

SAG-AFTRA FOUNDATION PRESENTS

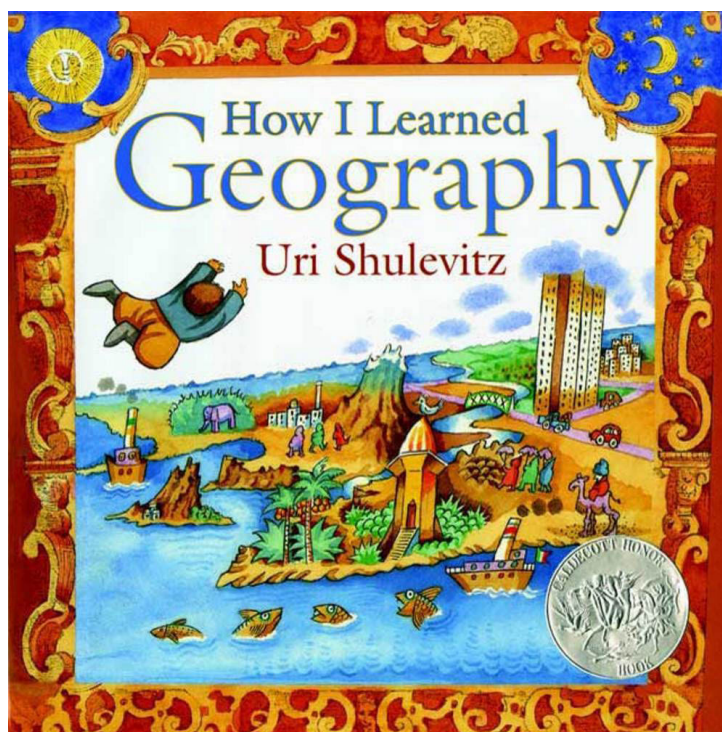
# Storyline Online

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## A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2/3



# HOW I LEARNED GEOGRAPHY

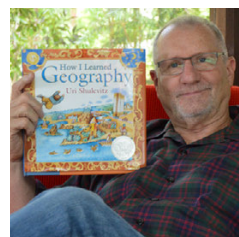
WRITTEN BY URI SHULEVITZ

Watch the video of actor

**Ed O'Neill**

reading this story at

[storylineonline.net](http://storylineonline.net)



## BEFORE READING

**Standards:** CCSS.SL.2.1; SL.3.1

Tap knowledge/build background about World War II and explain the term refugee.

**Discussion questions:**

- What would it be like to be forced to move to a new country in order for your family to be safe? What are some problems you and your family might have in daily life?
- How would you feel living in a strange new land?

## DURING READING

**Standards:** CCSS.SL.2.2; SL.3.2, CCSS.RL2.3; 3.3

**Reading Focus:** Characterization

**Objective:** Students will listen to story and answer teacher posed questions appropriately.

**Procedure:** Stop story at appropriate parts to ask questions:

**Beginning:**

- What is the setting of the story? (*small village in a country that is not the family's*)
- Who are the main characters? (*Mom, Dad, and Boy*)
- Who is telling the story? (*Boy*) How do you know? (*words we, I used*)

**Middle:**

- What's the problem in the story? (*the father brings home a map instead of bread*) Why is that a problem? (*the family is hungry*)
- How do the mother and the little boy feel about the father bringing home a map? (*upset, mad*) How do you know? (*Mother - "No supper tonight" ... bitterly; Boy - I was furious*)
- Why does the Boy cover his head with a blanket so he doesn't hear the man eating? (*he's hungry and upset that the man has food and he doesn't*)
- How do you know the Boy is becoming interested in the map? (*he spends lots of time looking at it, draws it on scrapes of paper*)
- How does the illustrator show how the boy is feeling about the map? (*he's smiling in each picture, looks like he's enjoying himself*)

**Ending:**

- How did the map help the Boy during this difficult time? (*he could use his imagination to go to fun places and forget about being hungry and sad*)
- Why did the boy say, "I forgave my father. He was right, after all." (*accept all reasonable answers*)

## AFTER READING

**Standards:** CCSS.RL.2.3; RL.3.3; CCSS.SL.2.2; SL.3.2

**Materials:** White paper (8X10), Crayons

**Objective:** Students will describe the main character's feelings in the beginning and the end of the story; show events which led to this change.

