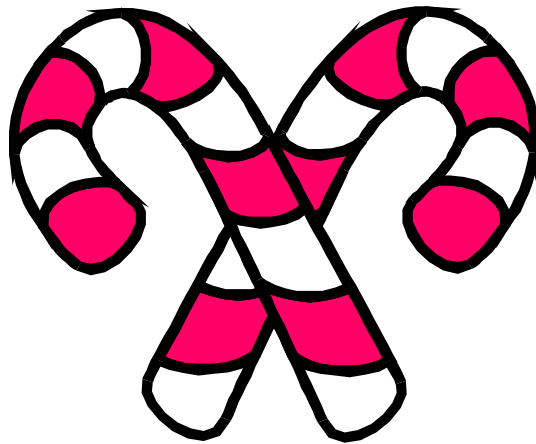
The page is framed by a decorative border consisting of alternating red and white striped candy canes and small black swirls. The border runs along the top, bottom, left, and right edges of the page.

# The Legend

## of the

# Candy Cane



by Lori Walburg

# The Legend of the Candy Cane

Book by Lori Walburg

Unit study by Candace Crabtree and Celia Hartmann

Lapbook by Tina Franks

## Bible

“By His stripes we are healed.” Isaiah 53:5. Discuss this verse, what does it mean? What were Jesus’ stripes? Depending on how in depth you’d like to go, possibly read all of Isaiah 53 this week and discuss.

Also, read from Luke or just discuss the shepherd’s role in the Christmas story, as the first to find out about Jesus’ birth.

You may wish to also read and discuss John 10:11 and 14 - 18

John 10:11-- *I am the good shepherd: the good shepherd giveth his life for the sheep.*

John 10:14-18--*I am the good shepherd, and know my sheep, and am known of mine. As the Father knoweth me, even so know I the Father: and I lay down my life for the sheep. And other sheep I have, which are not of this fold: them also I must bring, and they shall hear my voice; and there shall be one fold, and one shepherd. Therefore doth my Father love me, because I lay down my life, that I might take it again. No man taketh it from me, but I lay it down of myself. I have power to lay it down, and I have power to take it again. This commandment have I received of my Father.*

Help your child understand that Jesus chose to die for us! He truly is our Good Shepherd, choosing to die for us so that we might have a way to live eternally with God.

## Social Studies

### **Social Studies/Bible -- Shepherd**

Take a candy cane and turn it right side up and ask your child what it looks like--a shepherd's staff or crook. Show him the picture in the book of the shepherds in the field and point to the staff. The occupation of shepherd has been around

thousands of years, starting with Abel the son of Adam and Eve. Farmers were unable to tend large flocks of animals and do the planting and harvesting, so some men became caretakers of the animals. Shepherds take care of sheep. You may have read about several shepherds in the Bible: Moses, King David, prophet Amos, and of course the ones mentioned the story, the shepherds who watched over their flocks and to whom the angels announced the birth of Jesus Christ.

Now, sheep are not very smart animals, and they have a tendency to wander and to get into trouble. Shepherds lead the sheep to grassy places to eat and waters to drink. They protect them, sometimes using their staff to hook a sheep that has fallen over cliff. Humans may be smarter but we too tend to wander from the path that God would have us walk or get into places we shouldn't. God sent us a Good Shepherd to watch over us and take care of us, and that Shepherd was His son Jesus Christ. And if we follow Jesus' ways, then one day we will live forever with Him.

Read Psalm 23 together and discuss how the Lord is our shepherd! David wrote this psalm, yes the very same little shepherd boy who defeated the giant Goliath and later became the King.

*The LORD is my shepherd; I shall not want.  
He maketh me to lie down in green pastures:  
he leadeth me beside the still waters.  
He restoreth my soul:  
he leadeth me in the paths of righteousness for his name's sake.*

*Yea, though I walk through the valley of the shadow of death,  
I will fear no evil: for thou art with me;  
thy rod and thy staff they comfort me.  
Thou preparest a table before me in the presence of mine enemies:  
thou anointest my head with oil;  
my cup runneth over.  
Surely goodness and mercy shall follow me all the days of my life:  
and I will dwell in the house of the LORD forever.*

Perhaps help your student to memorize this passage this week or have him write it out in his best handwriting.

A great go-along would be W. Phillip Keller's A Child's Look at the Twenty-Third Psalm.

### **Social Studies -- Occupations**

In our story, the *mayor* hoped the stranger would be a doctor, the ladies hoped he would be a *tailor*, and the *farmers* had hoped he would be a *trader*. The stranger turned out to be the *owner of a candy store*. Discuss any of the occupations that might be of interest to your student or that your student has not previously studied.

### **Geography -- Cologne, Germany; Wooster, Ohio; and Indiana**

Read the author's note *History of the Candy Cane* at the end of the book. You could choose to learn about Cologne, Germany; Wooster, Ohio; or Indiana. Or perhaps all three, since each played a role in the making of the candy cane as we know it today. Make three story disks and connect using red and white variegated yarn or a strand of red and a strand of white twisted together.

Cologne, Germany: A choirmaster reportedly bent white sugar sticks into the shape of a shepherd's staff and gave them to the children during service to help keep them quiet and attentive. Cologne is the fourth largest city in Germany, home to about a million people. It is one of the oldest cities in Germany, having been founded by the Romans in 50 A.D. One thing Cologne is famous for is its Cologne Cathedral, a beautiful Gothic church that took over 600 years to complete! Help your student locate Cologne on a map or globe. It is in the middle of the western half of Germany. Point out the River Rhine.

Wooster, Ohio: In 1847, August Imgard, a German-Swedish immigrant, brought the candy cane to America to his home in Wooster, Ohio and decorated his spruce tree with them. Wooster is a town of 25,000 people in northeastern Ohio. The city was founded in 1796 and named for a Revolutionary War hero, General David Wooster. It is largely an agricultural area. Locate Ohio on a globe or map.

Indiana was the 19th state admitted to the Union. The word Indiana means "Land of the Indians." From about 100 to 400 AD, it was the home to the Hopewell culture of Native Americans. Later it became home to the Miami and Shawnee Nations. It is now home to over 6 million people, many of whom are of German heritage. People who live in Indiana are called Hoosiers. If your child previously

located Ohio, tell him that Indiana lies directly west of Ohio and have him point to it on the map.

### Language Arts

#### **Letter Recognition: J**

Turn a candy cane upside down and ask child what letter it is. You can practice handwriting J's this week as well.

#### **Vocabulary**

lumber - the new man in town was using new lumber to build his store

taylor - the ladies in town were hoping that the new store would be a tailor shop, for new dresses

gleaming - the candy was gleaming in the new jars as Lucy was helping fill them

pure - the white part of a candy cane reminds us that Jesus blood washes away our sins and makes us pure.

invitation - we get invitations to parties, but what kind of invitations are John and Lucy giving out with the candy canes?

misery - sharing about Jesus misery in His death tells us what the stripes on the candy cane are for

confections- the big word on the box that Lucy is told to open.

Lucy's "heart sank" discuss what this means--she was disappointed!

#### **Poetry**

Read and act out this poem with your child.

#### Christmas Candy

I took a lick of my peppermint stick  
(Pretend to lick candy.)

And was it ever yummy!  
(Lick lips.)  
It used to be on my Christmas tree.  
(Form tree shape with hands.)  
Now, it's in my tummy!  
(Rub stomach)

### **Genre: Legends**

Discuss the word *legend* with your student. A *legend* is an unverified story handed down from earlier times, especially one popularly believed to be historical. *The Legend of the Candy Cane* may or may not be true. After you've read the story a few times with your student, you may want to [read this information](#) about candy canes. Determine which aspects of the legend are based on sure historical fact and which aspects may not (or may!) be true, but can't be validated.

If you want to expose your student to other Christmas legends, you may also want to read *The Legend of the Christmas Tree, or Legend of the Christmas Stocking* both by Rick Osborne.

