

The U.S.A. -- Geography Enhanced Through Tall Tales

Grade Level: Second

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Length of Unit: Fourteen Lessons

I. ABSTRACT

This unit teaches students about United States Geography using American tall tales. Students review map skills and geography from first grade, read the tall tales in the Core Knowledge Sequence, and are introduced to new geographical terms and features. Along with geography, the lessons incorporate many parts of language arts including reading, making inferences, sequencing, writing, predicting, researching, vocabulary, and comparing and contrasting.

II. OVERVIEW

- A. The Content Objective : To teach a unit on United States Geography and tall tales focusing on map skills and language arts activities.
- B. Core Knowledge Content
 1. First grade Spatial Sense
 - a. Students locate themselves on maps and globes, and name their continent, country, state, and community.
 - b. Students understand that maps have keys or legends.
 - c. Finding directions: east, west, north, south
 2. Second grade Geography of the Americas
 - a. U.S.A.
 - (1) 48 contiguous states; Alaska and Hawaii
 - (2) Mississippi River
 - (3) Appalachian and Rocky Mountains
 - (4) Great Lakes
 - (5) Atlantic and Pacific Oceans
 - (6) Gulf of Mexico
 3. Second grade myths and tall tales: Paul Bunyan, Johnny Appleseed, John Henry, Casey Jones, and Pecos Bill
 4. Vocabulary: prairie
 5. What is a tall tale?
 - C. Skills to be taught
 1. Map skills
 2. Making Inferences
 3. Cause and Effect
 4. Predicting
 5. Creative Writing
 6. Sequencing
 7. Research
 8. Graphing

III. BACKGROUND KNOWLEDGE

- A. Hicks, Roger. *The Big Book of America*. Fairfield, Iowa: Templar Company, 1994, ISBN 1-898784-23-X
 - B. Hirsch, E.D. *What Your Second Grader Needs to Know*. New York: Doubleday Dell Publishing Group, Inc., 1993
- Moore, JoEllen and Joy Evans. *American Tall Tales*. Monterey, CA: Evan-Moor Corp., 1987, ISBN: 1-55799-088-3
- C. In Kindergarten, students read the Tall Tales *Johnny Appleseed* and *Casey Jones* and were introduced to basic North American Geography and map skills. In First Grade, students located themselves, the major oceans, and the four directions on a map. Students will also be familiar with many of the language arts strategies used in this unit.

IV. RESOURCES

- A. Cherry, Lynne. *The Armadillo from Amarillo*. Orlando: Harcourt Brace & Co., 1994, ISBN 0-15-200359-2
- B. Feeney, Stephanie. *Hawaii is a Rainbow*. University of Hawaii, 1980, ISBN 0-8248-1007-4
- C. Fradin, Dennis Brindell. *From Sea to Shining Sea-Series*. Childrens Press Inc., 1993, Alaska ISBN 0-516-03802-8
- D. Hirsch, E.D. and John Holdren. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996, ISBN 0-385-31841-3
- E. Keats, Ezra Jack. *John Henry, An American Legend*. New York: Scholastic, 1965, ISBN 0-590-08344-9
- F. Kellogg, Steven. *Paul Bunyan*. New York: William Morrow and Co., Inc, 1984, ISBN 0-688-05800-0
- G. Kellogg, Steven. *Pecos Bill*. New York: William Morrow and Co., Inc., 1986, ISBN 0-688-05871-X
- H. Kellogg, Steven. *Johnny Appleseed*. New York: William Morrow and Co., Inc., 1988, ISBN 0-688-06417-5
- I. Lester, Julius. *John Henry*. New York: Dial (Penguin) Books, 1995, ISBN 0-590-53936-1
- J. Sweeney, Joan. *Me on the Map*. New York: Scholastic Inc., 1996, ISBN 0-590-10705-4
- K. Wood, Audrey. *The Bunyans*. New York: Blue Sky Press, an imprint of Scholastic Inc., 1996, ISBN 0-590-48089-8

V. LESSONS**Lesson One: Where Do I Live?**

- A. Objectives
 - 1. Lesson Content: Review from first grade—locating where we live on a globe and map.
 - 2. Concept Objective: Students will understand the concepts of planet, continent, country, state, and city.
 - 3. Skill Objectives

- a. Students will locate where they live on a globe, a world map, a map of North America, a map of the United States, and a map of Georgia.
- b. Students will construct a diagram to show how a city is in a state, a state is in a country, a country is in a continent, and a continent is on a planet.

B. Materials

1. Cherry, Lynne. *The Armadillo from Amarillo*. Orlando: Harcourt Brace & Co., 1994 ISBN 0-15-200359-2
2. Globe
3. Pull down map of the United States
4. Pull down map of the world
5. Map of North America
6. Map of your state
7. Construction paper
8. Scissors
9. Glue
10. Markers

C. Vocabulary: geography, map, globe, continent, country, state, city, North America, United States, prairie**D. Procedures**

1. Tell students today they will begin learning about geography. Define what geography is. Ask students where they live. Tell them today we are going to figure out exactly where we all live.
2. Read *The Armadillo from Amarillo*. Before reading introduce the word *prairie* and define. Highlight the parts when the armadillo discusses exactly where he is and the rhyme about his locale.
3. When finished show the children the following paragraph written on chart paper about where you live.
 - a. I live in the city of _____, in the state of _____, in the country of the United States of America, on the continent of North America, on planet Earth.
 - b. Read the paragraph together and compare it to the armadillo.
4. Find each place on the world map together.
5. Find each place on the globe together.
6. Show them each additional map with smaller areas covered and discuss how you can see more detail on each map.
7. Have the students read the paragraph in unison.
8. Have students find where they live on each map.
9. Make construction paper diagram showing how each location is within the one before it.

