








# Teacher Guide for FAST-R Passage: Good Friend, Johnny Appleseed

FAST-R: Formative Assessments of Student Thinking in Reading **Drama**

## At a Glance

Approximate Grade Range:  2 3 4 5 6 7 8 9 10 11  
 Genre: Drama  
 Topic: A pioneer family eagerly awaits a visit from Johnny Appleseed.  
 Author: Kathryn Sanders Reider  
 Source: -  
 Special Note: used on G3 MCAS 1999

Difficulty Index: Considerate ..... Challenging  
 Structure:   
 Purpose:   
 Richness:   
 Relationships:   
 Vocabulary:   
 Style:   
 Lexile Measure: 800L

*Have you ever acted in a school play? The lines below are from a play about a beloved figure from American history. Read the scene to learn more about the man called Johnny Appleseed and then answer the questions that follow.*

## Good Friend, Johnny Appleseed

by Kathryn Sanders Reider

(It is summer in central Ohio. The War of 1812 has begun. In the Strong family's pioneer kitchen, Mrs. Strong, her son Roger, and daughter Lisa are looking forward to Johnny Appleseed's return. As the scene opens, the chorus sings "A Lot of Apple Seeds," and action begins.)

Structure: Students need to understand the elements of a play, including stage directions, scene setting, and characters' lines.

ROGER Mother, I wish Johnny Appleseed would come. I've taken care of the trees he planted, just as he showed me, and I want him to see them. He'll be pleased.

MRS. STRONG (*sewing on quilting pieces*) Well, Roger, 1812 has been a hard year. With this war going on, there's no telling when he'll appear. We don't see him for months in normal times—and these are hardly normal times. With British soldiers threatening us and unfriendly Indians sometimes moving through this country, it may be months before he appears. Then again, he may come at any time. (*She shakes her head.*) He's a strange man—a good one—but with ideas strange in this time of war and danger. (*She folds sewing.*)

Richness: Students must have some background knowledge of the American colonies and post-colonial America. Note the tensions between the British and the Indians.

LISA How is he strange? Tell us about him. Is his name really Johnny Appleseed?

ROGER Of course not, Lisa. His name is John Chapman.

MRS. STRONG Johnny Appleseed came from New England. He wanted to help pioneers going west. In New England, everyone had an apple tree in the yard.

ROGER And Johnny Appleseed gathered discarded apple seeds from the cider presses in Pennsylvania, and came in a canoe down the Ohio River to central Ohio, planting seeds everywhere.

Vocabulary: Much of the vocabulary is content specific and requires background knowledge.

MRS. STRONG (*lays aside her sewing and goes to look out the door*) Not everywhere, Roger. He chose just good, sunny, well-drained places. Most of the time he travels on foot.

ROGER All over this country, Lisa—hundreds of miles.

Continued on next page 

LISA Well, I'm glad I've saved apple cores for him like he asked. Now he can plant some more. Mother, does he know how to read?

MRS. STRONG Oh, yes. He went to school in New England. He always carries a book with him. Sometimes he leaves pages of it for us to read. (*Goes to stir the kettle in the fireplace.*) How I would love to hear him read to the family again, before the fireplace. His voice—there was none like it!

ROGER But why does he wear ragged clothes?

MRS. STRONG His needs are few and his clothes suit his way of life in the woods. Once someone gave him new shoes, but he gave them to a pioneer going west who needed them more than he did—said he was used to going barefoot most of the time. But he eats so little it worries me—a few berries or nuts. He often sleeps out under a tree. He's truly a man of peace and nature.

LISA Well, I'm going to sing my doll to sleep, then take her out to the hollow tree he showed me. He's going to bring a ribbon for her hair. (*Lisa, center stage, sings "Sleep Little Cornhusk Dolly," then exits.*)

MRS. STRONG Roger, maybe you should go with her. Then you can bring in more wood. I don't like your father's being gone so long. Perhaps he won't get home before sundown. With the woods full of danger, he won't want to travel at night.

LISA (*returns holding a bright-colored ribbon*) Mother! Johnny Appleseed has been here. He left this ribbon in the tree.

MRS. STRONG Oh, surely not. You must have put it there and forgotten it.

