

# TALL TALES: READ, WRITE, DRAW AND SING

**Grade Level or Special Area:** 2<sup>nd</sup> Grade

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**Length of Unit:** Seven lessons and a Culminating Activity, eight days of approximately sixty to eighty minutes each

## I. ABSTRACT

This unit on Tall Tales features stories around a campfire, writing, drawing and singing. Through these activities students come to know the characters and events that shaped American folktales. Students will use graphic organizers, write in their journals, develop a definition for the term *tall tales*, create a picture album and learn about limericks. The unit culminates with a final test and optional activities.

## II. OVERVIEW

- A. Concept Objectives
  - 1. Students will recognize the major characters of selected American folktales.
  - 2. Students will understand how to respond to literary works in a variety of ways.
- B. Content from the *Core Knowledge Sequence*
  - 1. **Language Arts: Reading and Writing: Reading Comprehension and Response** (p. 43)
    - a. Recall incidents, characters, facts, and details of stories and other texts.
    - b. Discuss similarities in characters and events across stories.
    - c. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and non-fiction.
  - 2. **Language Arts: Reading and Writing: Writing** (p. 43)
    - a. Produce a variety of types of writing—such as stories, letters, poems—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
  - 3. **Language Arts: Reading and Writing: Spelling, Grammar, and Usage** (p. 44)
    - a. Write legibly on standard-ruled notebook paper.
  - 4. **Language Arts: Fiction** (p. 46)
    - a. American Folk Heroes and Tall Tales
      - i. Paul Bunyan
      - ii. Johnny Appleseed
      - iii. John Henry
      - iv. Pecos Bill
      - v. Casey Jones
    - b. Literary Terms
      - i. tall tale
      - ii. limerick
  - 5. **Music: Songs** (p. 46)
    - a. Casey Jones (chorus only)
    - b. John Henry
- C. Skill Objectives
  - 1. Students will participate in classroom discussions.
  - 2. Students will use graphic organizers to organize their ideas.
  - 3. Students will be responsible for their own materials.
  - 4. Students will write legibly on standard-ruled notebook paper.
  - 5. Students will write a letter in a standard format.

6. Students will make visual representations of characters based on stories they have listened to.
7. Students will sing songs that reinforce learning.
8. Students will write sentences describing folktale characters.
9. Students will write a poem following an established pattern.
10. Students will publish their work by reading it aloud to the class or others.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *American Tall Tales*, by Mary Pope Osborne
  2. *What Your Second Grader Needs to Know*, edited by E.D. Hirsch, Jr.
  3. Tune to *John Henry* can be listened to at <http://www.ibiblio.org/jimmy/folkden/Jhenry.htm>
  4. Tune to *Casey Jones* can be listened to at <http://www.songsforteaching.com/CoffeyCaseyJones.html>.
- B. For Students
  1. Literary Terms: author, illustrator (p. 10, Kindergarten)
  2. American Folk Heroes and Tall Tales: Johnny Appleseed, Casey Jones (p. 10, Kindergarten)
  3. Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed. (p. 24, First Grade)
  4. Discuss how, why, and what-if questions about both fiction and non-fiction texts. (p. 24, First Grade)
  5. Use complete and detailed sentences to respond to what, when, where, and how questions. (p. 24, First Grade)
  6. Literary Terms: characters, heroes, and heroines (p. 26, First Grade)

### IV. RESOURCES

- A. *What Your Second Grader Needs to Know*, edited by E. D. Hirsch, Jr. (Lessons Four, Six, and Seven)
- B. *American Tall Tales*, by Mary Pope Osborne (Lessons One, Three, Four, and Five)
- C. *Johnny Appleseed* by Steven Kellogg (Lesson Two)
- D. *Paul Bunyan*, by Steven Kellogg (Lesson Three)
- E. *John Henry An American Legend*, by Ezra Jack Keats (Lesson Four)
- F. *Pecos Bill*, by Steven Kellogg (Lesson Five)
- G. *Casey Jones*, by Allan Drummond (Lesson Seven)

### V. LESSONS

#### Lesson One: Tall Tales (approximately sixty to eighty minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will recognize the major characters of selected American Folktales.
    - b. Students will understand how to respond to literary works in a variety of ways.
  2. Lesson Content
    - a. **Language Arts: Reading and Writing: Reading Comprehension and Response** (p. 43)
      - i. Recall incidents, characters, facts, and details of stories and other texts.

- ii. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and non-fiction.
  - b. **Language Arts: Reading and Writing: Writing** (p. 43)
    - i. Produce a variety of types of writing—such as stories, letters, poems—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
  - c. **Language Arts: Reading and Writing: Spelling, Grammar, and Usage** (p. 44)
    - i. Write legibly on standard-ruled notebook paper.
  - d. **Language Arts: Fiction** (p. 46)
    - i. American Folk Heroes and Tall Tales
      - a) Johnny Appleseed
    - ii. Literary Terms
      - a) tall tale
3. Skill Objective(s)
- a. Students will participate in classroom discussions.
  - b. Students will use graphic organizers to organize their ideas.
  - c. Students will be responsible for their own materials.
  - d. Students will write legibly on standard-ruled notebook paper.
  - e. Students will write sentences describing folktale characters.

B. *Materials*

- 1. Appendix A, Directions for Campfire
- 2. Campfire, see directions for materials for campfire of your choice, made prior to first class
- 3. *American Tall Tales* by Mary Pope Osborne
- 4. Student writing journals or standard-lined notebook paper
- 5. Appendix B, Tall Tales Web, one copy per student
- 6. Appendix C, Checklist for Student Writing
- 7. Apple stickers
- 8. File folder or 12" X 18" sheet of construction paper folded in half, one for each student

C. *Key Vocabulary*

- 1. Tall tale—stories using exaggerated humor about the deeds of larger-than-life heroes

D. *Procedures/Activities*

- 1. Prior to this lesson set up a “campfire” for story telling time. This can be done outdoors, however an indoor campfire is just as good. Make sure it is someplace that you can leave it set up for several days, or make the cardboard version that can be easily put away at the end of class each day. See Appendix A for directions.
- 2. Prior to this lesson read pages x to xii, the introduction and page 25, notes on Johnny Appleseed in *American Tall Tales* by Mary Pope Osborne. Osborne gives the reader a quick overview of the development of these legends and helps to separate truth from fiction.
- 3. Be prepared to jot down tally marks tracking student participation during discussion times.
- 4. Begin today’s lesson by playing a game often called Telephone, or sometimes Gossip. Tell the students that you are going to play a game that involves secrets, but that everyone gets to know the secret by the end of the game. You start the game by whispering a message to the first student, who then whispers it to the

next and on until everyone has heard the message. It is best if you have written out the exact words you will be saying so that you can read them back at the end. When the last student has heard the message they may stand up and tell the whole class what they were told. Unless your class is very different than most, the message will hardly resemble what you started the game with. Read what you told the first student aloud.