E. Evaluation/Assessment

1. Construction paper model
2. Performance assessment—students point out where they live.

F. Standardized Test Connections: vocabulary building and map skills**Lesson Two: The Four Directions and Map Skills**

A. Objectives

1. Lesson Content: Review from first grade—map skills and make a Compass Rose
2. Concept Objective
 - a. Students will understand the concept of the four cardinal directions.
3. Skill Objectives
 - a. Student will construct their own compass rose.
 - b. Students will use a map and follow directions.

B. Materials

1. Individual maps for students (We recommend one of the United States.)
2. Construction paper
3. Directions for making a compass rose (See Appendix A)
4. Crayons
5. Pull down map of the U.S. A.
6. Labels around the room of the four cardinal directions

C. Vocabulary: north, south, east, west, compass

D. Procedures

1. Pass out individual copies of a map of the United States. Identify as a group places they should be familiar with from first grade: your state, Canada, Mexico, Atlantic Ocean, Pacific Ocean.
2. Show them on large pull down map the four cardinal directions.
3. Have everyone stand up. Ask if anyone knows which way the sun comes up. If no one knows tell them. Have everyone face that direction. Tell them that is East. Find the other four directions around the room from that. Label them in your room.
4. Tell them every map has a compass. The compass tells you which direction the map is aligned with on our planet.
5. Assign homework to find out in what state or country students were born.

E. Evaluation/Assessment

1. Compass rose

F. Standardized Test Connections: map skills, use of compass rose

Lesson Three: Where Were You Born? The 48 Contiguous States, Alaska, and Hawaii; The Atlantic and Pacific Oceans

A. Objectives

1. Lesson Content: Students will locate the 48 contiguous states, Alaska, Hawaii, and the state of their birth on a map of the United States.
2. Concept Objectives
 - a. Students will understand that the United States is made of 50 states; 48 that touch each other and Alaska and Hawaii.
 - b. Students will understand that there are also many countries other than the USA. A state is different from a country.
3. Skill Objectives

- a. Students will locate the state where they were born on a map of the USA. Students born outside the USA will find their country on a world map.
- b. Students will locate Alaska and Hawaii on a world map.
- c. Students will locate the Atlantic and Pacific Oceans on a map of the US and a map of the world.

B. Materials

1. Pull down map of the world
2. Teacher made map of the USA (use opaque projector)
3. Student homework—where they were born
4. Feeney, Stephanie. *Hawaii is a Rainbow*. University of Hawaii, 1980, ISBN 0-8248-1007-4
5. Fradin, Dennis Brindell. *Alaska*. Children's Press, 1993, ISBN 0-516-03802-8

C. Vocabulary: state, country**D. Procedures**

1. Review map skills and geography learned in lesson 1 and 2.
2. Ask students to take out their homework.
3. Have world map pulled down and USA map ready at front of room.
4. Gather students on the floor. Show them where the USA is on the world map. Tell them 48 of our 50 states are located there. Do they know the two states that are not located there? Help them find Alaska and Hawaii on the map. Discuss how Alaska is North and Hawaii is in the Pacific Ocean and is an island. Show books (or other pictures) about each state.
5. Label the Atlantic and Pacific Oceans on the map.
6. One at a time, allow students to share where they were born. Help them find their country or state on the map. Color the states where they were born. List student names inside the state. For students born in another country, list the countries next to the map. (You might want to do a world map when studying World Geography if you have a truly international class.) Make every child feel special and be sure to include the state you were born in!

E. Evaluation/Assessment

1. Students locate their state, Alaska, Hawaii, the Atlantic Ocean, and the Pacific Ocean on a map.

F. Standardized Test Connection: map skills**Lesson Four: What is a Tall Tale? Johnny Appleseed and the Appalachian Mountains****A. Objectives**

1. Lesson Content: Students are introduced to the concept of a tall tale; read the tall tale *Johnny Appleseed*; sequence the events in the story, and learn where the Appalachian Mountains are.
2. Concept Objectives
 - a. Students learn the term exaggeration.
 - b. Students learn the elements of a tall tale—exaggeration, and that they are always about one title character who is the hero or heroine and whose life is a series of adventures. They will understand that tall tales were orally passed down and do not have one author but are retold.

3. Skill Objectives

- a. Students locate the Appalachian Mountains on a map.
- b. Students color the states Johnny Appleseed visited on a map.
- c. Students draw and label the Appalachian Mountains on a transparent overlay (over the US map).
- d. Students list together on chart some of the exaggerations in *Johnny Appleseed*.
- e. Students sequence a time line of Johnny Appleseed's life.

B. Materials

1. Kellogg, Steven. *Johnny Appleseed*. New York: William Morrow and Co., Inc., 1988, ISBN 0-688-06417-5
2. Teacher-made chart of tall tales (see Appendix B)
3. USA map (see Appendix C)
4. Pull down map of the USA
5. Overhead map of USA
6. Johnny Appleseed time line (see Appendix D)
7. Construction paper
8. Crayons

C. Vocabulary: exaggeration, Appalachian Mountains

D. Procedures

1. Tell children today we are going to start reading tall tales. Have all the tall tale books displayed and allow the children to look at them. Explain that a tall tale is a story filled with exaggerations. Define exaggeration. Tell them to listen for the exaggerations in *Johnny Appleseed*. Introduce Steven Kellogg as the author retelling the story. Explain that tall tales are retold by different authors. Point out that he has written many versions of other tall tales.
2. Read *Johnny Appleseed*. As you read the story, stop and find on the map the states where Johnny goes. Point out some of the exaggerations.
3. Ask children what some of the exaggerations in the story were. List them on the chart you have already made. Write the names of the states he went to. Ask the children to remember what mountains he went across. Locate the Appalachian Mountains on the map. Have everyone say it aloud several times.
4. Pass out individual maps. Have students color the states where Johnny visited. Draw and label the Appalachian Mountains on the transparent overlay over the map. Children do this as you do your own on the overhead. Take these up and file to pass back out tomorrow.
5. Have students sequence strips in order about Johnny's life reading them to a partner as they assemble it. Students glue strips to construction paper in order and draw a picture of Johnny Appleseed.

