CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #       G-9

UNIT TITLE: Geographic Heritage for 2\textsuperscript{nd} grade

Created By: Nancy Lovos - Fall 1999

GRADE: 2\textsuperscript{nd}
GEOGRAPHIC HERITAGE
FOR SECOND GRADE
NOVEMBER
1999
BY
NANCY LOVOS
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will _______________ by ____________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will.....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Rationale for Geographic Heritage

In this unit I am using folk tales from the heritage of students in the class to help them begin to understand and appreciate the variety of human cultures on our planet. This unit is custom made for the students of Room 15, as we use folk tales from countries of their own ancestral heritage.

We will use a globe or map to locate the country from which each tale originated. The first lesson in the unit will introduce students to the world as a whole. They will learn the relationship of their home to the whole planet. This will be reinforced by looking at maps and the globe.

The unit will be based around the language arts standards which are of such great importance for second grade students to be learning. Since we are using folk tales, we will study the structure of stories. Lessons will include making story maps, analyzing characters, identifying the sequence of events and finding the main idea in a story. The discussion of setting will be important for each story as a main focus of this unit is geography.

Through this unit students will begin to understand that all people in the world have many things in common. Students will also begin to see that stories are used by many cultures to describe the reason for the way things are.

I specifically chose stories that avoid violence and stress respect. Our character pillar for the month of November is Respect. The fact that people of all cultures value respect and that we need to respect other cultures will be brought up repeatedly throughout the lessons. It is wonderful that the folk tales from many different countries can be used to remind us that character counts.

When we understand something, then we can begin to appreciate it. As our second grade students begin to understand the many cultures of the world through their folktales, they can then begin to appreciate the many varieties of people that live on our planet.
Vocabulary for Geographic Heritage Unit

Africa - calabash, yams, flamboyant
Germany - miller, expense, bray, screeching, racket
Italy - Zia, convent, hailed, pedestal
Ireland - wee, wages, inquiring, eke, lilting, boast, tarried
Korea - village, glanced, crone, convince
Mexico - Cucu es hermosa. Eres tu Cucu?
Poland - herons, lute, indignant
Portugal - inspects, admires, raging, fleet,
Puerto Rico - highlands, contented, savory, nipping, tact
World - continent, planet,
Immigration - deck, steerage, sway, stern, shawl
Bibliography for Geographic Heritage Unit

A Portuguese tale of a little boy who realizes his own village is the best place to live.

Shows the relationship of home to state, country, continent and planet.

A Puerto Rican tale of how an old couple solves the problem of a goat in the garden.

An Italian folktale about how a statue saves the town.

A story set in Poland about a turtle that talks too much.

A traditional Mayan tale which reveals how the cuckoo lost her beautiful feathers.

A Korean folktale from long ago when no one had seen a mirror.

Classic German tale of the animals that join together and scare off the robbers. On the core literature list for second grade in Clovis school district.
Winner of the 1971 Caldecott Award. An African tale of how the Spider Stories that are so prevalent throughout African cultures came to be.

Written by a fifth grade student! During immigration to America, a young girl realizes that though she is leaving one home she will find another as long as she is with her family.

An Irish tale of a poor man who is provided with magical things by the “wee people”.
Nancy Lovos  Grade 2  November, 1999

Grade Level Objective: Language Arts 8.1 Demonstrate ability to write a brief narrative.
Language Arts 10.4 Demonstrate knowledge of sequence of events.

Lesson Plan: Where in the World?

Teacher Materials: book: Where in the world is Henry?
Vocabulary: continent, planet
Student Materials: globes & maps, worksheets, pencil

Objective: Students will demonstrate an understanding of where they live.

Set: Where do you live?
   What street?
   What town?
   What country?
   What continent?
   What planet?

Procedure: Read Where in the world is Henry?

   Show students maps of California, the U.S.A., and the whole planet.

Activity: Have students write on worksheet, filling in where they live.

   Have students find where they live on the globe and on the maps.