5. Ask the class what this game has taught them. Listen to all comments and then tell them that it has taught you that things change every time they are repeated. Tell them that this is one reason why people like to write things down in the form of books, newspapers, letters and e-mails.
6. Tell students that in the beginning years of our country many stories were shared orally and that every person who retold that story changed it a little. If you do storytelling in your classroom this is a good time to explain that you have not memorized the stories you tell. You simply have the basic story in your mind and add all the “fancy words” as you tell it. So, each time you re-tell the story it is a little bit different.
7. Tell students that over the next few days they will have a chance to hear some stories that are familiar and some that are new. They will also have a chance to do some writing and activities based on these stories. Most of these stories do not have just one author because many people have told or written them. They are called Tall Tales. Ask if anyone remembers hearing those words before. If anyone does remember the term, ask them who those stories are usually about. (Johnny Appleseed and Casey Jones were covered in Kindergarten.) Students may respond with these specific names, with the name of other American folk heroes or with the term heroes.
8. Tell students that tall tales are stories that use exaggeration to make the stories funny, and to make ordinary people into heroes. Some students will wonder if tall tales are lies. Tell them simply that if they were told to hurt someone, get out of trouble or make the teller seem important they would count as lies. Explain that tall tales were told to entertain, and to make the many experiences and dangers of the frontier seem less scary. Tell them that many stories were told by people who had the same occupation or experiences as the hero who handled it all so easily.
9. Ask students to join you around the “campfire” to listen to the story of Johnny Appleseed, pgs. 27-35 of *American Tall Tales*. Be sure to show them the wood engravings that illustrate this book. After reading, discuss the story. Possible questions might include:
  - a. Is this story exactly like the stories you have heard about Johnny Appleseed before?
  - b. What did you like most about the story?
  - c. What parts do you think are real?
  - d. What parts do you think are exaggerations?
  - e. Why did Johnny want to plant apple trees ahead of the pioneers?
  - f. What would you have chosen to plant?
10. Add further questions based on student responses. The story lists a lot of things that Johnny saw happen on the frontier, which things might have really happened? Let them know that a long list of changes Johnny saw take place are true events, some may even be events that Johnny witnessed, however it is doubtful that he would have seen them all. Tell students that this was the author’s way of telling all the changes that took place in America during Johnny Appleseed life. Ask about events students can recall that probably did take place.

Make sure that students know that although the story has a lot of exaggerations, the character is based on a real life person named John Chapman. End the story time by putting out the campfire (see campfire directions in Appendix A).

11. When students have returned to their desks review the term *tall tales* again. Hand out the Tall Tales Web, Appendix B. Tell students that they will begin to form a definition for the term *tall tales*, which you will be adding to over the next few lessons. Point out that at the center of the web is the term. Let them work individually to come up with some words that describe tall tales, telling them not to use the names of tall tales such as Johnny Appleseed. Let them know that later they may decide to change some of the words they add today so not to worry how many spaces they use. (If your students have not used webs before you will need to describe their use in greater detail.)
12. Ask students to get out their writing journals or pass out standard-ruled paper. Ask students how they can tell something they have written is a complete sentence (use the terms used in their English or writing program). Ask them to turn to the first clean page and write the title *Johnny Appleseed*. Tell them that you want them to write eight to ten complete sentences about Johnny (adapt this to a number appropriate to the time of year this unit is being taught). Remind students that all work should be done in their best handwriting.
13. Hand out folders and instruct students to put their names on the folder. Have students put their web and sentences in the folder when they are complete, then place the folder in a specific location such as a basket, crate, file holder or tray. Let students know they will find their materials there each day.

E. *Assessment/Evaluation*

1. Review student-created webs for correct usage of the web and ideas generated so far. Some students may need help with the web process. Meet with those students prior to the next lesson, if possible.
2. Review student participation. If some students had very little to contribute make a note to try and draw them into the discussion more in the next lesson. Also watch to see signs that shyness, not lack of understanding is limiting their contributions. Make notes in your grade book as this will be a useful tool during teacher's conferences.
3. Using the checklist found in Appendix C review student's writing and place an apple sticker on pages that do not need to be redone. As students turn in their corrected writing, check it again using the checklist and place an apple sticker on it when it is satisfactory.

**Lesson Two: Johnny Appleseed** (approximately sixty to eighty minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Student will recognize the major characters of selected American folktales.
  - b. Students will understand how to respond to literary works in a variety of ways.
2. Lesson Content
  - a. **Language Arts: Reading and Writing: Reading Comprehension and Response** (p. 43)
    - i. Recall incidents, characters, facts, and details of stories and other texts.
    - ii. Discuss similarities in characters and events across stories.
  - b. **Language Arts: Reading and Writing: Writing** (p. 43)

- i. Produce a variety of types of writing—such as stories, letters, poems—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
  - c. **Language Arts: Reading and Writing: Spelling, Grammar, and Usage** (p. 44)
    - i. Write legibly on standard-ruled notebook paper.
  - d. **Language Arts: Fiction** (p. 46)
    - i. American Folk Heroes and Tall Tales
      - a) Johnny Appleseed
    - ii. Literary Terms
      - a) tall tale
- 3. Skill Objective(s)
  - a. Students will participate in classroom discussions.
  - b. Students will be responsible for their own materials.
  - c. Students will write legibly on standard-ruled notebook paper.
  - d. Students will write a letter in a standard format.
  - e. Students will make visual representations of characters based on stories they have listened to.
  - f. Students will write sentences describing folktale characters.

B. *Materials*

- 1. Campfire area, set up as before
- 2. *Johnny Appleseed*, by Steven Kellogg
- 3. Student's writing journal with standard lined paper, or lined paper
- 4. Appendix D, Letter Writing Checklist
- 5. Apple stickers
- 6. Optional: fresh apples cut into thin wedges, enough for class
- 7. Crayons
- 8. White drawing paper, 9" X 12"
- 9. Sign with title *Tall Tales* hand lettered or computer generated for each gallery area

C. *Key Vocabulary*

- 1. Tall tale—stories using exaggerated humor about the deeds of larger-than-life heroes

D. *Procedures/Activities*

- 1. Continue to track student participation and encourage everyone to take part in class discussions.
- 2. Invite students to join you at the campfire again. Ask them who you read about the last time they were at the campfire (Johnny Appleseed). Tell them that today you will be reading them a different story about Johnny Appleseed. Ask them to listen for ways that the stories are alike and ways that the stories are different.
- 3. Read the story *Johnny Appleseed* by Steven Kellogg. After reading the story remain around the campfire as you discuss the story and the ways in which it was the same or different than yesterday's story. Did Mr. Kellogg make Johnny seem more like a real person than the story from yesterday? Why or why not? Much of this questioning is asking for student's observations and perspectives rather than facts. Continue to stress the exaggerations found in the story with questions such as:
  - a. Could a man really tame a wolf for a pet? (Possibly, but it would be very hard, especially in the woods.)