Your older student may want to try his hand at legend writing. Help him think of another Christmas item (Legend of \_\_\_\_\_) to write about. (Of course, it wouldn't have to be a Christmas item if he wanted to do something else.) If you are really ambitious, try to find out the actual historical beginning of the item after he completes his story.

### **Language Arts -- Alliteration**

After you've read the story a couple times, and if your student has already studied alliteration, ask him if he can think of an example of alliteration from the story. On the third and fourth pages of the story, it talks about how the people **w**aited, **w**atched, **w**ondered, and **w**ished.

### **Language Arts -- Invitations**

This week, have your student practice writing an invitation. Perhaps he could invite someone to church on Sunday or to your church's Christmas program. Discuss the things that should be included in an invitation: the event, the date, the time, the place, whether or not an RSVP is needed, etc.

## **Applied Math**

### **Counting**

On various pages count the different kinds of candy.

### **Candy Cane Manipulatives**

Make some candy canes by drawing on paper (or make some to cut out). On each candy cane put a different amount of stripes. For preschoolers you could just have them count the stripes on each candy cane and write the number underneath. For K-1 you could put 2 candy canes together and have them add the stripes together for addition practice.

### **Addition and Subtraction Fun**

For a fun math lesson, purchase several types of candy mentioned in book that your child has not tried before. Practice counting/adding/subtracting with the candy and then do a taste test.

### **Graphing**

If you wish, you could get varying amounts of different types of candy (4 gumdrops, 5 suckers, 3 lemon drops, 4 peppermints, etc.) and graph the candy!

### **Cooking**

One day for math you can bake together! There are a lot of recipes that use candy canes! I thought these looked especially fun and yummy for children. Feel free to use any recipe you wish. Allow your child to help you follow the recipe. (And have fun crushing the candy canes!)

See recipes in the Just for Fun section.

### **Math -- Dozens**

[There] *were dozens and dozens of barrels and crates*. Use this opportunity to review how many are in a dozen and/or skip counting by 12s.

### **Math -- Candy Store**

Locate several clear small plastic jars/containers. Put inside different candies or other small colorful items to represent candy (e.g., marbles could be jawbreakers, etc.). Price each jar. Allow your student to play store, taking turns being the owner (who must add up the total purchase and make change) and being the customer

(who must determine if he has enough money to buy various candies and count out change to the owner.)

## **Science**

### **Weather**

Read first page of story and discuss what type of weather would be described by “dreary evening.” Then, read further on the next page where it tells us that the days are short and gray, the nights are long and dark. Discuss weather patterns of the different seasons; how it gets darker earlier in the winter time.

Read on towards the end of the book where there is a blizzard in December. Discuss what a blizzard is with your child. Do you get blizzards where you live?

## **Art**

### **Medium: Acrylic and Colored Pencil**

The artwork in this book was done with a combination of acrylic and colored pencils. You may want to allow your student to experiment with one (or a combination) of these media this week.

### **Artist Study: Norman Rockwell**

One of the reviews for this book states that the illustrations are reminiscent of Norman Rockwell. Who was Norman Rockwell? Encourage your older student to research Rockwell and his work. Compare Rockwell's works to the pictures for this book done by James Bernardin.

## **Craft Ideas**

### **Beaded Candy Canes**

Make beaded candy canes on a pipe cleaner. Using floral wire, shape a candy cane. Use pretty beads to make ornaments shaped like candy canes. You can use all different colors!

### **Paper Candy Cane**

This idea really could be adapted to your child’s ability level.

Materials:

Green construction paper



1 x 1 red squares  
1 x 1 white square  
glitter

This is a quick and easy art project that the children always love!  
Ahead of time cut some 1 x 1 inch squares of red and white paper.  
Cut green construction paper in half and draw a candy cane shape on it (I always draw one on each side). The children put glue along the candy cane line and then stick on their red and white squares in a pattern. When dry, hang from the ceiling.

### *Just for Fun*

Have a candy cane party! While you read the story with friends, enjoy hot cocoa, and give everyone a mini-candy cane to put in their hot cocoa for mint hot chocolate! Share the story of the candy cane with family and friends.

Play Candyland!

Find as many peppermint-flavored foods as you can, and of course, taste test them all! Peppermint/candy cane ice cream, peppermint cake, peppermint candy, peppermint fudge, etc.

Make peppermint playdough. Here is a recipe:

#### Peppermint Playdough

2 cups water  
2 cups flour  
1 cup salt  
4 teaspoons cream of tartar  
4 tablespoons oil  
4 tablespoons peppermint extract  
glitter (optional, for sparkly playdough)

Mix all ingredients in a heavy saucepan. Cook over medium heat, stirring constantly with a wooden spoon, until mixture thickens and pulls away from the sides of the pan. Form dough into a ball, sprinkle with glitter, place on waxed paper, and cool completely. Store in Ziploc baggies.

## Recipes

### Mint Chocolate Truffle Cookies

6 squares Semi-Sweet Baking Chocolate  
3/4 cup (1-1/2 sticks) butter  
1 cup sugar  
2 eggs  
1-3/4 cups flour  
1/2 tsp. Baking Powder  
1/3 cup crushed candy cane

#### Directions:

Preheat oven to 350°F. Microwave chocolate and butter in large microwaveable bowl on HIGH 2 min. or until butter is melted. Stir until chocolate is completely melted. Add sugar; mix well. Add eggs, one at a time, mixing until well blended after each addition. Add combined flour and baking powder; mix well. (Dough will be very soft.) Cover and refrigerate at least 2 hours or up to 24 hours.

Roll heaping teaspoons of dough into 1-inch balls. Place, 2 inches apart, on greased baking sheets.

Bake 10 to 12 min. or until tops are set. (Do not over bake) Immediately sprinkle with crushed candy canes. Cool 1 minute on baking sheets. Remove to wire racks; cool completely.

### Candy Cane Milkshake

3 scoops vanilla ice cream  
1 ½ cups milk (more or less for your taste)  
1 candy cane

In a blender, combine all ingredients. Blend until smooth. (You may want to crush the candy cane before putting it in the blender.)

### Make Your Own Candy Canes!

1 cup sugar  
1/4 cup light corn syrup  
1/4 cup water  
1/8 tsp. cream of tartar

4 drops oil of peppermint or other flavoring  
4 drops red or green food coloring

Grease a hard surface.

Simmer the sugar with the corn syrup, water and cream of tartar until the mix reaches a soft crack stage or about 280 degrees on a candy thermometer. Remove from the heat and add the flavoring.

Divide the syrup in half. Add food coloring to one half; pour out separately onto the greased surfaces. Cool for 1 to 2 minutes. Pull each half separately; roll into 1/2" thick ropes. Twist colored batch around the white batch pulling until the colors adhere. Cut with scissors into 6" long lengths; bend to crook one end.

