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11th Grade Interdisciplinary (English Language
Arts/ Social Studies/ Environmental Science)
Rivers Unit

August, 2012

TITLE: Rivers; An English/ Language Arts Unit Connecting Rivers to People Through Literature within an interdisciplinary curriculum.

INTRODUCTION: Rivers are powerful. As T.S. McMillin writes in his book The Meaning of Rivers, rivers... “*move*, flowing over land, through history, and among diverse groups of people, changing considerably from their source to their destination; yet they also *stay*, permanent blue lines on our maps, constant waypoints and lasting landmarks (xii). When we stand on the shore of a river, we can’t help but wonder where the flowing water came from, where it is going, and what lies on the other side of the river’s banks. We see our reflection in the water as well as observe other life forms, foreign from our own. Rivers both reflect, and encourage reflection. Our journey through life is like a river; we either go with the flow or go against the current. It is not difficult to understand how rivers have played an important role in in people’s lives. This important role can be seen through literature, history, culture, and through the rivers’ fragile ecology.

UNIT ABSTRACT OR SUMMARY:

Because of the vital role rivers play in the human experience, it is a valuable ecological and geographical wonder to study metaphorically, environmentally and historically. This river unit will explore rivers through multiple genres, within an interdisciplinary curriculum with an emphasis on sense of place. It includes two field trips to rivers: one where the students canoe down a small river in Dakota County for approximately two hours, observing the flow of a river, its ecology, its biology, and personal reflection; and a second where they observe a larger river with an industrial history (The Mississippi and lock and dam #1) at St. Anthony Falls and the Stone Arch Bridge, observing how rivers have served the people and economy of an area, and how consequently, the river has changed.

The study of rivers combines the curriculum of the social studies teacher who looks at the historical significance of rivers to culture, civilization, and historical events, and the biology teacher who looks at the ecology of rivers, collect and study macroinvertebrates and compares them with the ecology of the pond; and the English /Language Arts teacher who explores the meaning of rivers as metaphors

for the human experience by looking at poetry, essays, excerpts from literature, and by choice reading of a larger piece of fiction or non-fiction full length work.

The unit culminates with an essay, which connects all three disciplines in their study of rivers, and with a community book club where the students invite a member from outside the school community (parent, relative, neighbor, former teacher) who reads the same choice book with them and then discusses with others who have read the same book. This exchange of ideas between different generations, varied life experiences and backgrounds, make the end of the unit a real coming together of ideas and information in a rich and valuable way.

UNIT OBJECTIVES:

After this river study, the students will be able to:

- Identify the role place plays in rivers and in their lives.
- Write an essay that shows the relationship between rivers, culture, literature, and ecology.
- Understand the important roles people play in discussions and identify the role they play in discussions that can improve a discussions' effectiveness.
- Read a choice book cover to cover that is ability appropriate and meets their individual interests.
- The students will practice different annotation techniques, to help them better comprehend challenging texts and become better readers.

UNIT TIME FRAME: The River study is the third unit of the school year ("Seeing" and Pond Study precede it). The unit runs for roughly the month of October. The students meet with for three hours/ day with the English, Social Studies and Science Teachers who will work with the students in either a full group or divide them into three rotations where each of the disciplines are addressed each day.

The students will typically have three, 40-minute rotations in each of the subject areas. The River literature unit lesson plans will be roughly forty minutes in length, but with some exceptions. For example, some class periods will consist of larger blocks of time and others, like the river place based river field trips will utilize the entire three-hour period.

OUTLINE:

	Monday	Tuesday	Wednesday	Thursday	Friday
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Week #1	Anticipatory set for River Choice Books: Hot Topic Discussions (cont.)	<ul style="list-style-type: none"> • Anticipatory set for River Choice Books: Hot Topic Discussions (cont.) 	<ul style="list-style-type: none"> • Introduce choice books based on hot topics discussions • First paragraph book activity for choice books • Reading Schedule distributed • Teachers' oral interpretation of favorite passage • Students choose books • Small group read aloud of choice books 	<ul style="list-style-type: none"> • Time to read • Sense of place poetry reading and reflection assignment for the field trip. 	<ul style="list-style-type: none"> • Field Trip down the Cannon River • Collect macroinvertebrates <p>Write reflection piece</p>
Week #2	<p>River Poetry "concrete River" and "A negro speaks of Rivers."</p> <p>River reflection due</p>	<ul style="list-style-type: none"> • Introduce Socratic Circles: • Discuss 2 River books first ¼ of book 	Annotation assignment and	Journaling assignment on rivers	<ul style="list-style-type: none"> • Second Socratic Circle Discussion • Discuss first ½ of river books or second ¼ of river books
Week #3	Stone Arch Bridge and Mississippi	Have book completed Scavenger Hunt	Scavenger Hunt continued	Final Socratic Discussion on River Books	Community Book Club: 7:00-8:30

	pi River Lock and Dam due Second				
	1/3 of book reading due				
Week #4	.	<ul style="list-style-type: none"> Self-evaluation or metacognitive piece for the book club discussions. <p>Students who missed complete alternative assignments.</p>	Final Essay Due: Rivers; culture, literature, and ecology	•	

LESSON DETAILS:

Title: Anticipatory Set for River Choice Books; Hot Topics Off the Wall discussions based on book themes

Time Frame: This lesson is designed for two 40-minute class period over the course of two days.

Introduction/Materials: Prior to beginning their junior year at SES, the students will have all read River of Doubt, where the themes of adventure, river geography, topography and community are addressed. The students, prior to this unit will have completed a river time line for the events of the book and been exposed to some of the primary river features.

The purpose of this lesson is to engage the students in the big ideas of the choice books prior to reading the books and to choosing them, so that their level of engagement in the reading process will make them more engaged readers, and therefore improve comprehension.