- b. Could a man go out alone and make friends with the Indians that lived in the woods? (yes)
  - c. Could one man beat a whole group of men at wood chopping? (probably not)
  - d. Could a person's skin be so tough that a big snake couldn't bite it? (no)
  - e. Were you surprised to hear that Johnny told stories about his adventures? (Note: this book gives some information about the War of 1812, a second grade Core Knowledge topic. If you have already covered it, point it out to students.)
4. Ask students to imagine moving west with their families in a covered wagon. If you have already covered the second grade content on Westward Expansion it may help to have them recall what they learned. (It was a long, hard, trip. Many times they ran out of some foods and had to rely on what they could hunt or find. They could not take too much fresh food because it would spoil.) Have students raise their hands if it would be great to come over a hill and find a grove of apple trees. (At this point, pass out the fresh apple wedges, if desired.) Now, tell students to keep imagining that they are heading west in a covered wagon and find that grove of trees. Tell them that someone traveling with them tells the story about Johnny Appleseed that he/she has heard as they sit around the campfire that night eating one of those crisp, crunchy apples. End by asking students to remember those things as they return to their desks. Put out the campfire before students return to their desks.
  5. Tell students that while they are still pretending to be that pioneer child you want them to write a letter to someone they know who is still back east. Remind them to tell how glad they were to see those apples, but especially to tell about the man who traveled west ahead of them planting the apples.
  6. Ask students to get out their writing journals, or pass out notebook paper. Review on the chalk or white board the placement of date, greeting, body, closing and signature. Instruct students to use the current month and day but to use the year 1850. (This is after the death of John Chapman but allows for the growth of the trees. By this time the tales about Johnny would have been known to many people as they set out west.) Remind students that you will be looking at penmanship, complete sentences and punctuation. Tell them you will be looking to see how well they have re-told the story of Johnny Appleseed in their letter.
  7. When students have finished their letters have them put the letter into their folder and return the folder to its proper place. If they are using a writing journal, have them place the journal inside their folder, you may hand them back after they are checked.
  8. Have students use crayons to draw and color a picture of how they imagine Johnny Appleseed. They should put their names on the back of their pictures and place them in their folders to be hung up before the next lesson. Allow plenty of space as this is the beginning of a gallery of folk heroes. If one central location is not available you might consider starting two or more galleries, perhaps one in the classroom and one is a hallway near the entrance to the school. If you do this make sure that you mix the pictures so that some of every student's work goes into each of the areas. Along with student art work display the title *Tall Tales* from the materials list above at each gallery area.
- E. *Assessment/Evaluation*
1. Review class participation totals and record in your grade book.

2. Use the Letter Writing Checklist, Appendix D, to evaluate the student’s letters. Before placing the letters back in the folder or returning journals place an apple sticker on the completed page if it does not need to be redone. If student’s need to correct their writing let them do so then turn it back in to be checked. Add an apple sticker when the work has been completed correctly.

**Lesson Three: Paul Bunyan** (approximately sixty to eighty minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize the major characters of selected American folktales.
  - b. Students will understand how to respond to literary works in a variety of ways.
2. Lesson Content
  - a. **Language Arts: Reading and Writing: Reading Comprehension and Response** (p. 43)
    - i. Recall incidents, characters, facts, and details of stories and other texts.
    - ii. Discuss similarities in characters and events across stories.
    - iii. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and non-fiction.
  - b. **Language Arts: Reading and Writing: Writing** (p. 43)
    - i. Produce a variety of types of writing—such as stories, letters, poems—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
  - c. **Language Arts: Reading and Writing: Spelling, Grammar, and Usage** (p. 44)
    - i. Write legibly on standard-ruled notebook paper.
  - d. **Language Arts: Fiction** (p. 46)
    - i. American Folk Heroes and Tall Tales
      - a) Paul Bunyan
    - ii. Literary Terms
      - a) tall tale
3. Skill Objective(s)
  - a. Students will participate in classroom discussions.
  - b. Students will use graphic organizers to organize their ideas.
  - c. Students will be responsible for their own materials.
  - d. Students will write legibly on standard-ruled notebook paper.
  - e. Students will make visual representations of characters based on stories they have listened to.
  - f. Students will write sentences describing folktale characters.

B. *Materials*

1. Campfire, set up as before
2. *American Tall Tales* by Mary Pope Osborne
3. *Paul Bunyan* by Steven Kellogg
4. Large Venn diagram drawn on two sheets of chart paper
5. Marker for use on chart paper
6. Appendix E, Venn Diagram, one per student
7. Appendix F, Venn Diagram Checklist
8. Student writing journals or standard-ruled notebook paper

9. Appendix C, Checklist for Student Writing
  10. Pine tree stickers
  11. Crayons
  12. White drawing paper, 9" X 12"
- C. *Key Vocabulary*
1. Tall tale—stories using exaggerated humor about the deeds of larger-than-life heroes
- D. *Procedures/Activities*
1. Prior to class it will be helpful to read the notes on page 97 of *American Tall Tales*. Osborne's background information is very helpful as you begin your classroom discussions.
  2. Prior to class make a Venn diagram on chart paper.
  3. Continue to note, with tally marks, student participation in classroom discussions.
  4. Begin class by gathering around the campfire. Ask students to imagine working all day in the woods cutting lumber and then sitting here, around the campfire, at night. Tell them that there is nothing to entertain them—no TV, radio or video games, only stories. Ask if they would rather hear a story about what they did today in class or a made-up story full of excitement and adventure. The woodsmen were the same way.
  5. Read the story of Paul Bunyan beginning on pg. 99 of *American Tall Tales*. Ask students if they have ever heard any other tales about Paul Bunyan and let them know that you will be reading another one today. Show them the cover of *Paul Bunyan* by Steven Kellogg. Ask if this book reminds them of any other books. Most students will recognize the style and format of this book as being very similar to that of the book on Johnny Appleseed by Kellogg. Point out that this is because they are by the same author, Steven Kellogg, and that he is the illustrator as well. You might ask if anyone remembers the terms *author or illustrator*, however these terms have been used since Kindergarten.
  6. Read the Kellogg version of Paul Bunyan out loud to the class. Once you have completed both stories talk to students about comparisons. Ask them what things were the same in both Paul Bunyan tales and what things were different. After students point out similarities and differences, steer the discussion towards the exaggerations in the story. Although second graders do not weight one hundred pounds they will know people who do. Point out that older siblings or their parents probably weigh that much. Ask them if those people could eat five dozen eggs, and ten sacks of potatoes for breakfast like the baby Paul Bunyan could. Other exaggerations you may want to bring out for discussion are: blue snow, an oxen that is frozen stiff but is okay, can an animal or even a machine pull on one end of a river and straighten it out, can words freeze? Tell students to keep details of the two stories in their minds as they return to their desks. Put out the campfire and have students return to their desks.
  7. Display the Venn diagram which you made prior to class. Ask students if they know what it is called. Some students probably will, if not tell them that it is called a Venn diagram and is used to organize information. Some students may know how to use a Venn diagram but not remember the name. Ask if anyone would like to explain to the class how they are used. If not, or if gaps need to be filled in, tell students that a Venn diagram is used to organize information in a way that shows similarities and differences. Point out the two larger areas where the circles do not overlap. Tell students that those are the areas that will be used

to tell about one story, while the area where the two circles do overlap will tell things that are found in both stories.

8. If this is the first experience the majority of your class has had with Venn diagrams do a sample diagram with the class. It is best to keep the topic simple such as cats and dogs. Tell students that we only put facts on the chart not opinions. Begin by labeling the diagram *Cats*, *Both* and *Dogs*. Guide students in contributing things they know about cats and dogs and placing them in the proper place. This diagram will go very quickly, leave it on display for students to refer back to while they work on their own diagram.
  9. Pass out copies of the Venn diagram from Appendix D. Point out the three sections and tell them, again, what each section represents. Place the books one on each side of the Venn diagram you have left on display to help students remember which book is which. Tell students that you are looking for a minimum of four things for each section. Remind them that you wrote words or phrases on the Cat and Dog Venn Diagram, complete sentences are not necessary and may take up too much space. For the majority of students this will not be a lengthy activity.
  10. Ask students to get out their journals or pass out lined paper. Ask students to write eight to ten complete sentences about Paul Bunyan using their Venn diagrams to help them with ideas. If necessary remind students that a complete sentence must begin with a capital and end with some form of punctuation. Have them place their finished work in their folder along with the completed diagram.
  11. Provide students with white drawing paper and crayons to draw and color a picture of Paul Bunyan. Make sure that the books used in the lesson are no longer on display as students should not feel that they have to copy or compete with illustrations by Kellogg or McCurdy. Have students put their names on the back and place their finished pictures in their folders. Hang them before the next lesson.
- E. *Assessment/Evaluation*
1. Continue to record student participation in your grade book.
  2. Collect student copies of the Venn diagram and use the checklist in Appendix F to evaluate student responses.
  3. Evaluate their writing using the checklist found in Appendix C. Place a pine tree sticker on the student's writing page if it doesn't need to be redone. Other students should correct their work and turn it back in to be checked again. Apply a sticker when it is satisfactorily completed.

