

**Title:** How to Make an Apple Pie and See the World by Marjorie Priceman (Dragonfly Books, New York, 1994) ISBN 0-679-88083-6

**Literature Annotation:** This beautifully illustrated story is about a girl who gathers the ingredients for an apple pie from places over the world.

**Developed by:** Pat Robeson & Sari Bennett, Maryland Geographic Alliance

**Grade Level:** K - 1 - 2

**Duration:** 60 minutes

**Maryland State Curriculum: Geography**

A. Using Geographic Tools

1. Use geographic tools to locate and describe places on Earth
  - a. Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases
  - b. Identify and use map elements, such as title, compass rose, simple grid system, legend/key, date, and author to interpret a map

C. Movement of People, Goods and Ideas

1. Explain how transportation and communication link places by the movement of people, goods and ideas

**Standards for Reading Informational Text (RI)**

**Kindergarten**

RL2 With prompting and support, retell familiar stories, including key details. (SC, K)

With prompting and support,

- listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities
- identify the elements of a story, (e.g., characters, setting, problem, and solution)
- identify key details in literary text
- retell story events in a logical sequence

**Grade 1**

RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)

- Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities.
- Identify the elements of a story, (e.g., characters, setting, problem, and solution).
- Identify key details in literary text.
- Retell story events in a logical sequence.

**Grade 2**

RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (SC, 2)

- Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities.
- Identify the elements of a story, (e.g., characters, setting, problem, and solution).
- Identify key details in literary text.
- Retell story events in a logical sequence.

RL5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (SC, 2)

- Retell a story using sequencing words (e.g., first, so, then, next, after that, finally) to describe beginning to end. (See CCSS 2 SL2.)

**Objectives:**

Students will be able to:

- trace the route of the little girl in the story as she travels around the world looking for ingredients for her pie.
- identify map elements.
- identify the types of transportation used by the little girl in gathering the ingredients for her pie.



**Vocabulary:**

map elements - the parts of a map that make it easy to use

author - the person or company that made the map

border - the frame around the map

cardinal directions - north, south, east, and west

compass rose - the set of arrows that show where north, south, east, and west are on a map or globe

date - the year in which the map was made

legend/key - explains the meaning of the symbols on the map

simple grid system - the pattern of lines that help locate places on a map or globe

title - the heading of the map that tells what the map shows

route - a path which is planned and followed

transportation - movement of people and goods from one place to another

**Materials:**

- Book: How to Make an Apple Pie and See the World
- “World Map” - one for each student
- “Ingredient Cards” - one set
- “Country Cards” - one set
- “Transportation Cards” - one set
- masking tape
- “How to Make an Apple Pie and See the World” - one for each student

**Lesson Development:****Review/Motivation:**

1. Ask students to identify ways to travel from one place to another. List modes of transportation on the board, and then have students classify them by air, land, and water.
2. Tell them that you are going to read a book about a little girl who used many modes of transportation to travel around the world to find ingredients to make an apple pie. Read the book, How to Make an Apple Pie and See the World.
3. Discuss the story by sequencing how the little girl traveled around the world by giving each student a world map. Have students label the continents and oceans on the map. Reread the story and have students find the countries on the map. Have them number the countries in the order in which the little girl traveled and trace the route with a red crayon. Have students identify the continent on which each country is located. (*Italy - Europe; France - Europe; Sri Lanka - Asia; England - Europe; Jamaica - North America; Vermont, United States - North America*)
4. Tell the students that the map is not complete. Ask them what is missing that would make it a good map. Have students identify map elements and tell them to add the following map elements: title, compass rose, date, author and complete the key/legend by using a different color for each continent.
5. Place tape balls every 24” apart on the chalkboard and distribute “Country Cards” and “Ingredient Cards” and “Transportation Cards” to students. Ask students to name the first country that the little girl in the story visited to find an ingredient she needed for her pie. Have the student holding that country card to place it on the tape ball. Next, ask students to identify the ingredient that was found in that country. and the mode of TRANSPORTATION used to get it.

