

# Johnny Appleseed: The Path of a Barefoot Legend

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<b>Grade Level</b>	2
<b>Duration</b>	1 class period

## National Standards

### GEOGRAPHY

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

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

#### Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

## AZ Standards

### ELA

#### Reading

##### 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.

#### Speaking and Listening

##### Comprehension and Collaboration

2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### Language Standards

##### Vocabulary Acquisition and Use

2.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  
a. Use sentence-level context as a clue to the meaning of a word or phrase.

### MATHEMATICS

#### Measurement and Data

2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

## 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.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

2.G3.1 Explain why and how people, goods, and ideas move from place to place.

## Overview

The use of children's literature is a great way to introduce students to the human and physical features of the world. This introduction to places near and far can inspire students to learn more about their world through books and travel.

## Purpose

In this lesson students will learn where John Chapman was born and planted apple orchards on his way west. Students will then use appropriate tools to measure the distance he walked using the map's scale and finally use the compass rose to determine which direction one would go to travel from Arizona to Pennsylvania.

## Materials

## Johnny Appleseed: The Path of a Barefoot Legend

- Large wall map of the US with states labeled <https://geoalliance.asu.edu/sites/default/files/maps/US-tilemap.pdf>
- Projection device
- *Johnny Appleseed: My Story* as told by David L. Harrison
- The United States (with state names) map <https://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>
- Instructions for Completing Student Map Work
- Small apple stickers
- Paper strips to measure distance on map (cut approximately 4" by 1")
- Johnny Appleseed Assessment and Answer Key

### Objectives

The student will be able to:

1. Explain why Johnny Appleseed is famous.
3. Measure the distance Johnny Appleseed walked on a U.S. map.
4. Use the compass rose to determine directions.

### Procedures

*Prerequisite Knowledge: Students should know the cardinal directions and how to apply them to reading a map.*

1. Begin the lesson by pointing to a wall map of the United States <https://geoalliance.asu.edu/sites/default/files/maps/US-tilemap.pdf> and ask students to locate Arizona as well as other states they have been to or know about.
2. Now ask if they like apples. Then ask if they know where apples grow. Write their responses on the whiteboard.
3. Project the illustrations as you read aloud the book, *Johnny Appleseed: My Story*. This is just a first read so students know the story and can visualize the events and people through the illustrations.
4. Divide the class into partners and distribute The United States (with states names) map. <https://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>
  5. Now read the book for a second time. Use the Student Map Work Instructions and slowly model how to complete tasks 1-6. Be

sure to review compass directions when doing task 3. To practice compass directions, you can ask students these questions as they look at their maps:

In what direction would you travel to go

- from Indiana to Georgia?
- from Montana to Texas?
- from Florida to Maine?
- from California to Virginia?

When you can see that students are ready to move on, go to task 4.

6. Model how to use a small piece of paper to create a ruler by marking off 100, 200, 300 miles mirroring the scale on the US map. You can also project the YouTube video on Using Map Scale to Calculate Distance (1.27 min) <https://www.youtube.com/watch?v=V3QxrX0MYu4> Have students practice measuring before completing task.
7. Distribute the Johnny Appleseed Assessment and have partners complete the worksheet together.

### Assessment

#### ELA, Geography, and Mathematics

The Johnny Appleseed Assessment can be graded. Mastery will be considered correctly answering 5 out of 6 questions.

### Extensions

- Read the story again listing the myths or exaggerations about Johnny Appleseed.
- Students can learn about the life cycle of the apple and what types of climates foster apple production.
- Students can taste test different types of apples to compare the various kinds with a Venn Diagram.

### Sources

Harrison, David L (2001) *Johnny Appleseed: My Story* New York: Random House  
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