner together.
 - c. The families in their homes as they celebrate together.
5. It is possible to be alone and be happy. Sometimes people who are alone are lonely. People can be alone in a crowd or by themselves. Discuss this concept with the students, using the boy and the old woman as examples.
 - a. Who was alone?
 - b. Why were they alone?
 - c. Were they lonely?
 - d. How do you know they were lonely or not lonely?
6. Have the students describe a time when they were alone. How did they feel? Did they enjoy it? How did they change the situation?
7. At the end of the media, a bright star appeared in the sky. Ask the students to tell what they imagine that star might mean.
8. People share in different ways at Christmas time. List and discuss different ceremonies or celebration traditions. This can focus on family, religion, or heritage.
9. Should people share only at Christmas time? Discuss other times, other ways, and other places to share.

Applications and Activities

1. Have the students participate in a class drama of the story. Create clay figures using characters from the media as examples.
2. Draw, paint, or color a sequential wall mural of the story.
3. Ask the students what might have happened after dinner was shared. Have them write short stories or paragraphs or draw pictures of their ideas.
4. Using pictures of the emotions and feelings seen in the media, ask the students to:
 - a. Name the feeling or emotion.
 - b. Pantomime the feeling or emotion.
 - c. Tell when they have felt this way.
10. Make small Christmas gifts such as: candles, paper flowers, or tree ornaments. Take a fieldtrip to an assisted-living facility and present the gifts.
11. Perform a play based on this media for another class. Use the SCRIPT included in this guide as a reference.
12. Have students read the SCRIPT section of this guide and compare its sentence structure to that of prose.
13. Using the SCRIPT as a guide, have students write parallel stories or poems.

COMMUNICATION SKILLS

1. After discussing the following terms with the students, have them play charades. They will select a folded paper from a box or cup, each paper labeled with a feeling. Ask the students to read the card and, using facial expression and body language, have the remainder of the class to correctly guess the term being portrayed.
 - a. Cold.
 - b. Disappointed.
 - c. Curious thoughtful (thinking).
 - d. Lonely wishful.
 - e. Sad wanting.
 - f. Happy.
14. The following is a list of environmental and Christmas sounds heard in the movie. This can be used for a variety of auditory discrimination activities.
 - a. Environmental sounds
 - (1) Wind.
 - (2) Footsteps on crunchy snow.
 - (3) Car horn.
 - (4) Car engine.
 - (5) Dog barking.
 - (6) Door squeaking open.
 - b. Party sounds

C a p t i o n e d M e d i a P r o g r a m

- (1) People talking.
 - (2) People laughing.
 - (3) Pouring liquid.
 - (4) Glasses clicking.
 - c. Music
 - (1) Guitar.
 - (2) Male voice singing.
 - (3) Piano.
 - (4) Christmas music.
 - d. Toy sounds
 - (1) Music box.
 - (2) Calliope music.
 - (3) Wind-up sounds.
 - (4) Bells.
 - (5) Springs.
 - (6) "Thud."
 - (7) Train whistle.
 - (8) The winding down and stopping sounds as the toys are turned off.
3. Explain that some sounds are happy sounds and some are lonely sounds.
- a. When the boy is walking all alone down the street, what sounds did we hear?
 - b. What sounds could we hear in the busy city? Were these happy or lonely?
 - c. What sounds did we hear in the toy shop? Were these happy or lonely?
4. Ask the students to each bring to class a toy that makes sound.
- a. Discuss the toy sounds in class.
 - b. Have the students turn their backs to the toys. The teacher may manipulate the toys to make sounds. Can the students detect the sounds? Can the students auditorily discriminate between the toys?
 - c. Have the students practice saying the names of their toys. Before play time, let the students exchange toys by, using good speech and sign language, saying, "Will you play with me?"
5. Practice the sign or fingerspelling and the pronunciation of each toy used in activity 14.



RELATED RESOURCES

- [*A Christmas Story* #1469](#)
- [*Aesop's Fables* #3330](#)
- [*The Bracelet* #10876](#)
- [*The Clown of God* #10091](#)
- [*The Friends of Kwan Ming* #9983](#)
- [*The Legend of the Blue Bonnet* #2491](#)

LESSON GUIDE WRITTEN BY ELIZABETH SANDERS

SCRIPT

(DOG BARKING)

Man: How's the food? Here's to Christmas!

Song: And it came to pass on a Christmas evening
While all the doors were shuttered tight.
Outside standing lonely boy child
Cold and shivering in the night.

On the street in every window
Save but one, was gleaming bright.
And to this window walked the boy child.
Peeking in, he saw candlelight.

Through other windows he had looked at turkeys
Ducks and geese and cherry pies.
But through this window saw a gray-haired lady
Table bare and tears in her eyes.

Into his coat reached boy child
Knowing well there was little there.
He took from his pocket his own Christmas dinner
A bit of cheese, some bread to share.

His outstretched hands held t h e food and they trembled
As the door opened wide.
Said he, "Would you share with me Christmas dinner?
Gently said she, "Come inside."

The gray-haired lady brought boy to the table
Glasses filled with her last drop of wine.
Said she, "Here's a toast to everyone's Christmas
And especially yours and mine."

And it came to pass on that Christmas evening
While all the doors were shuttered tight,
That in that town the happiest Christmas
Was shared by candlelight.