

Paddle-to-the-Sea Activity

OBJECTIVES

- To understand the interconnectedness of the Great Lakes and the St. Lawrence River system.
- To appreciate waterways as a means of transportation.
- To map the journey of Paddle-to-the-Sea

OVERVIEW

For Wisconsin, one of the most important features of the Great Lakes is that they provide a highway to the ports of other Great Lakes states, Canada, and the world beyond the Atlantic Ocean. Without the intricate layout of the Great Lakes and other waterways, Wisconsin would be a landlocked state. *Paddle-to-the-Sea* illustrates this important feature of the Great Lakes by detailing the toy' s route from the center of the continent to the sea. *Paddle-to-the-Sea* forms the core of this ongoing activity that reinforces the significance of the Great Lakes to Wisconsin and links the state to the maritime history of the Great Lakes region.

You can read *Paddle-to-the-Sea*, chapter-by-chapter, as you choose to fit it into your classroom curriculum. The bulk of the activity consists of reading aloud several chapters of the book each day and then having students respond in journals created to document their comprehension of the progression of the narrative.

SKILLS AND STRATEGIES

Listening, inference, synthesis, map skills, making a timeline.

MATERIALS

- Paddle-to-the-Sea Activity Map, inside back cover [*one transparency; one copy for each student, enlarged if desired*]
- Blue marker for transparency
- Light blue marker (thin tip) or colored pencil [*one for each student*]
- Black thin-tip marker or regular pencil [*one for each student*]
- Answer Key: Paddle-to-the-Sea Map, following Chapter 27

PROCEDURES

1. Begin by introducing the book *Paddle-to-the-Sea* to the students. Ask them to make some guesses about the story based on the title.
2. Read chapters 1 and 2 aloud.
3. Hand out one copy of the Paddle-to-the-Sea Activity Map to each student. Be sure students write their name on the Paddle-to-the-Sea map page. They will work on this map during the entire reading of the book. You may choose to collect the maps at the end of each period and keep them in a special folder.
4. Display the transparency of the Paddle map and discuss its features with the students. What does the map show? Have students locate the north arrow.
5. Have students find Lake Nipigon and the Nipigon River on their maps. Introduce them to the Nipigon Country, where Paddle-to-the-Sea begins his journey. Have students use either a light blue colored pencil or marker to color the Great Lakes and the connecting rivers, including the St. Lawrence River and the Atlantic Ocean. Tell them that they will use a black pencil or thin line marker to trace Paddle's journey as you read the chapters to them. Model the directions on the transparency to help them get started.
6. As you read the chapters, students will continue to mark the route on their maps. You may want to collect maps at the end of each reading session and redistribute them before reading the next chapter.

OPTIONAL ACTIVITY

Have students keep a journal of Paddle's journey. Using the seasons described in the story as a guide, have students write about the events in each season. For example, the first entry will be winter of Year 1. As students write in their journals, make a class timeline of Paddle's journey on a bulletin board. Divide each year into the four seasons (a total of sixteen segments). Select several students' descriptions from their journals and attach them to the timeline at the appropriate spots to show Paddle's progress. Students can also illustrate the adventure and add these illustrations to the timeline.

CLOSURE

After reading the book to the class, discuss the role of the waterways in Paddle's journey. Discuss the drop-in elevation of the Great Lakes as Paddle moves through them from west

to east. This change in elevation allows Paddle to complete his journey. His encounters provide points to reinforce the underlying geographic and transportation concepts in the chapters. Some possible discussion questions include: Why was Paddle able to make it to the Atlantic Ocean? What advantages does Wisconsin have, being on the Great Lakes? How do the Great Lakes affect life for people and animals?

ACKNOWLEDGEMENTS

These *Paddle-to-the-Sea* Activity pages are drawn from *Working with Water: Wisconsin Waters: Teacher's Guide and Student Materials* by Bobbie Malone, Jefferson J. Gray and Anika Fajardo, Office of School Services and Wisconsin Historical Society Press.

This special edition of *Paddle-to-the-Sea* was funded by the Wisconsin Coastal Management Program and the National Oceanic and Atmospheric Administration, Office of Ocean and Coastal Resource Management under the Coastal Zone Management Act, Grant #NA17OZ1144