**Answer Key:**

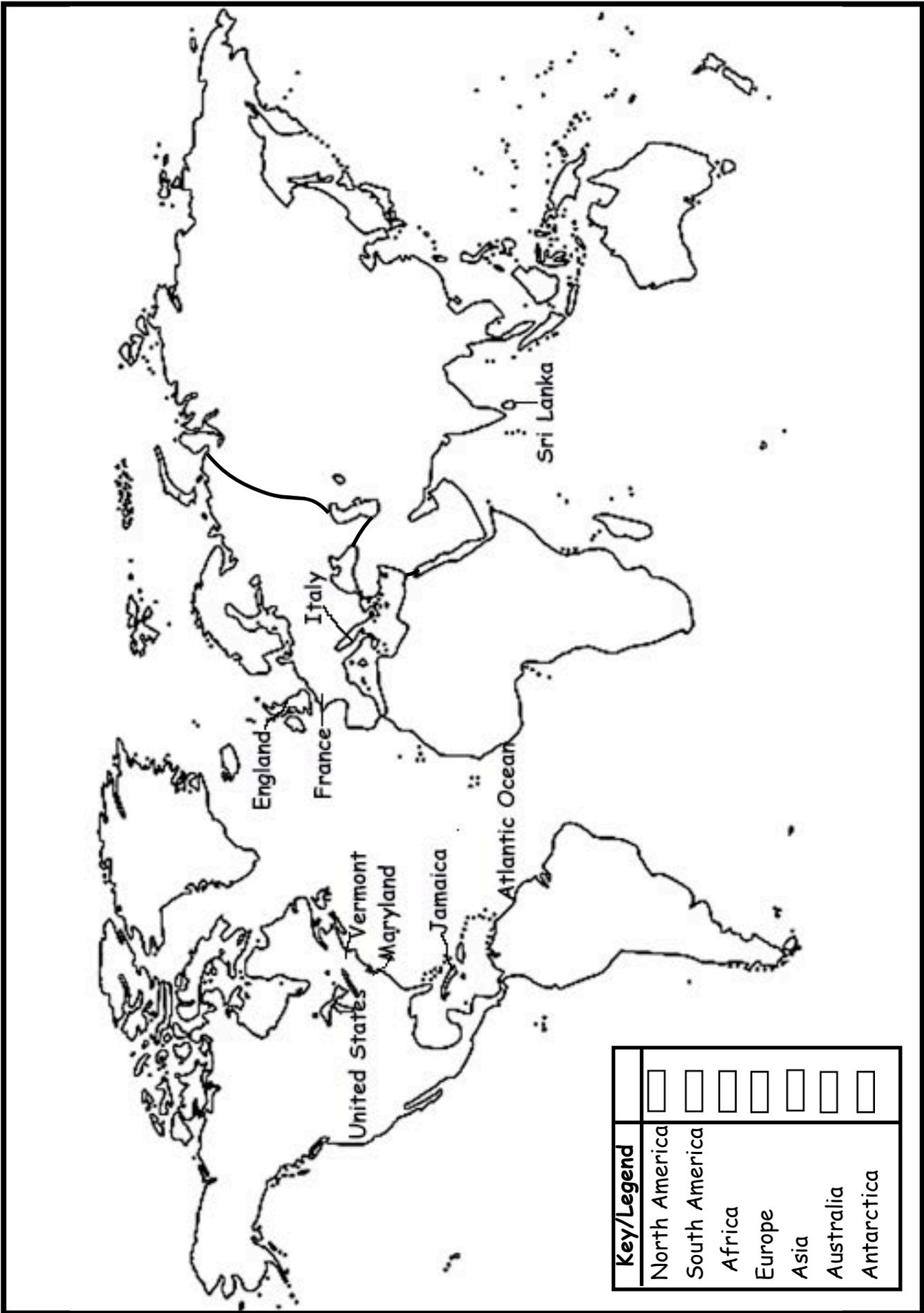
<u>Ingredients</u>	<u>Location Where Found</u>	<u>Modes of Transportation</u>
wheat flour	Italy	steamship
eggs	France	train, bicycle
cinnamon	Sri Lanka	sailboat, elephant
milk (butter)	England	car
salt	Atlantic Ocean	banana boat
sugar	Jamaica	banana boat
apples	U.S.A./ Vermont	airplane

**Assessment:**

Give each student a copy of the assessment “How to Make and Apple Pie and See the World..” Have students complete it and discuss it with them.

