

Teacher's Guide for APPLESEEDS *Amazing Journeys*

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Goal: to learn about amazing journeys made by others and to recognize our own.

"Magellan's Madness" (Pages 2-5)

Pre-reading: Define "mad, madness." Some have called Magellan mad. Read the article and see if you think he was.

Comprehension Check:

1. What was Magellan's goal/hope?
2. What happened to Magellan on his voyage?
3. The "sailors' spirits sank." Why? What would you do to keep your spirits up if you were aboard one of Magellan's ships?
4. The passage was named: Strait of Magellan. What is a strait?
5. How long was Magellan's crew gone?
6. What did Magellan's voyage prove?
7. Some saw Magellan's voyage was the "most remarkable in history." Do you agree or disagree? Why?
8. Do you think Magellan would have made the voyage if he had known he would die? Why or why not?
9. In your opinion, what was the worst part of the voyage?
10. How do future sailors benefit from Magellan's findings?
11. How would it feel to see land on this voyage and not be able to dock?
12. Compare and contrast travel in Magellan's time and now.

Drama: Ask each student to name a living condition described. Example: bad drinking water, getting sick, etc. Dramatize as the story is read orally and a description is named. Several descriptions may be dramatized simultaneously.

Math Skills:

- Chart a sea course using a map or a globe.
- Ratio and Percentage: How many ships began Magellan's voyage? How many returned? What is the ratio? (1 out of 5) What is the percentage? (20%)
- Ratio: How many sailors began Magellan's voyage? How many returned? What is the ratio? (18 out of 200)
- Graphing: Ask students to pretend to be in Magellan's crew. Ask students how they would feel about the journey, while still at sea. Choose a number between 1-10 to represent that feeling. One stands for "a little discouraged" and ten stands for "very discouraged." Five stands for "okay." Graph the scores as a whole class.

Writing Activity: The title of this article used two words that begin with "M" to describe Magellan. Substitute your last name and a descriptive word that begins with the same first letter. For example: Anxious Andersen. If this was substituted for Magellan, how would the outcome have been different, possibly? Try it with the name you created.

Personal Application:

- There are three subtopics in "Magellan's Madness." They are: The Search, Found, and Heading Home. Describe a time you've done all three of these on a journey.
- Imagine that you are one of the 18 who survived Magellan's voyage. How do you think the trip would have changed you? Why?

Bulletin Board/Research: Title—Amazing Journeys by Ship. Use clip art to make multiple copies of a sailing vessel. Brainstorm famous ship journeys. Write the captain or name of the

voyage on the drawing of a ship. Have students select one to research and discuss. Write a few key facts on the ship and display it on the bulletin board.

"Around the World" (Pages 6-8)

Pre-reading: As you read this article, compare and contrast travel then with now.

Comprehension Check:

1. What author and book inspired this trip?
2. How did Nellie Bly get her nickname?
3. How did the newspaper stay informed of Nellie Bly's travels?
4. Describe the drawing on page seven.
5. Were there items in Nellie's bag that were unfamiliar to you? Discuss them.
6. Name something not "proper" in 1888.
7. What did Nellie Bly invent?
8. What does the author mean when she says Nellie's experience was "a journey toward equal opportunity for both men and women?"
9. Why do you think Nellie Bly waited one year before beginning her trip?
10. How do you think Nellie was treated as she traveled? Why?

Writing: Write a journal for a 3-5 day trip. You may write about a trip you took recently.

Math Skills:

- Direction: Where did Nellie Bly begin her trip? Which direction did she travel? Give proof.
- How fast did trains travel per hour? See the photograph on page 7.
- Count the number of ships and trains in the circles on page 7. What is the percentage of each?

Personal Application:

- List items you would carry if you were a traveling reporter and could only take one small bag. How would it be designed (backpack, on wheels, etc.)? Why?
- Choose a nickname you would use as a pen name or pseudonym.
- Name a time you took a dare/bet. How was it similar to Nellie Bly's story? How was it different?

Art: Nellie Bly described every train stop as a maze. See page 8 for details. Draw a maze using her details.

Research:

- Where would you look for more research about Nellie Bly. Check the topic listing in your local library. Did you find additional information?
- Ask students if they are familiar with "Flat Stanley." Discuss similarities. Ask if they have heard of Ryan Tripp, Lawnmower Boy. In September 2007, AppleSeeds featured him. He raised money for organ and tissue donation by setting the world record for a lawnmower trip. Later, he mowed grass at every state capital for charity. Name other people who have made history by taking trips.

