



**International Center
for Leadership
in Education**



Gold Seal Lesson:

Copernicus Education Gateway

Author(s): <i>Ann Cooley</i>			Lesson Title: <i>The Big Guys – 1 of 3 lessons</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> <i>X</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>X</i>

Instructional Focus:

Language Arts Integration- Students synthesize individual language arts skills.

Performance Task

After reading folktales related to the regions of the United States, have the class prepare a large outline map of the United States. They will then brainstorm a list of the most memorable heroes and heroines they have come across in their readings and discussions. Write the names on the board. As a class or in small groups categorize the names by the regions they are associated with and add information about their adventures.

Divide the class into work groups, assign each group a region of the United States. Each group will create a “character map” of its region, drawing and labeling pictures or writing sentences about the region’s heroic individuals. The class can then assemble the maps into a national folklore map.

Note to teacher: suggested resources – [American Folk Tales](#), by Mary Pope
[The Jack Tales, Folktales of the Southern Appalachians](#),
By Richard Chase

ICLE Essential Skills

• Follow oral or written directions. (ela 4)

• Identify, collect and/or select pertinent information while reading. (ela 5)

• Understand the personal, social, cultural and historical significance of a text. (ela 23)

• Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)

• Understand and relate to situations, events and characters in a reading selection. (ela 57)

Scoring Guide:

- 3 – The student is able to read folktales and accurately relate stories to specific locations in the United States without assistance.
- 2 – The student provides some information from the readings and is able to participate in the brainstorming and group discussions with minimal specifics.
- 1 – Even with assistance the student has difficulty obtaining information from the readings and contributing to the brainstorming sessions and the group situation.
- 0 – The student does not attempt the task.

Keywords

English Language Arts	Mathematics	Science
Reading comprehension	Algebra	Earth Science
Writing note taking, organization	Geometry	Life Science
Communications discussion, visuals	Statistics	Chemistry
Literature American literature	Calculus	Physics
Other	Trigonometry	Other
	Other	