

Name _Emily Quandt_____

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Trade Book Sheet

Title of book: _Swamp Angel_____

Author's name: _Anne Isaacs_____

Publisher: _Dutton Children's Books_____ Copyright year: _1994_____

Reading level: _AD1020L_____ Genre: _Modern Fantasy_

Synopsis of story: Angelical Longrider was born she was taller than her mother and at age 2 she built a log cabin. When she was 12 she saved a wagon train and they named her the Swamp Angel. There once was a bear that was terrorizing a town and a reward was put out to the hunter that could kill the bear. Tarnation out witted all the hunters except Swamp Angel. She wrestled with the bear through the mountains and into a lake. The bear had her pinned so she took her tobacco pouch and made the bear sniff it. He sneezed so hard that the Swamp Angel flew into the air. They began to wrestle again but they were so tired they fell asleep. They snored so loud that trees fell down and one landed on the bear. The Swamp Angel fed everyone with the dead bear. She kept his pelt for a rug and she laid it in Montana and it is now called the Shortgrass Prairie.

Standard: 6.3.15 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Europe and the Western Hemisphere.

Activity: We will first talk about land and water forms, climate, and natural vegetation in the U.S. In the book the Smokey Mountains, lakes, rivers, swamps, and prairies are mentioned. We will have a large map and mark these different places on the map along with others. Each student will pick a land or water form, climate or natural vegetation to research. They will research the places where they are located or occur in the U.S. as well as Europe. They will make a poster explaining their choice, where it is located, and how it affects historical trends. We will talk about if it attracts tourists, if it makes a region inhabitable, or causes other problems. They will decorate their poster with pictures and information. They will present these to the class and then we will hang them in the room.

Standard: 6.3.3 Identify the names and locations of countries and major cities in Europe and the Western Hemisphere. Identify the states of Mexico and the provinces of Canada.

Activity: The first activity will lead into a second activity or naming locations of countries and cities in Europe. Since each student had to pick a different topic for the previous project, there should be many different cities already identified. Then the students would do more in depth research on their city. They would find what country it is located in and research the country. They will find information about the population, interests, and traditions or cultures of the city. We will have made a large map of Europe and we will label the countries as the students talk about them. Then we will

mark the specific cities on the map as the students talk about their city. We will leave the large map hang in the room so we can go over the cities each day. As we review the cities we will talk about the characteristics or important attractions to help them remember the cities.