



# A River, Dead or Alive: Native Americans and European Colonists' Treatment of a River

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**Grade Level** 4-5  
**Duration** 2 class periods

**ELL Adaptation by** Karen Guerrero

SIOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> <b>Linking to past learning</b> <b>Strategies used</b>	<b>Scaffolding</b> <b>Modeling</b> Guided practice Independent practice <b>Comprehensible input</b>	<b>Grouping Option</b> <b>Whole class</b> Small groups Partners <b>Independent</b>
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> Speaking <b>Listening</b>	<b>Application</b> Hands on <b>Meaningful</b> <b>Linked to objectives</b> Promotes engagement	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral

## Arizona ELP Standards

**Stage III**

**Basic**

**Reading**

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:**

B-7: identifying the main idea and two-to-three details from text.

B-12: identifying the cause and effect relationship of two related events in a literary selection.

**Writing**

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas in a variety of writing genres, as demonstrated by:**

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., *teacher modeling, visuals, word banks, etc.*).

B-4: writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:**

B-1: producing a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support.

## Overview

The North American continent is a place of rich and abundant natural resources. The Native Americans, who were the first humans on the continent, had a very different philosophy than the European Colonists of how to live with and use these resources.

## Key Vocabulary

**Nashua River** – river in Massachusetts that means “River with the pebbled bottom”

**environment** – one’s living area

**adapt** – to change to fit into your environment and survive

**habitat** – The natural environment that provides everything a species needs to survive (water, food, space and shelter)

**pollution** – the act or process of making something like air or water dirty or unsafe

**descriptive words** – words that describe something often using words related to five senses (touch, sight, hearing, taste, and smell)

## Procedures

*Prior to teaching this lesson, review with the students the skill of determining cause and effect.*

1. Divide the students into groups (depending on how many copies of the book are available). Have the students follow along in the book, *The River Ran Wild* by Lynne Cherry as it is read aloud.
2. Stop after each page and discuss pictures and words surrounding the text. Record those words on the board and draw illustrations as needed. Emphasize how these words and pictures illustrate/explain the key vocabulary in the story. Project the Vocabulary Cards for additional images and comprehension. **(Preparation: Linking to background, linking to past learning)**
3. Locate the Nashua River on a map of the New England Region. Note: maps are included on the inside covers of *The River Ran Wild* book.
4. Distribute the Causes and Effects of Uses of the Nashua River by Native Americans. Discuss with the class how the Native Americans used and lived with the Nashua River. Write the uses and the effects of these uses (both positive and negative) on a large piece of paper for the class to see. Each person then copies these uses and the effects of these uses

on their individual graphic organizers. **(Scaffolding: Modeling, Comprehensible input; Integrated processes: Listening, reading, writing; Grouping: Whole group)**

5. Distribute the Causes and Effects of Uses of the Nashua River by European Colonists. Discuss with the class how the European Colonists used and lived with the Nashua River. Write the uses and the effects of these uses (both positive and negative) on a large piece of paper for the class to see. Each person then copies these uses, their causes, and the effects of these uses on their graphic organizer for European Colonists. **(Scaffolding: Modeling, comprehensible input; Integrated processes: Listening, reading, writing)**

6. Have groups illustrate different cause and effects on the whiteboard or on paper – splitting up the different ones. Share or project the illustrations and review the different cause and effects before moving on. **(Scaffolding: Modeling; Application: Meaningful, linking to objectives)**

7. Divide the class in half. Half of the students write an expository paragraph about how the Native Americans used the river. Give these instructions: “You are a Native American who lives on the Nashua River in the 1500’s. Explain three ways that you use the river and the effects of these uses in a paragraph with a topic sentence, detail sentences, and a concluding sentence.” The other half of the class writes an expository paragraph about how the European Colonists used the river. The teacher gives these instructions: “You are a European Colonist who lives near the Nashua River in the 1600’s. Explain three ways that you use the river and the effects of these uses in a paragraph with a topic sentence, detail sentences, and a concluding sentence.” **(Grouping: Individual)**

## Assessment

Assess the students' Graphic Organizers of both the uses and effects of those uses of the river by Native Americans and European Colonists. Points can be assigned to each category. Mastery will be considered 75% or higher on the points assigned.

The Six Writing Traits can be used to grade the expository paragraphs with emphasis on the traits of Organization (i.e., topic sentence, detail sentences, and a concluding sentence) and Ideas. **(Assessment: Individual, written)**