

# The Tales of Two Goats: Comparing the Geography of Scotland and Arizona

<b>Author</b>	Carol Carney Warren
<b>Grade Level</b>	2-4
<b>Duration</b>	2 class periods

## National Standards

### Essential Element 1: The World in Spatial Terms

How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context

### Essential Element 2: Places and Regions

4. The physical and human characteristics of places

### Essential Element 5: Environment and Society

14. How human actions modify the physical environment

## AZ Standards

### ELA

#### Literature

#### Key Ideas and Details

**2.RL.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**2.RL.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**2.RL.3** Describe how characters in a story respond to major events and challenges.

**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RL.2** Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.

**3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**4.RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### Craft and Structure

**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**4.RL.4** Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.

**4.RL.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

## Arizona Social Science Standards

### GEOGRAPHY

**The use of geographic representations and tools help individuals understand their world.**

**2.G1.1** Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

**2.G1.2** Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.  
**Human-environment interactions are essential aspects of human life in all societies.**

**2.G2.1** Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

**3.G2.1** Explain how people modify and adapt to the Arizona environment.

**4.G2.1** Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

**Global interconnections and spatial patterns are a necessary part of geographic reasoning.**

**2.G4.1** Identify different physical and cultural regions in the world.

# The Tales of Two Goats

## Integration of Knowledge and Ideas

**2.RL.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**2.RL.9** Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.

**3.RL.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**4.RL.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

## Overview

Through the stories of two goats and their owners, students learn about two cultures and diverse landforms while practicing reading skills.

## Purpose

In this lesson, students will learn about natural features of Scotland and Arizona while reading about and comparing the lives of goats and their owners in both locations.

## Materials

- *The Goat in the Rug*, as told to Charles L. Blood and Martin Link by Geraldine, Aladdin Paperbacks, 1990. ISBN 0-689-71418-1
- Video version of *The Goat in the Rug* (6:10 min) available at:  
<https://www.youtube.com/watch?v=gOIXqu4QW-c>
- Written version of "Angus, the Tartan Goat" by Margo Fallis
- Video versions of "Angus, the Tartan Goat" (7:22 min) available at:  
<https://www.youtube.com/watch?v=dVVVNNqUIZ4>  
[https://www.youtube.com/watch?v=dVVVNNqUIZ4&list=OLAK5uy\\_mUjrXDPFUniO6BrYc8MtNj8DpgW\\_-9hll](https://www.youtube.com/watch?v=dVVVNNqUIZ4&list=OLAK5uy_mUjrXDPFUniO6BrYc8MtNj8DpgW_-9hll)
- The Goat in the Rug Worksheet
- Angus, the Tartan Goat, Worksheet
- Compare and Contrast Two Goats worksheet
- Teacher Notes and Answer Keys to worksheets

- *Map of Arizona's Indian Reservations* – project for class  
[https://geoalliance.asu.edu/sites/default/files/maps/AZ\\_Reservations.pdf](https://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf)
- *Map of Landform Regions of Arizona* – 1 per student or project for class  
<http://geoalliance.asu.edu/sites/default/files/maps/AZLNDFRM.pdf>
- *Regions of Scotland (United Kingdom with Its Divisions (labeled))* – 1 per student or project for class  
[http://geoalliance.asu.edu/sites/default/files/maps/UK\\_3pages.pdf](http://geoalliance.asu.edu/sites/default/files/maps/UK_3pages.pdf)
- Classroom Atlas/Maps of the United States and World
- Crayons/colored pencils
- Photos of the Colorado Plateau and Scottish Highlands from websites (optional)

## Objectives

The student will be able to:

- Identify natural features in the Plateau region of Arizona and the Highlands region of Scotland.
- Identify how humans use natural features in two stories.
- Describe and compare items from the Navajo and Scottish cultures as described in literature.
- Describe literary elements of two stories.