### Library List

*The "J" Is For Jesus* by Alice Joyce Davidson

*J Is for Jesus : The Sweetest Story Ever Told* by Crystal Bowman

*The Candymaker's Gift : The Legend of the Candy Cane* by David Haidel

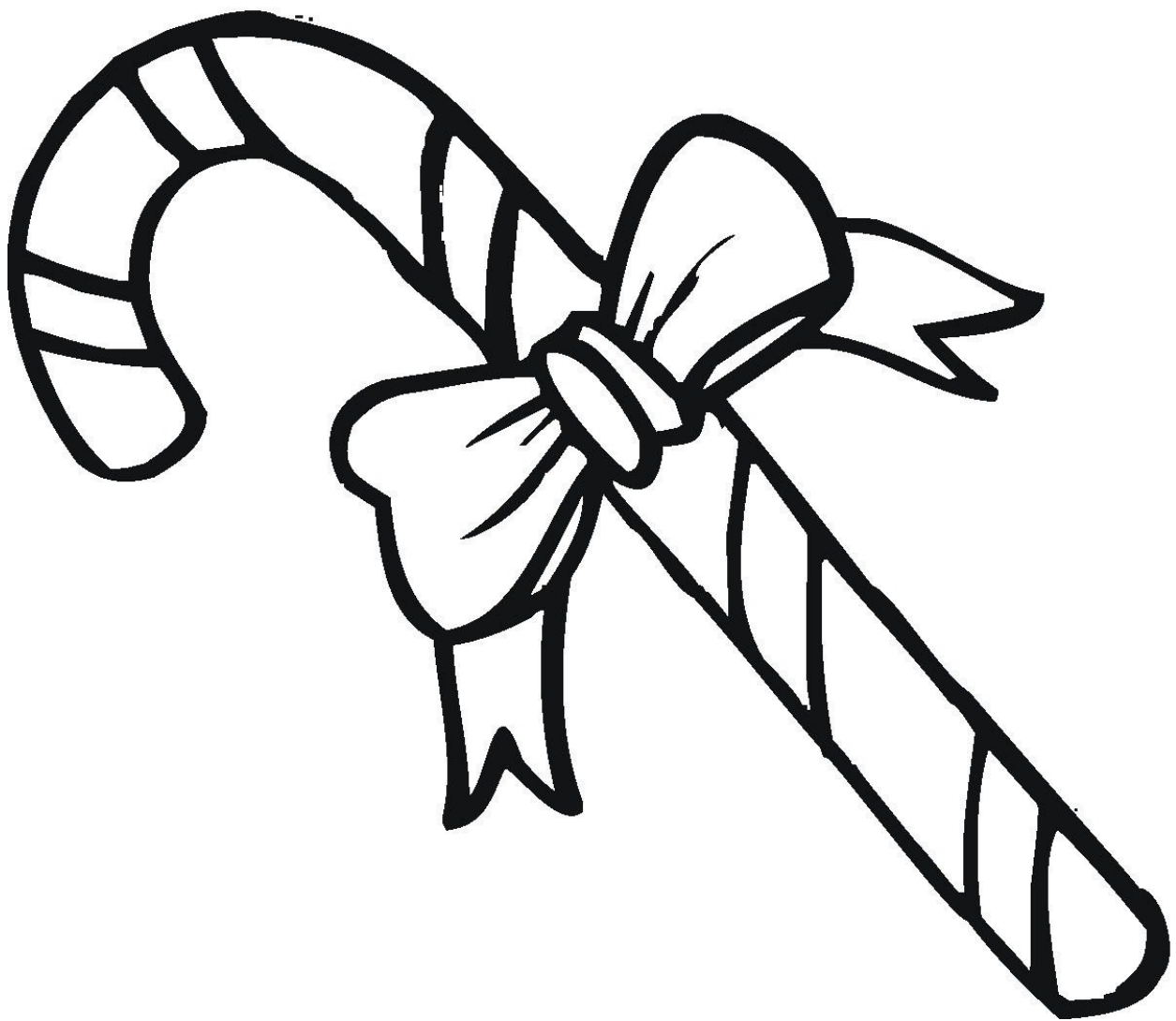
*The Legend of the Christmas Tree* by Rick Osborne.

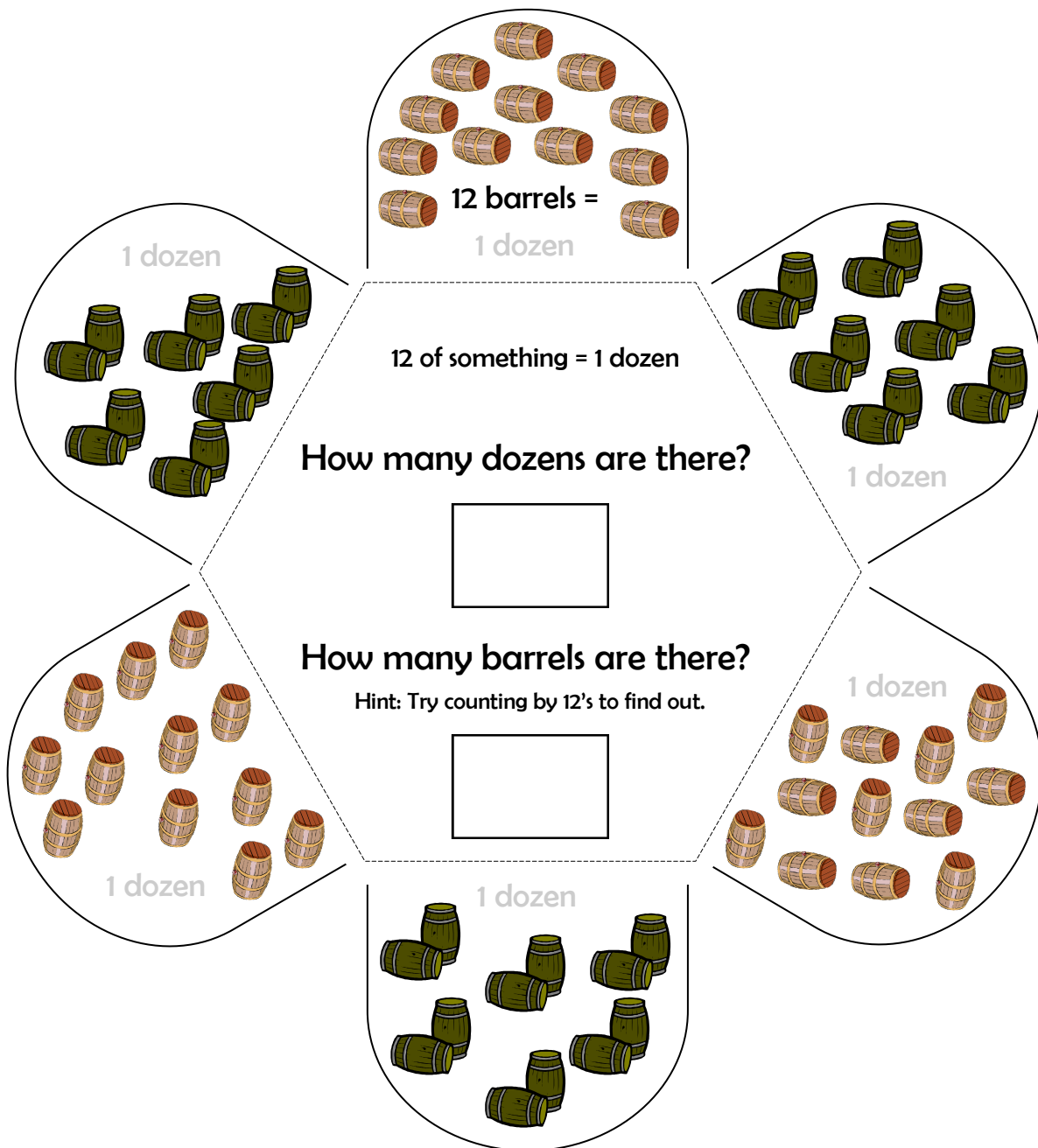
*The Legend of the Christmas Stocking* by Rick Osborne.

