



Johnny Appleseed

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify the parts of specific plants that are eaten by people
- ✓ Explain that seeds are the beginning of new plants
- ✓ Demonstrate familiarity with the tall tale “Johnny Appleseed”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.


Students will:

- ✓ Recall facts from “Johnny Appleseed” and accurately answer questions such as *who*, *what*, *where*, *when* (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “Johnny Appleseed,” including answering *why* questions that require recognizing cause/effect relationships (RL.K.1)
- ✓ Sequence and describe seven pictures illustrating events in “Johnny Appleseed” (RL.K.2)
- ✓ With prompting and support, use narrative language to describe characters and events in “Johnny Appleseed” (RL.K.3)
- ✓ Define and use new words, such as *hero*, from the read-aloud and the discussion about “Johnny Appleseed” (RL.K.4)
- ✓ Listen to a variety of texts, including fictional stories such as the tall tale “Johnny Appleseed” (RL.K.5)
- ✓ Actively engage in fiction read-alouds (RL.K.10)

- ✓ Prior to listening to “Johnny Appleseed,” identify orally what they know about seeds, flowers, and fruit from the previous read-alouds
- ✓ Use temporal language to express story events in sequential order

Core Vocabulary

- eventually, adv.** At some later time; in the end
Example: After weeks of practice, the boy eventually mastered his piano piece.
Variation(s): none
- hero, n.** A very brave person
Example: The fireman who saved the cat stuck in the tree was a hero.
Variation(s): heroes
- orchards, n.** Areas of land where fruit trees are grown
Example: They were picking apples in the orchards.
Variation(s): orchard

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Johnny Appleseed	map or globe	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Hero		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Image Review	chart paper, chalkboard, or whiteboard	15



Johnny Appleseed

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Discuss with students what they remember about seeds, blossoms or flowers, and fruits. You may wish to prompt them with the following questions:

- The life cycle of a plant begins with what part of the plant? (seed)
- What is another word for blossom? (flower)
- What do we call the special plant part that holds seeds? (the fruit)
- What are some of the fruits that Polly talked about? (apples, cherries, strawberries, and watermelons)

Tell students they are about to hear a tall tale about a famous man named Johnny Appleseed, who lived long ago. A tall tale is a humorous story that stretches the truth. Ask students if they can guess, from his name, what Johnny Appleseed's favorite fruit was.

Purpose for Listening

Tell students to listen carefully to find out about the special things Johnny Appleseed did that make us remember him today.



Johnny Appleseed

← Show image 7A-1: Johnny Appleseed

- 1 *Wander* means to travel from place to place without knowing exactly where you are going next. [Trace the path Johnny Appleseed wandered on a map.]

- 2 A hero is a very brave person.



← Show image 7A-2: Johnny Appleseed in the woods

- 3 When something is shabby, it is very old and torn. To walk around barefoot means to walk around wearing nothing on your feet.
- 4 Even though Johnny was usually alone and very poor, he was happy and brave.

A long time ago in the rolling hills, there lived a man called Johnny Appleseed. Johnny Appleseed did not have a home, but instead wandered across the country from Massachusetts to Pennsylvania to Ohio to Indiana to Illinois.¹ Johnny wasn't born with the name Johnny Appleseed, but he got that name as he moved from one small town to the next. Listen to hear how Johnny got that name and why he became a **hero** to many people.²

Johnny was born in Massachusetts with the name John Chapman. When Johnny grew up, he decided to travel across the country. People could tell from Johnny's clothing that he was really very poor. His clothes were shabby, and he walked around barefoot—even in the winter.³ His hat was so threadbare that you could see his hair beneath it. But despite his loneliness and poverty, Johnny had a brave heart.⁴ He believed in the power of love. He loved all the people and all the animals he met along the way. In fact, Johnny often thought to himself that he loved all the people and all the animals in the world even though he had never met them.



← Show image 7A-3: Johnny Appleseed playing violin

- 5 [Point to the violin in the image.]

The people Johnny met along the way enjoyed his company. They would often invite him to share in a simple meal. Johnny would accept the invitation with a smile. After the meal he would take out the one possession he owned that was worth anything—his violin.⁵ Then he would play for the people who had been kind to him. Sometimes his music was happy, and sometimes it was sad. People loved to hear Johnny play. Whether his music was happy or sad, they said it soothed their soul and made them feel happier.



