

THE MIGHTY MISSISSIPPI

Grade Level: Grade Five
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Templeton, California
Length of Unit: Four weeks

I. ABSTRACT

This fifth grade geography unit on the Mississippi River integrates topics in American history, social science, science, and literature. The students will learn about the Mississippi's significance in shaping American culture as they trace the river's geological beginnings and its history. They will develop an understanding of the continuing relationship between humans and their environment as they study the importance of the river; a large area of the United States used the river for food, water, electricity, and commercial shipping. Students will hear and respond (using pen names, of course) to rich American literature when they "travel" down the Mississippi with Mark Twain.

II. OVERVIEW

- A. The students will develop an understanding of the relationship between place and culture and the characteristics of a specific region of the United States.
- B. Specific content from the Core Knowledge Sequence includes: geography and history from American civilization, regions and their characteristics, and rivers.
- C. The skills to be taught while studying this unit are: mapping, researching, note-taking, report writing, narrative writing, cooperative learning, and the use of literary devices (onomatopoeia, alliteration, metaphors, similes).

III. BACKGROUND KNOWLEDGE

- A. Teacher
 1. Middleton, Pat. Discover! America's Great River Road Volume I: The Upper Mississippi. WI: Heritage Press, 1996.
 2. Middleton, Pat. Discover! America's Great River Road Volume II: The Middle Mississippi. WI: Heritage Press, 1992.
 3. Middleton, Pat. Discover! America's Great River Road Volume III: The Lower Mississippi. WI: Heritage Press, 1998.

IV. RESOURCES

- A. Books
 1. Middleton, Pat. Discover! America's Great River Road Volume I: The Upper Mississippi. WI: Heritage Press, 1996, ISBN 0-9620823-8-4
 2. Middleton, Pat. Discover! America's Great River Road Volume II: The Middle Mississippi. WI: Heritage Press, 1992, ISBN 0-9620823-1-7
 3. Middleton, Pat. Discover! America's Great River Road Volume III: The Lower Mississippi. WI: Heritage Press, 1998, ISBN 0-9620823-6-8
 4. Middleton, Pat. Mississippi River Activity Guide. WI: Heritage Press, 1993, ISBN 0-9620823-4-1
 5. The Family Mark Twain. NY: Harper & Brothers, 1935
 6. Hirsch, E.D. Jr. What Your Fifth Grader Needs to Know. NY: Dell Publishing, 1993, ISBN 0-385-41119-7
- B. Web Sites
 1. The Mississippi River Home Page.
<http://www.greatriver.com/maps/mrpc.htm>
 2. Old Man River. <http://www.oldmanriver.com/>
 3. Mississippi River Parkway Commission. <http://www.mississippiriver.com/mrpc/index.htm>

C. Maps

1. The Great River Road. Available from Heritage Press, Rt. 1, W987 Cedar Valley Road, Stoddard, WI, (608) 457-2734

V. LESSONS

A. Lesson 1: Mapping and Memorizing

1. Objectives

- a. Students will identify and label the 10 Mississippi River states.
- b. Students will learn a mnemonic device for memorizing the state names.

2. Materials

- a. Map of Mississippi River States (one per student) (Appendix A)
- b. States Mnemonic (Appendix B)
- c. Atlas or wall map of U.S.

3. Key Vocabulary: mnemonic

4. Procedures

- a. Give each student a Map of Mississippi River States. Have them label any states they are familiar with and use a map to fill in the rest.
 - b. Define *mnemonic* and tell students they will learn a mnemonic device to help them memorize the names of the Mississippi River states.
 - c. Write the letters *WIKTMLAMIM* on the board, and ask students to listen for words beginning with each of the letters as you say the mnemonic.
 - d. Repeat the mnemonic several times in unison, letting several students try it alone, until all are able to write it down.
 - e. Have students work in groups of 4-6 to create their own mnemonic and share with the class.
 - f. On their maps, have students note the clockwise pattern for using the mnemonic to learn the location of each state.
5. **Assessment:** Have students use the mnemonic of their choice and their maps to learn the name and location of each state, then test them with a blank map.

B. Lesson 2: Geology of the River

1. Objectives

- a. Students will gain knowledge of how the Mississippi River and Valley were formed.
- b. Students will begin to compile a River Glossary.
- c. Students will label the three major tributaries on their maps.

