



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

**Author** Jane Chambers  
**Grade Level** 4-5  
**Duration** 2 class periods

**ELL Adaptation by** Karen Guerrero

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

#### Element 4: Human Systems

12. The processes, patterns, and functions of human settlement.

#### Element 5: Environment and Society

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

14. How human actions modify the physical environment

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.3 and 5.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### Writing

##### Production and Distribution of Writing

4.W.4 and 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## Arizona Social Science Standards

### GEOGRAPHY

#### Human-environment interactions are essential aspects of human life in all societies.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

#### Global interconnections and spatial patterns are a necessary part of geographic reasoning.

5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

### HISTORY

#### The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

## A River, Dead or Alive

**Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration

4H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.

5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

SIOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<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 English Language Proficiency Standards

**Grade 4 and 5**

**Basic**

#### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

B-2: recount a text including specific details and information.

B-4 utilize visual information to understand the text

#### Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

#### Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

# A River, Dead or Alive

B-5: contribute information and evidence to collaborative oral and written discussions.

## Overview

The North American continent is a place of rich and abundant natural resources. How should these resources be used?

## Purpose

In this lesson, students will learn the different philosophies of the Native Americans and European Colonists on the usage of natural resources by studying the Nashua River. This lesson contains strategies for teaching diverse learners (ELLs).

## 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)

## Materials

- *A River Ran Wild* by Lynne Cherry. (Several copies of the book or project it while reading)
- Graphic Organizer for Causes and Effects of the uses of the Nashua River by Native Americans
- Graphic Organizer for Causes and Effects of the uses of the Nashua River by European Colonists
- Two large pieces of paper

## Objectives

The student will be able to:

- Examine the uses for and the causes and effects of two groups of people on the Nashua River.
- Write an expository paragraph

## Procedures

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

*This lesson uses Native Americans to describe the people populating the land before European colonization. It is also acceptable to use Indigenous peoples.*

1. Introduce the lesson by asking where does our community get its water? Then ask if anyone would mind if our water was polluted with chemicals or trash?
2. 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.
3. 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)**
4. 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.
5. 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)**
6. 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)**
7. Have groups illustrate different cause and effects on the whiteboard or on paper – splitting up the different ones. Share or project the

## A River, Dead or Alive

illustrations and review the different cause and effects before moving on. **(Scaffolding: Modeling; Application: Meaningful, Linked to objectives)**

8. 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: Independent)**

## Assessment

### Geography and History

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 80% on the points assigned.

ELA

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 (i.e., each paragraph includes three uses of the river and the effects of those uses). A score of 4 or higher will be considered mastery. **(Assessment: Individual, Written)**

## Extensions

The students list the uses of the Nashua River by the Native Americans and then list the effects from those uses. Do the same for European colonists. Then the students decide which of these uses are positive and which are negative.

Make a Venn diagram showing the similarities and differences in the uses of the river by the Native Americans and the European Colonists.

List the uses of the river after industrialization occurs and the effects on the river.

The students could make a time line of the activities on the river through the years.

## Sources

Cherry, L. *A River Ran Wild*. Gulliver Books, 1992  
ISBN 0152005420