← **Show image 7A-4: Johnny Appleseed planting apple seeds**

Johnny lived most of his adult life this way. He wandered from place to place and survived as best he could. You might think that Johnny left no mark upon the land, or no great memory of his existence once he had passed away.⁶ After all, how could he have, as he was just a poor old man who wandered from place to place? But Johnny did indeed leave something of himself behind: something quite extraordinary⁷ and something that would give him the name Johnny Appleseed.

You see, as he traveled across the country from town to town, and from farm to farm, he collected apple seeds. The apple seeds came from the apples kind strangers gave him to eat along the way. Johnny saved the seeds and planted them in the rich earth. He planted them here, there, and everywhere.⁸

6 This means that you might think Johnny was not an important person and that people might forget about him.

7 or amazing

8 What happens when you plant seeds?



← **Show image 7A-5: Apple trees dotting the landscape**

When wintertime came, and the earth was frozen, he saved the seeds in his pockets as if they were precious diamonds. Then, when springtime came again, he planted the seeds as he moved from place to place. Johnny hoped that one day **orchards**, or places where fruit trees grow, would **eventually** grow up from the rich soil and feed all the people and animals he loved so much.⁹

Johnny did this until his tired old body could plant no more.

However, what Johnny hoped for came to pass. The apple seeds took root and young saplings began to grow. As the years went by, beautiful apple trees dotted the landscape. Apple orchards appeared like an oasis on the wide-open prairies.¹⁰

9 When something happens eventually, it does not happen quickly, but happens after some time has passed.

10 An oasis is a nice and comfortable place to be. The apple trees made the land look very good and pleasant to live in.



← **Show image 7A-6: Farmhouses dotting the landscape**

Eventually, more and more people began to move West. Wagons full of hopeful people rolled across the land. Later, the railroad brought even more hopeful people. All of these people were searching for new places to make a home.

Incredibly, many people chose to build their homes near the apple trees and orchards that Johnny had planted. The sight of the

11 *Prosperous* means successful.

12 Why might people call Johnny a hero? How did planting apple seeds help people?



trees gave people hope of a fruitful and prosperous future.¹¹ Farm houses, and then towns, were built near the trees that Johnny had planted. He became a hero to all those who loved the apple trees as much as Johnny did, and they began to call John Chapman Johnny Appleseed.¹²

← **Show image 7A-7: Kids playing around an apple tree**

As the years went by, people harvested the apples from the trees Johnny had planted, and stored them away for the winter months. They made pies, apple butter, and jam. Children played beneath the branches of the apple trees or sat in the cooling shade. These things happened because Johnny Appleseed had cared about all the people of the world, whether he knew them or not.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Who is the main character in this story? (Johnny Appleseed is the main character in this story.)
2. *Literal* Where did Johnny Appleseed get apple seeds for planting? (The apple seeds came from the apples kind people gave him to eat.)
3. *Inferential* How did John Chapman get the nickname Johnny Appleseed? (John Chapman was called Johnny Appleseed because he loved apple trees and planted apple seeds.)
4. *Literal* What was the beginning of the life cycle of the trees planted by Johnny Appleseed? (The beginning of the life cycle of the trees planted by Johnny Appleseed is the apple seed.)
5. *Inferential* Why did people decide to build their homes near the apple trees that Johnny had planted? (The people liked the way the apple trees looked. The apple trees gave them hope for a fruitful and prosperous future.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will have several of you share what you discussed with your partner.

6. *Evaluative Think Pair Share:* How did the apple seeds that Johnny planted help people? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Hero

5 minutes

1. In the read-aloud you heard, "Listen to hear how Johnny got [his] name and why he became a *hero* to many people."
2. Say the word *hero* with me.
3. A hero is a very brave person who has done important things.
4. A person may be considered a hero to a small group of people like your family, or to a larger group of people such as the people in our country or the people around the world. George Washington is considered a hero because he was very brave and became our first president.
5. Think about some of the people that you know or have heard about that have been very brave and done important things. Try to use the word *hero* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My grandma is my hero because . . ."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Who do you consider a hero? You may choose people in the school or community, or people you have studied or read about in the classroom. Be sure to begin your responses with "I think _____ is a hero because . . ."



Complete Remainder of the Lesson Later in the Day



Johnny Appleseed

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Extensions

15 minutes

Image Review

Show images 7A-1 through 7A-7. Ask students to explain what is happening in each picture. Help them to create a continuous retelling of the narrative that follows the life and adventures of Johnny Appleseed. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Also encourage the use of temporal vocabulary to help in introducing and sequencing events and ideas: *first, then, next, later, finally, etc.* You may want to record the students' story on chart paper, a chalkboard, or a whiteboard, so that you can reread their version to them.