

Finlandia University Lesson Plan

Name: LeAnn Larson

Subject: Social Studies

Grade Level: 3

Number of Students: 24

Length: 55-60 minutes

Pre-Instructional:

Strand 1. Historical Perspective- Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.

Content Standard 1.2: Comprehending the Past: All students will understand narratives about major areas of American and world history by identifying the people involved, describing the setting, and sequencing the events.

Benchmark- Early Elementary

1. Identify who was involved, what happened and where it happened in stories about the past.
4. Identify and explain how individuals in history demonstrated good character and personal virtue.

Strand 2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.

Content Standard 11.3: Location, Movement, and Connections: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Benchmark- Early Elementary

2. Identify people and places in other locations and explain their importance to the community.

Grade Level Content Expectations

G4 Human Systems:

3-G4.0.1- Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)

G5 Environment and Society:

3-G5.0.2- Describe how people adapt to, use, and modify the natural resources of Michigan. (H)

Objectives

1. Students will recognize John Chapman (Johnny Appleseed) as a pioneer who helped Indians and helped early settlers move westward.
2. Students will recognize that John Chapman (Johnny Appleseed) helped to create the apple industry in several states including Michigan.
3. Students will have a better understanding of the apple industry in Michigan by learning facts and tasting products made from apples.
4. Students will be able to express a new fact they have learned by writing the apple fact onto an apple cut out.

Materials/ Special Arrangements/ Individual Modifications

- Kellogg, Steven. Johnny Appleseed. 1988
- White board/dry erase markers
- Apple Cider
- Cups
- Apple Butter
- Graham crackers
- Apple Template
- Red, Green, Yellow construction paper
- Scissors
- Pencils, markers

During Instruction

1. The teacher will have the class move their desks back one row at a time to make room for a reading area in the front of the room.
2. After the book is read the students will continue to stay seated to answer questions about the story and listen for further instruction.
3. After instruction is given by the teacher the students will push their desks forward one row at a time.
4. The teacher will instruct passers to pass out construction paper for the apple project. While students are working on their apple fun fact students will come up one row at a time for their graham cracker/ apple butter treat.
5. The teacher will then pass out the apple cider.

Introductory Activity

1. The teacher will ask the students if they have ever heard of a man named Johnny Appleseed and explain that the name Johnny Appleseed is based on a real man named John Chapman. The teacher will introduce the lesson activities, explaining that they will be reading a book about Johnny Appleseed and then discuss its importance on our own state, Michigan. The teacher will also inform the students that they will be able to sample products made from Michigan apples and will be making an apple fun fact.

2. Developmental Activities

- a. The teacher will introduce the book “Johnny Appleseed”
- b. The teacher will read the book “Johnny Appleseed” while engaging the class with questions throughout the book. (e.g., what do you think will happen next?)
- c. After reading the book the teacher will ask the Who, What, When, Where, and Why questions about the story to gain further comprehension of the story.
- d. The teacher will introduce the topic of the Michigan apple industry while tying together Michigan facts and the Johnny Appleseed story by explaining how farmers have now taken over.
- e. The teacher will explain the fun fact activity while the students remain seated.
- f. After the desks have been pushed forward one row at a time the students will begin creating their apple fun fact project.

g. The teacher will call up one row at a time to get their apple treat.

Concluding Lesson

The teacher will explain that Johnny Appleseed left a tremendous legacy for us all to enjoy. Every time we eat an apple, we can thank Johnny for spreading that wonderful fruit across the country. Since then farmers have taken over to ensure that we continue to have apples to eat and to make products out of.

Follow- Up Activity or Assignment

1. The students will be given the opportunity to share their fun fact with the class.

Post-Instructional

Evaluation of Student Learning

The students will be evaluated on their participation, attitude during the lesson, and the neatness of their writing on the apple fun fact project.