

LITERACY Curriculum Map Grade: 7/8

School and Theme: M.S.217 Q.-Green Magnet School

Teacher Name: T. SAPP

<p>Time Frame / Month</p>	<p>Two Weeks / October</p>
<p>Unit Title/ Micro-concept</p>	<p>-TRADE-OFFS          -SURVIVAL OF PEOPLE OVER TIME          -HOW TIME AND TOWNS CHANGE          -CHOICES MUST BE MADE TO KEEP LIFE IN BALANCE AS HUMANS DECIDE BETWEEN UNLIMITED WANTS WITH LIMITED PRODUCTIVE RESOURCES AVAILABLE IN THE WORLD</p>
<p>Macro concept / connection to theme</p>	<p>-SURVIVAL          -SCARCITY REQUIRED PEOPLE IN DIFFERENT PERIODS IN THE U. S. TO MAKE ECONOMIC CHOICES AND INCUR OPPORTUNITY COSTS.</p>
<p>Essential Questions</p>	<ol style="list-style-type: none"> <li>1. WHAT IS SURVIVAL</li> <li>2. HOW IS SURVIVAL ESSENTIAL FOR LIFE</li> <li>3. WHAT “ESSENTIALS” ARE NECESSARY TO CONDUCT A QUALITY LIFE?</li> <li>4. HOW DOES SCARCITY INFLUENCE HOW ECONOMIC DECISIONS ARE MADE?</li> <li>5. HOW DO ECONOMIC DECISIONS IMPACT COMMUNITIES?</li> <li>6. HOW DO LIMITED PRODUCTIVE RESOURCES &amp; UNLIMITED WANTS RESULT IN SCARCITY, OPPORTUNITY COSTS &amp; TRADEOFFS FOR INDIVIDUALS IN COMMUNITIES?</li> <li>7. HOW DO WANTS AND NEEDS DRIVE THE USE OF RESOURCES?</li> </ol>
<p>Content</p>	<p>STUDENTS WILL UNDERSTAND WHAT A SOCIETY/PEOPLE NEED TO SURVIVE.</p> <p>STUDENTS WILL LEARN THAT SURVIVAL MEANS TO EXIST AND MAINTAIN A QUALITY OF LIVING-THUS LENDING/GIVING MORE TO ONES’ LIFE.</p> <p>STUDENTS WILL LEARN OF THE WATER CRISIS THAT ALMOST CAUSED BOSTON, MASSACHUSETTS EXTINCTION.</p>

Skills	I. DETERMINING IMPORTANCE - COMPARE / CONTRAST II. NOTETAKING III. CLUSTERING IDEAS IV. VOCABULARY ( SYNONYMS-ANTONYMS ) V. IDENTIFYING PERSPECTIVES VI. ANALYZING ISSUES VII. PROBLEM SOLVING
Assessments	A PERSUASIVE COMPOSITION – STUDENTS WILL COMPOSE A COMPOSITION TO THE SWIFT RIVER VALLEY TOWNS’ COUNCIL EXPRESSING THEIR PERSONAL “VIEWS” ON THE DILEMMA THE PEOPLE OF BOSTON WILL FACE IF THE SWIFT-RIVER VALLEY TOWNS REMAIN.

**Unit name:** “LETTING SWIFT RIVER GO” – A BOOK BY JANE YOLEN

**Teacher/School:** T. SAPP / M.S. 217-GREEN MAGNET SCHOOL

Time Frame: TWO WEEKS-OCTOBER

Stage 1 Desired Result	
<p><b>Standards Based Learning Goals:</b> STANDARD I. LISTENING AND READING TO ACQUIRE INFORMATION; UNDERSTANDING INVOLVES COLLECTING DATA, FACTS, AND IDEAS. STANDARD II. STUDENTS WILL READ, WRITE, LISTEN, AND SPEAK FOR LITERARY RESPONSE AND EXPRESSION.</p>	
Concepts	
<p><b>Macro-concept: Big idea</b></p> <p>SURVIVAL</p>	<p><b>Micro-concept: content idea</b></p> <p>TRADEOFFS</p>
<p><b>Macro concept Understandings</b> <i>Students will understand that/</i> WHAT SURVIVAL IS  <ul style="list-style-type: none"> <li>WHAT A SOCIETY/PEOPLE NEED TO SURVIVE</li> </ul> </p>	<p><b>Micro concept Understandings</b> <i>Students will understand that...</i> I.WHAT A “TRADEOFF” IS II. WHAT TRADEOFF OCCURS IN “ LETTING SWIFT RIVER GO.</p>
Questions	
<p>Universal Questions-WHAT KEY ELEMENT DOES MANKIND NEED INORDER TO LIVE/SURVIVE? - WHAT ROLE(S) CAN SOCIETY TAKE IN “ALTERING” NATURE’S COURSE?</p>	<p><b>Content Guiding Questions</b> WAS THE SACRIFICE MADE BY THE FOUR TOWNS THAT COMPRISED SWIFT RIVER VALLEY “WORTH” THE MOVE? INTRODUCTION/DISCUSSION OF THE TERM “TRADE-OFF”. WHAT WERE THE TRADE-OFFS THE PEOPLE IN</p>

THE TOWNS FACED?  
DISCUSSION OF THE NATURAL RESOURCE(S)  
THAT WERE SCARCE IN THE CITY, BUT NOT...