**Closure:**

Have students complete the map key by coloring the continent according to the key/legend.



wheat flour

eggs

cinnamon

milk (butter)

salt

sugar

apples

Italy

France

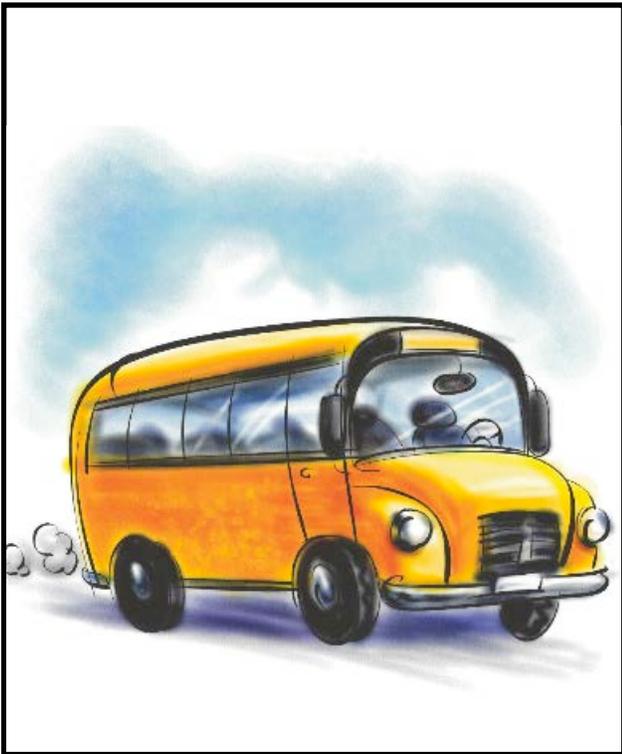
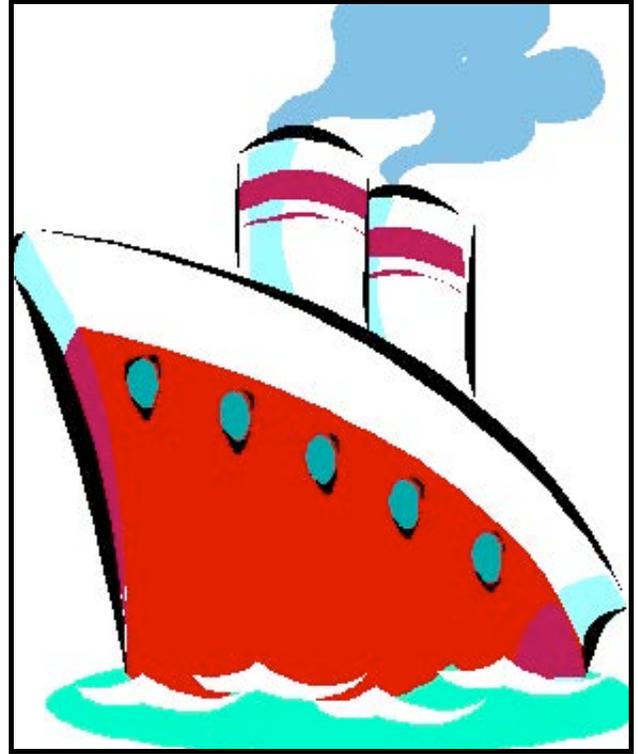
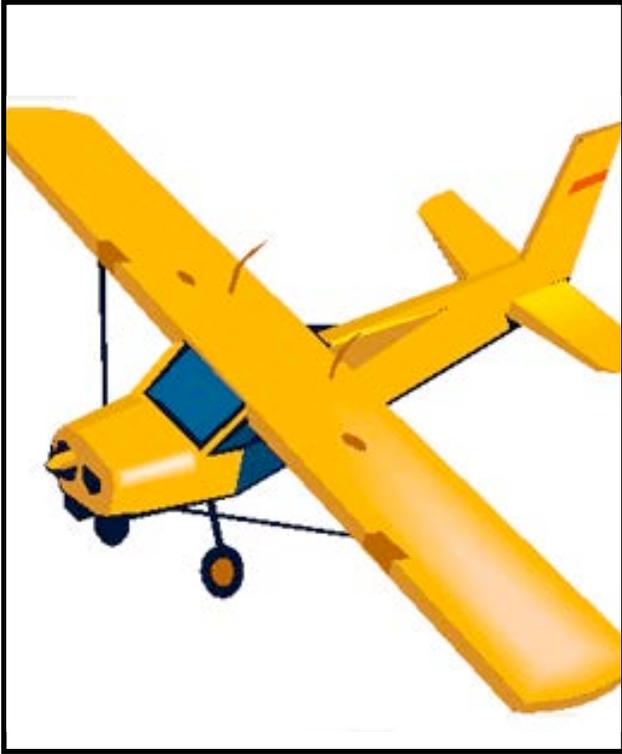
Sri Lanka