ROGER If only he would come! But don't worry, Mother. You know the Indians here are friendly and good friends of Johnny Appleseed. Sing us the song you made up about him. Then I'll get the wood.

MRS. STRONG You're trying to comfort me. You're a good son, Roger. Since General Hull surrendered so shamelessly at Detroit, nothing is certain. But, I'll sing the song. (*She sings the song "Good Friend, Johnny Appleseed."*)

ROGER The sun is going down fast. I'll get the wood in a hurry. (*He goes out. Lisa sets the table. Mrs. Strong dishes up food from the fireplace pot. Roger returns and places wood by the fireplace. As they sit down to eat, a whippoorwill call is heard offstage.*)

ROGER It's Johnny Appleseed! Lisa was right. I'd know that call anywhere.

LISA I told you he was nearby. He just had to be. (*Johnny Appleseed enters. He is wearing ragged, mismatched clothes and has long hair. He walks with dignity and gentleness. He is followed by Mr. Strong. Cries of welcome greet them.*)

Relationships: Important relationships are between the Strong family and Johnny Appleseed and between Mrs. Strong and her children.

### Ideas for Connected Writing Activities

- Explain why the Strong family considers Johnny Appleseed a "good friend." Use important information from the selection in your answer.

### Spotlight On: Johnny Appleseed

John Chapman (1774-1847), popularly known as Johnny Appleseed, was a real man who planted apple orchards across Ohio, Indiana, and Illinois. He lived a basic lifestyle, traveling by foot, planting trees, and visiting settlers. He would return to his orchards every one or two years. Many of the kinds of apples we eat today were first planted by Johnny Appleseed in the 1800s.

# Teacher Guide for FAST-R Passage: Good Friend, Johnny Appleseed

## FAST-R: Formative Assessments of Student Thinking in Reading Drama

The annotated answer key below highlights common reasons students might choose each answer, and the sidebar gives more insight into the question type to help you understand patterns of student responses. Always make time to follow up with students in conferences or small groups to probe their thinking, teach in response to patterns, and help them apply effective reading and thinking strategies to their everyday reading.

Note: You may find it helpful to refer to the “Types and Levels of Thinking Assessed on FAST-R” sheet from your teacher resource folder as you examine your students’ responses. The icon in the right-hand column, below, corresponds to that sheet’s more detailed explanations of the kinds of thinking each type of question asks of readers.

<p><b>1. What is the purpose of the paragraph in bold print at the beginning of the play?</b></p> <ul style="list-style-type: none"><li>A. to hook the reader’s attention (OOB)</li><li>B. to tell what the actors should do on stage (OOP2)</li><li>✓ C. to introduce the characters and setting of the play</li><li>D. to introduce the main idea of the scene (OOB)</li></ul>	<p>MI5: <i>Determine meaning by incorporating an understanding of literary concepts</i></p>
<p><b>2. What is the setting for this play?</b></p> <ul style="list-style-type: none"><li>A. in a fort held by British soldiers (OOP2)</li><li>B. in a canoe on the Ohio River (OOP2)</li><li>C. at a school in New England (OOP2)</li><li>✓ D. in a pioneer home in Central Ohio</li></ul>	<p>FE2: <i>Recognize the explicit meaning from varied wording in the text</i></p>
<p><b>3. What is the purpose of the words in parentheses after a character speaks?</b></p> <ul style="list-style-type: none"><li>A. to tell something new about a character (OOB, <i>students may find this choice appealing if they didn’t read the stage directions carefully</i>)</li><li>✓ B. to tell what the actor should do on stage</li><li>C. to tell what other actors are thinking (OOB, <i>sometimes in stories the words in parentheses indicate what characters are thinking</i>)</li><li>D. to tell the audience what the lines mean (OOB, <i>in other genres, words in parentheses often elaborate on the text</i>)</li></ul>	<p>MI5: <i>Determine meaning by incorporating an understanding of literary concepts</i></p>
<p><b>4. Roger wants Johnny Appleseed to come because he wants Johnny to</b></p> <ul style="list-style-type: none"><li>A. bring the family news about the war. (OOP2, <i>war is mentioned, but that is not why Roger wants to see Johnny</i>)</li><li>B. taste the apples from his trees. (OOB, <i>kids may like tasting apples</i>)</li><li>C. bring some seeds to plant some trees. (OOP1, <i>the first half of the scene refers to Johnny bringing seeds west to plant trees</i>)</li><li>✓ D. see how well he’s taken care of his trees. (<i>found in the first line</i>)</li></ul>	<p>FE1: <i>Identify evidence explicitly stated in the text</i></p>
<p><b>5. What does Mrs. Strong mean by “these are hardly normal times”?</b></p> <ul style="list-style-type: none"><li>✓ A. The war has changed the family’s life.</li><li>B. The family’s life is just like usual. (OOP2)</li><li>C. Johnny Appleseed has changed the family’s life. (OOP1)</li><li>D. Johnny Appleseed is a strange man. (OOP1)</li></ul>	<p>MI1: <i>Determine implicit meaning from ideas in context</i></p>