**Knowledge and Skills**

**Know**

**Students will know that ...**

- WATER IS A PRECIOUS COMMODITY.  
HOW LIFE VARIES: CITY VS.RURAL; SMALL TOWNS VS. BIG CITIES  
THE QUABBIN RESERVOIR HELPED IN SUSTAINING THE CITY OF BOSTON'S SURVIVAL.

VOCABULARY

- scarcity
- needs and wants
- goods and services
- allocations
- choices
- supply and demand
- productive resources
- natural resources
- human resources
- decision making

**Do**

**Students will be able to ...**

- DISCUSS WHAT A TRADE-OFF IS AND THE VARIETY OF "TRADE-OFFS" OFFERED.
- LIST REASONS TO WHY WATER IS VITAL TO SUSTAIN LIFE.
- DISCUSS METHODS/PROJECT THAT CAN HELP PRESERVE WATER.
- TELL HOW A RESERVOIR IS FORMED.

Unit Planner – A Week at A Glance

Unit Name: “LETTING SWIFT RIVER GO” BY JANE YOLEN Teacher/School: MS. T.L. SAPP  
 /M.S.217 GREEN MAGNET PROGRAM Time Frame: TWO WEEKS  
 /OCTOBER

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work ar TAILOR work to student needs Be ORGANIZED to maximize engagen	
Monday	Tuesday	Wednesday	Thursday
<p>Content Focus: SURVIVAL-WHAT IS SURVIVAL-WHAT DO WE NEED TO EXIST?</p> <p>Hook: CAN WE SUSTAIN LIFE WITHOUT WATER?-A CLASS DISCUSSION</p> <p>Daily Assessment:-STUDENTS WRITE A PARAGRAPH TELL WHAT IT IS THAT PEOPLE N INORDER TO SURVIVE.</p>	<p>Content Focus: SWIFT RIVER VALLEY TOWNS- AN INTRO. TO THE BOOK BY JANE YOLEN</p> <p>Hook: HOW WOULD YOU FEEL IF YOU FOUND OUT THAT YOU &amp; YOUR FAMILY MUST MOVE/RELOCATE INORDER THAT SOMEONE ELSE MAY VACATE YOUR PREMISES</p> <p>Daily Assessment: STUDENTS WILL DISCUSS AND LIST IN SMALL GROUPS THEIR REACTION(S) TO BEING “ABRUPLTLY” UP-ROOTED AND DIS-PLACED.</p>	<p>Content Focus: DETERMINATION: HOW HAVE THE PEOPLE OF SWIFT RIVER VALLEY LEFT INDELIABLE MARKS ON SOCIETY?</p> <p>Hook: TO DETERMINE WHAT IS “PERSEVERANCE”? TO LIST EXAMPLES OF SITUATIONS THAT DEPICT PERSEVERANCE.</p> <p>Daily Assessment : STUDENTS WILL WRITE A PARAGRAPH EXPLAINING WHAT THEY BELIEVE MAKES A PERSON AS REMARKABLE.</p>	<p>Content Focus: INTRODUCTION 1 TRADE-OFFS.</p> <p>Hook: WHEN “SWAPPIN ITEMS WITH SOMEONE WHO GAINS, WHO LOS WHY?</p> <p>Daily Assessment: STUDENTS WILL DISCUSS IN GROU WHAT ADVANTAGE(S)/I ADVANTAGE(S) I THE TOWNSPEOP OF SWIFT RIVER VALLEY FACE?</p>

**Weekly Assessment:**

**What have the students produced that scaffolds towards the units culminating assessment?**  
(for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)

## Resources

<http://www.carolhurst.com/titles/lettingswift.html>

<http://www.kidseconposters.com/keb/Title%20List%20Poster%20Set%20B/Trade-Offs/Letting%20Swift%20River%20Go.htm>

---

---

### LESSON Plan: LETTING SWIFT RIVER GO

June 2008      Linda Hoffman, Literacy Coach\_\_

**\*\*Trade book Summary:\*\***\_\_ Sally Jane began her life in one of the small towns along the Swift River. Because the city of Boston needed more water, the small rural towns were removed, the river was damned, and the Quabbin Reservoir was formed.

Vocabulary:

TRADE-OFFS

means getting a little less of one thing  
in order to get a little more of another.

Example: Jarod's time is limited. The time he spends practicing football cannot be spent studying math, and vice versa.

Definition: When making a choice, trade-offs means getting a little less of one thing in order to get a little more of another.