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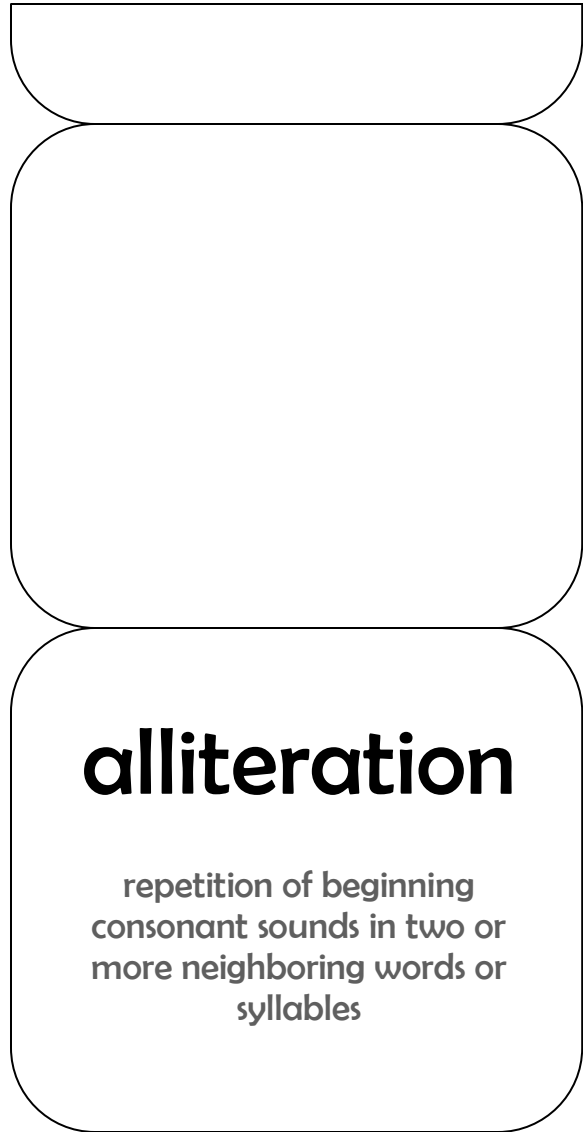
# The Legend of the Candy Cane





Cut shape out as one piece. Fold flaps in using the dotted lines as your guide. Tuck the last flap under so that book will stay closed.

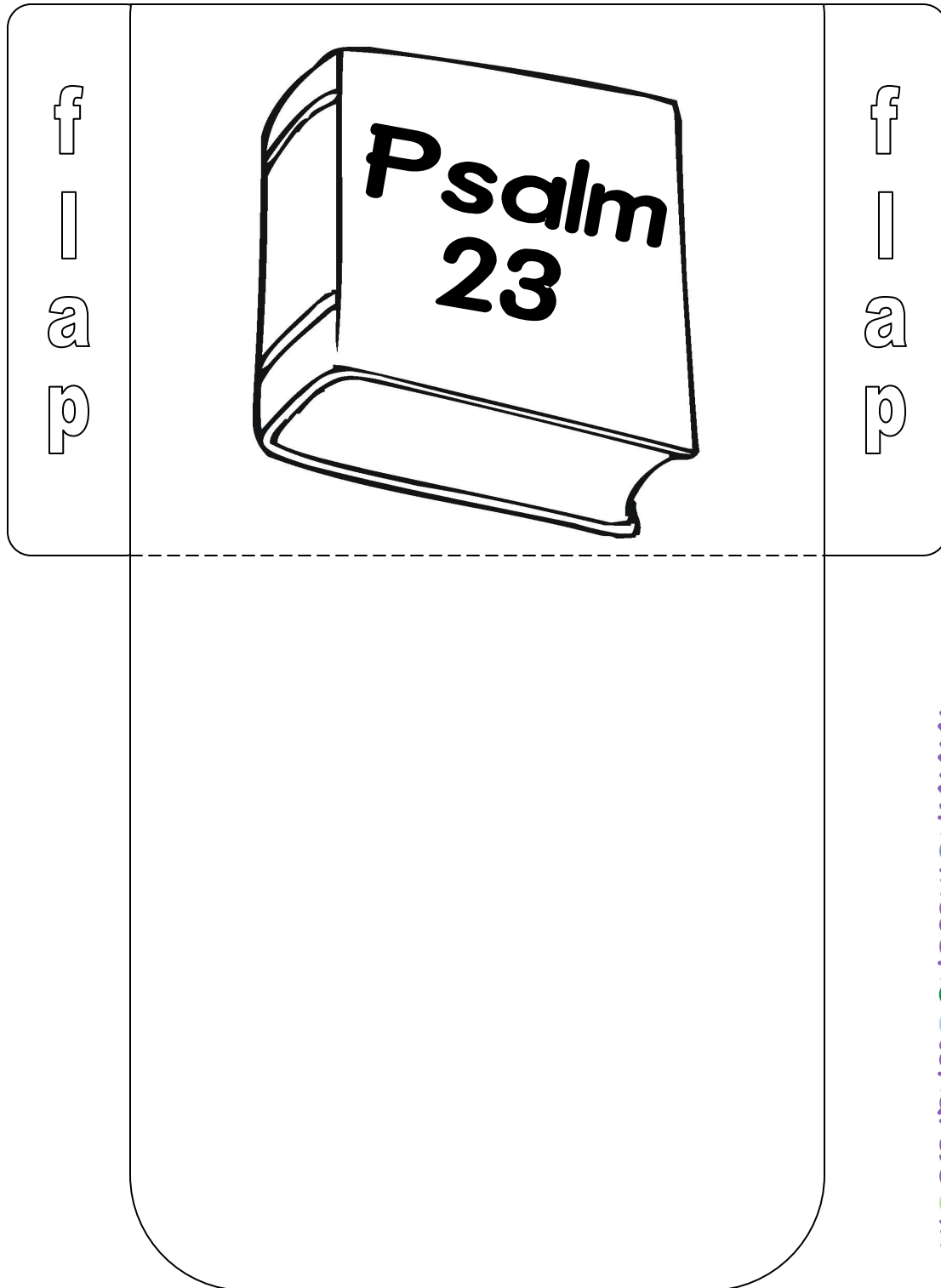
Cut book out. Fold matchbook style.



If your child is familiar with the term, have him/her find an instance of alliteration in the story and then write it inside the matchbook. If not, have the child cut out the square below and paste it inside the matchbook.

the people  
**w**aited, **w**atched,  
**w**ondered,  
and **w**ished

Cut pocket out. Fold back flap up and wrap side flaps around the back and glue down.  
Glue the back of your pocket into your lapbook.



This image shows a single page of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.[illegible]