Assessment: Can students successfully accomplish the activity?

   Do they know where they live?

Self Evaluation: Are all of the students able to do this without asking too many questions about what to do?
My street is

My city is

My state is

My country is

My continent is
Nancy Lovos  
Grade 2  
November, 1999

Grade Level Objective:  
Language Arts 6.2 Effectively compose a well written and constructed sentence.  
Language Arts 10.4 Demonstrate knowledge of the main idea and sequence of events.

Lesson Plan:  
Mexican Folktale

Teacher Materials:  
book:  Cuckoo

Vocabulary:  
“Cuco es hermosa”  
“Eres tu Cucu?”

Student Materials:  
paper  
crayons  
pencil

Objective:  
Students will be able to explain what happened to the Cuckoo after hearing this story read aloud.

Set:  
This is a traditional Mayan tale that has become a Mexican folktale.  The Mayans were some of the first people living in Mexico, long before the Spaniards came.  (Show on map) This is their tale that explains why the Cuckoo has plain feathers.

Procedure:  
Read Cuckoo and summarize it afterwards.

Have the students summarize it orally in their own words.

Activity:  
Students draw a picture of the Cuckoo at the beginning.  
Then students retell the tale in their own words.  
Then students draw a picture of Cuckoo at the end.

Share some of the stories and pictures with the class.

Assessment:  
Did students show an understanding of the main idea and sequence of events?  
Was Cuckoo pretty in the first picture and drab in the last?

Self Evaluation:  
Did students have to ask a lot of questions to be able to complete the task?
Grade Level Objective:

- Language Arts 3.7 Understand cause and effect relationships in text.
- Language Arts 5.3 Demonstrate correct use of nouns and verbs.

Lesson Plan: Italian Folktale

Teacher Materials:
book: The Mysterious Giant
statue cut out example

Vocabulary:
Zia
hailed
pedestal

Student Materials:
pencils & paper
scissors & crayons
cut out sheet

Objective: Students will demonstrate an understanding of the problem and the solution in the tale.

Set: This folktale is from Italy (show on map). Many very famous artists have lived in Italy. In Italy people have built statues for many, many years. Some of the statues are so old no one can remember how they got there.

Procedure: Read: The Mysterious Giant. Ask students “What was the problem, and how was it solved?”
Students discuss the problem and the solution.
Students each write a complete sentence to tell about the problem and a complete sentence to tell about the solution.

Activity: Use cut out paper for each student to make a statue on a pedestal.
(Explain how to fold and paste so statue stands up.)
Draw the town around the statue.

Assessment: Were students able to explain, with correct sentences, the problem and solution in the tale?

Self Evaluation: Did students understand what I meant when I asked for them to explain the problem? The solution?
Nancy Lovos

Grade Level Objective: Language Arts 10.2 Demonstrate comprehension of a story read aloud.
Language Arts 10.4 Demonstrate knowledge of main idea and sequence of events.

Lesson Plan: Puerto Rican Folktale

Teacher Materials: story: Señor Billy Goat island example

Vocabulary: highlands contented savory nipping tact

Student Materials: beginning, middle, end chart paper crayons, pencil construction paper glue

Objective: Students will demonstrate an understanding of the sequence of events in the story.

Set: Puerto Rico (poo-air-to ree-co) means “rich port”. Tell brief history of the people and that they speak Spanish. Thus the name “Senor” in the title of our story. Explain that Puerto Rico is an island and show it on the map. Tell students to pay attention to the sequence of events in this tale.

Procedure: Read: Señor Billy Goat.

Students tell me what happened in sequence of events.

Students each make a Beginning - Middle - End chart of the story.

Activity: Explain to students how to make a representation of an island with construction paper.

Assessment: Were students able to show that they understood the sequence of events in this story?

Self Evaluation: Were students able to complete both the chart and activity?
Nancy Lovos  Grade 2  November, 1999

Grade Level Objective:  Language Arts 3.5 Demonstrate understanding of the author's purpose.
Language Arts 4.2 Compare stories from a variety of cultures.