The books chosen for this study vary in length, complexity, genre, and topic, yet all explore the geographical, cultural and metaphorical aspects of rivers as a basis for their interdisciplinary study of rivers. The four books of choice are:

1. The Adventures of Huckleberry Finn by Mark Twain
2. Canoeing With the Cree by Eric Severeid
3. A River Runs Through It by Norman McClean
4. The River Why by David James Duncan

Goals and Objectives of the Lesson:

The students will become familiar with the big ideas of the 4 choice books before they even know the specific books by discussing a hot topic that the book raises. Later, when they choose their books, they can base their choice not only on length or plot line, but on the bigger ideas the book presents.

The students will clarify their value on a particular hot topic by listening to those opinions that they share and with those that they disagree.

The students will begin to frame arguments and argumentation by coming up with personal examples that share their point of view.

Because of student choice, and engagement with the theme or big ideas of the book prior to reading the book, the students will have more success reading the book by having the big ideas to attach the ideas to as they read.

Procedure:

1. Prepare the four thematic hot topics questions that the students will either agree or disagree with. I do not share that this is going to lead them to any particular book until after the discussion, or when the books themselves are presented.
2. Write the four questions on the board, leaving only one visible at a time or write it before each discussion. The questions are:
 - Should race/racism be discussed in public schools (Huck Finn)?
 - Do we have the responsibility to intervene with someone we love when they are engaging in self-destructive behaviors (A River Runs Through it)?
 - Is it better to know much about one thing or a little bit about many things (The River Why)?
 - Is it foolish for people to engage in adventures or recreational activities if it endangers their lives (Canoeing with the Cree).
3. Present the student with the question, repeat it several times and ask them to consider whether they agree or disagree with the statement.
4. Have all students who agree with the statement, go to one side of the room and all students who disagree, go to the other side of the room. Students must choose a side.
5. Discuss the reasons why they agree or disagree with the statement with those who share the same opinion.
6. Ask each group to share an idea with a group, volleying the discussion from one side to the other. Monitor for appropriateness, but most kids are able to come up with some pretty compelling examples and arguments.
7. Have students journal their response to the question and the discussion in a few minutes following each discussion.

Title: Choosing Choice books by examination of language and voice.

Time Frame: One forty-minute rotation or one class period.

Goals and Objectives:

The purpose of this lesson is to further provide opportunity for the students to engage actively in the choosing of their choice book and therefore their reading. The goals of this lesson echo the ones of those preceding it, and ultimately prepares them for the choosing of a reading partner, with whom they will read the same book (a person outside the SES community).

The students will become familiar with the voice, diction, and syntax of the choice books prior to choosing their books.

The student will make a choice about their river book based on ideas, language, interest level, and themes, not simply the plot.

Materials:

1. Copies of the first paragraph of each of the four choice books.
2. Journals
3. A copy of each of the books and copies for the students
4. Hand out of “ The River Unit Choice Book Assignment”
5. Hand out of “Take Me to the River” Choice River Novel-A Voyage of Discovery (Reading Schedules)
6. Bring a Mug and a Book SES and Guess Book Club Discussion Coffee House

Procedure:

1. Have students sit in groups of 4.
2. Have 1 copy of the first paragraph for each book (Xeroxed without titles or page numbers)
3. Students will take a 5 minutes to read their sample page and write their reaction to the book in 2 sentences in their journals.
4. Rotate every 4-5 minutes until all students have read and responded to the paragraph.
5. The teacher reads a passage aloud from each of the books with expression.
6. The students respond to the voice of the piece in their journals in 1-2 sentences.
7. The teacher asks the students to determine which of the books they preferred from the three activities (hot topics discussion/first paragraph reading/oral interpretation) by numbers.
8. The teacher introduces each book by showing the cover, a brief plot description.
9. Students choose books

10. Teacher introduces the book assignment and the community book talk:
 - Each student chooses a partner with whom to read the book or who will read the same book on their own and who will attend a community book club on a Tuesday evening for a one and a half hour conversation to be held at the school.
 - Starbucks and student council will provide treats for the book talk in a coffee shop style.
11. Teacher hands out the three handouts mentioned above and included in the List of Materials section of this document.

Title: Sense of Place and Rivers

Time Frame: one forty-minute class

Introduction and materials:

“..Pedagogy of place.recontextualizes education locally. It makes education a preparation for citizenship, both locally and in wider contexts. (Sobel 12). In establishing the students’ connection with rivers, we will explore two rivers in the metro area; one a local river in the same county with very little development other than a few residences; and a second being the more industrialized and controlled river of the upper Mississippi, just 20 minutes north of the school in Minneapolis. By looking at local rivers, the students will not only be able to understand the fragile ecosystems of the waterways in their biology study, but they will also understand better how rivers play a role in their own place. By examining this, they can answer the questions, “where am I? What is the nature of this place? What sustains community? How do rivers sustain us?” (Sobel iii).

Goals and Objectives:

The students will explore their own sense of place in regards to being outside. This will serve as they prepare to visit two local rivers.

The students will take a step away from technology and become aware of their “place” outdoors.

The students will write a poem based on this sense of place.

Materials:

Journals and pencil

Procedure:

1. Dictate poem “The Long Rain” to students.
Rain Falls

In the quiet woods

Smoke Hangs
Above the evening fire
Fragrant with pitch

Alone, deep
In a willow thicket
The olive brush is singing

2. Ask students, what senses is he using?
3. Where does he use specifics of these senses. Specifics get us grounded in the poem.
4. Go outside in the woods and sit silently for 5 minutes.
5. Make a list of all of the things that you see, hear, touch, taste, and smell.
6. Write a poem using John Haynes poem "The Long Rain" as your model
7. Return to class and share.

Title: Sense of Place: Trip to the Canon River

Time Frame; full day field trip

Objectives: The students will be able to:

- Learn the skills of canoeing on a river
- Learn the physical features of the river.
- Experience the ecology and development of the river
- They will reflect on the rivers and the sense of place it provides.
- They will write a reflection on the value of rivers and experiences outside, in both written prose and poetry forms.