E. Evaluation/Assessment

1. Student maps
2. Time lines

F. Standardized Test Connections: sequencing

Lesson Five: Casey Jones and Researching the 50 States

A. Objectives

1. Lesson Content: Students will read the tall tale *Casey Jones* and will research the 50 states.
2. Concept Objectives
 - a. Students will review this tall tale introduced in kindergarten.
 - b. Students will understand an encyclopedia as a place to gather information.
3. Skill Objectives
 - a. Students will list the exaggerations in *Casey Jones*.
 - b. Students will locate and color on the US map the states Casey Jones visits.
 - c. Students will use the encyclopedia or other nonfiction sources to research two facts about their given states.

B. Materials

1. Hirsch, E.D. and John Holdren. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996, ISBN 0-385-31841-3
2. Encyclopedia set or books about 50 states
3. US map (See Appendix C)
4. Teacher made chart (See Appendix B)
5. Train pattern (See Appendix E)

C. Procedures:

1. Read *Casey Jones*. As you read the story , stop and find on the map the states where Casey traveled.
2. Ask children to identify some of the exaggerations in the story. List them on the chart you have already made. Write the names of the states he visited.
3. Pass out their own US maps. Have them color on the map the states where Casey went. Take these up and pass them back out tomorrow.
4. Have students use an encyclopedia or research book to look up their two given states. Have them write two important facts about each state on the train pattern.
5. Have students share their information with the class.
6. Display the “US Fact Train” on the wall for all to see.

D. Evaluation/Assessment

1. Maps
2. Chart and facts

E. Standardized Test Connections: map skills and research skills

Lesson Six: Paul Bunyan, the Great Lakes, Rocky Mountains, Grand Canyon, and Alaska

A. Objectives

1. Lesson Content: Students will read the tall tale *Paul Bunyan*, defend inferences by reading to prove in their individual books, list the exaggerations and the states visited in the story, and color the states and geographical features visited in the story.
2. Concept Objective: Students will review the definition of a tall tale.

3. Skill Objectives
 - a. Students will list the exaggerations in *Paul Bunyan*.
 - b. Students will locate and color on the US map the states Paul Bunyan visits.
 - c. Students will draw and label on the transparent overlay the geographical features Paul Bunyan visits.
 - (1) Great Lakes
 - (2) Rocky Mountains
 - (3) Grand Canyon
 - (4) Pacific Ocean
 - d. Students will read to prove and defend their logic when looking at a three level guide about *Paul Bunyan*.

B. Materials

1. Kellogg, Steven. *Paul Bunyan*. New York: William Morrow and Co., Inc, 1984, ISBN 0-688-05800-0 (class set if possible)
2. Teacher made chart (See Appendix B)
3. Pull down USA map
4. Individual USA maps (See Appendix C)
5. Three level guide written on chart paper or board (See Appendix F)

C. Vocabulary: Rocky Mountains, Great Lakes, St. Lawrence River, Grand Canyon, Alaska

D. Procedures

1. Review what a tall tale is and what exaggerations are. Go over vocabulary of the book. Locate places Paul will visit on the pull down map.
2. Read the three level guide out loud. Tell students they will be better readers if they think about these things while they read.
3. Pass out class sets of *Paul Bunyan*. Read story to students while they follow along in their own books. Stop only to locate the places Paul goes on the map.
4. After reading the book, read each sentence on the three level guide individually. Ask students to raise their hand if they agree with it. Then have individual students prove to you why they agree with the statement by showing you or reading you a part that supports the statement from the book. Allow students to discuss and debate and find several supporting parts for each sentence.
5. Fill out the exaggerations and places Paul visited on the class chart.
6. Students color in places Paul went on their maps and label the geographical features Paul created on the transparent overlay. Take these up and pass them out again tomorrow.

E. Evaluation/Assessment

1. Maps and chart

F. Standardized Test Connections: reading—making inferences—finding proof in texts.

Lesson Seven: The Bunyans—Comparing Versions of a Tall Tale, Story Elements, US Landmarks

A. Objectives

1. Lesson Content: Students will compare two versions of Paul Bunyan and identify the elements of a story.

2. Concept Objective: Students will understand that tall tales are told in different versions.
3. Skill Objectives
 - a. Students will locate the places discussed in the book on the pull down map as a class.
 - b. Students will identify the characters, setting, problems, and solutions in *The Bunyans* by completing a story web.
- B. Materials
 1. Wood, Audrey. *The Bunyans*. New York: Blue Sky Press, an imprint of Scholastic Inc., 1996, ISBN 0-590-48089-8
 2. Pull down map
 3. Chart paper
- C. Procedures
 1. Review the story of *Paul Bunyan*.
 2. Tell students this story is similar to and different from yesterday's version of *Paul Bunyan*. Tell them to listen for similarities and differences and to pay special attention to the characters and problems in *The Bunyans*.
 3. Read *The Bunyans*, stopping to find the places mentioned on the map.
 4. Add the places in the book to the chart under Paul Bunyan.
 5. Complete a story web together as a class.
- D. Evaluation/Assessment
 1. Class participation
- E. Standardized Test Connections: story elements