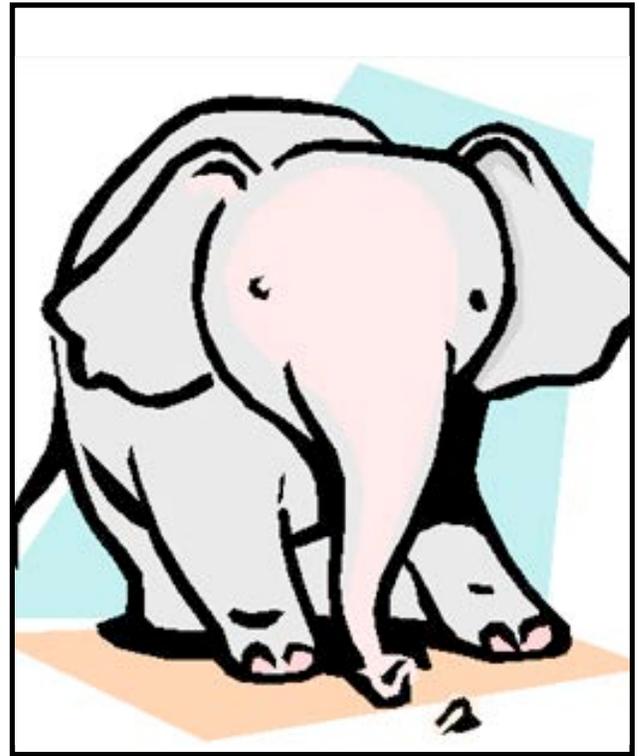
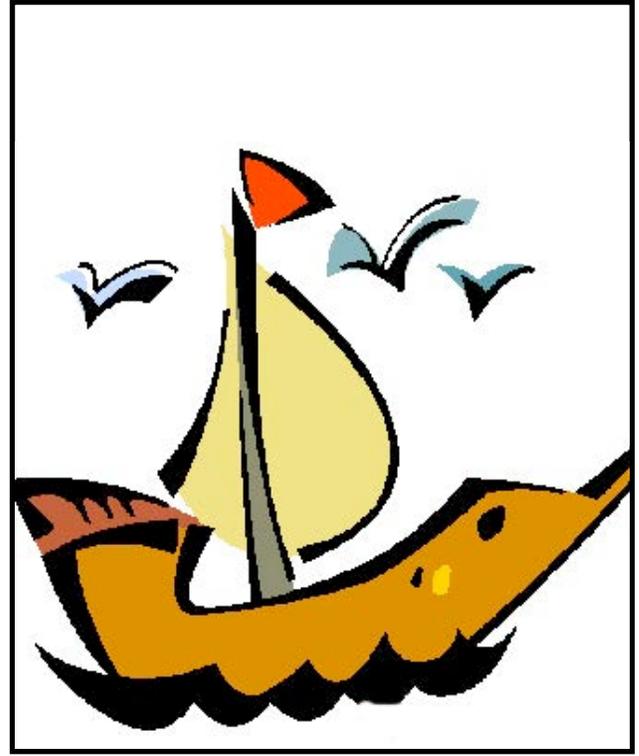
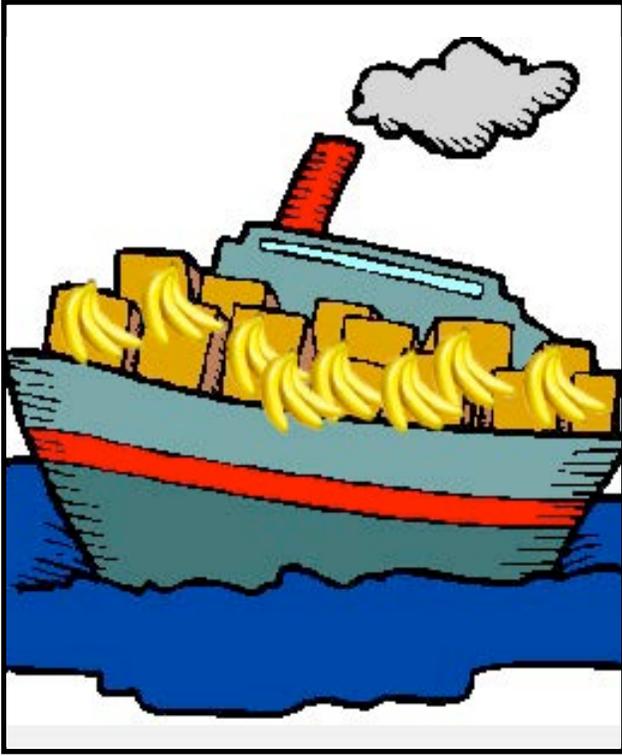
England