#### **Lesson Four: John Henry** (approximately sixty to eighty minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize the major characters of selected American folktales.
  - b. Students will understand how to respond to literary works in a variety of ways.
2. Lesson Content
  - a. **Language Arts: Reading and Writing: Reading Comprehension and Response** (p. 43)
    - i. Recall incidents, characters, facts, and details of stories and other texts.
    - ii. Discuss similarities in characters and events across stories.

- iii. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and non-fiction.
    - b. **Language Arts: Reading and Writing: Writing** (p. 43)
      - i. Produce a variety of types of writing—such as stories, letters, poems—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
    - c. **Language Arts: Reading and Writing: Spelling, Grammar, and Usage** (p. 44)
      - i. Write legibly on standard-ruled notebook paper.
    - d. **Language Arts: Fiction** (p. 46)
      - i. American Folk Heroes and Tall Tales
        - a) John Henry
      - ii. Literary Terms
        - a) tall tale
  - 2. Skill Objective(s)
    - a. Students will participate in classroom discussions.
    - b. Students will use graphic organizers to organize their ideas.
    - c. Students will be responsible for their own materials.
    - d. Students will make visual representations of characters based on stories they have listened to.
    - e. Students will sing songs that reinforce learning.
    - f. Students will write sentences describing folktale characters.
- B. *Materials*
- 1. Campfire set up as before
  - 2. *American Tall Tales* by Mary Pope Osborne
  - 3. *John Henry An American Legend* by Ezra Jack Keats
  - 4. *John Henry* ballad text on a transparency, text found in *What Your Second Grader Needs to Know*
  - 5. Crayons
  - 6. White drawing paper, 9” X 12”
  - 7. Student’s writing journals or standard ruled notebook paper
  - 8. Appendix C, Checklist for Student’s Writing
  - 9. Appendix G, Checklist for Tall Tale Definition
  - 10. Stickers in the shape of hammers, look in scrapbooking departments, if not available use any reward sticker
  - 11. *What Your Second Grader Needs to Know*, p. 54-55, words to song *John Henry*
  - 12. <http://www.ibiblio.org/jimmy/folkden/Jhenry.htm>.
- C. *Key Vocabulary*
- 1. Tall tale—stories using exaggerated humor about the deeds of larger-than-life heroes
- D. *Procedures/Activities*
- 1. Prior to this lesson learn the words and music to the song John Henry so that you will be able to teach it to the students.
  - 2. Prior to class read the introduction to the John Henry story on page 87 of *American Tall Tales* by Mary Pope Osborne. This will give you a brief background on steel driving and the legend of John Henry.
  - 3. Begin class by inviting students to join you around the campfire. Review with students the move west from the thirteen original colonies. They have already experienced some of this through this unit and should know that people began to move west to find more land. From the Johnny Appleseed stories they will

remember people moving by covered wagons. In the Paul Bunyan stories they learned that people needed the timber from the big logging operations up north to build homes and other buildings. They should have also made the connection that the logging operation cleared land that could then be settled. Ask if students know of any other transportation that helped people to move west. (If your students have studied Westward Expansion they will know about the train or Iron Horse.) Tell students that today they will be hearing about a man who helped to build the railroads that moved people and goods west. That man was named John Henry.

4. Remind students that we know Johnny Appleseed was a real person, John Chapman. Ask if Paul Bunyan was a real person (no). Tell them that no one is certain about John Henry. Many people think that the legends surrounding him may be based on one or two real people, but we are not sure.
5. Talk briefly with students about the construction of railroads. This should not be long or technical because it will distract from the story. Most students will be familiar with the train tracks and tunnels that exist today. Tell them that steel drivers had two jobs in the construction of the railroad. One was to drive steel spikes into the rails to hold them to the wooden ties. The other and more dangerous job was to drive steel spikes into solid rock making holes so that dynamite could be used to blast big holes for tunnels. John Henry did all those jobs as he headed west.
6. Read the John Henry story from *American Tall Tales* by Mary Pope Osborne. After reading, ask students what they remember from the story. They will probably remember some of the fantastic feats attributed to John. Ask if all those feats seem possible. Could a man really work as hard as two dozen men? Could a man really beat a machine at hammering? Remind students that in the Johnny Appleseed stories Johnny sees changes coming to the west. In the Paul Bunyan stories Paul keeps moving further west to areas that don't have too many people. In the John Henry story it is not the people moving west that threaten John, it is the machines that are coming to take over the work people do. Some students may have responses to this, especially in areas where many parents are out of work. Allow adequate time for student discussion but do not let the focus get too far from John Henry.
7. Show the cover of the book by Ezra Jack Keats. Tell students that Keats is both the author and illustrator just as Kellogg was in previous books. Read the story aloud to the students. Ask what things in the story were the same and what things were different. Remind students that Johnny Appleseed and Paul Bunyan traveled alone, or with an animal for a friend. Ask if John Henry was also a loner (no). Who travel with him? (his wife, son, and the railroad crew). John Henry was an African-American, which is uncommon in folktales. Students may or may not take note of this, so be sure to point it out. Continue to discuss other things that students noted in the story focusing on the exaggerations as in other lessons. Also encourage students to compare the three characters they have covered. How are Johnny Appleseed, Paul Bunyan and John Henry alike? How are they different? What if Johnny Appleseed had a contest against Paul Bunyan in chopping down trees, who would probably win? Could Paul Bunyan beat John Henry in driving steel? Do you think John Henry would have wanted to travel out west alone like the other two did? (These are questions that make students think and compare but do not have specific answers. Instead they are planned to begin discussions. Let students contribute as much as they want to the discussion

process as long as they stay on topic.) Put out the campfire and let students return to their seats.

8. Ask students to take the Tall Tales Web from their folder. Tell them to read their responses very carefully and change any that they no longer want to include in their definition of a tall tale. With the class brainstorm some ideas for a definition but do not write them down. Ask the class to get out their writing journals or hand out lined paper. Tell students that you would like them to write a definition for the term *tall tale* using a complete sentence and the information they now have about tall tales. Instruct students to use their best handwriting as well as capitals and punctuation. Tell students that you will use a checklist to check them that will include neatness, spelling of basic words, capitals, punctuation, complete sentences and appropriate definition. Have students place their work into their folders.
9. Ask students if they remember something what John did while he was hammering (sing). Tell students that in many jobs, especially those requiring rhythm, it was common for music to be used to set the pace. Your students may be familiar with seeing soldiers singing or chanting as they march. Explain to students that one way the tales about John Henry spread were through songs about him sung by people working on the railroads.
10. Display transparency of the words to the John Henry ballad and help students learn to sing the song. It will be necessary to sing the song several times. (Note: Many of the recordings of this song contain words that are different than the wording in *What Your Second Grader Needs to Know* so if possible learn the tune and teach students the song yourself.)
11. Students should still have their writing journals with their folders. Ask students to write eight to ten complete sentences just as they did for Johnny Appleseed and Paul Bunyan. Instruct them to put their finished journals into their folders for checking.
12. Pass out paper and crayons. Ask students to draw a picture of John Henry, placing it in their folder when it is complete. Put the pictures on display in the gallery prior to the next lesson.