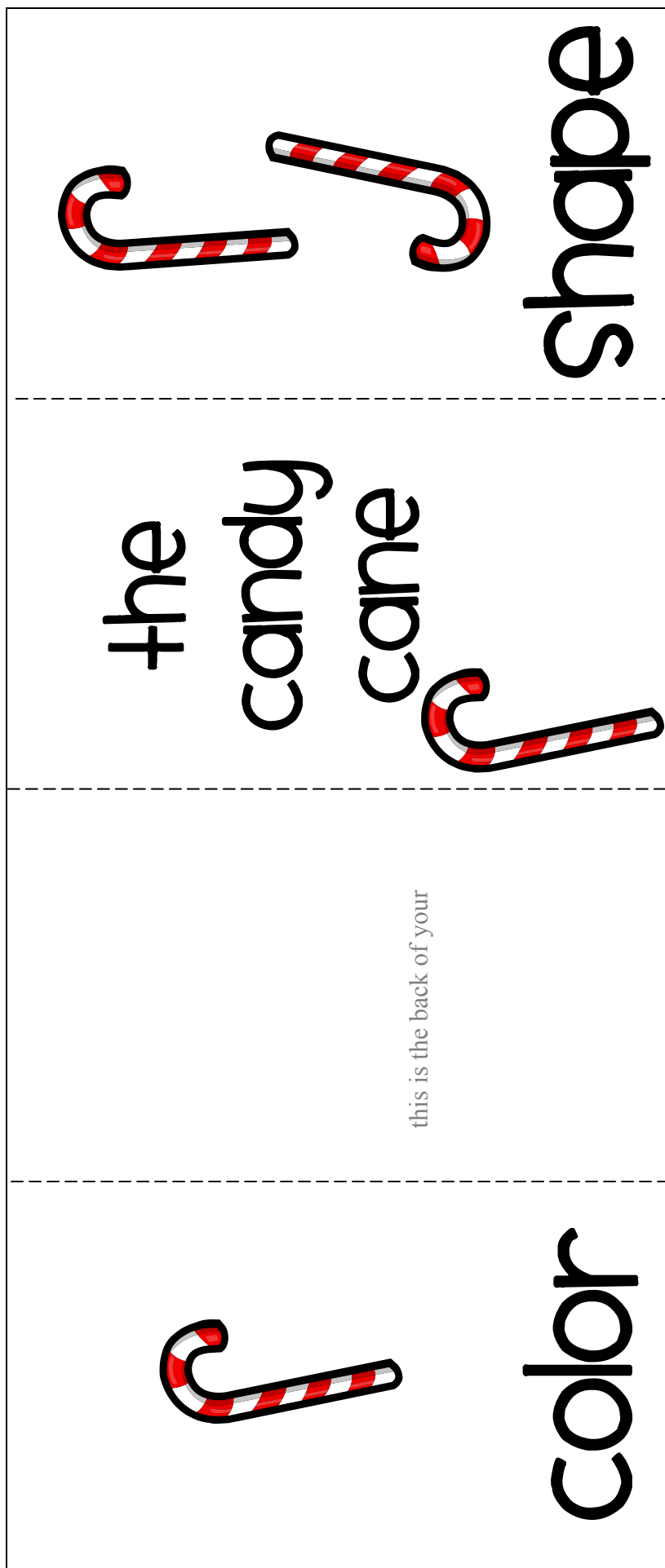


Handwriting practice lines consisting of solid top and bottom lines with a dotted midline. There are seven sets of these lines.



Handwriting practice lines consisting of solid top and bottom lines with a dotted midline. There are four sets of these lines.

[illegible]

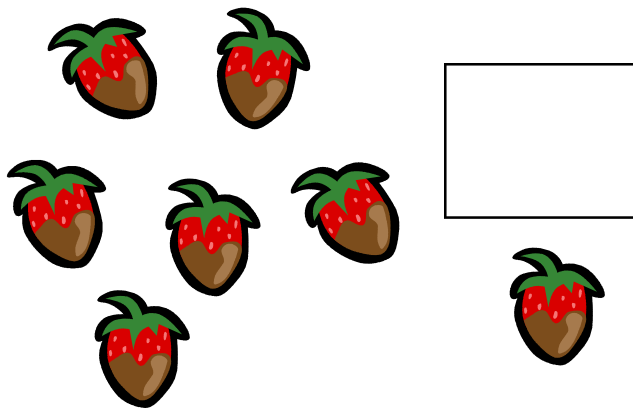


Cut out book as one piece. Fold in half. Unfold. Fold "shape" in to the inside. Fold "color" in to the inside. Fold in half again so that "The Candy Cane" is on the front cover.

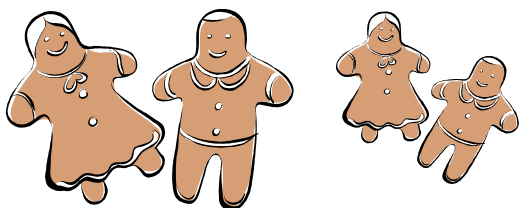
Use this book to teach/discuss the symbol of the candy cane with your student. When you open the book, you should be able to then open the "shape" side and have two areas to write. On one area, let your student write about the two shapes of the candy cane and what they symbolize.

Open the "color" side. There should be two areas to write. On one area, let your student write about what the red stripe symbolizes. On the other side, write about the white stripe.







# candy counting



How many strawberries?



How many gingerbread people?

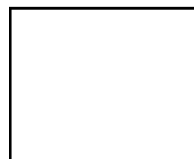
Let's make a graph!



How many lollipops?



How many cookies?



How many gingerbread houses?



How many candy canes?

Cut out pieces using solid black lines as a guide.  
Stack together (smallest on top, largest on bottom) and  
staple at the top.  
Feel free to add or subtract layers as appropriate.

Which one has the most?



or



Which one has the least?



or



Match the ones that have the same.



Let's compare!

Choose a poem page. Cut it out as one piece. Let your student trace the words (if applicable). Let your student cut/paste the pictures to the right spots on the page. Read/act-out the rhyme together. Fold in half (horizontally). Cut out cover ("Christmas Candy") and glue on.

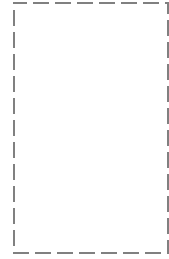
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# CHRISTMAS CANDY



I took a lick of my  
peppermint stick



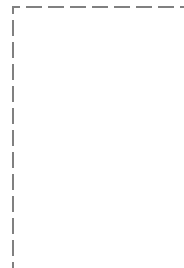
And was it ever  
yummy!



It used to be on  
my Christmas tree.

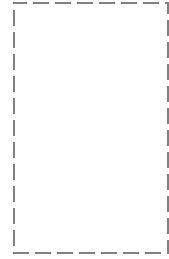


Now, it's in my  
tummy!





I took a lick of my  
peppermint stick.



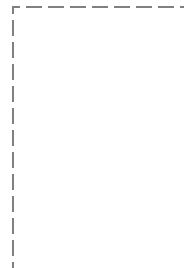
And was it ever  
yummy!



It used to be on  
my Christmas tree.



Now, it's in my  
tummy!



I TOOK A LICK OF MY  
PEPPERMINT STICK







AND WAS IT EVER  
YUMMY!

IT USED TO BE ON  
MY CHRISTMAS TREE.



NOW, IT'S IN MY  
TUMMY!

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Let your student write the Christmas Candy rhyme (provided in the unit) on the copywork page.

Handwriting practice lines with four illustrations on the right side:

- A red and white striped candy cane.
- A stylized illustration of pink lips.
- A green Christmas tree decorated with colorful ornaments and a yellow star on top.
- A cartoon illustration of a boy wearing a blue hat and a striped shirt, holding a piece of candy.

Let your student write the Christmas Candy rhyme (provided in the unit) on the copywork page.

Cut on solid lines, fold on dashed lines. Have your child cut and paste the definitions provided below OR write their own definitions.

<b>lumber</b>		<b>invitation</b>
<b>tailor</b>		<b>misery</b>
<b>gleaming</b>		<b>confections</b>
<b>pure</b>		<b>legend</b>

wood for building—the new man in town was using new lumber to build his store	an unverified story handed down from earlier times, especially one popularly believed to be historical	free from sin or guilt—the white part of a candy cane reminds us that Jesus blood washes away our sins and makes us pure
a person who makes or alters clothing—the ladies in town were hoping that the new store would be a tailor shop, for new dresses		we get invitations to parties—what kind of invitations are John and Lucy giving out with the candy canes?
shining brightly—the candy was gleaming in the new jars as Lucy was helping fill them		suffering—sharing about Jesus misery in His death tells us what the stripes on the candy cane are for

## Traditional Manuscript Font

Directions: Cut out the cover (on this page). Cut out each rectangle on the following pages.

Using as many or as few of the practice pages as you wish, stack the rectangles together (with the cover on top) and staple on the left side where indicated.

Have your child trace the "j" words.

**Front Cover**

**J IS FOR...**

J is for  
jelly beans.

J is for  
jam.

J is for  
jump.

J is for joke.

J is for  
joyful.

J is for  
jesus.



## HWOT Font

Directions: Cut out the cover (on this page). Cut out each rectangle on the following pages.

Using as many or as few of the practice pages as you wish, stack the rectangles together (with the cover on top) and staple on the left side where indicated.

Have your child trace the "j" words.

