First Grade
Unit 9: American Folktales

**Elaborated Unit Focus:** The focus of this unit is the folklore that reflects and characterizes our National heritage.

**GPS Standards:**

**History**
SS1H2 The student will read or listen to American folktales and explain how they characterize our national heritage.

**Civics and Government**
SS1CG1 The student will describe how John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley displayed the character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.

**Economics**
SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3 The student will describe how people are both producers and consumers.
Unit 9: American Folktales
Enduring Understandings and Unit Essential Questions

Folktales reflect a country’s heritage.
• How do folktales show positive things about our country? (SS1H2)

Good citizens have good character traits.
• How do the people in American folktales show good character traits? (SS1CG1)
• What kind of character traits were demonstrated by the figures in the American Folktales? (SS1CG1)
• How did those character traits help those figures meet their goals? (SS1CG1)

Scarcity causes people to make choices about goods and services.
• Why do people, like those in folktales, have to make choices about which goods and services they want most? (SS1E2)

People are both consumers and producers of goods and services.
• How do the characters in folktales help others by producing and/or consuming both goods and/or services? (SS1E1; SS1E3)
Unit 9: American Folktales  
  p. 186-199

VOCABULARY:

<table>
<thead>
<tr>
<th>John Henry</th>
<th>Johnny Appleseed</th>
<th>Davy Crockett</th>
<th>Paul Bunyan</th>
<th>Annie Oakley</th>
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<tbody>
<tr>
<td>tunnel</td>
<td>seed</td>
<td>proudly</td>
<td>ax</td>
<td>rifle</td>
</tr>
<tr>
<td>machine</td>
<td>settler</td>
<td>hunter</td>
<td>logger</td>
<td>contest</td>
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<tr>
<td>spike</td>
<td>caring</td>
<td>caring</td>
<td>lonely</td>
<td>shot</td>
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<td>perseverance</td>
<td>respect</td>
<td>respect</td>
<td>canyon</td>
<td>target</td>
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<tr>
<td>laborer</td>
<td>generosity</td>
<td>courage</td>
<td>inventive</td>
<td>widows</td>
</tr>
<tr>
<td>boss</td>
<td>independence</td>
<td>frontier</td>
<td>courage</td>
<td>orphans</td>
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HOUGHTON MIFFLIN RESOURCES:

<table>
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<th>Civics and Government</th>
<th>Economics</th>
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<td>SS1H2</td>
<td>SS1CG1</td>
<td>SS1E1</td>
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<tr>
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<td>p.188-197</td>
<td>p.78-81, 188-197</td>
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<tr>
<td>Johnny Appleseed p.190-191</td>
<td>Character Traits p. R4-R5</td>
<td>SS1E2</td>
</tr>
<tr>
<td>Davy Crockett p.192-193</td>
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<td>p.70-73, 84-87, 188-197</td>
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<tr>
<td>Paul Bunyan p.194-195</td>
<td></td>
<td>SS1E3</td>
</tr>
<tr>
<td>Annie Oakley p.196-197</td>
<td></td>
<td>p.78-81, 90-93, 96-99, 188-197</td>
</tr>
<tr>
<td>Activities p.198-199</td>
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</tbody>
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- Georgia Performance Standards: 65B, 188, 190, 192, 194, 196
- Houghton Mifflin Teacher Ancillary materials (examples throughout units of study)
- Character Traits p. R4-R5
- Vocabulary Cards p. TR45-TR49
- Vocabulary Help: p.188, 190, 192, 194, 196
- Get Set to Read: p.188, 190, 192, 194, 196
- Bringing Social Studies Alive: Chalk Talk p32-33, 72
- Background: John Henry p.188, Johnny Appleseed p.190, Davy Crockett p.192, Paul Bunyan p.194, Annie Oakley p.196
- Unit 2: Americans at Work (examples throughout the unit of study)
- American Folktale Activities p.198-199
- [http://www.eduplace.com/](http://www.eduplace.com/) eServices, TE, 
  user id: claytonteacher1
  password: password
  - Weekly Reader: Current Events
  - eWord Game
  - eGlossary

**RESOURCES:**

- **United Streaming Videos:**
  - African-American Folktales
  - Literature for Children: Tall Tales
  - Paul Bunyan
  - John Henry
  - Johnny Appleseed
  - Davey Crockett
  - Annie Oakley
  - Literary Elements of Tall Tales

- [www.georgiastandards.org](http://www.georgiastandards.org):
  - Social Studies Frameworks: Unit 6: We are Alike, We are Different:
    - Balanced Assessment Plan and Performance Tasks w/ Rubrics
      p.3-4, 10-40
  - American Folktales & More
  - Additional Folktales