Bulletin Board/Research: Use clip art to make multiple copies of modes of transportation: car, ship, airplane, horse, foot. Have students brainstorm records set with these modes of transportation. Select one record setter and the appropriate mode of transportation. Research and write up a brief description. Place it on the bulletin board.

"Apollo 11: The Eagle Has Landed" (Pages 9-11)

Pre-reading: Neil Armstrong was the first man to walk on the Moon. Name other "firsts."

Comprehension Check:

1. When Neil Armstrong stepped on the moon he said, "That's one small step for man...one giant leap for mankind." What do you think he meant?
2. Describe some of the difficulties of the Eagle.
3. Describe zero gravity experiences.

4. What symbol did the Apollo 11 Crewmembers leave on the Moon? What does it stand for?
5. When was the last manned mission to the Moon?
6. Tell about the footprints on the Moon.
7. "The astronauts described the Moon as black and gray—beautiful in a desert-like way." What do you think they meant?
8. Imagine you were a crew member when the Eagle passed the landing site. It was nearly out of fuel. What do you think the crew was feeling?
9. How do you think Michael Collins felt as he orbited the astronauts on the Moon?
10. What do you think would be the most difficult adjustment with space travel?

Art:

- Draw a scene on the Columbia when the astronauts were weightless.
- Draw the Moon the way the astronauts described it.

Personal Application:

- What school subjects do you need to excel in if you want to be an astronaut?
- What "first" would you like to accomplish? Example: first to live on another planet, etc.

Writing: The astronauts said that walking felt more like floating. Tell about a time you felt that way.

Bulletin Board/Research: Check out books about space travel. Draw a planet, rocket, or other space picture. Record your favorite fact on the drawing. Display on the board.

"Cole's Amazing Journey" (Pages 12-13)

Pre-reading: Look at the photographs on pages 12-13 before reading the story. They tell Cole's story in pictures.

Comprehension Check:

1. How long was Cole's journey?
2. What modes (types) of transportation did Cole's family use?
3. Cole's journey could be called a cross-country trip. Explain why.
4. Cole named several things that were special to him about Alaska. Make a list of things that are special to you about your state.
5. What do you think Cole learned about home? What do you think he learned about moving?

Map Skills:

- How many different states and which other country did Cole visit on his journey?
- How many states and other countries have you visited? Find them on a map.

Art: Select photographs that show a journey you have made. Arrange them in order and use them to tell your story to someone.

Bulletin Board/Social Studies and Art: Have student draw a picture of a home they lived in and list the states or countries where they lived. Find each one on a map.

Research: Brainstorm different types of homes. Example: apartments, tents, boats, etc. Research a type that is different than where you live.

"America by Tricycle" (Pages 14-15)

Pre-reading: Recall tricycle memories you have. Share one.

Comprehension Check:

1. Do you think most people live by Janet's philosophy? "Choose to live slowly and enjoy every moment of the day!" Why or why not?
2. What would you like to spend more time seeing or enjoying?
3. Most coaches tell athletes to imagine crossing the finish line. What does Janet say about the finish line?
4. What kind acts have people done for Janet?
5. What simple things does Janet appreciate?
6. What item from Janet's Amazing Numbers interested you the most? Why?

7. How do you think Janet decides her route?
8. Janet's list is for the most amazing number so far...Why do you think she added "so far?"

Personal Application: Students brainstorm simple things they appreciate. Write each on a separate sticky note. Post your notes on the wall. Duplicated items are posted under each other. Which appreciated things were the most common? Which were unique?

Math Skills:

- Study Janet's Amazing Numbers Chart. Create your own numbers chart. Suggestions: Baseball, Baseball, etc.
- What other categories could Janet add to her Amazing Numbers Chart? For example: number of sandwiches provided, etc.
- Janet has completed
 - a. half her journey
 - b. more than half her journey
 - c. less than half her journey

Bulletin Board/Art: Create a flyer to advertise Janet's arrival in your town. Post it on the bulletin board. Discuss: Where would you post your advertisement? Do you think people advertise her coming?

"Tori Murden's Quest" (Pages 16-19)

Pre-reading: What is a quest? Name a quest you would like to make.

