**Social Studies**

**Folk Heroes Review**

**Second Grade**

**Wednesday 2/10/10**

**SC Standard 2-1.4:** Recall stories and songs about regional folk figures who have contributed to the development of the cultural history of the United States, including Pecos Bill, Brer Rabbit, Paul Bunyan, Davey Crockett, and John Henry.

**Objective:** The students will identify their favorite folk hero and explain why he is their favorite.

**Materials:**

* PowerPoint
* Large Lined Paper
* Crayons
* Social Studies notebooks

**Review:** “Boys and girls do you remember when I first got here and Mr. Fox was teaching you about folk tales? Who can tell me the main thing that all folk tales share?” (Exaggeration) (Hint: “It is a huge word that starts with the letter e.”)

**Overview:** “Today we are going to review the different folk heroes that you all read about in the different folk tales.”

**Presentation:** “I am going to show you some pictures of the different folk heroes but I am not going to tell you who’s who. You will have to tell me who the folk hero is. When we are done, you will do a group activity to show what you know about folk heroes. Are there any questions so far?”

* Show pictures of several different folk heroes and have a brief discussion about them.
* Before you say anything about each hero let the students identify him first.
* With each picture, identify a main characteristic of the hero and then use this opportunity to see what the students know about each one, as this is a review.

**Exercise:** “I am going to put you in groups now. Once you are in your groups, each group will get a piece of paper with a hero’s name on it. As a group, you will list at least 3 things about that hero that show he is a folk hero. When you have listed your items and I have looked at them, you may draw a picture of you hero. Afterwards, you will present your posters to the class. Are there any questions? How will you know what group you are in? Who will tell you your hero? How many items do you need to list? When can you draw a picture?”

* The class will be divided into groups and each group will be assigned a folk hero. (Davey Crockett, Paul Bunyan, Pecos Bill, John Henry) Group the students according to their reading levels, different levels in each group.
* Each group will also be given markers and lined paper. On this paper they will write down all they know about each hero and what makes them a folk hero. They may draw a picture when this is done.
* The groups will share when they are finished.

**Summary:** “Excellent job presenting today class. You all showed that you know a lot about folk heroes. What do all folk tales have? Who can tell me a little bit about their favorite folk hero? Who can add to that? Why do you think folk tales were created? Would you want to be a folk hero? Why?”

**Assessment:** In their social studies notebooks students will write a paragraph explaining which folk hero is their favorite and why they like that one more than the others. Afterwards they may draw a picture.

**Early Finishers:** Early finishers will choose a book they haven’t read from the folk tales section set aside in the classroom and lost characteristics of a different folk hero. (Early finishers are not expected)

**Adaptations:** The students will work in groups of varying ability so that they will be able to help each other read through the passages and activate prior knowledge for discussion.