- **1st Grade GPS Aligned Books for Social Studies:** (SS1H2, SS1CG1, SS1E1, SS1E2, SS1E3)
  - American Tall Tales by Mary Pope Osborne
  - John Henry by P. Jensen
  - John Henry by Julius Lester
  - John Henry: An American Legend by Ezra Jack Keats
  - John Henry by Stephen Krensky
  - The Story of Johnny Appleseed by Aliki
  - Johnny Appleseed: A Tall Tale by Steven Kellogg
  - Johnny Appleseed by Reeve Lindbergh
  - Davy Crockett: A Life of the Frontier by Stephen Krensky
  - A Picture Book of Davy Crockett by David A. Alder
  - Paul Bunyan by Steven Kellogg
  - Paul Bunyan Swings His Axe by Dell McCormick
  - Paul Bunyan by P. Jensen
  - Annie Oakley by Ginger Wadsworth
  - Annie Oakley, Sharp Shooter by Eric Blair
  - Shooting Star: Annie Oakley, the Legend by Debbie Dadey
  - Chrysanthemum by Kevin Henkes
  - If Everybody Did by Jo Ann Stover
  - To Market, To Market by Anne Miranda
  - Market Day by Lois Ehlert
  - Jennie’s Hat by Ezra Jack Keats
Curricular Connections:

- **Science:**
  - *Houghton Mifflin Science TE:*
    - Basic Needs, Parts and Characteristics of Apple Trees/Plants (S1L1a, c)
    - Sounds of Trains (S1P1c, d, e)
    - Basic Needs and Characteristics of Animals (S1L1b, d)
    - Sounds and vibrations produced by rifles (S1P1c, d)

- **Math:**
  - *Houghton Mifflin Math TE:*
    - Fractions: Seeds p.109

- **Language Arts:**
  - *Houghton Mifflin Social Studies TE:*
    - Descriptive Poem p.189
    - Story Writing p.191
    - Action Verbs p.193
    - More Animal Stories p.193
    - Listen for Exaggeration/Similes p.194
    - Comparisons using –er and –est p.195
    - News Articles p.197

- **Reading:**
  - *Houghton Mifflin Reading TE:*
    - Theme 8 – Johnny Appleseed, The Forest
    - Theme 9 – Focus on Folktales
  - *Houghton Mifflin Social Studies TE:*
    - Listen for Exaggeration/Similes p.194
    - Reread the Folktale p.192
    - Challenge: Literature p.195

**INSTRUCTIONAL STRATEGIES:**

- Effective Strategies for the Elementary Teacher
  - **Activate Prior Knowledge**
    - Graphic Organizers p.1-7
    - Think, Pair, Share p.8
    - Kindling p.9
    - Give One, Get One p.10
- Brainstorming p. 15
- Wordsplash p. 26

  - **Instructional Strategies**
    - Mapping p.33-35
    - Response Techniques p.38
    - Learning Partners p.39-40
    - Circle of Knowledge p.44-45
    - Compare and Contrast p.46-47
    - Mystery and Inquiry p.61-62

  - **Summarizing Strategies**
    - Add-Ons p.72
    - Ball Toss p.72
    - Pictionary p.73
    - Inquiry p.74
    - Ticket to Leave p.76
    - 1-2-3 p.76
    - Cue Cards p.77

  - **Assessment Strategies**
    - Surveying p.80
    - Jeopardy p.81
    - Feedback Tools p.84
    - Categories p.86
    - Rubrics p.91-92

**PERFORMANCE TASKS:**

- *Effective Strategies for the Elementary Teacher*
  - Graphic Organizers p.1-7
  - Brainstorming p.14

- [www.georgiastandards.org](http://www.georgiastandards.org): 
  - *Georgia Standards Social Studies Frameworks: Unit 6:*
    - Balanced Assessment Plan/ Performance Tasks w/ Rubrics
      p.3- 4, 10-40
  - Compare and Contrast a folktale figure’s life to that of your own using a Venn Diagram
  - Add to the Concept Journal
  - **Write an acrostic poem about a Folktale Figure**
  - Bringing Social Studies Alive p.32-33, 71
  - American Folktale Activities: p.198-199
    - American Places
    - Learn More
    - Folktale Telling
  - Descriptive Poem p.189
  - ELL: Beginning Activity p.191
  - Story Writing p.191
  - More Animal Stories p.193
  - ELL: Advanced Activity p.197
  - News Articles p.197
• Create a puppet of a folktale character. Retell the story.

ASSESSMENTS:
• Oral Comprehension Check
• Teacher designed test
• Houghton Mifflin Test Generator
• Social Studies Frameworks: Unit 6: We are Alike, We are Different:
  • Balanced Assessment Plan/ Performance Tasks w/ Rubrics