E. *Assessment/Evaluation*

1. Continue to track student participation using tally marks during class and recording totals in your grade book.
2. Using the checklist found in Appendix G, evaluate the student generated definitions. Place a sticker on the completed page if it doesn't need to be redone.
3. Check the student's sentences using the checklist found in Appendix C. Apply a sticker to pages that do not need to be redone. Have the other students correct their writing and turn it in to be checked again. Add a sticker when they have been satisfactorily completed.

**Lesson Five: Pecos Bill** (approximately sixty to eighty minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Student will recognize the major characters of selected American folktales.
  - b. Students will understand how to respond to literary works in a variety of ways.
2. Lesson Content
  - a. **Language Arts: Reading and Writing: Reading Comprehension and Response** (p. 43)

- i. Recall incidents, characters, facts, and details of stories and other texts.
    - ii. Discuss similarities in characters and events across stories.
    - iii. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and non-fiction.
  - b. **Language Arts: Reading and Writing: Writing** (p. 43)
    - i. Produce a variety of types of writing—such as stories, letters, poems—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
  - c. **Language Arts: Fiction** (p. 46)
    - i. American Folk Heroes and Tall Tales
      - a) Pecos Bill
    - ii. Literary Terms
      - a) tall tale
- 3. Skill Objective(s)
  - a. Students will participate in classroom discussions.
  - b. Students will use graphic organizers to organize their ideas.
  - c. Students will be responsible for their own materials.
  - d. Students will write legibly on standard-ruled notebook paper.
  - e. Students will make visual representations of characters based on stories they have listened to.
  - f. Students will write sentences describing folktale characters.

B. *Materials*

- 1. Campfire set up as before
- 2. U. S. map that is coated or has been laminated
- 3. Small dot stickers, one each of five different colors
- 4. *American Tall Tales* by Mary Pope Osborne
- 5. *Pecos Bill* by Steven Kellogg
- 6. Student writing journals or standard-ruled notebook paper
- 7. Appendix C, Checklist for Student’s Writing
- 8. Cowboy theme stickers

C. *Key Vocabulary*

- 1. Tall tales—stories using exaggerated humor about the deeds of larger-than-life heroes

D. *Procedures/Activities*

- 1. Prior to this lesson be sure to read the notes on *Pecos Bill* in the Osborne book. This character was actually authored and appeared in print prior to becoming a folk hero.
- 2. Continue to keep a tally of class participation.
- 3. Invite students to join you around the campfire. Review the previous stories by asking students to help you remember the names, and important details of each hero they have learned about. Tell them that it is very important to start at the beginning and take them in order. As students review, help them to keep the heroes in order and to only tell the highlights about each character. Show the students the map of the United States. Tell them that each of these folk heroes can be identified with a particular area of the United States. Rename them for the students and place a colored dot in the correct area as you review briefly. Use the map at the beginning of *American Tall Tales* for help in placing the dots, if necessary. Mention that it appears that the heroes are moving across the map. Ask students to guess where the next character might show up (the west). Point

to the southwestern United States as you tell students the next character is named Pecos Bill.

4. Read the story of *Pecos Bill* from *American Tall Tales* by Mary Pope Osborne. As previously established, discuss the exaggerations in the story and compare Pecos to the other tall tale heroes. Ask questions about Pecos that will point out similarities and differences between characters such as:
  - a. Pecos was left alone in the wilderness when he was still a baby, what other character was left alone like that? (Paul Bunyan)
  - b. What might have happened if Pecos and Paul had grown up with their families like Johnny Appleseed and John Henry did?
  - c. Why do you think there are no stories about Johnny Appleseed or John Henry being abandoned when they were babies? (possibly because they are based on true characters)
5. Show the students the cover of *Pecos Bill* by Steven Kellogg without referring to the author. Ask students to tell you who they think may have written and illustrated the book. If students don't respond quickly you may want to offer them two choices: Was it Ezra Jack Keats or Steven Kellogg? Ask students what led them to choose Kellogg.
6. Read the story then lead the class in a discussion of the two Pecos books. What were some of the biggest differences? (example: why Pecos fell out of the wagon) Were more things alike or different? Pecos has a girlfriend. Which other characters had girlfriends or wives? (John Henry). Which characters do you think are most alike? Which characters are most different? At this point in the unit students should be very familiar with discussion, they may carry on the discussion with little or no prompting on your part. Put out the campfire signaling students to return to their desks.
7. Tell students that you want them to remember things they learned about the character of Pecos Bill. Ask them to get their writing journals or hand out standard-ruled paper. Tell students to write eight to ten sentences on Pecos, letting them know they are welcome to write more if they wish. Remind students to put their completed journals or papers into their folder.
8. Pass out paper and crayons for students to draw and color a picture of Pecos Bill. Have students place them in their folders when they are complete. Hang in gallery area before they next lesson.

E. *Assessment/Evaluation*

1. Record the tallies for classroom participation in the grade book.
2. Use the checklist found in Appendix C to evaluate the student's writing on Pecos Bill. Place a cowboy theme sticker on writing that has been satisfactorily completed. As the remaining students redo their work check it again and apply a sticker.

**Lesson Six: Limericks** (approximately sixty to eighty minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize the major characters of selected American folktales.
  - b. Students will understand how to respond to literary works in a variety of ways.
2. Lesson Content
  - a. **Language Arts: Reading and Writing: Reading Comprehension and Response** (p. 43)

- i. Recall incidents, characters, facts, and details of stories and other texts.
  - b. **Language Arts: Reading and Writing: Writing** (p. 43)
    - i. Produce a variety of types of writing—such as stories, letters, poems—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
  - c. **Language Arts: Reading and Writing: Spelling, Grammar, and Usage** (p. 44)
    - i. Write legibly on standard-ruled notebook paper.
  - d. **Language Arts: Fiction** (p. 46)
    - i. American Folk Heroes and Tall Tales
      - a) Pecos Bill
    - ii. Literary Terms
      - a) limerick
3. Skill Objective(s)
- a. Students will participate in classroom discussions.
  - b. Students will be responsible for their own materials.
  - c. Students will write legibly on standard-ruled notebook paper.
  - d. Students will write a poem following an established pattern.
  - e. Students will publish their work by reading it aloud to the class or others.

B. *Materials*

- 1. *What Your Second Grader Needs to Know*, edited by E. D. Hirsch, Jr.
- 2. Standard-ruled notebook paper, one sheet per student
- 3. Student's writing journals or standard-ruled notebook paper
- 4. Chart paper
- 5. Marker for use on chart paper
- 6. Appendix H, Limerick Checklist
- 7. Cowboy theme stickers

C. *Key Vocabulary*

- 1. Limerick—a funny poem made up of five lines that rhyme in an AABBA pattern and have sing-song beat

D. *Procedures/Activities*

- 1. Prior to this lesson read pg. 18 of *What Your Second Grader Needs to Know*. This will acquaint you with limericks.
- 2. Continue the tally mark process.
- 3. Tell students that today they will be learning a type of poetry called limericks. Read the two limericks found in *What Your Second Grader Needs to Know*. Discuss them with students by asking what they hear (a sing-song sound, a rhythm, a beat). Re-read the poems so that students may look for that sound. Remind students that in music it helps to clap out the beat and ask them to join in as you read the poems for a third time. Let students know that this type of poem usually begins in much the same way with phrases such as “*There once was a . . .*” “*There was an old . . .*,” or “*There was a . . .*” Tell the students that these poems rhyme, with an AABBA pattern. Write one of these poems on the board or display it on the overhead projector. Point out the rhyming pattern with the letters as you call out the rhyming words. Show students how the third and fourth lines are indented and are shorter than the other three (these lines have two accented words instead of three). Tell students that limericks are always funny.
- 4. Using the board or chart paper, help the students write a class limerick about any of the characters except Pecos Bill. As they contribute ideas stop and check each

line to make sure it has the correct beat by having students help you clap it out. At the end of the first line point out the final word and remind students that the next line will need to end with a word that rhymes. Continue this process until the limerick is complete.