Introduction and Materials:

- Field trip permission slip forms
- Journals
- Pencil
- Seine nets and dip nets, jars with lids for collecting organisms
- Extra clothes to change into if get wet
- Lunch
- Water bottle
- Bus

Activities: While on the all day field trip the students will:

1. Wear life-jackets
2. Canoe with one or two partners
3. Write a reflection in journal, describing what they see, hear, smell, taste, touch; describe the current of the river, development on the river
4. Reflect on a memory you have of any river experience
5. Write a poem, using the Haynes poem from the day before as a model

6. Collect macroinvertebrates to be identified in the lab next school day

Title: River Poetry

Time Frame: one 70-minute class period

Objectives of the lesson:

- Provide an additional genre in which to explore the river,
- Explore the river as metaphor
- Explore and understand metaphor as a poetic device.
- Use descriptive language to create poetry.

Materials:

1. Copy of “The Concrete River” by Luis Rodriguez
2. Copy of “The Negro Speaks of Rivers” by Langston Hughes
3. Tag board or butcher block paper
4. Markers

Procedure:

1. Return student River Reflective essays to the students.
2. Students can take excerpts from their essays, lifting phrases and words that describe:
 - The physical characteristics of the river
 - Philosophy or reflections of life
 - Memorable images from that day
3. Have students come up with several metaphors for life and write them on the board: “Life is like a box of chocolates” James Geary suggests that people use metaphor every 10-25 words. “Metaphors are not rhetorical frills at the edge of how we think, but at the very heart of it.”
4. Students identify what a metaphor is and how/why we use them:
 - To describe the world of ideas (‘sick relationship, healthy marriage)
 - When we talk about argument, we use war metaphors; money with liquid “dip into savings,” stock market climbs or soars...
 - Help us compensate for our natural weaknesses-thinking about and putting into words abstractions or spiritual states, so we rely on concrete or spiritual states “lifetime as a journey.”
5. Read “The negro speaks of rivers” aloud. Students can stand and read it, then read it silently to themselves-annotating for or asking the question, “what is the river a metaphor of?” What clues give you that impression? Then give background to the poem.
6. Have the students with a partner, read aloud taking turns with each stanza “Concrete River” annotating for clues that suggest what the river here is a metaphor of? What is going on in this poem? How does it differ from the Hughes poem? Discuss their observations.
7. Have the students look at their images, features and philosophies of their river reflection and write a short poem. Some key words would be “sometimes..” or the object is...
8. They can share with a partner and with a partner, write a joint river poem or choose one to put on the tag board and hang up.

Title: Introduction of Socratic Circles to Discuss River Books

Time Frame: One 40 minute class period

Materials:

1. Journals
2. Their copies of the river books
3. Guide to scored discussion included in the procedure

Procedure and Guide for Scored Discussion (given to the students as a hand-out).

Introduction to Scored Discussion

Today, we have all read the first fourth of our choice books, annotated them for the exposition (who? What? Where? When?) and recorded some of our “thinking” about one of the chapters we have read. We have also paid attention to the writer’s use of the river and its relationship with the characters and themes so far.

Today, we will discuss our books with other students who have read not only the same book, but those who have read different books. In a student led and centered discussion, you will discuss some of your reactions to the book and reveal the important aspects to effective discussions.

The objectives of this discussion are to:

- Participate in a book discussion that clarifies understanding of the characters, setting, and themes of the chosen book.
- That begins to explore the ideas of theme and symbol in the chosen book.
- Observe a discussion and track individual’s participation in a group discussion.
- Discuss the elements/qualities that make for a good discussion and develop a rubric which includes those characteristics.
- Reflect individually on what can be done personally to contribute to a group discussion.

The Discussions

1. You will begin by dividing into two discussion groups where each group includes at least 2 -3 people who have discussed the same book. You will create two circles: an inner circle (sitting on the floor) and an outer circle (on chairs/ stools) around the inner circle. Both groups will need their journals and books. Both groups will have a turn being both the inner and outer circles.
2. The outer circle will draw a diagram of the inner circle, identifying each member of the inner circle by name. As the discussion begins, you will trace by drawing a line from one person to the next as they discuss. You will be asked to share your observations of this discussion following their book talk.
3. After introducing yourself and the book you chose, the inner circle will discuss their choice book by addressing the following questions:
 - **What is going on in your book? Who are the characters? What is happening?, Where and when does the book take place?**
 - **Is this book relevant today? Why?**
 - **Take one of your annotations and share your “thinking” about a passage or part of the book.**

- **What do you think or anticipate the river might mean to the main characters in the book? Why?**
4. After 15-20 minutes of discussion, the outer circle will share their observations:
 - What was the level of participation?
 - Was the participation balanced? Why was it balanced or unbalanced? What makes for a balanced discussion?
 - What were the strengths of the discussion?
 - What would have made the discussion stronger?
 5. Now involve the inner circle in the discussion:
 - What role does preparation play in the discussion?
 - What kind of preparation is the most beneficial for a discussion?
 - What do you need to participate in the discussion?
 6. Now switch places and have the inner group become the outer group to observe and track the discussion. This group can track it by using tallies.
 7. The inner group will discuss their choice books by first introducing themselves and the book they chose. Now address the following questions:
 - **Find a passage and share your reaction or “thinking” to that passage.**
 - **Respond to that passage by agreeing, disagreeing, questioning, or clarifying.**
 - **Why do you think the author chose to write your book?**
 - **At this point would you recommend your book? Why? Why not?**
 8. After about 15-20 minutes, the outer circle will share their observations.
 - What role do questions play in the effectiveness or participation level of people in the discussion.
 - When do you know it is appropriate to change the direction of the discussion or ask a new question?
 9. Now, as a full group, develop a rubric or scoring for a scored discussion. What aspects should be included? What is required of the individuals and the group to make for a good discussion?
 10. Finally, in your journals labeled “Personal Reflection for first scored discussion”, reflect on what you can do to participate more effectively in future discussions? What do you already bring to the table (strengths)? What kind of preparation is necessary for you as an individual?

Title : Annotation and Differentiated Reading

Time Frame: One 40 minute rotation

Goals and Objectives:

The students will demonstrate an alternative way of annotating a reading as a way to improve comprehension.