Lesson Eight: Pecos Bill, Sluefoot Sue, and the Gulf of Mexico

- A. Objectives
 1. Lesson Content: Students will read the tall tale *Pecos Bill*, list the exaggerations and states and geographical features visited, and match effects to the events that caused them in the story.
 2. Concept Objective
 - a. Students will understand the concept of cause and effect.
 3. Skill Objective
 - a. Students will locate the Gulf of Mexico on a map.
 - b. Students will list the exaggerations in *Pecos Bill*.
 - c. Students will list the places visited and color the states visited in *Pecos Bill*.
 - d. Students will label the Gulf of Mexico on the transparent overlay.
 - e. Students will match causes to their effects in the story.
- B. Materials
 1. Kellogg, Steven. *Pecos Bill*. New York: William Morrow and Co., Inc., 1986, ISBN 0-688-05871-X
 2. Pull down map
 3. Teacher made chart (See Appendix B)
 4. USA maps (See Appendix C)
 5. Pecos Bill cause and effect worksheet (See Appendix G)
- C. Vocabulary: Gulf of Mexico

D. Procedures

1. Show students where the Gulf of Mexico is on the map. Explain why it was named that and define *gulf*. Review other locations they have already learned (Great Lakes, Appalachian Mountains, Rocky Mountains).
2. Read *Pecos Bill*. Stop to find locations on the pull down map.
3. As a class fill in some of the exaggerations and the states visited by Pecos Bill on the class chart.
4. Students color in states visited on their individual USA maps. Label the Gulf of Mexico on the transparent overlay.
5. Students complete the cause and effect worksheet about Pecos Bill.

E. Evaluation/Assessment

1. Maps
2. Cause and effect worksheets

F. Standardized Test Connections: map skills, cause and effect (reading comprehension and listening)

Lesson Nine: John Henry and the Mississippi River

A. Objectives

1. Lesson Content: Students will read the tall tale *John Henry*, list the exaggerations in the story, and locate the Mississippi River.
2. Concept Objectives
 - a. Students will understand that the Mississippi River is the longest river in the United States.
 - b. Students will learn what a steam boat and steam drill are and how the invention of steam power changed transportation and machines.
3. Skill Objectives
 - a. Students will locate the Mississippi River on a map of the United States.
 - b. Students will list the exaggerations in *John Henry*.

B. Materials

1. Keats, Ezra Jack. *John Henry, An American Legend*. New York: Scholastic, 1965, ISBN 0-590-08344-9
2. Pull down map
3. Teacher created chart (See Appendix B)
4. Individual maps of the USA (See Appendix C)

C. Vocabulary: Mississippi River

D. Procedures

1. Locate Mississippi River on the map. Explain that it is the longest river in the U.S.
2. Give brief details about the invention of new machines (refer to simple machine unit if taught). Explain how the invention of steam powered machines changed life. Explain what a steamboat and steam drill are.
3. Read the story *John Henry*.
4. List the exaggerations in the story on the teacher made chart.
5. Students draw and label the Mississippi River on the transparent overlay.

E. Evaluation/Assessment

1. Maps

F. Standardized Test Connections: map skills

Lesson Ten: Comparing Two Versions of *John Henry*; Blacktop Map

A. Objectives

1. Lesson Content: Students will read another version of *John Henry*, create a Venn diagram comparing the two versions, and play a game to learn the geographical features of the USA on the blacktop map.
2. Concept Objective
 - a. Students will understand tall tales are written in many versions.
3. Skill Objectives
 - a. Students will compare and contrast two versions of *John Henry*.
 - b. Students will locate the Great Lakes, Appalachian Mountains, Rocky Mountains, Mississippi River, Gulf of Mexico, Georgia, and both oceans on the blacktop map.

B. Materials

1. Lester, Julius. *John Henry*. New York: Dial (Penguin) Books, 1995, ISBN 0-590-53936-1
2. Chart paper or board for Venn diagram
3. Blacktop map
4. Chalk

C. Procedures

1. Review the tall tale *John Henry*.
2. Review that tall tales are retold and have many versions. Tell students to listen closely to the similarities and differences between today and yesterday's versions.
3. Read *John Henry* by Julius Lester.
4. Fill in Venn diagram as a class comparing and contrasting the two versions.
5. Go outside to blacktop map.
6. Have students use chalk to label and draw in the following things: Appalachian Mountains, Rocky Mountains, Mississippi River, Great Lakes, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, and Georgia (or your state). Draw in compass labeling N, S, E, and W.
7. Play game. Have students sit in two lines on either side of map. Go in order down the line. Call out the name of a geographical feature or state. The students have to run to get there. The first one there gets a point.

E. Evaluation/Assessment

1. Labeling of blacktop map
2. Game

F. Standardized Test Connection: comparing and contrasting (reading comprehension), map skills

Lesson Eleven: Writing a Tall Tale as a Class

A.. Objectives

1. Lesson Content: Students will write a tall tale together.
2. Concept Objectives

- a. Students will review that a tall tale has exaggerations, follows a character through his or her life, has a title character who is the hero or heroine, and that the character possesses some quality that makes them above average.
3. Skill Objectives
 - a. Students will brainstorm as a class ideas for a class tall tale.
 - b. Students will write a class tall tale together.
 - c. Students will illustrate a class tall tale to make a finished book.
- B. Materials
 1. Chart paper or board
 2. Construction paper
 3. Crayons or marker
- C. Procedures
 1. Tell students we are going to write a tall tale today with the teacher (you) as the main character. The tall tale will begin with your birth and follow your life. It will have at least three exaggerations.
 2. As a class, brainstorm the possibilities of your abnormal traits. If kids do not have ideas, suggest some yourself such as very large, very tiny, very strong, very smart, very fast, etc. Class votes to decide the winner.
 3. Brainstorm as a class some of the exaggerations you could use.
 4. Brainstorm as a class the heroic feat you will accomplish.
 5. When the previous things have been decided, begin writing the tall tale on chart paper. Allow every student a chance to offer parts of the story. When disagreements occur try to compromise or vote. Have story begin with your birth in your home state and follow your life.
 6. Write the parts of the story on separate pages.
 7. Pass out the pages and have students illustrate them in groups or individually.
 8. Have finished book bound to add to classroom library for the enjoyment of all.

