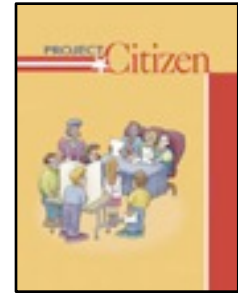


Lesson Plan
A River Ran Wild: An Environmental History
by Lynne Cherry
Project Citizen and Literacy Integration*



Standards:

National Council for the Social Studies:

- II. Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
- III. Social studies programs should include experiences that provide for the study of people, places, and environments.
- V. Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- VI. Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- X. Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Note: Add your state or local social studies standards and benchmarks here.

National Council of Teachers of English:

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Note: Add your state or local English language arts standards and benchmarks here.

Essential Questions:

- How did the Native Americans treat the land and the Nashua River?
- What impact did the Industrial Revolution have on the Nashua River?

- Who were Marion Stoddard and Oweana and why are they important to the Nashua River?
- What role did citizen participation play in the history of the Nashua River?

Activities:

- Conduct a shared reading of *A River Ran Wild*. (Be sure to read the Author's Notes)
- Develop a list of words from *A River Ran Wild* for word study and word wall. (quench, pulp, grist, Industrial Revolution, etc.)
- Conduct an author/illustrator study of Lynne Cherry.
- Ask students to "turn and talk" about the main idea in the story.
- Working in pairs, ask students to complete the NCTE Sequencing Graphic Organizer for *A River Ran Wild*.
- Working in teams of 3 or 4 have students complete the NCTE Cause and Effect Graphic Organizer.
- Present a lesson on the branches and levels of government.
- Conduct a class discussion on what is and what is not public policy.
- Using the Library Media Center or computer have students conduct research on the Nashua River, the Nashua River Watershed Association, and the Clean Water Act.
- Working as whole group and teams have the class conduct a mini Project Citizen based on the problems, events, and community activities in *A River Ran Wild*. (Use the Project Citizen book as a guide through the process)
- Identify the problem and write a problem statement.
 - ✓ Identify any existing policies that were in place to deal with the problem.
 - ✓ Did the citizens in the book propose a specific public policy to deal with the problem?
 - ✓ Identify the steps taken by the citizens to influence government-What was their action plan?
- Present a lesson on persuasive letter writing.
- Students write letters to the paper mills explaining why they should stop dumping waste into the Nashua River.
- Students create posters and signs protesting pollution of the Nashua River.
- Follow-up discussion: What would daily life be like along the Nashua River if concerned citizens had not taken action to clean up the river?

Materials:

- Classroom set of *A River Ran Wild* by Lynne Cherry.
- Classroom set of Project Citizen books.
- Classroom sets of graphic organizers.
- Posters, rulers, crayons, construction papers, etc. for posters and signs.

Evaluation:

- Sample persuasive letter writing rubric: http://teacher.scholastic.com/LessonPlans/LtrWritg_Rubric.pdf
- Sample research rubric for middle school students: ftp://download.intel.com/education/Common/en/Resources/AP/library/research_process_middle.pdf
- Student reflection on the lesson and activities using pages 53-55 in the Project Citizen book.

***This lesson can be adapted and used with other trade books on the Project Citizen bibliography.**

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