Students will improve reading progress by participating in differentiated reading groups

Procedure:

1. Students will rotate based on their choice book.
2. The teacher will lead with some general check for understanding questions.
3. The students will get into groups of 3-4 based on how far they have read.
4. Students will take turns reading aloud and following along in small groups.
5. 10 minutes before the end of the class period, the students will be instructed as to how to annotate: In their journals, create 3 columns: !. Things that made me laugh/ Things that made me think/ Things that confused Me

Title: Journaling activity on Rivers

Time Frame: one forty minute rotation

Materials:

- journals
- choice books
- Assignment Sheet

Activity/Procedure: Journaling Assignment

Read the following Quotes from The Meaning of Rivers : Flow and Reflection in American Literatur by T.S. MCMillan.

- “ Rivers motivate humans, their power moves us spiritually, psychically, and intellectually. Rivers can inspire in us or draw out of us the desire and the will to move. They beckon our settled selves to get up and go ..they reach into our most civilized modes of existence and activate a natural impulse within us to travel beyond the customary; they call us hither, ure us non and bring us back”(158-59).
- “River travel leads to reflection; reflection reveals flow; flow connects all elements of nature, from thing to thought” (171).
- “While overlooking a river can offer perspective, it also implies distance from the river, a kind of detachment or remove, even if temporary. This unique proximity of by the river does not involve going with the flow (down the river), going against the ccurrent (up the river) or crossing the river to the other side. It is the simplist, most basic, and most common way of making contact with a river” (27).

1. Preparation to Write: Think about a time in your life when you were motivated by rivers, went against the current, went with the flow, tried to cross a river, or simply observed a river. What events in your life and your reaction to them behaved like a river in these ways?
2. Write a journal entry which includes a brief description of the event, experience, or conflict that behaved like a river. What made the experience a challenge, an inspiration, or acceptance? How was this experience like a river, or how was it metaphorical. Use your previous descriptions of rivers in your writing.

Title: Second Socratic Discussion

Time Frame: one forty minute class period

Materials:

- Jourmals
- Choice Books

Socratic Circles #2

Purpose:

- Students will work collaboratively to construct a common vision of truth and understanding that services all members of the group equally.
- Participate in the evaluation process of discussions.

Book	First Discussion	Second Discussion
The River Why	“... a parent’s most sacred duty was to the education of his children. Ma adhered to a more primitive	“..Life is a lot of green crap inexorably turning gray. The examined life ain’t worth chub” (p.107). Look at the context of this quote in the book. What is going

	<p>philosophy, holding that a child will educate itself and that a parent's job is to simply 'git em brung up.' But education as provided by H2O proved to consist of no end of fine words and no beginning of practical instruction (except fly fishing), while "gitten brung up' as overseen by Ma proved to consist of no fine words at all, yet nearly everything Bill Bob and I can do with our bodies and hands is a result of something Ma taught us (p.46).</p> <p>what does this quote mean?</p> <p>How would you describe the philosophy of each parent's duty to raise children?</p> <p>What examples from the book demonstrate each parent's style?</p> <p>Which parent's philosophy do you agree with and why?</p> <p>Can you find examples in your own life and people you know to support this?</p>	<p>on with Gus here? What does he mean by this quote? How does he disagree with Thoreau? What examples from the book reflect his attitude? Do you agree or disagree with his philosophy? Why or why not?</p> <p>"By mid-July I was no longer in pain. I was totally bamboozled; I was chicaned; I was necromanced; I was stuffed and nonsense. I no longer saw anything wrong with my life as it was" (p.82)</p> <p>What does he mean by this quote? Do you see anything wrong with his life as it was? Why? Why not? Give examples.</p>
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<p>A River Runs through it</p>	<p>“Sunrise is the time to feel that you will be able to find out how to help somebody close to you who you think needs help even if he doesn’t think so. At sunrise everything is luminous but not clear....It is a shame I do not understand {my brother}...I knew there were others like me who had brothers they did not understand and wanted to help. We are probably those referred to as “our brother’s keepers,” possessed of one of the oldest and possibly one of the most futile and certainly one of the most haunting of instincts It will not let us go” (p.31).</p> <p>What is meant by this series of quotes. What does he mean by luminous but not clear? Using examples from the story, how has he “helped” his brother? Do you agree with his approach? Why? Why not? Explain.</p>	<p>“Many of us probably would be better fishermen if we did not spend so much time watching and waiting for the world to become perfect” (p.41).</p> <p>What does he mean by this? How are fishermen like the rest of us? Is there a truth in his observation about fishermen and people? What is it? Who in the book is waiting for the world to become perfect? In what ways? How do we do wait for the world to become perfect? What does he suggest we do instead?</p>

<p>Huck Finn</p>	<p>Read the last paragraph of chapter 19 aloud where Huck process his approach to dealing with the Duke and the King beginning with “It didn’t take me long and ending with “the best way to get along with people is to let them have their own way” (p.128) Do you agree or disagree with this statement? Why or why not? Give examples which support your opinion. Huck is constantly trying to figure out how to interact with people. Which interactions reflect this philosophy? What other ways does he interact and respond to people? Look specifically at his interaction and</p>	<p>Midway through chapter 16, Huck says, “ I knowed very well I had done wrong, and I see it warn’t no use for me to try to learn to do right; a body that don’t get started right when he’s little, ain’t got no show- “ (p.94). What does he mean by this? Do you agree or disagree with his assessment? What dilemma is Huck struggling with here? Use quotes to support your interpretation. How would you describe his dilemma? What guides him through this moral dilemma? What is the basis of his decision making? Give examples to support your point. Is Huck admirable? Why or why not?</p>