5. Pass out loose sheets of notebook paper to students. Tell them that they will use this paper for a rough draft and copy the limerick into their journal, or clean paper, later. Let them know that the topic for this limerick is *Pecos Bill*. Let them know that limericks do not have titles. Allow plenty of time for students to do this new process. Circulate as they write helping or re-explaining directions as you do.
  6. As students finish their limericks ask them to check their work by: clapping out the beat softly, checking for the AABBA pattern, and checking spelling.
  7. When the poems are complete to the student's satisfaction have them recopy them into their journals or onto clean paper. If some students finish early they may wish to copy the class limerick into their journals as handwriting practice.
  8. When all students have finished copying their work remind them about the characteristics of a good audience. Let each student, in turn, come to the front of the class and read their limerick. If you use an "Author's Chair" this would be a good approach as well.
- E. *Assessment/Evaluation*
1. Record tally marks in the grade book.
  2. Evaluate the student generated limericks using the checklist found in Appendix H. Put a cowboy theme sticker on successfully completed limericks. Work with the remaining students on anything they need re-explained and apply a sticker when the limerick is ready to present to the class.

**Lesson Seven: Casey Jones** (approximately sixty to eighty minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will recognize the major character of selected American folktales.
    - b. Students will understand how to respond to literary works in a variety of ways.
  2. Lesson Content
    - a. **Language Arts: Reading and Writing: Reading Comprehension and Response** (p. 43)
      - i. Recall incidents, characters, facts, and details of stories and other texts.
      - ii. Discuss similarities in characters and events across stories.
      - iii. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and non-fiction.
    - b. **Language Arts: Reading and Writing: Writing** (p. 43)
      - i. Produce a variety of types of writing—such as stories, letters, poems—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
    - c. **Language Arts: Reading and Writing: Spelling, Grammar, and Usage** (p. 44)
      - i. Write legibly on standard-ruled notebook paper.
    - d. **Language Arts: Fiction** (p. 46)
      - i. American Folk Heroes and Tall Tales

- a) Casey Jones
      - ii. Literary Terms
        - a) tall tale
    - e. **Music: Songs** (p. 46)
      - i. Casey Jones (chorus only)
      - ii. John Henry
  - 3. Skill Objective(s)
    - a. Students will participate in classroom discussions.
    - b. Students will be responsible for their own materials.
    - c. Students will write legibly on standard-ruled notebook paper.
    - d. Students will make visual representations of characters based on stories they have listened to.
    - e. Students will sing songs that reinforce learning.
    - f. Students will write sentences describing folktale characters.
- B. *Materials*
  - 1. Campfire set up as before
  - 2. *Casey Jones* by Allan Drummond
  - 3. Student's journals or lined paper
  - 4. Train theme stickers
  - 5. Appendix C, Checklist for Student's Writing
  - 6. Crayons
  - 7. White drawing paper, 9" X 12"
  - 8. Words from *Casey Jones*, found in *What Your Second Grader Needs to Know* p. 224 on a transparency
  - 9. <http://www.songsforteaching.com/CoffeyCaseyJones.html>
- C. *Key Vocabulary*
  - 1. Tall tale—stories using exaggerated humor about the deeds of larger-than-life heroes
- D. *Procedures/Activities*
  - 1. Prior to this lesson visit the web site above to learn the tune to the song about Casey Jones. Familiarize yourself with the words as well.
  - 2. Prior to the lesson read the Author's Notes at the end of *Casey Jones* by Allan Drummond.
  - 3. Continue to use tally marks to record student participation in classroom discussions.
  - 4. Invite students to join you around the campfire. Ask students what a person who drives a train is called (engineer). Tell them that today they will learn about a real engineer who died more than one hundred years ago, but has become a tall tale because of all the stories people have told about him.
  - 5. Read *Casey Jones* by Allan Drummond. As you start off the discussion process you might ask students who they think Wallace and Sims were (friends who worked with Casey). Ask students if they think everything happened just as it is told in the story. Which parts might be an exaggeration? Which parts seem real? Students may feel that there are not really exaggerations about Casey. Remind them that part of the reason he has come down as a tall tale is that his story survived through many retellings over the years and they continually change the details of the story. Tell students that this is the second tall tale about railroads. Have them tell you who the hero was in the other tall tale (John Henry). Ask how John Henry was similar to Casey and how he was different. Lead the discussion toward other characters as well. Encourage students to re-cap as

- many characters as they can in their discussion as Casey is the final hero they will study in this unit. End this session by putting out the campfire.
6. Have students get out their journals or pass out lined paper. Ask them to write eight to ten sentences about Casey Jones. Tell them to place the finished work in their folders.
  7. Pass out drawing paper and crayons. Ask students to draw and color a picture of Casey. Tell them that finished pictures should go into their folders to be hung in the gallery later.
  8. Tell students that today they will get a chance to learn a song about Casey Jones. Display the words and lead the students in singing the song several times through.
  9. Ask students who the other song they learned was about. (John Henry) Display those words and sing that song again, as well.
- E. *Assessment/Evaluation*
1. Record the tally marks for each student in your grade book.
  2. Use the checklist in Appendix C to evaluate student's sentences. Add a train sticker to those that are completed correctly. Have students make corrections as necessary then add a sticker to them as well.

## VI. CULMINATING ACTIVITY

- A. Administer the Test of Tall Tales found in Appendix I, and grade it using the Test Key found in Appendix J. Use letter or percentage grades according to your classroom standards.
- B. Have students make a cover for the book of pictures they drew. When the Tall Tales Gallery is taken down put together the books during free time or have a helper put them together outside of class time.
- C. Optional: Invite another class or parents to view the Tall Tales Gallery and listen to the class sing the two songs they learned as part of this unit.
- D. Optional: After the testing divide students into five groups. Give each group a piece of paper with the name of one of the folk heroes listed on it. Give the groups about fifteen minutes to prepare a brief (two to three minutes) skit featuring that character. When time is up have everyone sit down and let one group at a time present their skit.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Directions for Campfire
- B. Appendix B: Tall Tales Web
- C. Appendix C: Checklist for Student's Writing
- D. Appendix D: Letter Writing Checklist
- E. Appendix E: Venn Diagram
- F. Appendix F: Venn Diagram Checklist
- G. Appendix G: Checklist for Tall Tale Definition
- H. Appendix H: Limerick Checklist
- I. Appendix I: Test on Tall Tales
- J. Appendix J: Test Key

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## **Appendix A**

### **Directions for Campfire**

The campfire in this unit serves two purposes. It brings the students together and creates a listening environment. The campfire also re-creates the original experience of the American storytelling tradition. Below you will find some options I have experimented with for creating a classroom-safe campfire. All of the lighted versions are most effective if you darken the room. This also helps to set the campfire experience. You will see a reference to putting out the campfire; this is as simple as unplugging the light but is a very effective transition.