Lesson Twelve: Writing Individual Tall Tales

NOTE: We do this in the format of our Writer's Workshop. The lesson here is the introductory lesson. The editing, publishing, etc. would take place over a period of time and will vary from child to child.

- A. Objectives
 1. Lesson Content: Students will write and publish their own tall tale.
 2. Concept Objective
 - a. Students will understand the elements of a story and specifically of a tall tale.
 3. Skill Objective
 - a. Students will brainstorm ideas and then write a tall tale for publishing including these elements: exaggerations, beginning, middle, end, and a heroic action.
- B. Materials
 1. Paper
 2. Pencils
- C. Procedures
 1. Review the tall tale written as a class.

2. Tell students they will now have a chance to write one on their own. Give the following guidelines
 - a. The writer is the main character.
 - b. Begin with where you were born.
 - c. Decide what trait of yours will be exaggerated.
 - d. Use at least three exaggerations.
 - e. End the story with a heroic act.
3. Students write their tall tale first drafts.
4. Peers help edit each others' stories.
5. Teacher holds individual student conferences about stories.
6. Publish stories in form teacher or student chooses. Suggestions: a book, a tall body with paper as body and construction paper head, arms, and feet, on word processing, etc.

D. Evaluation/Assessment

1. Finished stories

Lesson Thirteen: Making Clay Relief Maps of the USA

A. Objectives

1. Lesson content: Students will make clay relief maps of the USA. in cooperative groups.
2. Skill Objective
 - a. In teams, students will use clay to make a relief map of the USA showing and labeling the Atlantic and Pacific Oceans, Georgia (or your state), the Appalachian Mountains, the Rocky Mountains, the Great Lakes, the Mississippi River, and the Gulf of Mexico.

B. Materials

1. Maps of the USA drawn by you on cardboard, poster board, wood, or some other sturdy surface.
2. Clay
3. Labels of some sort

C. Vocabulary: relief map

D. Procedures

1. Tell students today we will be making a relief map of the USA labeling all the things we have been learning about. Show students relief map where the mountains are higher, etc.
2. Divide students into groups that will work well cooperatively. Their task is to make a relief map with clay labeling the geographic features. They will need to include a map key.

E. Evaluation/Assessment

1. Finished maps

Lesson Fourteen: Which Tall Tale Was Your Favorite? (graphing and book reports)

A. Objectives

1. Lesson Content: Students will complete a class graph of their favorite tall tales and complete a book report about his/her favorite tall tale.
2. Concept Objectives

- a. Students will identify and understand a pictograph.
- b. Students will understand how to write a book report.
3. Skill Objectives
 - a. Students will participate in making a class graph.
 - b. Students will make inferences based on the data in the graph
 - c. Students will write a book report about their favorite tall tale.
- B. Materials
 1. Chart paper to make graph on
 2. Small papers for students to draw pictures about their tall tales
 3. Book Report form (See Appendix H)
- C. Procedures
 1. Make a graph of the class' favorite tall tale characters. They must choose between Johnny Appleseed, Paul Bunyan, Pecos Bill, Sluefoot Sue, Casey Jones or John Henry.
 2. Students draw a mini picture of their favorite tall tale character.
 3. Pictures are displayed on the graph.
 4. Make inferences as a class about the data on your graph.
 5. Students complete mini book report on their favorite tall tale. (See Appendix H)
- D. Evaluation/Assessment
 1. Student inferences
 2. Book reports
- E. Standardized Test Connections: interpreting graphs and reading comprehension

VI. CENTERS (to be done throughout unit)

- A. Objectives
 1. Lesson Content: Students will participate in and rotate through centers reviewing and enhancing many of the lessons in the unit.
 2. Concept Objectives: Reinforce concepts of tall tales, map skills, geographical features, writing skills, graphing skills, and listening skills through various student centered activities.
 3. Skill Objectives:
 - a. Students will put puzzle of the USA together.
 - b. Students will locate the states of the USA on wipe off maps.
 - c. Students will write exaggerations.
 - d. Students will graph the various flavors of popcorn.
 - e. Students will use apple stamps to make patterns.
 - f. Students will orally retell a tall tale.
 - g. Students will write a poem about a geographical feature found in one of the tall tales.
 - h. Students will guess the state that the riddle card gives clues about.
 - I. Students will listen to *Me on the Map* on the cassette recorder.
- B. Materials
 1. USA puzzle
 2. USA wipe off maps (can use laminated maps)

3. Paper
4. Pencil
5. Plastic baggies
6. Cheese popcorn, caramel popcorn, plain popcorn
7. Graph grid
8. Cassette recorder
9. *Me on the Map* book and tape
10. Apples
11. Paint
12. Riddle cards (See Appendix I)

C. Procedures

1. Over several days students rotate through the following centers:
 - a. USA map puzzles
 - b. USA wipe off maps
 - c. Writing exaggerations
 - d. Paul Bunyan Popcorn graph-Students graph the number of kernels of each flavor of popcorn in their baggie on graph grid.
 - e. Apple stamps-Students make patterns with teacher cut apple stamps.
 - f. Retelling tall tales-Students tell to a partner or a tape recorder.
 - g. Geographical Feature poem-Follow the following format:
Line 1- Pick a feature mentioned in a tall tale.
Line 2- Where is it located?
Line 3- Write 3 words describing the place.
Line 4-Write 2 words of what you'll see there.
Line 5-Write a synonym or descriptive word for your title.
 - h. Riddle cards-Students solve riddle cards about various states (See Appendix I).
 - i. Listening center- *Me on the Map*

VII. CULMINATING ACTIVITIES

- A. Students will dress as their favorite tall tale character and read aloud and share their tall tales at the author's chair.
- B. Quiz (See Appendix J)
- C. Students will accumulate all their work (time line, cause and effect sheet, maps, stories, tall tale book report, and quiz) and assemble in a portfolio of their work.