	<p>his response when he lies to Jim about what happened when the raft was nearly hit (the last 3 paragraphs of ch. 15 beginning with.. “what do dey stan for? And ending with “I wouldn’t done that one if I’d a knowd it would make him feel that way.” What guides Huck in his interactions? What guides you? Give examples.</p>	
<p>Canoeing with the Cree</p>	<p>“Tomorrow it will be <i>Paradise Lost</i>.” That completely awakened me and I had an overwhelming sense that everything was wrong. <i>Paradise Lost</i>, indeed! As long as I remained in that suddenly confining room, I knew it was lost. Paradise was outdoors, out on the greening hills and along the lazy river” (p.2). What does he mean</p>	<p>“The doctor’s parting words repeated themselves in my brain continually during the rest of the day: “Don’t let anyone, no matter who he is, convince you that your trip can’t be completed. You have youth and strength, and courage too, I hope, and with a little common sense you can do it” (p.52). Why did the doctor’s words have the effect on him? How would you describe the effect? Do the boys doubt themselves? Should they? Were there times their strength or courage to overcome the obstacles was doubted? What</p>

	<p>by this? What do you think his attitude was about school? What role should the outdoors play in education? What is the value? Does our society/school system over value or undervalue such a philosophy? Give examples to support your opinion? How should schools change? Is it possible for them to be paradise instead of paradise lost?</p>	<p>were they? How did they overcome them? What were their close calls? Do you find evidence that this advice made a difference? When? Use examples and quotes from the book to support your points.</p>
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Title: Field Trip To the Stone Arch Bridge in Minneapolis

Time Frame: One three hour block

Materials:

- Journal
- Pen/pencil

Activity:

Field trip to the Stone Arch Bridge and the Lock and Dam on the Mississippi:

1. Students will walk along the bridge, reading the various plaques, taking notes and observations.
2. Reflect in your journal on the following:
 - How and in what ways does this river differ from the Canon River?
 - What kind of Industry is on the river?
 - How have people shaped this river for their own use? What uses?
 - What signs of change to the river is apparent?

Title: End of the Book Scavenger Hunt

Time Frame: 2 40-minute class periods

Activity/Procedure:

River Books Scavenger Hunt Discussion Preparation

For your river books, you will need to hunt through the book and find quotes that you will use for your scored discussion on Wednesday during class and the community book club discussion on Thursday

night. You should find at least 5 quotes or events for each of the questions that run the scope of the book. You need to include, in your journal the quotes or summaries of the quotes, the page number you found it on, and why it is significant to the book and our study of rivers.

Huck Finn:

1. Find quotes and passages that reveal the development of Huck’s character throughout the book. Be sure to include the passage, the summary of the passage **and** the page number for each passage found:

Huck’s character strengths	Huck’s character weaknesses

2. Find passages and quotes that show where the river is a place of freedom.
3. Find passages and quotes that show Twain’s critique of society civilization (use the characters Huck encounters on land), which reflect undesirable aspects of humanity.
4. Find passages that reveal how Huck comes to realize and understand Jim as a human being.
5. Find passages and quotes that reveal Twain’s Humor.
6. Select and include a quote from the book that you like and feels captures an important aspect of the book’s theme, characters, and rivers.

River Runs Through It:

River Books Scavenger Hunt Discussion Preparation

For your river books, you will need to hunt through the book and find quotes that you will use for your scored discussion on Wednesday during class and the community book club discussion on Thursday night. You should find at least 5 quotes or events for each of the questions that run the scope of the book. You need to include, in your journal the quotes or summaries of the quotes, the page number you found it on, and why it is significant to the book and our study of rivers.

1. Find quotes and passages that reveal the development of Paul and the narrator’s character throughout the book. Be sure to include the passage, the summary of the passage **and** the page number for each passage found:

	Character Strengths	Character Weaknesses
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Paul		
Narrator (Norman)		

2. Find quotes and passages that reveal how each of the characters show their love to their brothers.

	How does the narrator show or demonstrate his concern/love for Paul?	How does Jessie (the narrator's wife) demonstrate her love or concern for Neale?

3. Find passages and quotes that explore the idea of "helping."

4. Find passages and quotes that explore the link between rivers and water and life.

River and water Quotes	Life quotes

5. Find passages that explore the character's competence on the river to their incompetence on the shore or off of the river.

Paul's competence on the River	His dysfunction on the land

The River Why:

River Books Scavenger Hunt Discussion Preparation

For your river books, you will need to hunt through the book and find quotes that you will use for your scored discussion on Wednesday during class and the community book club discussion on Thursday night. You should find at least 5 quotes or events for each of the questions that run the scope of the book. You need to include, in your journal the quotes or summaries of the quotes, the page number you found it on, and why it is significant to the book and our study of rivers.

1. Find passages and quotes that reveal how Ma and H2O are antithetical or opposite to each other:

Ma	H2O

2. Find passages and quotes that reveal how Gus and Bill Bob are antithetical to each other:

Gus	Bill Bob

3. Find quotes and passages that reflect Gus' changing attitude about fishing reflects a changing attitude about life. Be sure to include a changing attitude after his discovery of Abe. How does Abe's death, reflect his changing attitude about life.

Fishing quotes	Life quotes

4. Throughout the novel, Gus' understanding about love transforms. Find quotes and passages that reflect his attitude about love and how it is symbolized:

Quotes about Love	Symbol used

5. Gus' feelings and understanding of his spiritual awakening change throughout the novel as well. Trace, by finding passages that reveal his changing understanding of spirituality.

River Books Scavenger Hunt Discussion Preparation

For your river books, you will need to hunt through the book and find quotes that you will use for your scored discussion on Wednesday during class and the community book club discussion on Thursday night. You should find at least 5 quotes or events for each of the questions that run the scope of the book. You need to include, in your journal the quotes or summaries of the quotes, the page number you found it on, and why it is significant to the book and our study of rivers.

Canoeing with the Cree:

1. Using passages and quotes, show how both characters changed or developed from the beginning of their journey to the end of their journey:

	Eric Sevareid	Walter Port
How are they described during the		

beginning and early stages of their journey?		
How are they described in the latter stages of the journey? How did they change?		

2. Find quotes and passages that describe the features of the river and how they reflect aspects of life/specific challenges to their character or personality.