Lesson Plan:  African Folktale

Teacher Materials:  Vocabulary:  Student Materials:
book: A Story A Story calabash pencil & paper
yams poster paper
flamboyant crayons

Objective:  Students will communicate an understanding of why the hero had to capture the three things.

Set:  This is an African folktale (show Africa on map). Explain that there are many different countries in Africa, but since they are all on one continent many of their cultures and stories are similar. Many African tales are “Spider Stories”, about how the small man or animal outwits the others. “Listen carefully so you can tell me why our hero has to capture three things”

Procedure:  Read: A Story A Story. “Have you read other stories in which the hero is given three tasks to accomplish? Students tell me why Ananse has to capture all those things. Students each write a complete sentence about why he captured all those things.

Activity:  Each student makes a poster of one of Ananse’s captives and labels it with the African word.

Assessment:  Were students able to communicate why the hero took three captives?

Self Evaluation:  Could students think of other tales where the hero is given three tasks?  Did students understand what to do?
Osebo

Mmboro

Mmoatia
Nancy Lovos  Grade 2  November, 1999

Grade Level Objective: Language Arts 5.3 Demonstrate correct use of nouns and verbs.
Social Studies 2 Gain an understanding of the interdependence of people.

Lesson Plan: Irish Folktale

Teacher Materials: book: Tim O'Toole and the Wee Folk
Mind Map example

Vocabulary: wee, tarried
boast, wages
lilting, eke

Student Materials: paper & pencil
    crayons
    scissors

Objective: Students will demonstrate correct usage of nouns and verbs while analyzing the traits of the main character.

Set: This Irish folktale is told by the same author that wrote the book Arrow to the Sun that we read recently. Show Ireland on map, it is a large island. Does anyone remember what an island is? The Irish have many tales about the wee folk, leprechauns and giants.

While I read the story, students need to be paying attention to what the main character might be thinking about.

Procedure: Read: Tim O'Toole and the Wee Folk
Discuss what Tim might be thinking throughout the story.
Begin filling in one Mind Map together on the overhead, demonstrating correct usage of nouns and verbs.

Activity: Show students how to make a Mind Map by drawing and cutting out a head and writing the character’s thoughts on the inside.

Assessment: Were the student’s Mind Maps an accurate reflection of the main character?

Self Evaluation: Were students able to understand the instructions? Was this an appropriate activity for this grade level?
Nancy Lovos                      Grade 2                      November, 1999

Grade Level Objective:         Language Arts 2.8 Identify and use figurative language in
Literal works.                 Language Arts 7.2 Write neatly with correct spacing.

Lesson Plan:                  German Folktale

Teacher Materials:            Vocabulary:
book: *The Bremen Town Musicians*  miller, expense
Student Materials:             bray, racket
                                     screeching
                                     pencil

Objective:                    Students will use figurative language to describe what might have
                             attacked the robber in the dark.

Set:                          This is a classic tale from Germany. (Show Germany on map) It was written
                             by the Grimm Brothers who wrote many famous tales.

                             Pay attention to the ways that the animals are described at the end of the tale.

Procedure:                   Read: *The Bremen Town Musicians*.
                             Reread the last page, instructing students to listen for the descriptive
                             words.
                             Student share some other words and phrases they might use to describe
                             what the robber thought attacked him.

Activity:                    Students work in pairs to write four descriptive sentences with their
                             own words, about what might have attacked the robber.
                             Remind them that neatness is important.
                             Share the sentences with class.

Assessment:                  Did the students work well in pairs? Did they share they work?
                             Did they make complete sentences and use correct spacing of
                             words and sentences?

Self Evaluation:             Was I able to describe figurative language adequately?
Grade Level Objective: Language Arts 4.2 Compare and contrast characters in text.
Language Arts 6.2 Effectively compose well written sentences.

