This lesson plan is designed for grade levels 2-12 to show how children’s literature may be used to teach geography and reading at the same time. The focus of the lesson is on trees, and how humans interact with their environment. The information for teachers includes: grade level, purpose, time needed, theme, description, materials needed, objectives, procedures, and extended lessons. (DB)
LITERACY CONNECTION

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TITLE OF LESSON: "POET-TREE"

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Adapted, for my classroom, from a lesson created by:

GRADE LEVEL: 2-12

Purpose: Geographic literature may be incorporated into daily classroom curriculum in several ways. One is to present topical content, focusing on a geographic theme. An integrated curriculum can be developed utilizing a wide variety of materials. This lesson's focus is on reading. Integration of the geographic topic, trees, into other disciplines will be illustrated in the section titled: Extended Lessons.

TIME NEEDED: 3-4 class periods, depending upon the number of students in the class and the extent and depth of the discussion.

GEOGRAPHIC THEME: Human Environment Interaction

DESCRIPTION: The following lesson plan is designed to incorporate geographic content with reading. There is a wide selection of reading materials being used to emphasize how geography and reading may be taught at the same time. The main focus of this lesson is trees. Many different points of view are presented, as well as different reading levels. In order to successfully complete the assigned task, the students will need to read assigned selections according to their reading abilities. The students will, likewise, need to interpret and evaluate those selections in order to successfully complete the assigned worksheet. The major organizing idea reinforced by this lesson is: To gain valuable information about trees and their role as a vital contributing element within our lives and environment.
The goal of this lesson is to have the students compose a collaborative poem expressing their thoughts, emotions, and/or opinions about a tree based on the reading selection. The students will be engaged in a Concept Development Instruction Model that requires the use of basic skills such as listing, grouping, labeling, regrouping, and synthesizing.

MATERIALS NEEDED:

1. Overhead projector
2. Marker for use with overhead projector
3. Green construction paper
4. Black markers
5. Tree trunk made of brown paper
6. Question Tree Worksheet
7. Books or excerpts from the following books:
OBJECTIVES:

Students will:

1. list various types of trees. (Knowledge)
2. identify products and uses of trees. (Knowledge)
3. read selections about trees.
4. diagram and evaluate the reading selection into component parts so its organizational structure may be understood. (Analysis)
5. relate information about their reading selection. (Analysis)
6. discriminate through discussion logical changes to the environment due to the trees. (Analysis)
7. create a poem. (Synthesis)

PROCEDURES:

1. List as many names of trees as possible in a one minute time frame. Have students compile a second list of products and human uses of trees.
2. Introduce the term "renewable resource." A tree is a renewable resource because seeds can be planted to grow more.
3. Divide students into groups (either based on reading ability or use cooperative grouping) Assign the readings, each group receiving a different reading about a point of view/usage of trees. Tell students they will be expected to share what they have learned from their reading with the rest of the class.
4. Individually, students should complete the Question Tree Worksheet about the reading selection they read. They will discuss the worksheet in their groups and ap-
point a group spokesperson.

5. The group spokesperson will share information about the reading selection with the rest of the class.

6. Discuss the following:
   a. Refer to the list of uses of trees. What additional uses were discovered in the readings?
   b. How were the trees changed by humans? What natural changes occurred to the trees? Which type of change seems to be more destructive? Why?
   c. What changes were made to the surrounding environment due to the trees? Were these changes permanent?
   d. How could the trees have been treated differently in each reading selection?
   e. How does/can "renewable resource" apply to each reading selection?

7. Individually, each student will write a one-line feeling/thought/expression about a tree based on the reading selection. The groups will get together again and arrange their one-liners into a stanza for a poem. The class' stanzas will be combined into one "Poet-Tree."

8. To evaluate the success of this lesson:
   a. Note first of all the enthusiasm of the students as they set out on the completion of their task.
   b. The accuracy with which they complete the Question Tree Worksheet.
   c. Active participation in the discussion of the lesson.
   d. Contribution of each student to the "Poet-Tree."
EXTENDED LESSONS:

SOCIAL STUDIES
Objectives
   Students will:
   1. complete a map showing the locations and regional distribution
      of various types of vegetation. (Theme: Location; Application)
   2. create a collage showing uses of trees. (Theme: Human
      Environment Interaction; Application)
   3. visit a tree farm or a nursery to get a better understanding
      of how trees are grown and harvested. (Theme: Place; Application)

SCIENCE
Objectives
   Students will:
   1. Investigate the destruction of the Tropical Rainforests and
      its affect upon the depletion of the earth's ozone layer.
      (Theme: Region; Synthesis)
   2. debate whether a stand of trees should be removed for a new
      housing development. (Theme: Human Environment Interaction;
      Analysis)
   3. identify types of trees from leaf samples from the local
      area. (Theme: Place; Analysis)
   4. create a leaf collection booklet. (Theme: Place; Synthesis)
   5. research a particular tree's root system. Draw a picture
      showing the photosynthesis process. (Theme: Region;
      Analysis)
LANGUAGE ARTS
Objectives
Students will:
1. write a story classifying themselves as a tree. Their story must contain reasons why they characterize themselves as a particular type of tree. (Theme: Region; Synthesis)

ART
Objectives
Students will:
1. draw trees found around the school campus. (Theme: Place; Application)