Atlantic Ocean

Jamaica

United States  
Vermont

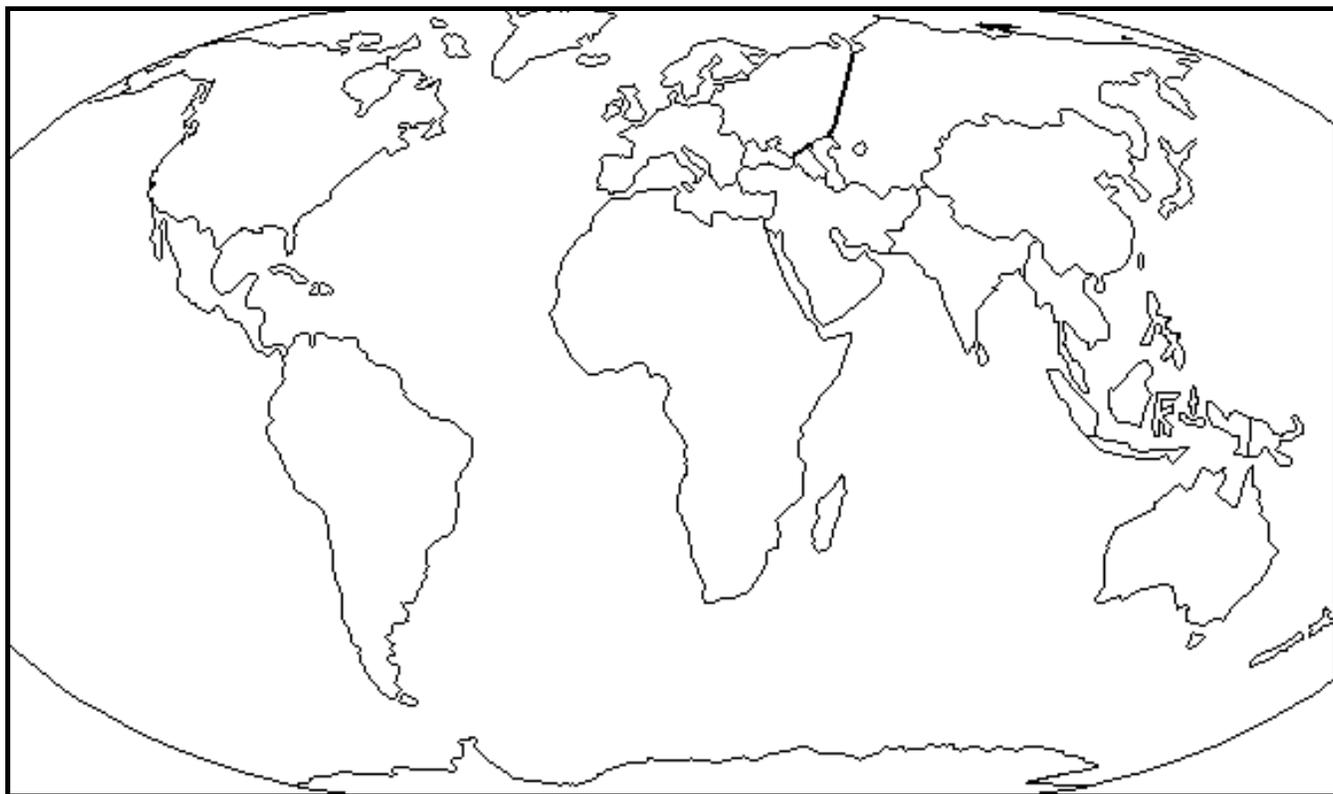






## How to Make an Apple Pie and See the World

Name \_\_\_\_\_ Date \_\_\_\_\_



1. The little girl traveled to Italy in Europe for wheat, to France for a chicken and to England for a cow. Color Europe red on the map above.
2. In Asia she visited Sri Lanka an island in the Indian Ocean for cinnamon. Color Asia green.
3. Label the Atlantic Ocean where she traveled by banana boat to get some salt.
4. In North America she went to Jamaica for sugar and to the United States for apples from Vermont. Color North America blue.
5. Add three map elements.
6. Name three ways to travel by water. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
7. Name three ways to travel by land. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_