## Elementary Drama Passage 2 • “Good Friend, Johnny Appleseed”

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**6. Which detail from the play supports the idea that Johnny Appleseed is “truly a man of peace and nature”?**

- A. He often helped friends stop arguing. (OOB, *students may have friends who act as peacekeepers*)
- B. He always carries a book with him. (OOP1, *found in Mrs. Strong’s fourth line. This detail supports the idea that he is educated*)
- ✓ C. He is friends with the Indians and sleeps outdoors. (*found in Mrs. Strong’s fifth line and Roger’s sixth line*)
- D. He threatened the British soldiers. (OOP2, *Mrs. Strong mentions threatening British soldiers, but Johnny did not threaten them*)

MI3: *Determine implicit meaning by understanding the organization of information in the text*

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**7. What is the FIRST clue that Johnny Appleseed is nearby?**

- A. the whippoorwill call (OOP1, *heard just before Johnny Appleseed enters the house, after Lisa finds the ribbon on the tree*)
- ✓ B. the ribbon in the hollow tree (*found when Lisa returns from outside with the ribbon about two-thirds of the way through the scene*)
- C. the letter he left (OOB)
- D. the bag of apple seeds — (OOP2, *Roger mentions that Johnny carried apple seeds west*)

FE1: *Identify evidence explicitly stated in the text*

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**8. How do the characters feel about Johnny Appleseed’s arrival?**

- A. unfriendly (OOP2, *the word “unfriendly” is used in the scene, as are “friendly” and “friends,” but it has negative association*)
- B. peaceful (OOP1, *a positive word; Johnny is “a man of peace”*)
- C. not interested (OOB, *students themselves may not be interested, but they are confusing their feelings with those of the characters*)
- ✓ D. happy (*everybody is looking forward to Johnny’s arrival; the right answer must be something positive*)

MI1: *Determine implicit meaning from words in context*

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**9. At the end Johnny Appleseed “walks with dignity and gracefulness.” The author most likely includes this detail to**

- A. explain why Johnny Appleseed wears ragged clothes. (OOP2)
- ✓ B. help the reader picture Johnny Appleseed.
- C. describe why Johnny Appleseed walks barefoot. (OOP1)
- D. make the reader wonder if it’s really Johnny Appleseed. (OOB)

MI5: *Determine meaning by incorporating an understanding of literary concepts*

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**10. What is one reason pioneer families like the Strongs thought of Johnny Appleseed as a “good friend”?**

- ✓ A. He had little, but gave much to others.
- B. He lived a simple lifestyle. (OOP1)
- C. He was friendly with the Indians. (OOP1)
- D. He tried to end the War of 1812. (OOP2)

MI2: *Determine a single implicit meaning from the total of the text*

# FAST-R

## Formative Assessments of Student Thinking in Reading



Name \_\_\_\_\_ "Good Friend, Johnny Appleseed" • Drama  
Date \_\_\_\_\_ Teacher/Class \_\_\_\_\_

*Have you ever acted in a school play? The lines below are from a play about a beloved figure from American history. Read the scene to learn more about the man called Johnny Appleseed and then answer the questions that follow.*

### Good Friend, Johnny Appleseed

by Kathryn Sanders Reider

**(It is summer in central Ohio. The War of 1812 has begun. In the Strong family’s pioneer kitchen, Mrs. Strong, her son Roger, and daughter Lisa are looking forward to Johnny Appleseed’s return. As the scene opens, the chorus sings “A Lot of Apple Seeds,” and action begins.)**

ROGER

Mother, I wish Johnny Appleseed would come. I’ve taken care of the trees he planted, just as he showed me, and I want him to see them. He’ll be pleased.

