Traveling Down a River

Grade Level: Intermediate/secondary

Time: One to two weeks

Concept: Analyzing the human and physical characteristics along the banks of a river.

Generalization: How the river has changed due to human and physical characteristics.

Objectives: Students will:
1. Describe human features of a river system.
2. Describe natural features of a river system.

Materials:
Classroom set or one copy for the teacher of the book by Vera Williams called *Three Days on a River in a Red Canoe*.
Classroom supply of small notebooks.
Classroom set of disposable cameras.
Pens/pencils
*Atlas of Florida*
*Water Resources Atlas of Florida*

Procedures:

**Initiating Activity:**
1. Ask the class if they have ever traveled on a river by canoe.
2. The teacher should then read the book to the class or pass them to each student for sustained silent reading time. Then discuss the characters, the setting, and what happened along the journey.
   - The teacher, by this time, should have planned a one-day canoe trip for the class.

**Strategies:**
1. Students should then plan their trip. Supply maps of a local river and have them map a course.
2. Students should choose certain locations and then determine distance between each location and the travel time.
3. The student’s final destination site could be for the class picnic.
4. Students should also list that they will need sunscreen, sunglasses, towel, and a change of clothes, tennis shoes, and bug spray.
5. Before traveling, pass out notebooks to each student and then place students into pairs. Explain to the student’s that during the canoe trip they are to record in the notebooks the human and natural features they observe while traveling the river. Cameras are also for capturing the human and natural features.
6. Students should also reserve several pages in the notebook for recording features that seem out of place or unusual.

Culminating Activity:
1. After students have returned from their trip have them discuss their findings within their group. During this time, photographs should be developed and returned to the students.
2. Students can discuss about how the river changed and what issues the river may face in the future.
3. Students should also compare and contrast their trip to that of the trip in the book.

Evaluation:
Students will present their photographs and description of the trip to the class.

National Geography Standards:
Standard 14- how human actions modify the physical environment.
Standard 15- how physical systems affect human systems.

Sunshine State Standards:
SS.B.2.3- the student understands the interactions of people and the physical environment.