Comprehension Check:

1. What is Tori Murden's quest?
2. Tell about experimenting with food before the trip.
3. Why did Tori say the trip was boring?
4. Name some animals seen on the journey.
5. What dangers would have frightened you most?
6. Tori Murden said, "Rowing across the Atlantic was about friends." What does she mean? What does that say about her?
7. What is the longest amount of time you have been alone?

Art: Choose one of the events in the story and illustrate it. For example: Shark following the boat.

Math Skills:

- Graphing: Brainstorm types of transportation ridden alone. Survey students to learn how many have ridden each type. Record the numbers in a graph.
- Charting: Label a chart: Key Events of Tori Murden's Quest. On the left side of the page, write "Excitement" and on the right side, write "Fear." List the key story events under the appropriate category(s). Are any items on both sides?

Bulletin Board/Art: Label the board: Our Ideas of a Quest. Illustrate realistic or fantasy quests and post them on the board.

"Trucks on Ice" (Page 20-21)

Pre-reading: Tell about dangers of driving on icy roads.

Comprehension Check:

1. Before the ice road was built, how did the silver mine get supplies in and out?
2. Had you ever heard of this ice road before reading this article? If not, why do you think you had not?
3. What year was the ice road first built?
4. Is the original ice road still in existence? Who or why not?
5. What are some of the dangers of traveling this ice road?
6. Do you think divers could rescue items that sink when a truck breaks through the ice and sinks? Why or why not?
7. Why do you think some truck drivers continue to return to drive on the ice road?
8. Explain why speed is not the best way to travel on an ice road.

Art/Writing: Create a help wanted poster with an illustration and advertisement for truck drivers on the ice road.

Personal Application/Writing: Create three-five questions you would ask one of these truck drivers if he came for a Career Day event.

Circle Map/Writing: Write "John Denison" in the center of a circle. Draw spokes or rays from the circle. Brainstorm words about him and his accomplishments. Write a paragraph about how you are like John Denison.

"Three Years on a Horse" (Pages 22-23)

Pre-reading: Survey the title and photographs in this article. What do you think the article will be about?

Comprehension Check:

1. What did Tim Cope describe as the scariest part of the journey?
2. Why did Tim Cope trade his bicycle for a horse?
3. Whose route did Tim Cope retrace?
4. What were some of the difficulties Tim Cope experienced?
5. How have Tim Cope's adventures changed his life?
6. Do you think Tim Cope had sponsors to help with his expenses?

Math Skills:

- Did Tim Cope over-estimate or under-estimate the time his journey would take? Explain.
- How long was Tim Cope's bicycle journey? How long was his horse journey? How much longer was one than the other?
- Have you ever ridden a bicycle or horse for a long distance? How far? How long did it take you? How many trips would you have made if you matched Tim Cope's bicycle ride?

Writing:

- Tim's last name fits him. Use the letters C-O-P-E to write an acrostic. Begin each line with a different letter in Tim's last name that describes him and his adventures. For example: C = Courage or Clever. Completed acrostics could be posted on a bulletin board.
- Pretend to be Tim. Write a sponsor to persuade him to furnish you a horse for your journey.

"An 'Invisible' Railroad" (Pages 24-25)

Pre-reading: List as many modes (types) of transportation as you can. Look at the illustration and story title. Can you guess what the invisible railroad is?

Comprehension Check:

1. What were people called who helped slaves escape to freedom? Why do you think they were given these names?
2. Tell about signals used for the travelers.
3. Name a well-known underground railroad conductor. Name some of the strategies used to guide slaves to freedom.
4. What was Harriet Tubman's nickname? Why do you think she was given this name?
5. \$12,000 was offered for Harriet Tubman's capture. Who do you think offered the reward? Optional—research for answers.

Art/Writing: Design a Wanted Poster for Harriet Tubman. Now draw a Help Wanted Poster for someone willing to be an underground railroad conductor. Optional: Create a bulletin board. One half—Wanted Posters and one half—Help Wanted Posters.

Map Skills: "The Underground Railroad stretched from Nebraska to Maine and from Cuba to Canada." Locate these on the map. Can you determine the approximate number of miles of Underground Railroad?

Math Skills: Harriet Tubman guided people to freedom. She made 19 trips and saved more than 300 people. What number did she average per trip?

"Panda's Journey to America" (Pages 26-27)

Pre-reading: Tell something you know about Pandas.