Lesson Plan: Korean Folktale

Teacher Materials:
book: The Chinese Mirror
a mirror
overhead list of characters

Vocabulary:
villager
glanced
crone
convince

Student Materials:
pencil
paper

Objective: Students will communicate their understanding of why each character saw something different in the mirror.

Set: This is a Korean folktale from long ago, before many people had seen a mirror. (Show Korea on map) Try to imagine that you had never seen a mirror, who would you think was looking at you.

Procedure: Read: The Chinese Mirror
Discuss why each character saw someone different.
Put a list of characters on the overhead for all to see.

Activity: Students write about the distinguishing characteristics of each character. (Do the first one together if they are puzzled)

Class discusses why each character reacted differently to the mirror.

Assessment: Were students able to identify differences between the characters?

Self Evaluation: Could students do this without any help besides the list of characters on the overhead?
Man

Wife

Mother-in-law

Man's father

Son

Neighbor
Nancy Lovos  Grade 2  November, 1999

Grade Level Objective: Language Arts 2.8 identify and use figurative language in literary works
Social Studies 1 Gain an understanding of the interdependence of people.

Lesson Plan: Portuguese Folktale

Teacher Materials:
book: Joanjo

Vocabulary:
inspect
admire
raging
flect

Student Materials:
pencil
paper
crayons
scissors

Objective: Students will demonstrate use of descriptive words in describing the setting.

Set: This tale is from Portugal (show on map). Point out the extent of Portugal's coastline and that it includes the Azores. Ask students to pay attention to how the author describes the place where the story happens. This is called the "setting".

Procedure: Read: Joanjo. Why do they eat fish soup? Notice that every one helps. Discuss the setting and the way the author describes it. Have students think of some words that describe the sea. Write these words on the overhead.

Activity: Students draw a picture of where Joanjo lives, be sure to include the ocean and boats. Students write sentences with at least three words that describe what the sea is like.

Assessment: Do students drawings of the setting show the sea? Do students use three descriptive words?

Self Evaluation: Do students understand what a descriptive word is?
Grade Level Objective: Language Arts 3.7 Understand cause and effect relationships in text.
Language Arts 4.5 Compare and contrast settings.

Lesson Plan: Polish Folktale

Teacher Materials: 
book: Look, There Is A Turtle Flying 
example of lake

Vocabulary: 
gerons 
lute 
indignant

Student Materials: 
construction paper 
glue 
pencil

Objective: Students will demonstrate an understanding of the setting, as well as why the turtle fell into the lake.

Set: This is a tale that is set in Poland (show Poland on map). See if you can figure out what the story is trying to tell us.

Procedure: Read: Look, There is a Turtle Flying. 
Discuss setting (the lake).
Discuss why the turtle fell.
Students each write one sentence about why the turtle fell.

Activity: Show students how to use construction paper and glue to make a representation of a lake.

Assessment: Are students able to explain why the turtle fell in the lake? 
Are students able to create a model of a lake?

Self Evaluation: Do students discover the moral of the story without too much help? 
Are students understanding what the setting of a story is?
Nancy Lovos  Grade 2  November, 1999

Grade Level Objective:  Social Studies 2 Gain an understanding of ways parents and grandparents make a difference.
Language Arts 8.1 Demonstrate ability to write a brief narrative.

Lesson Plan:  Immigration Story.

Vocabulary:
- deck, sway
- steerage
- stern, shawl

Student Materials:
- pencil
- paper
- crayons

Objective:  Students will write a brief narrative about a time they travelled with their family.

Set:  Explain that most of our ancestors came to this country from somewhere else. Many of them came on boats. This story describes how some of your ancestors may have felt when they left their home to find a new home.

Procedure:  Read: *Home Is Where Your family Is.*
Discuss the setting of the story.
Also discuss how the girl felt.

Activity:  Students each write a story about a time they travelled somewhere with their family.
Draw a picture of the setting to go with your story.

Assessment:  Did students understand that the setting was a boat?
Were they able to draw their own settings?

Self Evaluation:  Had all of the students travelled somewhere with their family? Was I able to describe the parts of a boat so students could understand?