Other Vocabulary:

Natural Resources, Scarcity, Capital Resources

Building Background Information

What the author Jane Yolen Has to Say about her Book:

I had lived in the Connecticut River Valley for a number of years, and had known (and visited) that lovely created wilderness, the Quabbin Reservoir. But I hadn't known the human story behind it until the local newspaper did an article. It seems that in the late '30s, the people of the Swift River Valley towns had sold their property and therefore their futures to Boston. Boston, it seems, had a long thirst. Trees and buildings were removed, the people relocated, and then the entire area was drowned to make a reservoir for the folk of Boston, sixty miles to the east. At first I thought I wanted to write a novel. I had a picture in my head of a girl in a boat looking over her drowned town. Eventually (about five years later) that picture in my head became the last scene in the picture book. Barbara Cooney's illustrations are a gift, each one stunningly perfect. There is a Trumpet Book Club edition and a Japanese edition. The book was one of Yankee Magazine's 100 Classic New England Children's Books.

Comprehension Questions:

1. Why did the people of the small towns along the Swift River have to move?

The towns were removed in order to create a reservoir because the people of Boston did not have enough water.

2. What were the trade-offs the people in the town faced?

The people earned money for a better life somewhere else, but they gave up their homes, their friends, and their town.

3. What natural resource was scarce in the city but not in Sally Jane's town?

Water was scarce in the city.

4. What other natural resources were collected as the land was prepared to build the reservoir?

All the trees were cut down and hauled away.

5. What natural resource could not be used after the reservoir was completed?

The fertile soil of the valley to grow plants.

6. Identify the trade-off of natural resources.

Getting more fresh water for the city and losing fertile land.

**\*\*Book Review:\*\*** \_\_ by Carol Hurst's Children's Literature Site

In 1927 it was decided by the Massachusetts State Legislature that the Swift River should be dammed to form a reservoir. This would supply needed water to Boston, one hundred miles to the east. To build what would become Quabbin Reservoir, four small towns had to be completely destroyed.

We live not far from Quabbin as does Jane Yolen. She has told the story of what it must have been like to be living in one of those towns that ceased to exist so that Boston could have water. She does so through the eyes of Sally Jane, a little girl living in one of those towns.

Barbara Cooney's illustrations are masterful. They are done in a slightly primitive style that evokes the time and place.

First Yolen and Cooney, with Sally Jane's help, show us what life used to be like in the peaceful valley. Then we watch as the valley is transformed.

The remarkable thing is that, although we empathize with the people having to give up their homes for what the state considers a greater good, there is no feeling of blame here -- no blame for the city of Boston for needing the water, no blame for the people of the valley and not even any blame for the state of Massachusetts. It just was. My grandmother used to say, "When progress is made, a price has been paid." This book talks about that price.

The book stands up as a beautiful work of art and should be appreciated from that point of view. Yolen's use of language to convey the tender feeling of the child toward her home and the later sadness when the waters move in must be lingered over along with the exquisite paintings.

\_\_ **\*\*Additional Activities for Differentiation:\*\*** \_\_

1. There is a lot of history that can be touched on through this book: the WPA projects, the Great Depression, the ways of life in New England at the time.

The Swift River Valley was chosen for its location between low hills. The reservoir could be created with one dam and one dike. Create a model of a similar valley and find out through trial and error how and where the dike and dam should be placed.

Figure out how, on a topographical map of Massachusetts, water could be piped to Boston with the least resistance.

2. More map skills can be involved in studying that same map to figure out why it was necessary to go so far from Boston to find the water. That investigation will probably also involve looking at population figures of the time.

3. Go back to the science for a look at water supply in your area. Where does your water come from and how does it get there?

Investigate the science of water. See the picture book, *A Drop of Water*.

4. Look back at the story of Quabbin from the point of view of the environment. Some of the web sites listed below deal with Quabbin as it is today: a wonderful place for wildlife. In creating a water supply for Boston, the state created this wildlife refuge. Is there a similar created spot in your area? Is it better to let nature build its own areas or that those areas be left alone? Who pays the price?

5. Speaking again of prices, look at this and similar projects economically. The creation of Quabbin was a WPA project. It provided needed work when there was great unemployment. Are there organizations like the WPA in existence today? How successful are they? How much work do they provide? Do they employ skilled or unskilled labor? How long term are they?

6. Last of all, and maybe most important of all, take another look at *Letting Swift River Go* and just enjoy it for the beautiful piece it is.

\*\* \_\_Related Books to Create a Unit of Study around water and the environment: \_\_\*\*

\*\* \_\_*A River Ran Wild: An Environmental History* by Lynne Cherry \_\_\*\* (Voyager, 2002 ISBN 0152163727. Order Info.) is about the Nashua River, which runs almost parallel to the Swift River, but about 60 miles east. This book shows the passage of time and its effect on the river. The history connection is strong, of course, but so is the environmental story it tells. More Info.

A wonderful book to get students of any age excited about water is \*\* \_\_*Walter Wick's A Drop of Water: A Book of Science and Wonder* \_\_\*\* (Scholastic, 1997 ISBN 0590221973. Order Info.). Using stop-action photography Wick explores the properties of water in ways that most second graders can understand and that most adults will find delightful and enlightening.