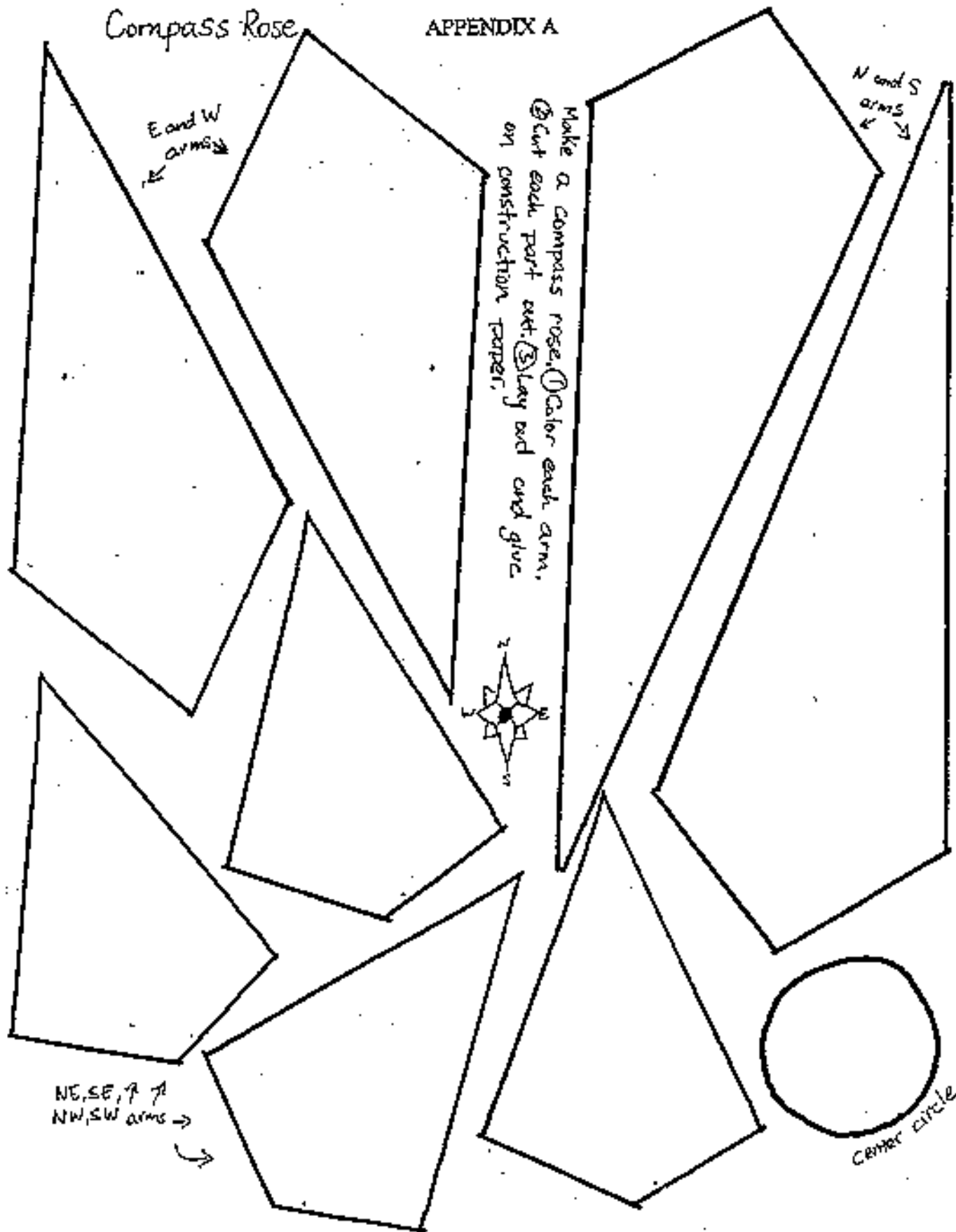
VIII. APPENDIXES

- A. Compass Rose
- B. Tall Tale Chart
- C. USA Map
- D. Johnny Appleseed Time line
- E. Train Pattern
- F. Paul Bunyan Three Level Guide

- G. Pecos Bill Cause and Effect Worksheet
- H. Book Report Form
- I. Riddle Cards
- J. Quiz