**Front Cover**

**J IS FOR...**

	<p>J is for</p> <p>J OYFUL.</p>	
	<p>J is for</p> <p>JAM.</p>	
	<p>J is for</p> <p>JUMP.</p>	

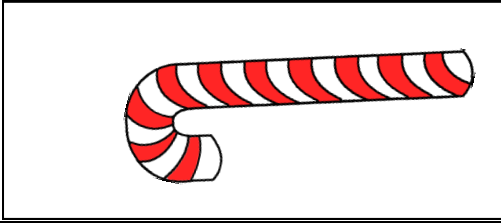
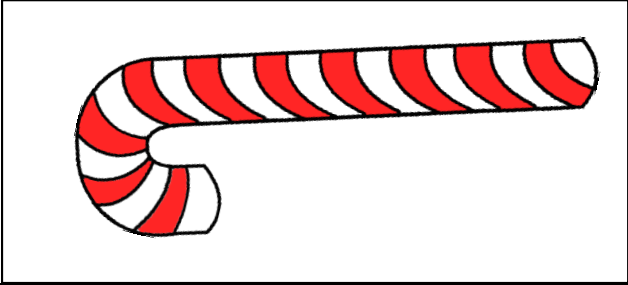
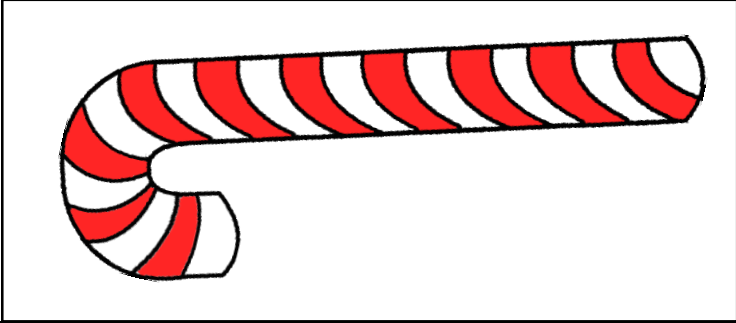
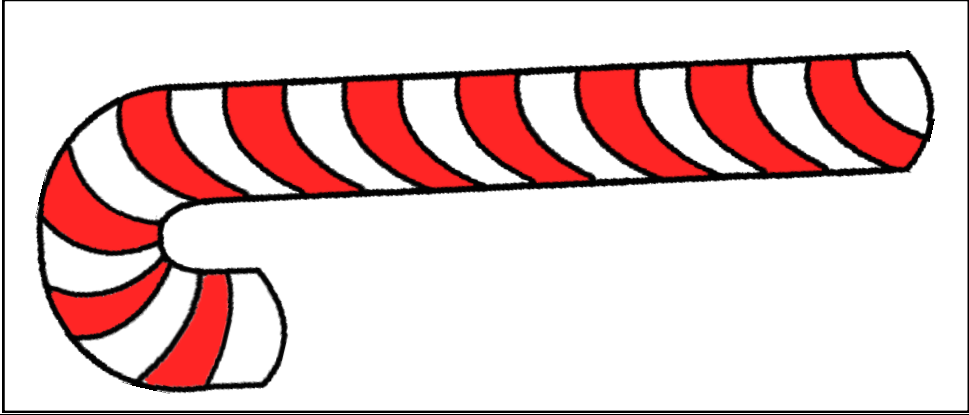
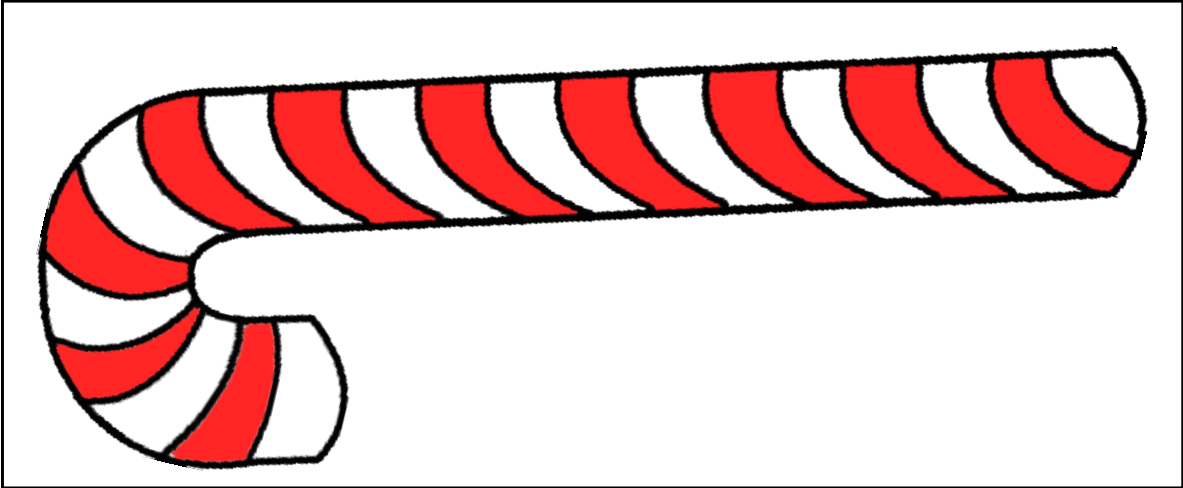
J is for  
JESUS.

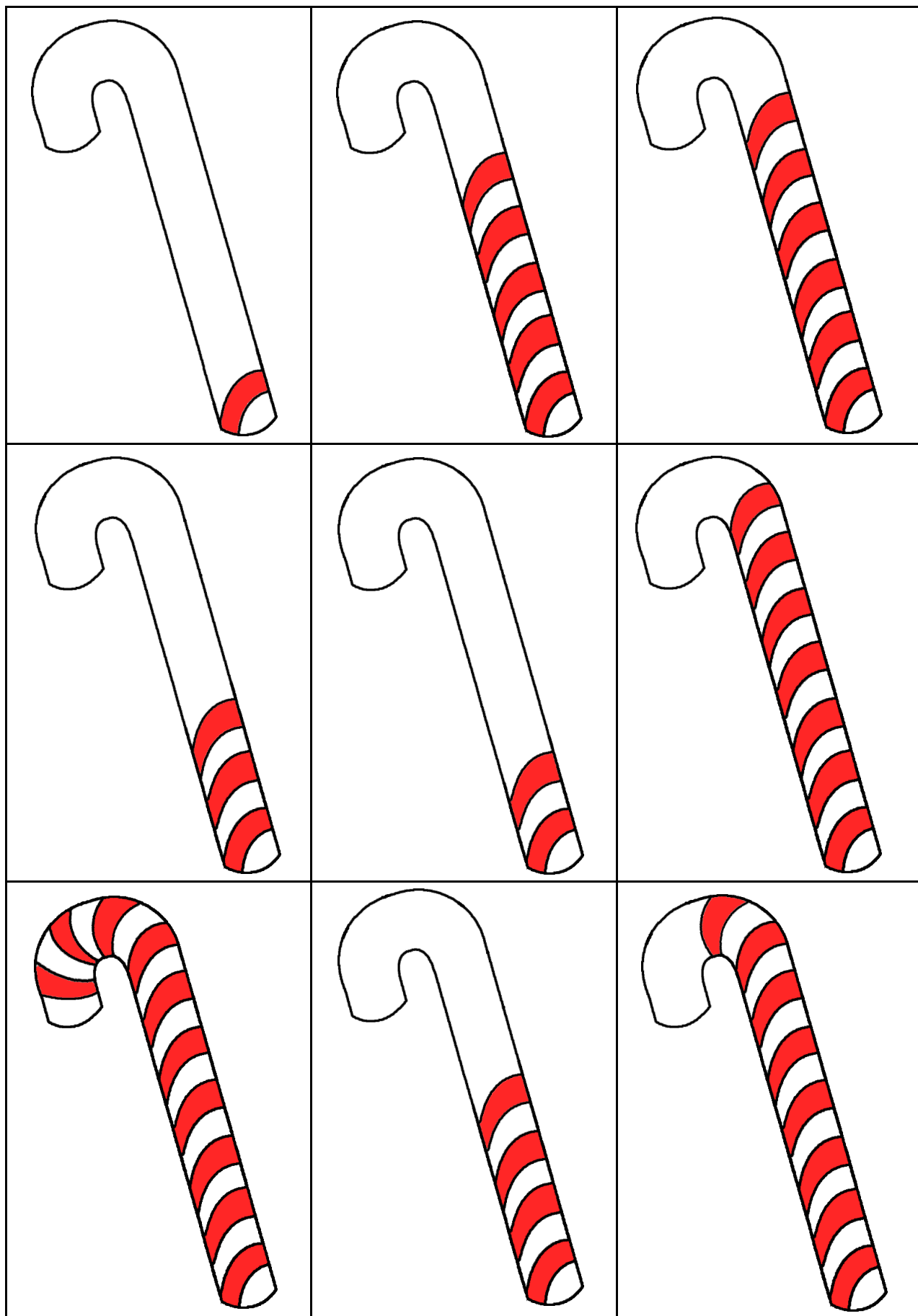
J is for  
TELLY BEANS.