**Procedure:** Have students fold a paper in thirds – label sections: BEGINNING, MIDDLE, END. Instruct the students to complete the following:

- **BEGINNING** (Section 1) – draw boy showing his feelings at the beginning of the story, use one word to describe how he feels
- **MIDDLE** (Section 2) – draw pictures showing what causes the boy to change his feelings. Write a caption to go with each picture.
- **END** (Section 3) – draw boy showing his feelings at end of story, use 1 word to describe how he feels.

## READING RESPONSE

**Standards:** CCSS.RL.2.1; RL.3.1, CCSS.SL.2.2; SL.3.2

**Objective:** Students will answer the prompt using at least two details from text to support the response.

**Materials:** Character Activity from above

**Prompt:** How did the Boy's feelings about his father change from the beginning of the story? Use details from the story to support your response.

**Procedure:** Have students use the above activity to answer the prompt.

## WRITING

**Standards:** CCSS.W.2.3; W.3.3

**Objective:** Students will write a narrative piece using grade appropriate sentence structure and spelling.

**Prompt:** In the story, the Boy used his imagination to escape his hunger and sadness. Write about a time when you used your imagination to help you feel better when you were sad or bored.

# ACROSS THE CURRICULUM ACTIVITIES

## SOCIAL STUDIES/TECHNOLOGY

**Standards:** CCSS.SL.2.1; SL.3.1

**Objective:** Students will name and identify the seven continents. Students will use a computer to name and locate a city with an unusual/funny name for each continent.

**Materials:** Chart paper, computers, blank continent map (  **Google It:** printable blank continent map), large map of continents (Smart Board or paper map)

**Prior knowledge:** understanding of cities, countries and continents; how to use a search engine on a computer.

### Procedure:


**Step 1:** Locate and listen to the part where the boy is making a rhyme of the strange sounding names.

**Step 2:** Discuss names and make a class list on chart paper.

**Step 3:** Tell students that these are names of real places in the world. Discuss why they may sound strange or funny.

**Step 4:** Pass out the Blank Continent Maps and have students work together to identify each continent.

**Step 5:** Use the names in the rhyme to model how to use a search engine to locate which country/continent the city is located. Have students point to the continent as you find each place.

**Step 6:** Challenge students to find at least one funny/unusual name for each continent.  **Google It:** Funny names in (name of continent); unusual city names, etc.

### Answer Key:

Fukuoka – Japan (Asia)

Takaoka - Japan (Asia)

Omsk – Siberia (Europe)

Fukuyama – Japan (Asia)

Nagayama – Japan (Asia)

Tomsk –Russia (Europe)

Okazaki – Japan (Asia)

Miyazaki – Japan (Asia)

Pinsk – Belarus (Europe)

Pennsylvania – United States (North America)

Transylvania – Romania (Europe)

Minsk – Belarus (Europe)

## ART: PAPER MACHE WORLD GLOBE

**Materials:** Round balloon, newspaper, paper mache glue, acrylic paint (blue, green, brown, yellow and white), paintbrushes, world atlas/map

### Procedure:

**Step 1:** Blow up and tie balloon.

**Step 2:** Tear ten pages of newspaper into strips about 2 inches wide and 6 inches long and place into the Paper Mache glue.

**Step 3:** Apply 3 or 4 layers of the newspaper coated in Paper Mache glue to cover the balloon's surface. Allow each layer to dry completely before applying the next. This may take a few hours.

**Step 4:** Once dry, use the atlas or map of the world and paint the balloon to look like a real globe using the acrylic pain. Remember to identify each continent.

**Alternative Idea:** Provide students with a cut out of each continent scaled to fit the balloon. Have students color and identify each continent. After painting the balloon blue, have students glue the continent cut outs on the globe in the correct place.

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online* streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. Visit [sagaftra.foundation](http://sagaftra.foundation).

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