MRS. STRONG (*sewing on quilting pieces*)

Well, Roger, 1812 has been a hard year. With this war going on, there’s no telling when he’ll appear. We don’t see him for months in normal times—and these are hardly normal times. With British soldiers threatening us and unfriendly Indians sometimes moving through this country, it may be months before he appears. Then again, he may come at any time. (*She shakes her head.*) He’s a strange man— a good one—but with ideas strange in this time of war and danger. (*She folds sewing.*)

LISA

How is he strange? Tell us about him. Is his name really Johnny Appleseed?

ROGER

Of course not, Lisa. His name is John Chapman.

MRS. STRONG

Johnny Appleseed came from New England. He wanted to help pioneers going west. In New England, everyone had an apple tree in the yard.

ROGER

And Johnny Appleseed gathered discarded apple seeds from the cider presses in Pennsylvania, and came in a canoe down the Ohio River to central Ohio, planting seeds everywhere.

MRS. STRONG (*lays aside her sewing and goes to look out the door*)

Not everywhere, Roger. He chose just good, sunny, well-drained places. Most of the time he travels on foot.

#### Spotlight On: Johnny Appleseed

John Chapman (1774-1847), popularly known as Johnny Appleseed, was a real man who planted apple orchards across Ohio, Indiana, and Illinois. He lived a basic lifestyle, traveling by foot, planting trees, and visiting settlers. He would return to his orchards every one or two years. Many of the kinds of apples we eat today were first planted by Johnny Appleseed in the 1800s.

ROGER

All over this country, Lisa—hundreds of miles.

LISA

Well, I'm glad I've saved apple cores for him like he asked. Now he can plant some more. Mother, does he know how to read?

MRS. STRONG

Oh, yes. He went to school in New England. He always carries a book with him. Sometimes he leaves pages of it for us to read. *(Goes to stir the kettle in the fireplace.)* How I would love to hear him read to the family again, before the fireplace. His voice—there was none like it!

ROGER

But why does he wear ragged clothes?

MRS. STRONG

His needs are few and his clothes suit his way of life in the woods. Once someone gave him new shoes, but he gave them to a pioneer going west who needed them more than he did—said he was used to going barefoot most of the time. But he eats so little it worries me—a few berries or nuts. He often sleeps out under a tree. He's truly a man of peace and nature.

LISA

Well, I'm going to sing my doll to sleep, then take her out to the hollow tree he showed me. He's going to bring a ribbon for her hair. *(Lisa, center stage, sings "Sleep Little Cornhusk Dolly," then exits.)*

MRS. STRONG

Roger, maybe you should go with her. Then you can bring in more wood. I don't like your father's being gone so long. Perhaps he won't get home before sundown. With the woods full of danger, he won't want to travel at night.

LISA *(returns holding a bright-colored ribbon)*

Mother! Johnny Appleseed has been here. He left this ribbon in the tree.

MRS. STRONG

Oh, surely not. You must have put it there and forgotten it.

ROGER

If only he would come! But don't worry, Mother. You know the Indians here are friendly and good friends of Johnny Appleseed. Sing us the song you made up about him. Then I'll get the wood.

MRS. STRONG

You're trying to comfort me. You're a good son, Roger. Since General Hull surrendered so shamelessly at Detroit, nothing is certain. But, I'll sing the song. *(She sings the song "Good Friend, Johnny Appleseed.")*

ROGER

The sun is going down fast. I'll get the wood in a hurry. *(He goes out. Lisa sets the table. Mrs. Strong dishes up food from the fireplace pot. Roger returns and places wood by the fireplace. As they sit down to eat, a whippoorwill call is heard offstage.)*

ROGER

It's Johnny Appleseed! Lisa was right. I'd know that call anywhere.