J is for  
JOKE.

Cut the cards out. Use for sequencing smallest to largest and largest to smallest.

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**one**  
**1**

**two**  
**2**

**three**  
**3**

**four**  
**4**

**five**  
**5**

**six**  
**6**

**seven**  
**7**

**eight**  
**8**

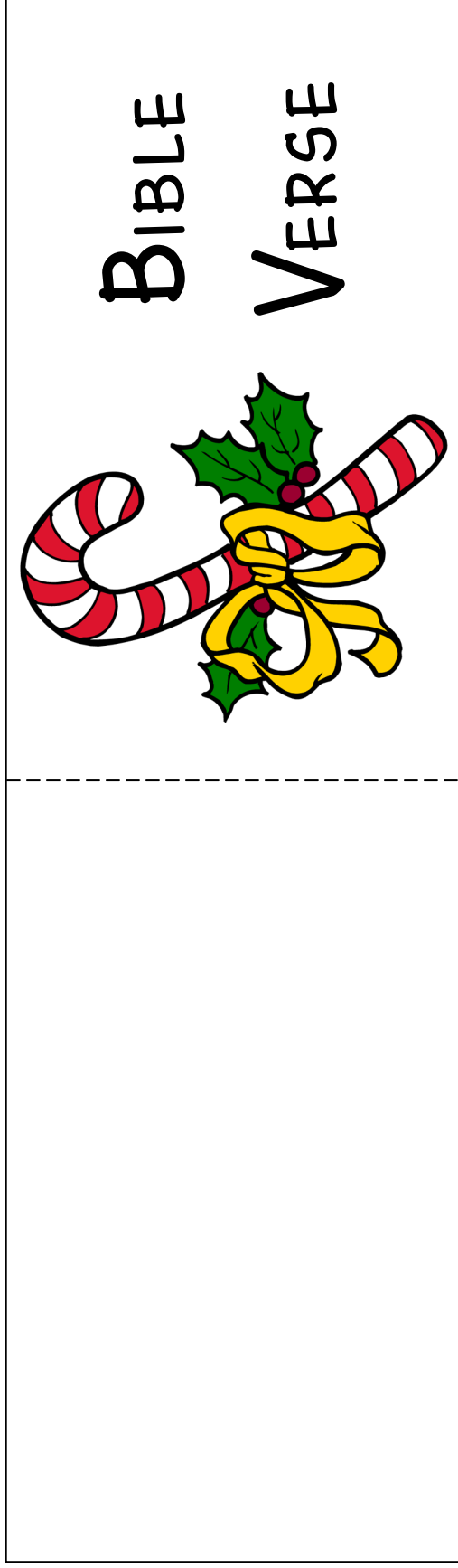
	<b>nine</b> <b>9</b>	<b>ten</b> <b>10</b>
--	-------------------------	-------------------------

Ways to use these cards:

1. Match the number card with the candy cane with the same number of stripes.
2. Use the cards for addition problems. Give your student two candy canes. How many stripes total?
3. Have your student order the candy canes 1-10.
4. Play memory with the cards (matching the candy cane to the number).

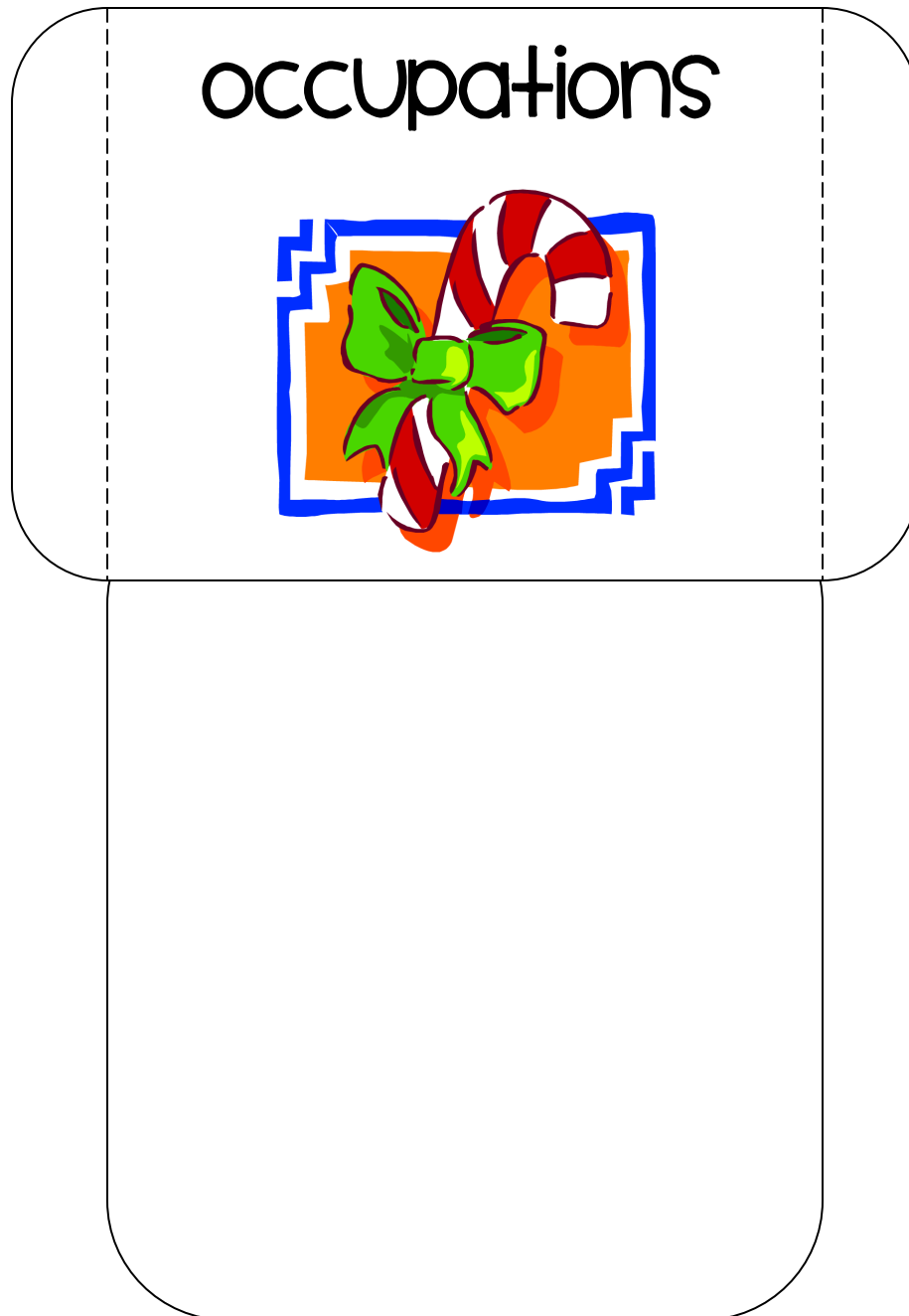


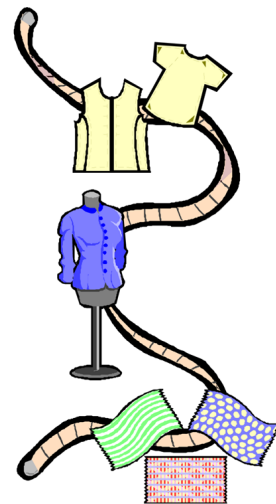
Cut out book. Fold in half. Inside this minit book, write or have your child write "By His stripes we are healed." Isaiah 53:5 or another Bible verse of your choosing.





