



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

Author
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Grade Level
4-5
Duration
2 class periods

National Standards	AZ Standards	Arizona Social Science Standards
<p>GEOGRAPHY</p> <p>Element 2: Places and Regions</p> <p>6. How culture and experience influence people's perceptions of places and regions.</p> <p>Element 4: Human Systems</p> <p>12. The processes, patterns, and functions of human settlement.</p> <p>Element 5: Environment and Society</p> <p>13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface</p> <p>14. How human actions modify the physical environment</p> <p>Element 6: The Uses of Geography</p> <p>17. How to apply geography to interpret the past</p> <p>18. How to apply geography to interpret the present and plan for the future</p>	<p>ELA</p> <p>Reading</p> <p>Key Ideas and Details</p> <p>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.</p> <p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>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.</p>	<p>GEOGRAPHY</p> <p>Human-environment interactions are essential aspects of human life in all societies.</p> <p>4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.</p> <p>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>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.</p> <p>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</p> <p>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.</p> <p>HISTORY</p> <p>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</p> <p>4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during</p>

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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.

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.

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.

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) or

project the book. Distribute the Graphic Organizers for Causes and Effects of the uses of the Nashua River by Native Americans and Causes and Effects of the uses of the Nashua River by European Colonists. Read the book, *The River Ran Wild* by Lynne Cherry.

3. Locate the Nashua River on a map of the New England Region after reading a few pages.
4. As the book is read, 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 Organizer for Native Americans.
5. 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 the Graphic Organizer for European Colonists.
6. 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."

Assessment

Geography and History

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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.

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
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