Compass Rose

APPENDIX A



APPENDIX B

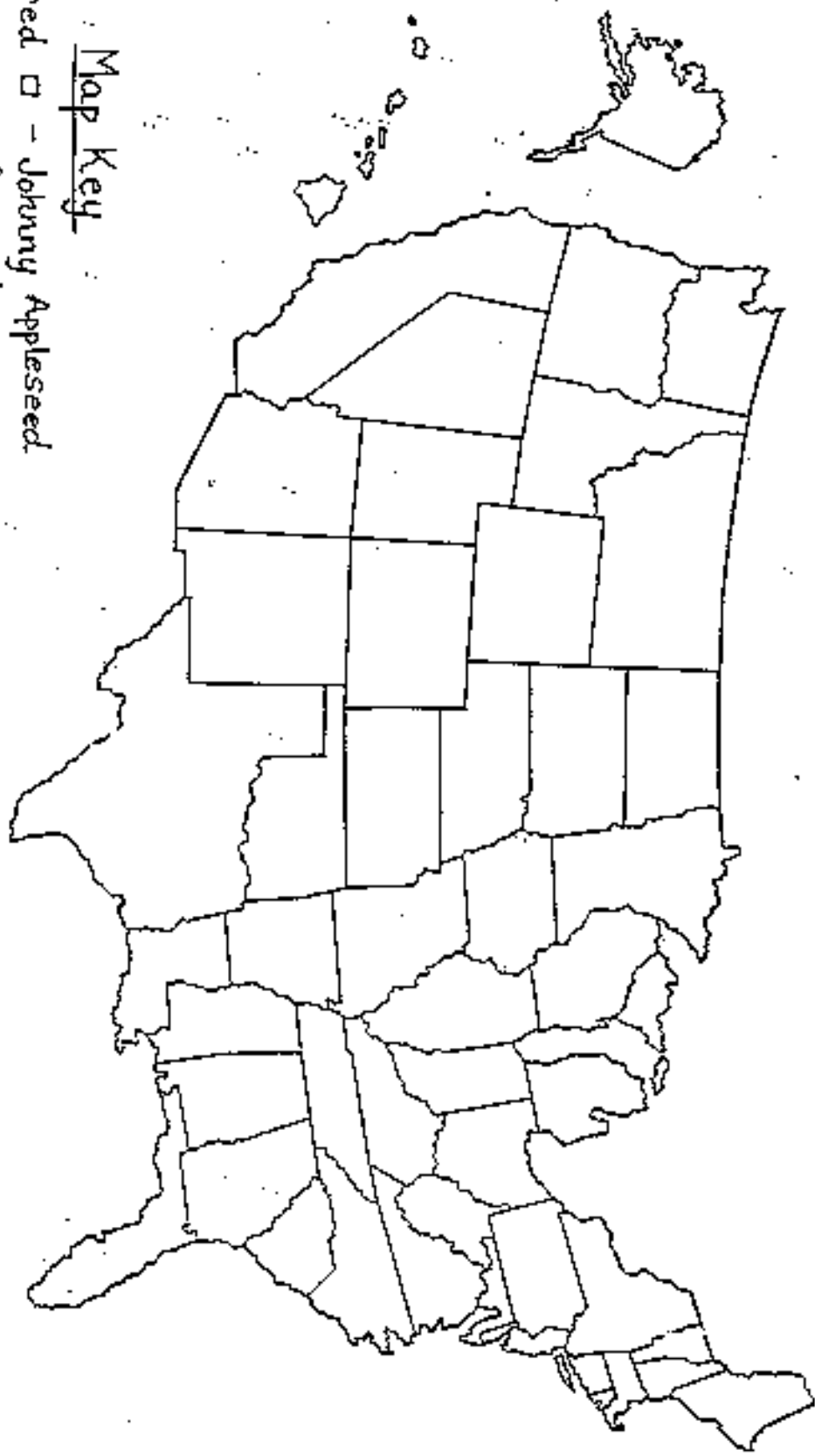
| Tall Tale | States Mentioned | Geographical Features Mentioned | Exaggerations |
|-----------------------------------|------------------|---------------------------------|---------------|
| <u>Johnny</u> <u>Appleseed</u> | | | |
| <u>Casey</u> <u>Jones</u> | | | |
| <u>Paul</u> <u>Bunyan</u> | | | |
| <u>Pecos</u> <u>Bill</u> | | | |
| <u>John</u> <u>Henry</u> | | | |

TALL TALE UNIT

APPENDIX B

Tall Tale Characters' Map

APPENDIX C



Map Key

- red □ - Johnny Appleseed
- yellow □ - Casey Jones
- blue □ - Paul Bunyan
- green □ - Pecos Bill
- orange □ - John Henry

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APPENDIX D

Cut these strips about the Tall Tale Johnny Appleseed and put them in the order the events happened in Johnny's life.

When Johnny grew up, he went to the West planting apple trees.