Cut cards out. Discuss the different occupations with your student. Use the cards to play a memory/matching game (match the person to his place of work). To assemble pocket: Cut out as one piece. Fold back up. Fold flaps behind the back and glue down. Glue back of pocket into your lapbook. Store cards in pocket so you can play the game again!







<p><b>Where is Germany?</b></p>	<p><b>Where is Cologne?</b></p>
<p><b>Where is Ohio?</b></p>	<p><b>Where is Wooster?</b></p>

When you look at the book on the previous page, you are seeing the INSIDE of the book. Cut it out as one piece on the solid black lines. Fold the top down (using black line as a guide); fold the bottom up (using black line as guide). Unfold and cut on dotted lines to form four flaps. Refold.

Cut out Where is... boxes on this page. Glue to the front of each flap as appropriate.

After completing the four geography activities in the shutterflap book on page, have your child either write the candy cane history facts (below) in the spaces above and below the world map or have them cut and paste the fact boxes.

**Wooster, Ohio:** In 1847, August Imgard, a German-Swedish immigrant, brought the candy cane to America to his home in Wooster, Ohio and decorated his spruce tree with them.

**Cologne, Germany:** A choirmaster reportedly bent white sugar sticks into the shape of a shepherd's staff and gave them to the children during service to help keep them quiet and attentive.

**Draw  
a line to  
Germany  
on the world  
map.**



**Mark  
Cologne  
on the map  
of  
Germany.**

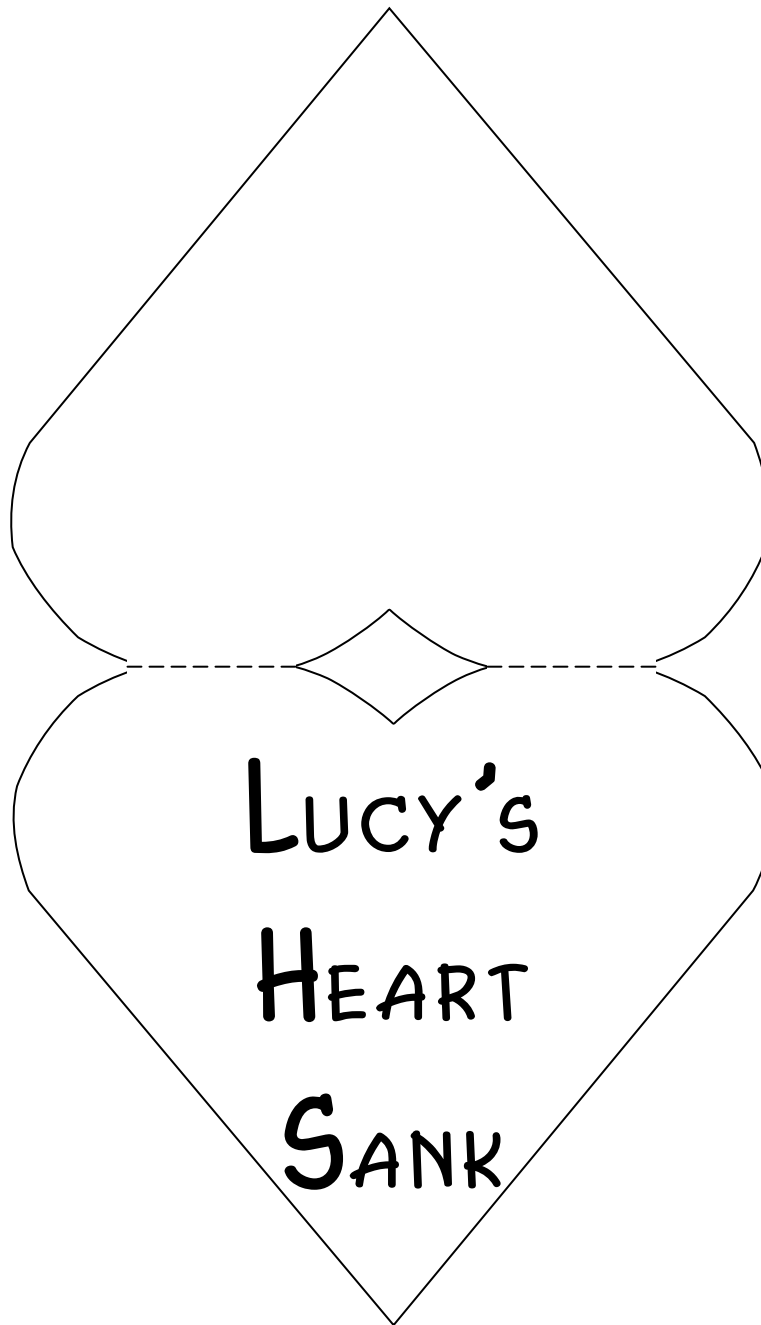


**Draw a line  
to Ohio on  
the world  
map.**



**Mark  
Wooster  
on the map  
of  
Ohio.**





Cut out heart book as one piece. Fold in half. Write the meaning of the phrase inside the book.

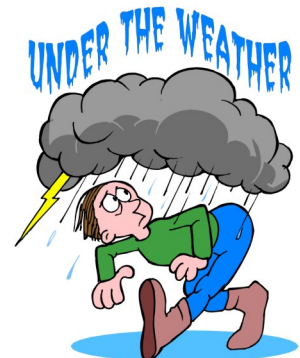
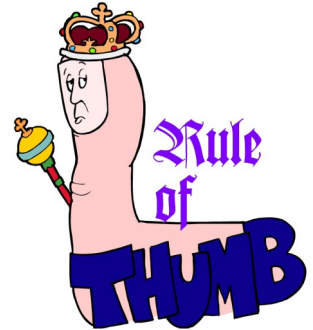
"Lucy's heart sank" is an idiom. Discuss other idioms with your older student. Have her complete the following page, writing the meaning for each idiom in the space provided.

# what do these idioms mean?

PULLING THE WOOL OVER HIS EYES



SICK  
as a  
DOG



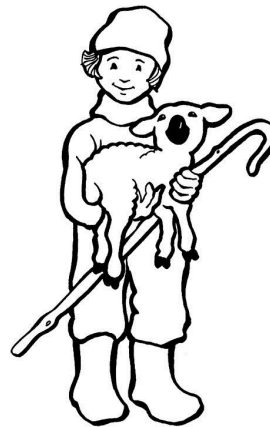


Cut out book as one piece and fold matchbook style. Use the inside of the book to compare and contrast the two topics.

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# JESUS

# SHEPHERD



# DISSECTING A LEGEND



WHAT ARE THE FACTS?

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WHAT PARTS ARE FICTION?

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# STORY SYNONYMS

[illegible]



# MY BIBLE STUDY

Use a concordance to find verses with the word *sheep* or *shepherd*. After you've written down five references in each box, look up the verses in your Bible. Discuss them with your parent.

VERSE REFERENCES WITH "SHEPHERD"

VERSE REFERENCES WITH "SHEEP"

WHAT COULD HAVE BEEN  
IN THE BOXES?

TRADER



FARMER



SHOP

OWNER



MAYOR



DOCTOR



TAILOR