## Procedures

### SESSION ONE

## The Tales of Two Goats

1. Explain to students that you are going to read two stories to them. The first story is about a Native American weaver and her goat living on the Navajo Reservation near Window Rock, Arizona.
2. Project or distribute a World Map. Ask the students to locate Arizona on the map.
3. Project or distribute the map of Arizona's Indian Reservations. Locate the Navajo Reservation in northeastern Arizona. Identify the reservation as being in the Plateau Region of Arizona using the Map of Landform Regions of Arizona. If students have copies of these maps, have them lightly shade in the regions described.
4. Discuss the characteristics of the Plateau Region (see Teacher Notes.) If possible, show photos of the Colorado Plateau from the website listed in the Sources. If students have copies of the Arizona's Indian Reservations or Map of Landform Regions of Arizona, have them take notes on the characteristics of this region.
5. As a whole class, read and discuss *The Goat in the Rug*. Be sure to discuss the natural resources used in weaving and literary elements with the students.
6. Distribute The Goat in the Rug Worksheet. Have students individually answer the story questions and draw a picture of the Arizona Plateau Region.
7. Distribute Angus, the Tartan Goat, Worksheet. Have students individually answer the story questions and draw a picture of the Scottish Highlands.
8. Distribute the Compare and Contrast Two Goats worksheet. Have students compare and contrast the settings and story elements by completing the graphic organizer.
9. Close the lesson by having students partner and review the natural features of the Arizona Plateau Region and Scottish Highlands.

### SESSION TWO

1. Introduce the second story about a farmer and his goat living on a croft (farm) in Scotland.
2. Project or distribute a World map. Ask the students to locate Scotland (in the United Kingdom) on the map.
3. Project or distribute the map of Regions of Scotland. Locate Scotland as part of the United Kingdom. If students have copies of the map, have them lightly shade in Scotland.
4. Identify the farm in the story as being in the Highlands Region of Scotland. Point out the Highlands on the map of Scotland. If students have copies of the map, have them lightly shade in the Highlands Region.
5. Discuss the characteristics of the Highlands Region (see Teacher Notes.) If possible, show photos of the Highlands from the website listed in the Sources. If students have copies of the map, have them take notes on the characteristics of this region.
6. As a whole class, read and discuss "Angus, the Tartan Goat." Be sure to discuss the natural resources mentioned in the story, its literary elements, and the Scottish words used in the story.

## Assessment

### Geography and Reading

Story questions and the graphic organizer can be used for assessment. There is a total of 10 points per worksheet: 6 points for the questions and 4 points for the illustration. A score of 80% or higher is considered mastery.

The Compare and Contrast Two Goats worksheet is worth 12 points. A score of 80% or higher is considered mastery.

## Extensions

Have students make drawings of both goats – Angus after he became tartan and Geraldine as she thought she might look after eating the plants. They could make up their own tartan plaid.

Students look up information about the different plants mentioned in both stories and make a booklet that includes a drawing and brief description of the plant and where it grows.

## Sources

*The Goat in the Rug*, as told to Charles L. Blood and Martin Link by Geraldine, Aladdin Paperbacks, 1990. ISBN 0-689-71418-1

Video versions of *The Goat in the Rug* (7.22 min) available at:  
<https://www.youtube.com/watch?v=dVVVNNqUIZ4>  
[https://www.youtube.com/watch?v=dVVVNNqUIZ4&list=OLAK5uy\\_mUjrXDPFUniO6BrYc8MtNj8DpgW\\_-9hll](https://www.youtube.com/watch?v=dVVVNNqUIZ4&list=OLAK5uy_mUjrXDPFUniO6BrYc8MtNj8DpgW_-9hll)

Written version of "Angus, the Tartan Goat" by Margo Fallis available at:  
[https://electricScotland.com/kids/stories/tartan\\_goat.htm](https://electricScotland.com/kids/stories/tartan_goat.htm)

## The Tales of Two Goats

Websites for the Colorado Plateau and the Navajo Nation: <http://www.discovernavajo.com/>  
<https://www.nps.gov/articles/coloradoplateaus.htm>

Websites for the Scottish Highlands:

<http://www.scotlandinfo.eu/scottish-highlands/>

For photos of Cashmere goats (Scotland) and Angora goats (Navajo) see:

<http://www.ansi.okstate.edu/breeds/goats>