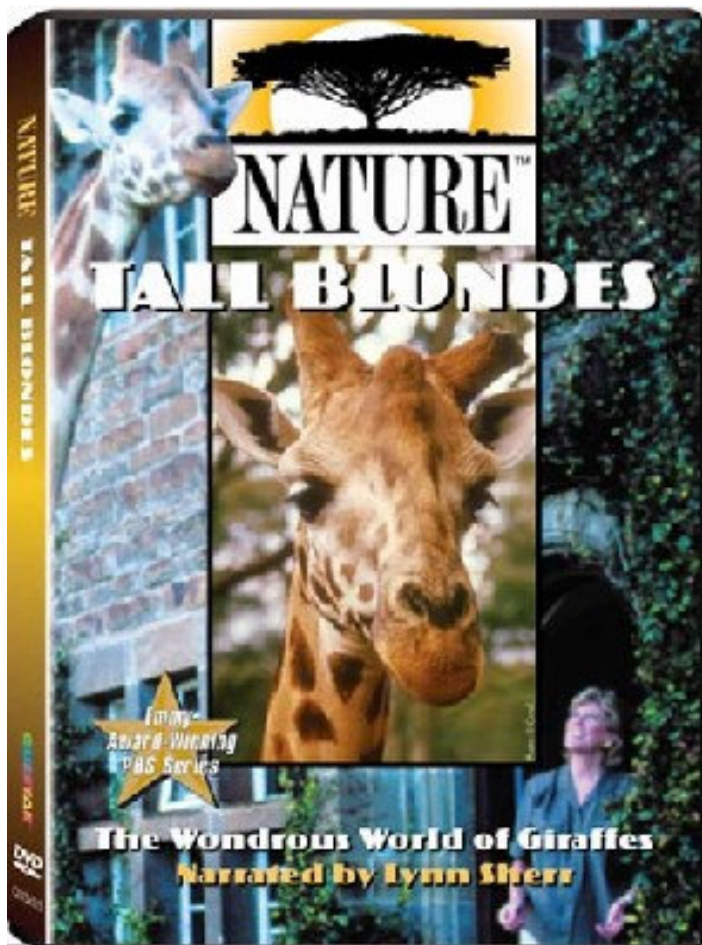


TALL BLONDES

The Wondrous World of Giraffes



Lynn Sherr, correspondent for ABC TV's 20/20 news magazine, hosts this very special episode of **NATURE™**. Based on Sherr's book, Tall Blondes, this personal passion takes a surprising and revealing look at the magnificent giraffe. Sherr visits a giraffe **sanctuary** in **Kenya**, attends the birth of a giraffe at the **Cheyenne Mountain Zoo** in **Colorado Springs**, and recalls the poignant story of Victor, an injured giraffe at an **English zoo** whose plight captured the world's hearts. (60 minutes/chaptered)

Standards-driven Instruction

Illinois Assessment Framework (Reading)					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
STANDARD 1C – READING COMPREHENSION as related to Maps, Charts and Graphs					
1.3.26 Draw conclusions from information in maps, charts, and graphs.	1.4.24 Draw conclusions from information in maps, charts, graphs, and diagrams.	1.5.24 Draw conclusions from information in maps, charts, graphs, and diagrams.	1.6.21 Interpret an image based on information provided in a passage.		1.8.21 Explain information presented in a nonfiction passage using evidence from the passage.
ILLINOIS LEARNING STANDARDS FOR SOCIAL SCIENCES/GEOGRAPHY					
STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.					
A. Locate, describe and explain places, regions and features on the Earth.					
EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL	
17.A.1a Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).	17.A.2a Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.	17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).	17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).	17.A.5 Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).	
17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.	17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.	17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.	17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.		

Differentiated Learning Options

Option 1: Writing

Tall Blondes™ is an excellent example for teaching the **WRITING** trait, **word choice**. The **descriptive words** used throughout the story, convey the *feelings* of the author for the topic, the *characteristics* of the animal, the *survival and threats* of the species and real world examples from which students can also apply their skills in research.

For students **working towards grade level** standards in writing, provide a list of descriptive vocabulary words from the video, for students to define as they watch/listen to the video. Use an iPod to download segments of the video for students to review as many times as necessary to complete the assignment. The purpose of this assignment is for students to expand their vocabulary and rewrite one of their current writings in need of improvement.

For students **working at grade level** standards in writing, ask students to watch/listen to the video and create a list of descriptive words including their meaning. The purpose of this list is for students to “borrow” high quality descriptive words in order to expand their word choice in writing. Students should create an original nonfiction essay on their favorite animal.

For students **working above grade level** standards in writing, ask students to create a shape poem/nonfiction description of the giraffe and then their favorite animal. Students must use the following traits in their final projects: effective use of entire space, effective use of color in the textual features and vocabulary words that are choices the students commit to using in their future writings as well.

Option 2: Geography

Kenya is home to many interesting animals and species. So are many other areas around the world. Just as we learned about the giraffe living in the country of Kenya, we can have students research other areas and tell the story of the location through the focal point of the animal. For this assignment, students must create a presentation that meets the criteria shown on page 4.

Option 2: Geography Continued

Presentation Criteria

For students **working toward grade level** standards, the presentation must include the following:

1. Clear purpose statement of presentation
2. Map showing location of animal student has chosen
3. Concise and accurate details regarding location as important to the survival of the chosen animal
4. Conclusion statement that summarizes the story being told

For students **working at grade level** standards, the presentation must include all of the above and the following:

1. Explanation of how interest in this animal/species influences the economics of the area/county
2. Threats posed on this animal/species
3. Summary of government policies in place to protect this animal/species

For students **working above grade level** standards, the presentation must include all of the above and the following:

1. A real world story about the animal/species similar to how this video presentation was structured.
2. Video or video segment must be included in the presentation.

Option 3: Printmaking

For **students working toward grade level** standards, expect 1 to 2 examples using the printmaking technique to reproduce one or two of the many kinds of giraffe coats described in the video.

For **students working at grade level** standards, expect 3 examples using the printmaking technique to reproduce 3 of the many kinds of giraffe coats described in the video.

For **students working beyond grade** level standards, expect a complete collage using the printmaking technique of all of the giraffe coats described in the video.

All three levels must use textual feature graphically when labeling their artwork. Final projects must be neat and of high quality such as to include a paper matt to frame the artwork, artist's name, date and name of each type of giraffe corresponding to print design.