

READING IN A FLOOD/LIBRARY ACTIVITY

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This plan is for an after school reading group that will meet once/week for 6 weeks in the school media center. The intent of the group is to excite students to want to read, so there is no required reading schedule. The book and activities are meant for low interest/low reading ability students in grades 6-10. While book sets could be purchased for the media center, it's preferable to buy enough books to sell or give individual copies to students to build their own personal library. If additional funds are required to purchase books or other materials, I would suggest Donorschoose.org; your local humanities council, school district grants, PTOs/PTAs or corporations such as Target, Kroger (for food items) and Dollar General.

Each session lasts about 60 minutes.

READING SELECTION: SURVIVAL! FLOOD MISSISSIPPI, 1927 BY K. DUEY AND K. A. BALE

OBJECTIVES:

Students will

- learn about the great flood of 1927 and its impact on the land and the people it touched.
- develop a love of reading.
- develop an appreciation of MS culture and foods.
- identify ways to prepare for natural disasters.
- work collaboratively to organize and share information.
- understand that they can acquire knowledge from reading whether it be fiction or non-fiction.

GUIDING QUESTION: How do individuals prepare for emergencies?

WK 1

Opening Activity

Introduce the book: divide students into small groups. Ask questions of the groups and see which group can give the most correct answers. Students will be guessing most of the answers. Keep points to see which team wins!

1. What is the name of the river that runs through downtown Indianapolis? (Use your own city)
2. Into what larger river does this river flow?
 - a. Ohio
 - b. Mississippi
 - c. Wabash
 - d. none of the above
3. In which month did the flood of 1927 begin?
4. In which month did the waters finally disappear?
5. Which cities in IN were flooded in 1927?

- a. Indianapolis
 - b. Evansville
 - c. Lafayette
 - d. none of the above
6. At its highest point, how far above flood level did the river get?
7. What do you call man made mounds which are built to keep rivers from spilling over its banks?
- a. dam
 - b. canal
 - c. bayou
 - d. levee
8. For the most part, in which direct does the Mississippi River flow?
9. What is a delta?
- a. the widest part of a river, measuring shore to shore
 - b. where a river empties into a larger body of water
 - c. the river's source
 - d. none of the above
10. What is the capital of Mississippi?
11. Spell 'Mississippi'.
12. In what year did Mississippi become a state?
- a. 1817
 - b. 1818
 - c. 1819
 - d. 1820
13. What is the official state beverage of Mississippi?
- a. moonshine
 - b. water
 - c. watermelon juice
 - d. milk
14. Name one of the four states that border Mississippi.
15. Which of the following began in Mississippi?
- a. county music
 - b. blues music
 - c. rock and roll music
 - d. all of the above

Distribute books.

2. Survival Activity

Tell the students that problems for the children in the story begin when they want to find money that they've been hiding. Today's students should prepare for a rainy day by saving money in a bank! Invite a local banker to talk to the students about saving money. Have them complete forms to open a savings account and later they should be encouraged to visit the

bank with their parents and open an account.

Food: Glory greens and yams

WK 2

Activity

Begin by giving the students 15 minutes to read and get settled in.

1 Students will make a diddley bow (www.doctorOakroot.com)

If they finish early, students can use the time to read their book.

Food: sweet potato chocolate chip cookies

WK 3

Activity

1. Begin by discussing the book with students. Ask who read 10 pages? 20? 30? Do the students have any questions about the book? Do they need to look up any words? What is their favorite scene? Which characters are the most important in the story? What do they do?

2. Students will make "Mississippi AirConditioners" or hand fans (tagboard; markers; glue; craft sticks)

trace patterns onto tagboard. Have students decorate with a favorite scene from the book. Apply craft sticks to the completed fan.

3. Survival Activity: Arrange for speaker to come from the Red Cross to demonstrate emergency first aid training to students. (30 min)

Food: Koolickes and cheese straw

WK 4

Begin by giving the students 15 minutes to read and get settled in.

Activity: Invite local ham radio club to present to the group

Food: tamales

WK 5

Activity

Begin by asking who has read 50 pages? 60? Who has finished the book? What questions do the students have? Do they need to look up any words? What surprised them in the story?

Activity: Flood Mural: Students will begin mural painting (large roll paper; markers or water paints, brushes). Students will begin painting a large scene from the book.

Food: watermelon slices

WK 6

Activity: complete the mural

Skype with the author (about 10 minutes)

Assess students by playing the opening game. Have the students write questions based on the story and combine them with the questions from the first week. Again divide the students into groups and see who can answer the most questions.

Food: cotton candy

Have students complete a participant survey at the end of week 6.

EXTRAS

Enhance the Book group by doing any of the following.

- prepare a book display on Mississippi and floods (fiction and non-fiction)
- display posters on Mississippi culture, include a map
- play blues in the media center throughout the day
- have interactive displays using smartboards
- share information with the students about recycled denim. Have them organize a jean drive.