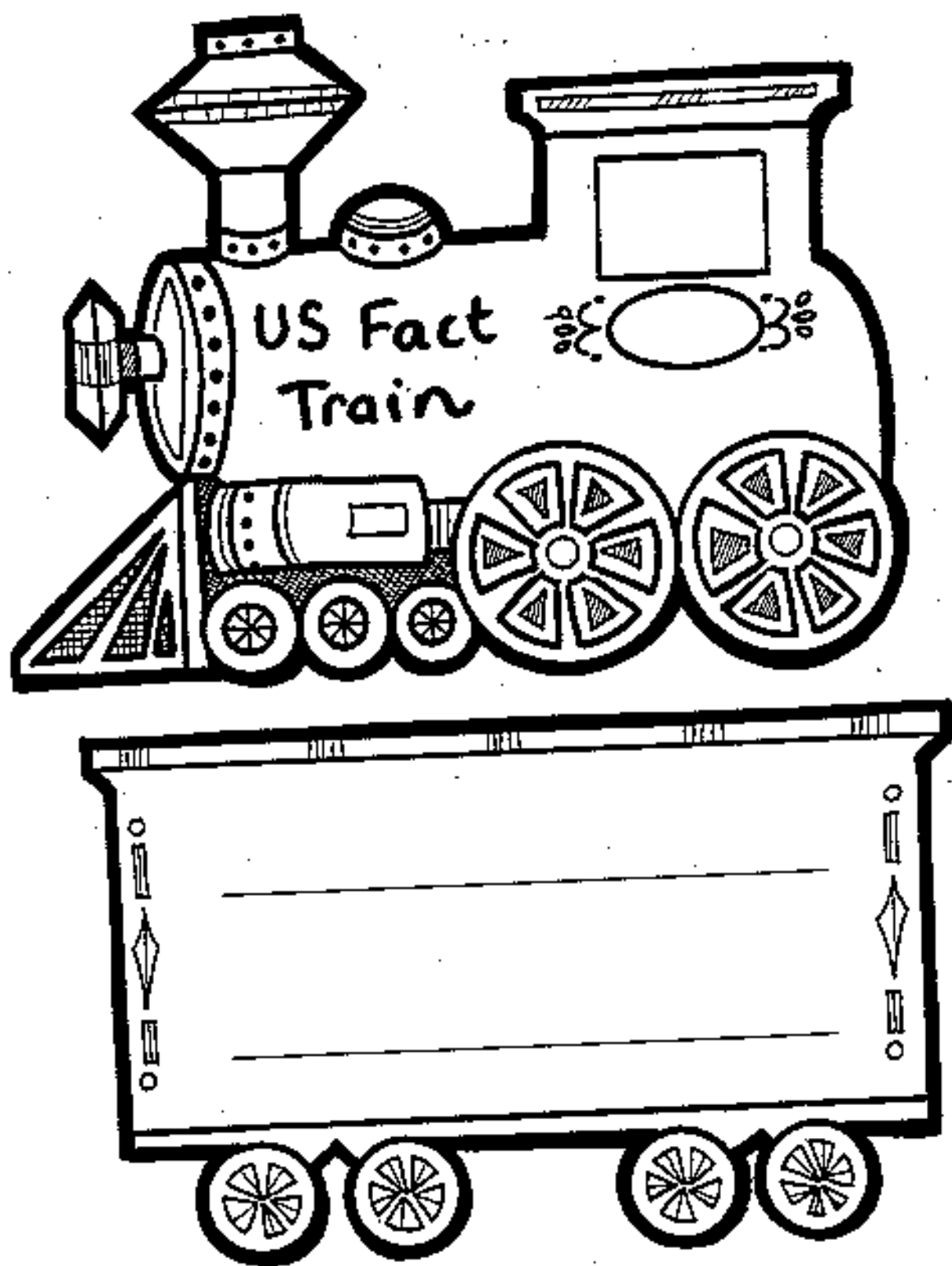
Johnny Appleseed became sick and died in March 1845.

On September 26, 1774, Johnny Appleseed was born in Massachusetts.

When he was a child, Johnny liked to play with animals and learned about apples.

In the last years of his life, Johnny went as far west as Ohio planting apple seeds.

Johnny walked through the state of Pennsylvania growing more trees.



APPENDIX F

Three Level Guide for Paul Bunyan by Steven Kellogg

--Paul Bunyan was big and strong.

--Paul rescued Babe the Blue Ox from a snowstorm.

--Paul Bunyan is full of exaggerations.

--Paul loved Babe the Blue Ox.

--Paul Bunyan was a hero.

--Paul and his crew helped make many of the landforms in the West.

--Paul Bunyan would help someone who was in trouble.

--The West is an exciting place.

--Alaska is far away.

--Steven Kellogg likes Tall Tales.

APPENDIX G

Name _____

Pecos Bill

Cause and Effect

Cut the effects and glue them under the event that caused them in the Tall Tale Pecos Bill by Steven Kellogg.

Pecos Bill wanted to marry Sluefoot Sue.

Pecos Bill's mother hated living in crowds.

Pecos Bill wanted the best horse.

Pecos Bill fell off his family's wagon.

Pecos Bill wanted to save Sluefoot Sue from bouncing to the sky.

Effects:

Pecos Bill was raised by coyotes.

Pecos Bill chased Lightning around the world.

Pecos Bill bought Sue a wedding dress with a bustle.

Pecos Bill lassoed a tornado.

Pecos Bill's family moved westward.

APPENDIX H

Name _____

Tall Tale Report

My favorite Tall Tale was _____

I liked this Tall Tale because _____

The states or landforms that were in this Tall Tale were _____

Some of the exaggerations in this Tall Tale were _____

If I met this Tall Tale character I would ask him or her _____

Here is a picture I drew about my favorite Tall Tale:

APPENDIX I

State Riddle Cards

| | |
|---|--|
| I am the state where your teacher was born. | I am the state you live in. |
| I am on the West Coast and I touch the Pacific Ocean. San Francisco is in me. | I am a state where Pecos Bill traveled. I am big and I touch the Gulf of Mexico. |
| I am the state where Johnny Appleseed was born. I touch the Atlantic Ocean. | Paul Bunyan was born in me. I touch Canada. |
| I am a state that touches one of the Great Lakes. Chicago is a city in me. | The Rocky Mountains go through me. I end with the letter g. |
| I am the only state that is made all of islands. | It is cold here. I do not border any other state. |
| I have the same name as the longest river in the United States. | The Appalachian Mountains go through me. I start with the letter T. |
| I am a peninsula. I touch the Gulf of Mexico and the Atlantic Ocean. | The Grand Canyon is inside of me. |

Answer Key: the state the teacher was born in, your state, California, Texas, Massachusetts, Maine, Illinois, Wyoming, Hawaii, Alaska, Mississippi, Tennessee, Florida, Arizona

APPENDIX J

Quiz

Label these things: 1—Atlantic Ocean 2—Pacific Ocean 3—Georgia
4—Mississippi River 5—Gulf Of Mexico 6—Great Lakes
7—Rocky Mountains 8—Appalachian Mountains

