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

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**Grade Level**
2-4

**Duration**
2 class periods

### National Geography Standards

**ELEMENT TWO:**
4. The Physical and Human Characteristics of Places

**ELEMENT FIVE:**
ENVIRONMENT AND SOCIETY
14. How human actions modify the physical environment.

### Arizona Geography Standards

**Concept 2: Places and Regions**

**Grade 4**
PO 1. Describe how regions, such as the Southwest, have distinct physical and cultural characteristics.
PO 2. Locate the landform regions of Arizona (plateau, mountain, desert) on a map.

**Concept 4: Human Systems**

**Grade 2**
PO 4. Discuss cultural elements (e.g., food, clothing, housing, sports, customs, beliefs) of a community or nation (e.g., Japan, China, India, United States).

**Grade 3**
PO 4. Discuss the cultural elements of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in regions studied (e.g., Greece, Italy, United States and Canada).

**Grade 4**
PO 4. Discuss the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona’s diverse population.

**Concept 5: Environment and Society**

**Grade 2**
PO 1. Identify ways in which humans depend upon, adapt to, and impact the earth (e.g., agriculture, structures, roads).

**Grade 3**
PO 1. Identify ways in which humans depend upon, adapt to, and impact the earth (e.g., agriculture, structures, roads).

### Other Arizona Standards

**Arizona’s English Language Arts Standards**

**Reading Standards for 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.

**Integration of Knowledge and Ideas**

2.RL.7 Use information gained from the illustrations and words in a print or digital text to
Overview
Through the stories of two goats and their owners, students learn about two cultures and landforms while practicing reading skills about literary selections.

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
- “Angus, the Tartan Goat” by Margo Fallis (Included in lesson) available at: www.electricscotland.com/kids/stories/
- The Goat in the Rug Worksheet
- Angus, the Tartan Goat, Worksheet
- Compare and Contrast Two Goats worksheet
- Teacher Notes and Keys to worksheets
- *Map of Arizona’s Indian Reservations* – 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
- 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
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
The Tales of Two Goats

1. Introduce the second story about a farmer and his goat living on a croft (farm) in Scotland.

2. Ask the students to locate Scotland (the United Kingdom) on a map of Europe or on the Regions of Scotland map.

3. Identify the farm in the story as being in the Highlands Region of Scotland. Show the Highlands on the map of Scotland.

4. Discuss the characteristics of the Highlands Region (see teacher notes.) If possible, show photos of the Highlands from the website listed in the Sources.

5. Read and discuss "Angus, the Tartan Goat" with the students. Be sure to discuss the natural resources, story elements, and Scottish words with the students.

6. Individually answer the story questions on the worksheet and draw a picture of the Scottish Highlands.

7. Have students compare and contrast the settings and story elements by completing the graphic organizer.

8. Close the lesson by reviewing the natural features of the Arizona Plateau Region and Scottish Highlands.

Assessment

Story questions and the graphic organizer can be used for assessment. There is a total of 10 points per worksheet – 6 for the questions and 4 for the picture. The graphic organizer has 12 points. 80% 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

Angus, the Tartan Goat” by Margo Fallis   Available at: www.electricscotland.com/kids/stories/ (Used with permission of the author)


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