Features of the River	Features of their personality or character

3. Find quotes that reveal their preparation prior to leaving for their adventure.

4. Find quotes or passages reveal how they made certain decisions along the way.

Event/Challenge/Decision	Hardship

5. Find passages and quotes that reveal the people they met along the way, and the words or language and their attitudes at the time.

People/Event Encountered	Words/Language/Attitude

Title: Final Socratic Seminar

Time Frame: one forty-minute rotation

Materials:

- Scavenger hunt written work
- Choice Book
- Journal

Activity/Procedure:

River Book Scored Discussion

<i>The person who does not read books has no advantage over the man who can't read them.</i> Mark Twain

<i>"The worth of a book is to be measured by what you can carry away from it."</i> James Bryce
--

You have just finished reading your river books, annotated for the themes and explored the image and importance of rivers to the themes and people who experience them. Whether it is Huck, Norman Maclean, Gus, or Eric Severied, the river has had an important influence on them. It is now our turn to determine what we can carry away from the book and our study of rivers through a scored discussion. The purpose of this discussion is to:

- Prepare for our community book club discussion by questioning the books themes, characters, plot, and metaphors. Your discussion with your peers can help you determine what kinds of questions and which questions to consider for your discussion with your guests.
- Explore the themes, characters; plot and river metaphors of your chosen book through questioning and finding textual support for your interpretations and answers.
- Provide everyone the opportunity to share their insights or understanding of the book's theme or importance.
- To help determine what makes for an engaging book discussion.

In your book discussion groups, use the ideas presented in the following questions to guide your discussion of your river book. Be sure to question, clarify, ask for clarification, make real life connections, find examples, and make statements about the book that promotes understanding the big ideas presented or implied, and their importance, or significance today. You do not need to answer all of the questions, nor do you need to follow any particular order, instead use them to guide your exploration of the book's importance and insight into **rivers** and people's experiences with them. The goal here is to discuss the ideas in depth, not simply answer the question or fly through a bunch of them just because there is a long pause. You will need to make a conscious decision about when to move to the next question.

Before beginning the discussion, look over your annotations and questions. Highlight or underline the questions you think are most important to cover. Prepare one statement or passage that you would like to share with the group at some point in the discussion.

Jot down any thoughts that you have about the questions or passages you have selected.

Questions to Guide the Discussion:

What is your book about? In other words, why did the author write this book when he did? Who was the intended audience? What do you think; he wanted the readers to "carry away?"

Look carefully at the last paragraph or page of the book. This is frequently where the author is saying, "slow down...think about what I am saying." What do you think

is being said here and what is the implication for the characters and possibly for us the reader? Is there a particular line or spot that most clearly reflects this?

Are there places in the book that “jumps” or don’t make sense. These gaps are clues that the action is forcing a problem to come to a head. What do you know now that you didn’t know before? This is a clue to theme.

What role does the river play in the book? What might it be a metaphor of? What ideas from the text suggest this? Is there a psychological river that runs through the book?

How did your experience on the Cannon, help you understand the book? Be specific about both the river and the book.

A River Runs Through It:

Consider the original question that we discussed regarding the book: Do we have a responsibility to intervene when someone we love is engaging in self-destructive behavior? Why or why not? Use the characters from Maclean’s story to address this question.

What do you think Maclean believes about help? Compare and contrast the self-destructive behavior of both Paul and Neal and the ways in which their loved ones helped them. What sort of intervention works? How does Norman feel about how he has “helped” Paul and Neale? Is he at peace with what he has done, or is he conflicted? Why? What statements from the text suggest this? Can you help someone only if you understand them? Should you help people even if they don’t want your help?

What role does the river play in “helping?” How does the river help? Find specific passages to support this. What is the relationship between the river and the men in the book?

What does Maclean mean when he says, “you can love completely without complete understanding.”? Do you agree or disagree with this statement.

Is talking the best way to get to know someone?

What does the title mean? What does the river stand for? Who or what is the river? What aspects of the river are like life? Whose life? In what ways?

Using the fishing motif, consider whether true art is learned or innate? Can true art be learned, or are you simply “born” an artist?

The River Why:

Revisit the initial question: Is it better to know or focus on a little bit about many things (a broad understanding) or to focus on or know a lot about one thing (a deep understanding)? Use specific people and instances from the book to support your stance.

What are Ma and H2O's attitudes about parenting? How are they antithetical? How did their parenting affect Gus and Bill Bob? Which philosophy do you agree with more? Why?

Throughout the novel, Gus traces his life from childhood through his transition to being an adult. He creates his life, so to speak. How does he develop his attitude about spirituality, love and friendship, and life (how to live)? How do his ideas at the beginning of the book differ from his attitudes at the end? What is his view on love, spirituality, and how to live? Find quotes to support this.

What role does Abe play in Gus' voyage? How necessary is this character to Gus' self-discovery?

How is Gus' voyage of self-discovery like a river? Why does he feel that he needs to go the source of the river? How do the physical features of rivers represent his psychological river?

What are Dreefees and what role do they play in Bill Bob and Gus' life?

Compare and contrast Bill Bob's and Gus' ideas about spirituality (garden angels for Bill Bob)?

What role does discipline play in art? Is true art more innate or can it be achieved by practice?

The Adventures of Huckleberry Finn:

Re-consider the initial question: Should issues of race, or even racial slurs be addressed specifically in the public schools? Should this book be taught in schools today? Is it appropriate? Is it relevant today? Why or why not?

Find a passage that you think best reflects Twain's satirical style. Share it by reading it aloud and explain what he is satirizing and how he satirizes it.

The Mississippi River is the central image of the novel and provides the entire structure for the plot. How does the river reflect Huck's awakening or development? Is it necessary for him to experience a rebirth by faking his own death in order to evolve as a character? Why? What does Huck's psychological river look like? Does he regress at the end of the novel at the Phelps' farm? Why do you think that is?

What was the most confusing part of the novel? Why was it confusing? Is the confusion because of Twain's style, the dialect, a shift in the plot, or a shift in Huck's behavior?