LISA

I told you he was nearby. He just had to be. *(Johnny Appleseed enters. He is wearing ragged, mismatched clothes and has long hair. He walks with dignity and gentleness. He is followed by Mr. Strong. Cries of welcome greet them.)*



Name \_\_\_\_\_

“Good Friend, Johnny Appleseed” • Drama

Date \_\_\_\_\_

Teacher/Class \_\_\_\_\_

### Good Friend, Johnny Appleseed

Mark your choice by filling in the circle next to the best answer.

1. What is the purpose of the paragraph in bold print at the beginning of the play?

- (A) to hook the reader’s attention
- (B) to tell what the actors should do on stage
- (C) to introduce the characters and setting of the play
- (D) to introduce the main idea of the scene

2. What is the setting for this play?

- (A) in a fort held by British soldiers
- (B) in a canoe on the Ohio River
- (C) at a school in New England
- (D) in a pioneer home in Central Ohio

3. What is the purpose of the words in parentheses after a character speaks?

- (A) to tell something new about a character
- (B) to tell what the actor should do on stage
- (C) to tell what other actors are thinking
- (D) to tell the audience what the lines mean

4. Roger wants Johnny Appleseed to come because he wants Johnny to

- (A) bring the family news about the war.
- (B) taste the apples from his trees.
- (C) bring some seeds to plant some trees.
- (D) see how well he’s taken care of his trees.

5. What does Mrs. Strong mean by “these are hardly normal times”?

- (A) The war has changed the family’s life.
- (B) The family’s life is just like usual.
- (C) Johnny Appleseed has changed the family’s life.
- (D) Johnny Appleseed is a strange man.

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**6. Which detail from the play supports the idea that Johnny Appleseed is “truly a man of peace and nature”?**

- (A) He often helped friends stop arguing.
- (B) He always carries a book with him.
- (C) He is friends with the Indians and sleeps outdoors.
- (D) He threatened the British soldiers.

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**7. What is the FIRST clue that Johnny Appleseed is nearby?**

- (A) the whippoorwill call
- (B) the ribbon in the hollow tree
- (C) the letter he left
- (D) the bag of apple seeds

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**8. How do the characters feel about Johnny Appleseed’s arrival?**

- (A) unfriendly
- (B) peaceful
- (C) not interested
- (D) happy

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**9. At the end Johnny Appleseed “walks with dignity and gracefulness.” The author most likely includes this detail to**

- (A) explain why Johnny Appleseed wears ragged clothes.
- (B) help the reader picture Johnny Appleseed.
- (C) describe why Johnny Appleseed walks barefoot.
- (D) make the reader wonder if it’s really Johnny Appleseed.

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**10. What is one reason pioneer families like the Strongs thought of Johnny Appleseed as a “good friend”?**

- (A) He had little, but gave much to others.
- (B) He lived a simple lifestyle.
- (C) He was friendly with the Indians.
- (D) He tried to end the War of 1812.

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**Open Response Prompt:**

Explain why the Strong family considers Johnny Appleseed a “good friend.”

Use important information from the selection in your answer.



Teachers: Please duplicate and use this answer sheet only for students for whom you did not receive a pre-printed answer sheet!

# FAST-R Answer Sheet

Name \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_ Class \_\_\_\_\_

Passage Title \_\_\_\_\_ Teacher Name \_\_\_\_\_

Completely fill the circle for the correct answer.

Write your answer to the open response prompt in the lined space below if your teacher directs you to do so.

1. (A) (B) (C) (D)

\_\_\_\_\_

2. (A) (B) (C) (D)

\_\_\_\_\_

3. (A) (B) (C) (D)

\_\_\_\_\_

4. (A) (B) (C) (D)

\_\_\_\_\_

5. (A) (B) (C) (D)

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6. (A) (B) (C) (D)

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7. (A) (B) (C) (D)

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8. (A) (B) (C) (D)

\_\_\_\_\_

9. (A) (B) (C) (D)

\_\_\_\_\_

10. (A) (B) (C) (D)

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OFFICE USE ONLY	
RESEARCH:	(Y) (N)
OPEN RESPONSE:	(1) (2) (3) (4)