#### **LIGHTED:**

Use a small, low lamp with the shade removed. Place it in the center of a heavy cardboard and secure with putty. Trail the cord off to one side so it can be plugged in. Use a wire basket to cover the lamp so that heat does not build up too much around the light. Place fireplace logs around the basket to “build up” the campfire, but do not cover the top. Using eight to ten inch squares of cellophane in red, yellow and orange tuck them into open spaces around the log by grasping the center to make a “poof” of cellophane. The cut edges should jut out to give the effect of a flame. In some places the space will be big enough for more than one of these cellophane flames. Place the colors randomly.

Around Halloween you can by a commercial flame set-up that involves a black bowl shape which holds a light bulb and a small fan covered by a metal grill. The flames are attached so that the fan makes them move and appear to flicker. The bowl is mounted on a stand, but it is not too high. Place this item in the center of a board and anchor it as above. Surround it with logs. The advantage of this system is that it is very quick to set up and that it actually will pass (alone) for a very good Olympic torch when you study Ancient Greece.

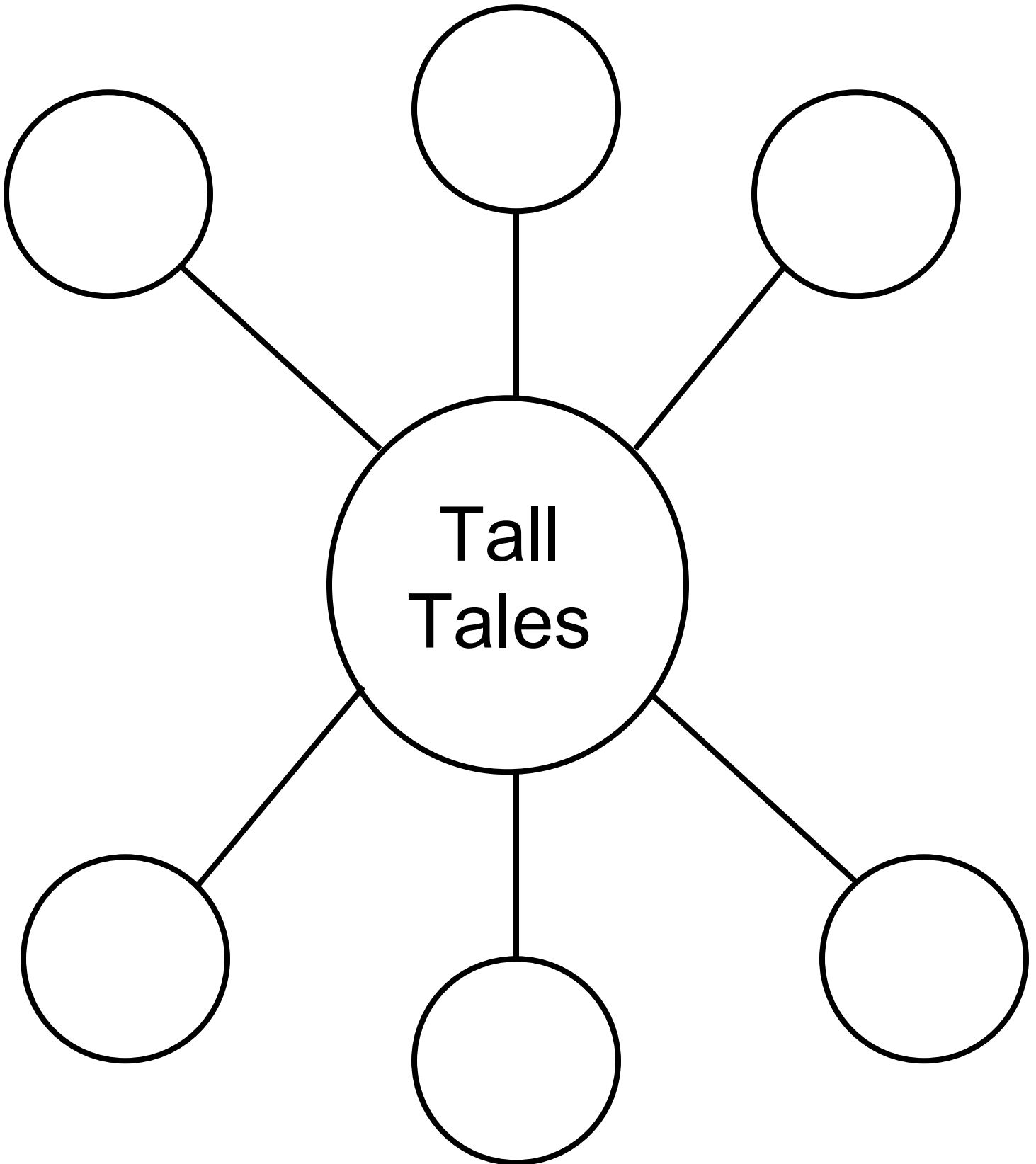
#### **UNLIGHTED:**

Cut a square cardboard box (about 12 to 18 inches high) so that you have three sides still connected in one piece. Discard the top, bottom and third side. Using poster paints put logs on all three sides. Use squares of cellophane in orange, yellow and red for flames between the logs and scattered around the top.

It works well to poke holes where you want flames and use the eraser end of a pencil to poke the center of the square into the hole far enough to secure it. Bend the flames upward. When complete form a three sided box by securing with tape on the inside.

Set up a pile of logs and tuck in “poofs” of red, orange and yellow cellophane but do not hide a light source beneath the logs.

**Appendix B  
Tall Tales Web**



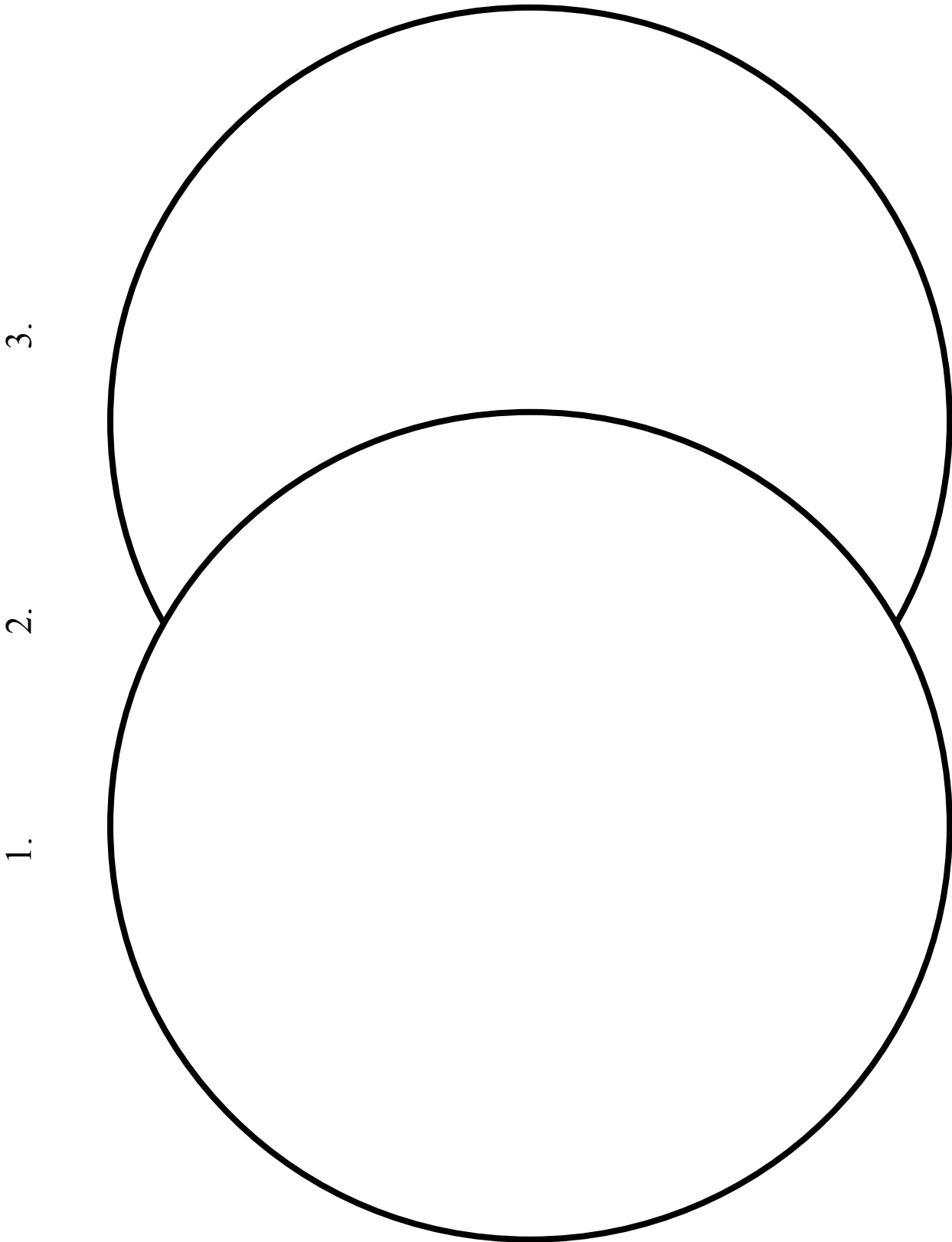
**Appendix C**  
**Checklist for Student's Writing**