Compare and contrast Huck to Tom considering superstition, civilization, and imagination...? How are they similar? How are they different? Why are the differences significant? How would you describe how Huck's behavior is different when he is with Tom and when he is not with him?

What do you think of the end of the book? Why do you suspect it is so different from the rest of the novel? Is Twain's last paragraph a suitable ending for the novel? Explain.

Canoeing with the Cree:

Re-consider the initial question: Is it foolish to pursue an adventure for adventure's sake even when it puts your own life at risk? What if the pursuit puts others' lives at risk?

Was there any point on the voyage that they should have stopped? Was their pursuit and their risks heroic or foolish? Why or why not? Was there voyage selfish? Were there moments that were? Which ones?

What were the specific hardships that they endured? How did their preparation or lack thereof affect the voyage? Be specific. What features of the river voyage were the most difficult to navigate? What were the most difficult hardships and were they psychological or physical? What is the link between the two? Explain by using examples.

Which challenges or set backs would be the most difficult for you to overcome if you had been the other person in the canoe?

Who did the boys meet along the way and how did they interact or react to them? Were there reactions appropriate or not? Would their responses/language be appropriate today? Why or why not?

Would this expedition be possible today? How would it be different (both better and worse) today than when the boys attempted this in the 1930's? Does it hold the same appeal today, as it would have back then?

The boys arrived at their destination in the end, but was their success more a result of luck or intelligence? Why? What personality trait was most important to their success? When did they exhibit it and how did it benefit them?

How were the boys heroes? Would this same trip seem less or more heroic today? Explain.

LIST OF MATERIALS:

Bring a Mug and a Book” SES and Guest Book Club Discussion Coffee House: Thursday, November 3rd -7:00-8:30 p.m.

“What makes a river so restful to people is that it doesn’t have any doubt-it is sure to get where it is going, and it doesn’t want to go anywhere else.”-----Hal Boyle

General Overview: As we continue to explore rivers and their importance to ecology and to people, we will ask you to choose one of four books (3 fiction; 1 non-fiction) and a guest outside of the SES community who will read the same book. All of these books explore “rivers” in a variety of ways. We will then share our thoughts and insights about the book in a book club discussion with our guests in a “coffee house” format.

Goals of the community book club:

- To provide an authentic literacy experience for students to share insights and understanding of a book, outside of a traditional teacher –led discussion.
- To provide an opportunity to apply knowledge of both literary analysis and discussion techniques.
- To establish a curricular connection between the SES community and the local community.
- To allow choice in reading material which meets the expectations of the content and skills of the curriculum.
- To show the important relationship between rivers and people.

Book Choices and synopsis:

1. *The Adventures of Huckleberry Finn* by Mark Twain (fiction): The American classic which explores the adventures that a boy, coming of age, experiences as he deals with society, culture, racism, and identity. Twain’s writings were unlike any books the world had ever seen in 1884. At a time when most American writers were copying European novelists, Twain wrote about American themes. Much of the humor in Twain’s writing comes from his colorful uses of the language. Twain uses the dialects of the times and wrote as if Huck were speaking. If this is challenging, try reading it aloud. **Warning:** The richness of this book both symbolically and culturally, does explore sophisticated themes such as racism and includes language and word choice which is controversial, yet appropriate for academic discussion both historically and linguistically. Twain does make extensive use of the “n” word, which will be addressed in these terms. If you feel uncomfortable with what is now considered offensive language, please choose another book.
2. *The River Why* by James Duncan (fiction): A “funny, sensitive, very special story of one man’s search for meaning, love, and a sane way to live...Leaving behind a madcap, fishing-obsessed family, Gus embarks on a an extraordinary voyage of self-discovery along his beloved Oregon Rivers. What he unexpectedly finds man’s

wanton destruction of nature and a burning desire to commit himself to its preservation.”

3. *A River Runs through It* by Norman Maclean (fiction): This story is prose, but in places reads like poetry. This richly descriptive book “recalls the experiences of a young man in frontier Montana; of his minister father, who taught his sons the ways of grace and fly fishing; of his brother, an artist at trout fishing but less than successful at life; and the swift, cool rivers that ran from the heart of the mountains into the still mysterious heart of man.”
4. (non-fiction) *Canoeing with the Cree* by Eric Sevarcid: “In 1930 two novice paddlers launched a secondhand 18’ canvas canoe into the Minnesota River at Fort Snelling for an ambitious summer-long journey from Minneapolis to Hudson Bay. Nearly four months later, after shooting hundreds of sets of rapids and surviving exceedingly bad advice, the ragged, hungry adventurers arrived in Hudson Bay-with winter freeze-up on their heels.

The Assignment:

- Choose one of the four book options.
- Choose a partner outside of the SES community with whom you will ask to read the same book. The partner or guest can be a parent, grandparent, former teacher, relative or some other adult who will share in the reading and discussion process with you. If you have trouble finding a guest, let the teachers know, so that they can assist your process with some of their own and school resources. If you have more than one interested guest, please invite them as well. A back-up is always a good idea.
- **Keep the evening of Thursday, November 3rd, from 7:00-8-30 open for the book discussion. The event will be held in various rooms of SES. Because we are giving you this date, a month in advance, we expect that any work related conflicts will be worked out before hand.**
- While reading, you will want to annotate for the following:
 1. Highlight any passages you find interesting (either those you agree with, disagree with, or connect with in some way.
 2. Write at least three questions you have while reading which: clarify thinking, question word meaning or word choice, and at least one analytical question or why?
 3. References to the river, its physical characteristics, its symbolic meaning, its importance to the characters in the story.

“Take Me To The River:” Choice River Novel- A Voyage of Discovery”

“Besides being a book about rivers, your book is about the journey which each person must take in life, the journey to knowing oneself.”

Objective: As you read your choice book, you are trying to answer the question: Why is the river important to the main characters in the novel, and how is this importance or theme, symbolized by the river itself?