Comprehension Check:

1. In whose point of view is the story told?
2. Why were Ruth and Quentin in China?
3. Tell about the Panda's name.
4. Why were cameras flashing and reporters yelling?
5. Why was the Panda going to America?
6. Why was Ruth Harkness determined to be on this mission?
7. Why would the Panda not be comfortable living in New York?

Writing: Write a message from the baby Panda to her mama in China. Tell about her life in the zoo.

Map Skills: Use a map or a globe to locate some of the locations on the Panda's travels.

Art/Write: Draw a front page spread to promote the Panda's addition to the zoo. Write a caption or facts about the Panda. Create a coupon for reduced or free admission to the zoo for a limited time. Do you think similar things were done?

Circle Map: Draw a circle and write your name in it. Draw spokes or rays radiating from the circle. List a name on each line that helps you become an educated, well-developed person. Thank each of them for being in your network and name specific ways they help you.

"Marco Polo's Big, Big, World (Pages 28-29)

Pre-reading: Have you ever played Marco Polo? What do you know about the person by that name?

Comprehension Check:

1. Why does the world seem like a small place today?
2. Kublai Kan realized that Marco Polo was very intelligent. What are some ways he could tell?
3. How do we know about Marco Polo's travels?
4. Name some of the things Marco Polo saw on his adventures.
5. What convinced people in Italy that the Polos were telling the truth?

Writing:

- Describe your world in fifty words or less. Select a title for your world. Illustrate your world.
- Compare and contrast your world with Marco Polo's.

Personal Application: Pretend you have something no one else in your class has. For example: a KINDLE. Explain the item in spoken word. Next, explain it in writing. Do you think showing the item would be the most convincing way to explain it? Why or why not?

Map Skills: Locate places Marco Polo traveled.

Math Skills: How old was Marco Polo when he returned to Venice, Italy?

Art/Bulletin Board: Tall Tales or Truth? Illustrate things Marco Polo saw on his journeys.

"Try a Penpal!" (Pages 30-31)

Pre-reading: What is a penpal? Explain the title: "Want to Travel the World? Try a Penpal!"

Comprehension Check:

1. Have you ever had a penpal? How did you find each other? How long did it last?
2. What were some of the topics or themes in the penpal letters in this article?
3. Tell about "Voices in Action." What was their purpose?
4. Define "key pal" and "snail mail." Which would you prefer to do? Why?

Personal Application: What 3 questions you would want to ask a penpal in Africa? What 3 facts would you want to share about yourself?

Map Skills:

- Find the two areas where the penpals lived (this article).
- Locate the places where the students' penpals lived.

Writing:

Brainstorm possible penpal groups. For example: Retirement homes, students in other schools, etc. Brainstorm topics that could be discussed.

"The Longest Walk" (Page 32)

Pre-reading:

Comprehension Check:

1. What is the longest continuous footpath in the world?
2. What is a thru-hiker?
3. Explain why Michael Cogswell carried school work on the trail.
4. Why was it difficult for Michael to carry his backpack?
5. What did Michael learn from the trail walk?
6. Do you think the trail walk influenced Michael's attitude? If so, in what way?
7. Tell uses of the walking stick.
8. What's the longest walk you have ever taken? What was the purpose of the walk?

Writing:

- Pretend to be a reporter with "Backpack" magazine. Write 3 interview questions you would ask Michael Cogswell.
- Pretend to be Michael Cogswell. Answer the 3 interview questions the way you think he would have.
- Complete this statement: Michael Cogswell's parents expected him to _____ . Would your parents expect the same of you?
- The Challenge: Name one thing you are going to try harder to do. What action will you take?

Map Skills: Locate the range of the Appalachian Trail. What states are included?

Personal Application/Challenge: Record the amount of miles walked on the school jogging trail or enter a charity walk.

"Cross-Frame Puzzle" (Back Cover)

Animal Tales

How do you think Howie found his way home?

Make Your Own Travel Food

What is GORP? Name additional items often added to the mix.

Ibn Battuta:

How was Ibn Battuta like Marco Polo?

Did You Know?

Use a map. Locate Chicago and Los Angeles. What do these two cities have to do with a famous highway?

Bulletin Board: Title: "A" is for Amazing AppleSeed Journeys. Each student is assigned a letter of the alphabet. Write what the letter stands for on a sentence strip. The answer should be related to the magazine articles or its theme. Display all the letters and the statements from A-Z.