	Yes 1 point	No 0 point
Does each sentence begin with a capital?		
Does each sentence end with a punctuation mark?		
Is each sentence complete?		
Does each sentence make sense?		
Are sentences in sequential order?		
Do sentences work together to form a unit?		
Does the work contain the required number of sentences?		
Is the handwriting legible?		
Does the handwriting fit on standard-ruled paper?		
Does the writing serve its purpose? (Tells about the character and his adventures.)		
Is the writing free of spelling errors?		

**Appendix D**  
**Letter Writing Checklist**

	Yes 1point	No 0
<b>Letter Form:</b>		
Does letter include return address?		
Does letter include date?		
Does letter include greeting?		
Does letter include body of at least two paragraphs?		
Does letter include a closing?		
Does letter include a signature?		
<b>Body:</b>		
Are all sentences complete?		
Does the content of the body serve the specified purpose?		
Is all required information included in the body of the letter?		
<b>Mechanics:</b>		
Is the spelling correct?		
Is punctuation used correctly in each sentence?		
Does handwriting meet classroom standards?		

**Appendix E**  
**Venn Diagram**



**Appendix F**  
**Venn Diagram Checklist**

	<b>Yes</b>	<b>No</b>
<b>Section # 1</b>		
Section lists four items?		
Item #1 applies to section?		
Item #2 applies to section?		
Item #3 applies to section?		
Item #4 applies to section?		
<b>Section # 2</b>		
Section lists four items?		
Item #1 applies to section?		
Item #2 applies to section?		
Item #3 applies to section?		
Item #4 applies to section?		
<b>Section # 3</b>		
Section lists four items?		
Item #1 applies to section?		
Item #2 applies to section?		
Item #3 applies to section?		
Item #4 applies to section?		

**Appendix G**  
**Checklist for Tall Tales Definition**

	Yes	No
Is a title included?		
Were complete sentences used?		
Did the definition make sense?		
Did the definition follow the web?		
Was all the spelling correct?		
Is punctuation used accurately?		
Does the handwriting meet classroom standards?		
Does handwriting fit on standard-ruled paper?		
Is the web included in the folder?		

**Appendix H  
Limerick Checklist**

	Yes	No
<b>Line # 1</b>		
Does line one keep the beat?		
Does line one establish the A rhyme pattern?		
Is the standard style beginning used?		
<b>Line # 2</b>		
Does line two keep the beat?		
Does line two continue the A rhyme pattern?		
<b>Line # 3</b>		
Is line three indented correctly?		
Does line three keep the beat?		
Does line three establish the B rhyme pattern?		
<b>Line # 4</b>		
Is line four indented according to the model?		
Does line four keep the beat?		
Does line four continue the B rhyme pattern?		
<b>Line # 5</b>		
Does line five keep the beat?		
Does line four return to the A rhyme pattern?		
<b>Overall</b>		
Is Pecos Bill the focus of the limerick?		
Is the spelling correct throughout the limerick?		
Does the handwriting meet classroom standards?		
Is the work humorous, in limerick style?		

**Appendix I, page 1**  
**Test on Tall Tales**

**Matching:**

Match each of the Tall Tales characters to the correct description. Use the letter in front of each character to fill in the blanks. Each character will be used more than once.

.....

A. Johnny Appleseed

B. Paul Bunyan

C. John Henry

D. Pecos Bill

E. Casey Jones

.....

\_\_\_\_\_ 1. He was a steel driving man.

\_\_\_\_\_ 2. He had a blue ox for a pet.

\_\_\_\_\_ 3. He was an engineer.

\_\_\_\_\_ 4. He fell out of a covered wagon when he was just a baby.

\_\_\_\_\_ 5. His wife was named Lucy.

\_\_\_\_\_ 6. He planted apple trees.

\_\_\_\_\_ 7. He was raised by coyotes.

\_\_\_\_\_ 8. He stopped the train in time to save the passengers.

\_\_\_\_\_ 9. He wore a pot for a hat.

\_\_\_\_\_ 10. He chopped down more trees than two dozen men.

\_\_\_\_\_ 11. He was born with a hammer in his hand.

\_\_\_\_\_ 12. He grew up in a cave in the woods.

\_\_\_\_\_ 13. His real name was John Chapman.

**Appendix I, page 2**

Match the word with the correct definition by drawing a line to the right answer.

- 14. Limerick                      a story that is truthful and has lots of facts
- 15. Tall Tales                    a funny poem that rhymes
- a person who was famous a long time ago
- a story that uses exaggerations and tells about a hero

In the space below write at least five sentences about your favorite Tall Tale.

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**Appendix J, page 1**  
**Test Key**

Matching:

Match each of the Tall Tales characters to the correct description. Use the letter in front of each character to fill in the blanks. Each character will be used more than once.

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- A. Johnny Appleseed                      B. Paul Bunyan                      C. John Henry  
D. Pecos Bill                                E. Casey Jones
- 

- C. 1. He was a steel driving man.  
   B. 2. He had a blue ox for a pet.  
   E. 3. He was an engineer.  
   D. 4. He fell out of a covered wagon when he was just a baby.  
   C. 5. His wife was named Lucy.  
   A. 6. He planted apple trees.  
   D. 7. He was raised by coyotes.  
   E. 8. He stopped the train in time to save the passengers.  
   A. 9. He wore a pot for a hat.  
   B. 10. He chopped down more trees than two dozen men.  
   C. 11. He was born with a hammer in his hand.  
   B. 12. He grew up in a cave in the woods.  
   A. 13. His real name was John Chapman.

**Appendix J, page 2**

Match the word with the correct definition by drawing a line to the right answer.

14. Limerick                                    a story that is truthful and has lots of facts

15. Tall Tales                                (14) a funny poem that rhymes

a person who was famous a long time ago

(15) a story that uses exaggerations and tells about a hero

In the space below write at least five sentences about your favorite Tall Tale.

**ANSWERS WILL VARY**

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