Reading Schedule:

Due Date: Have the	<i>A River Runs</i>	<i>The River</i>	<i>Canoeing</i>	<i>The</i>
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following pages read by this date and Annotate for:	Through it	Why	with the Cree	Adventures of Huckleberry Finn
Monday, Oct. 17: Annotate for the exposition (who?, what?, where?, when?)	Beginning to when Paul gets arrested. Pages 1-25)	Book 1 (approx. 56 pages)	Ch. I,II,III, IV, V	Chapters 1-10
Monday, Oct. 24: annotate for powerful images of waters or rivers, powerful thoughts about rivers or life made by the characters or narrator.	From picking Paul up in jail to when he goes to Seely Lake cabin with Paul (pages 25-56)	Book 2 (approx. 43 pages)	Ch. VI,VII,VIII,IX	Chapters 11-20
Monday, Oct31: annotate for statements about the relationship between humans and rivers, possible symbols and themes.	From Seely Lake to when they eat breakfast the morning they take dad fishing (p.56-86).	Book 3 (approx.. 61 pages)	Ch X, XI,XII,XIII	Chapters 21-29
Wednesday, Nov. 2; annotate for what the characters have learned, how they have changed, and how the river reflects this.	The fishing trip with dad to the end (p.86-end)	Book 4 and 5 (approx. 91 pages)	Ch XIV, XV,XVI	Chapters 30-the last

***Remember: The Final book discussion with your invited guest is Thursday, November 3 at 7:00p.m.!**

The River Unit Choice Book Assignment

“What makes a river so restful to people is that it doesn’t have any doubt-it is sure to get where it is going, and it doesn’t want to go anywhere else.”-----Hal Boyle

General Overview:

As we continue our study of the relationship between water and humans, we will explore rivers and their importance to civilization, the natural world, and to people both physically and spiritually. Much has been written about rivers and their importance both in fiction and non-fiction genres. As we explore rivers and their importance, we will ask you to choose one of four books (3 fiction; 1 non-fiction) to read and a guest outside of the SES community to read the same book simultaneously. We will then share our thoughts and insights about the book in a book club discussion with our guests.

Goals of the community book club:

- To provide an authentic literacy experience for students to share insights and understanding of a book, outside of a traditional teacher –led discussion.
- To provide an opportunity to apply knowledge of both literary analysis and discussion techniques.
- To establish a curricular connection between the SES community and the local community.
- To allow choice in reading material which meets the expectations of the content and skills of the curriculum.
- To show the important relationship between rivers and people.

Book Choices and synopsis:

5. *The Adventures of Huckleberry Finn* by Mark Twain (fiction): The American classic which explores the adventures that a boy, coming of age, experiences as he deals with society, culture, racism, and identity. Attention: This book includes a writing style which makes extensive use of a dialect which can be challenging to read. The richness of this book both symbolically and culturally, does explore sophisticated themes such as racism and includes language and word choice which is ____.
6. *The River Why* by James Duncan (fiction): A “funny, sensitive, very special story of one man’s search for meaning, love, and a sane way to live...Leaving behind a madcap, fishing-obsessed family, Gus embarks on a an extraordinary voyage of self-discovery along his beloved Oregon Rivers. What he unexpectedly finds man’s wanton destruction of nature and a burning desire to commit himself to its preservation.”
7. *A River Runs through It* by Norman Maclean (fiction): This story is prose, but in places reads like poetry. This richly descriptive book “recalls the experiences of a young man in frontier Montana; of his minister father, who taught his sons the ways of grace and fly fishing; of his brother, an artist at trout fishing but less than successful at life; and the swift, cool rivers that ran from the heart of the mountains into the still mysterious heart of man.”
8. (Non-fiction)

The Assignment:

- Choose one of the four book options.
- Choose a partner outside of the SES community with whom you will ask to read the same book. The partner or guest can be a parent, grandparent, former teacher, relative or some other adult who will share in the reading and discussion process with you. If you have trouble finding a guest, let the teachers know, so that they can assist your process with some of their own and school resources. If you have more than one interested guest, please invite them as well. A back-up is always a good idea.
- **Keep the evening of November from 7:00-8-30 open for the book discussion. The event will be held in various rooms of SES. Because we are giving you this date, a month in advance, we expect that any work related conflicts will be worked out before hand.**
- While reading, you will want to annotate for the following:
 4. Highlight any passages you find interesting (either those you agree with, disagree with, or connect with in some way.
 5. Write at least three questions you have while reading which: clarify thinking, question word meaning or word choice, and at least one analytical question or why?

6. References to the river, its physical characteristics, its symbolic meaning, its importance to the characters in the story.

If you are unable to attend the community book club discussion:

- If you cannot attend the community book club discussion for transportation reasons, let one of the teachers know, so that arrangements for you can be made.
- If your guest cannot make it at the last minute, you should still come for the discussion and we will balance out the groups with students and guests.
- For any reason, if you are unable to attend you will have a make-up assignment which will include a written discussion of the book which will use quotes from other scholars and reviewers, who have written about the book. A student discussion will follow where you will share what those of you within the SES community (students) and those outside the community (experts/reviewers) have said about the book.

Assessment You will be graded on the following criteria:

1. **Attendance and participation on the evening of the book club discussion**
2. **Annotations of the book**
3. **Quality of prepared questions**
- 4.

GRADING SYSTEM:

Journals	40%
Socratic Circles and Socratic Seminar Discussions	30%
Essays	10%
Timeliness	10%

Socratic Seminar Rubric:

	5 outstanding	4. Good	3. Average	2. Below Average	1. not acceptable
Reading and text Preparation for each circle					
Engaged in Discussion and stayed on task					
Supports ideas with references to the text					
Encourages thinking and participation					

in others					
Presents self and ideas in a civil and proper manner					
Questions insightfully and uses sound reasoning					
Accepts more than one point of view on the text					

Journal Assessment Rubric

	9. Thorough and complete; organized, well thought out, and detailed	7Thorough and complete	5. Incomplete and brief
Written journal entries			
Class notes			
Reflections			
Drawings/sketches			
Field Notes from field trips			

OTHER:

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Twain, Mark. *The Adventures of Huckleberry Finn*. New York: Barnes and Noble Press, 2003.