Cruisin’ Down the River

Grade Level: adaptable for all grades

Time: one week

Concept: Anatomy of a River

Objectives: Students will:
1. label the parts of a river.
2. label important rivers on a map of Florida.
3. identify the longest river in Florida.
4. identify the longest rivers in the United States and the world.
5. identify the source, mouth and flow direction of the rivers in Florida.

Materials:
- Map of Florida rivers transparency and worksheet (located in Blackline Masters section of teacher's guide)
- Blank map of Florida transparency and worksheet (located in Blackline Masters section of teacher's guide)
- Unlined white 8 ½ x 11 paper
- Pencils, crayons, staples
- Chart paper, markers
- Computer, Internet sites
- World Atlas
- United States and World Maps
- River Information Sheet
- River worksheet from National Geographic's Geography Action! website: (www.nationalgeographic.com/geographyaction)
- Florida Rivers 2001 poster

Procedures:
Initiating Activity: Begin the class by asking the students if they can tell you where a river begins. After listening to several responses, explain that two boys asked their grandfather the same question and he took them to see where the river began.

Strategies:
1. Read the book, Where the River Begins, and write down the description of the river as they travel along it on the chart paper.
2. List the following terms on the board: 1) source, 2) mouth, 3) delta, 4) tributary, 5) wetland, 6) meanders, 7) floodplain. Discuss what the terms might mean. Have the students look up the terms and write definitions. Then label the chart of the river descriptions with the terms.
3. Show the transparency of the river worksheet. To get the river worksheet, go to www.nationalgeographic.com/geographyaction and click on the river diagram. This opens a window
that has an option for a diagram with or without labels. The diagram opens in Adobe Acrobat and can be printed. The diagram with labels can also be found on the back of the NGS Geography Action! poster. Based on their definitions, have the students tell you how to label the river. Discuss their reason for their answer.

4. Have them label the River worksheet.
5. Show the transparency of the map of Florida rivers. Discuss where the rivers are located. Are any near your home?
6. Research the rivers in Florida using the Internet sites and the Florida Rivers 2001 poster looking for the longest Florida river.
7. Find the lengths of 5 more rivers in Florida and create a bar graph comparing the lengths of the 6 rivers. Ask extended answer questions about the information found on the student created graphs.
8. Research the longest rivers in the United States and the World. Use the River Information Sheet to fill in on the three rivers.
9. Have students make a flipbook using the information from their River Information Sheet.
10. List the anatomy parts on paper and have the students draw one. Have them create a drawing of the part. Then put together like a puzzle to create a river.
11. Using FCAT-type short response items, extended response items, and performance-based items, answer questions about the book in a guided practice setting to expand their knowledge of the importance of the river.

**Culminating Activity:** Have the students do a mural including all the parts of the river to display in your classroom or hallway.

**Evaluation:**
1. Teacher observation
2. Maps
3. Graph
4. River Information Sheets
5. Flipbook
6. FCAT-type reading tasks
7. River worksheet

**National Geography Standards:**
Standard 1. How to use maps and geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
Standard 3. How to analyze the spatial organization of people, places, and environments of earth’s surface.
Standard 4. The physical and human characteristics of places.

**Sunshine State Standards:**
SS.B.1.1.1: determines the absolute and relative location of people, places, and things.
SS.B.1.1.2: uses simple maps, globes, and other three dimensional models to identify and locate places.
SS.B.1.2.1: uses maps, globes, charts, graphs, and geographical tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
SS.B.1.3.1: uses various map forms and other geographic representation, tools, and technologies to acquire, process, and report geographic information.
L.A.A.2.3.5: locates, organizes, and interprets written information for a variety of purposes.
L.A.B.1.3.1: organizes information to the type and purpose of writing.
L.A.C.1.3: the student uses listening strategies effectively.
L.A.C.3.3: the student uses speaking strategies effectively.
SC.G.1.2.5: knows that a model is different from the real thing, but can be used to learn something about the real thing.

**Web Sites:**
Florida Segments
Jeff Duncan, National park Service
Rivers, Trails, and Conservation Assistance
424 Georgia Ave., Suite 2B
Chattanooga, TN 37403
(423)266-1150
http://ncrc.nps.gov/rtca/nri/FL.html

River Systems of the world
http://www.rev.net/~aloe/river/

Athena Review Image Archive: Rivers Seen from Space
http://www.athenapub.com/rivers1.htm

River and Streams Index
http://www.geography.about.com/cs/riversandstreams/index.htm
River Information

MOUTH: The mouth of the ____________________ River empties into the ____________.

LENGTH: The ____________________ River is ____________________ miles long.

ABSOLUTE LOCATION: The ____________________ River is located at ____________ and ________________.

STATE: A state the ____________________ River flows through is ________________.

COUNTRY: A country the ____________________ River flows through is ________________.

CONTINENT: The ____________________ River is located on the continent of ________________.

HEMISPHERES: The ____________________ River is located in the ____________ and ________________.

PLANET: The ________________ River is located on the planet ________________.

GALAXY: The ________________ River is in the ________________ Galaxy.