2. Materials: Map of Mississippi River States (see Lesson 1)

3. Key Vocabulary : glacier, valley, tributary, drift, glacial lake

4. Procedures

- a. Tell students they will begin to compile a glossary with terms from this and following lessons. They will keep their glossaries in their binders and will be responsible for adding new words and definitions throughout the unit.
- b. Explain to students that the Mississippi River Valley was formed by glaciers during the Wisconsin Period, the last period of the Ice Age in North America. This period started about 75,000 years ago and ended about 12,000 years ago. Glaciers advanced and receded in this area leaving drifts, or deposits. The valley is a result of glaciers grinding and leaving deposits—not the result of an actual ice flow. Therefore the Mississippi River Valley is described as driftless, or unglaciated. The granite which comprises the bedrock is made up of shale, dolomite, and sandstone, all of which were deposited by ancient oceans. Throughout eons, the meltwater from the glaciers gradually

eroded the limestone and sandstone, and eventually carved out what is now the Mississippi River. The glaciers were 5,000 to 10,000 feet thick and covered thousands of square miles. As they began to melt and release huge amounts of water they formed glacial lakes. As these lakes drained they formed rivers, which drained into what was at first only a stream but eventually became the Mississippi River.

The three major tributaries today are the Ohio River, the Arkansas River, and the Missouri River. Many people think that the Missouri should be included as part of the Mississippi River. If it were, the length of both rivers combined would equal 3,714 miles. The only rivers in the world longer than that are the Amazon and the Nile! The Missouri River begins at Three Forks, Montana, and ends near St. Louis, Missouri. The Ohio River is the second major tributary. It is formed in Pittsburg and ends at Cairo, Illinois. It is at the junction of the Ohio and Mississippi Rivers that one third of the nation's water drains. The Arkansas River begins in the Rocky Mountains in Colorado and flows through Kansas and Oklahoma before ending in Arkansas.

- c. Have students label the three major tributaries on their maps.
- d. Review the vocabulary words and have students include them in their glossaries.

6. **Assessment:** Check maps for accuracy.

C. **Lesson 3: River History Timeline**

1. **Objectives**

- a. Students will research, report, and illustrate a significant event relating to the history of the Mississippi River.
- b. Students will create a class timeline of historical events pertaining to the river.

2. **Materials**

- a. River History Timeline overhead (Appendix C)
- b. 4x6 index cards (3 per student)
- c. Yarn

3. **Prior Knowledge for Students:** research skills

4. **Procedures**

- a. Use the River History Timeline transparency to discuss timeline events with the students. Depending upon class size, highlight a corresponding number of significant events which the class determines important to include on a class timeline.
- b. Draw names and allow students to choose the event they would like to research and report on for the class timeline.
- c. Students should use social studies texts, encyclopedias, and other classroom and library materials to research and take notes about their event. They should determine which information is the most significant and interesting to report and write a one to two paragraph summary of the event. Their report should be written on the lined side of a 4x6 index card.
- d. On the blank side of another 4x6 index card students will create a detailed color illustration of their event.
- e. On the blank side of a third card students will write the year in which the event took place in large black numbers.
- f. Attach a long piece of yarn to the classroom wall. Tell students to determine the order of their events and staple their date cards one at a time on the yarn, working from left to right. After the dates are correctly sequenced, take two or three class periods to have students take turns sharing their reports with the class. Have them staple the written information below the timeline date and staple the illustration

card above the date.

5. **Assessment:** Assess reports and illustrations for content and creativity.

D. Lesson 4: Who Am I?

1. Objectives

- a. Students will create a pen name for themselves.
- b. Students will make a mask of themselves.
- c. Students will write clues about themselves and participate in a "Who Am I?" guessing game.

2. Materials

- a. What Your Fifth Grader Needs to Know (pp.76-77)
- b. Paper plates (one per student)
- c. Colored markers
- d. Construction and/or tissue paper, assorted colors and sizes
- e. Glue
- f. Scissors
- g. Who Am I? (one per student) (Appendix D)

3. Key Vocabulary: pseudonym

4. Procedures

- a. Read pp. 76-77 from the Hirsch book, explaining the origin of the word *pseudonym* and the origin of Samuel Clemens' pen name.
 - b. Have students help brainstorm a pen name for the teacher which somehow relates to the teaching profession (Ex: Rita Book).
 - c. Have students create a "secret" pen name for themselves which relates to one of their interests or hobbies.
 - d. Students use paper plates, markers, and cut and paste to create a mask of themselves.
 - e. Students fill in the Who Am I? sheet with clues about themselves.
 - f. Staple each mask to a butcher paper bulletin board. Have students write their pen names on the butcher paper below their masks and staple their Who Am I? sheets underneath their masks.
 - g. Over the next several days have students use free time to try to identify their classmates by reading the clues. They should write their guesses on the Who Am I? sheet.
 - h. After all students have had an opportunity to make several guesses, have classmates reveal their secret identities.
5. **Assessment:** Student pen names and masks could be assessed for effort and creativity if desired.

E. Lesson 5: Mark Twain: River Journals

1. Objectives

- a. Students will construct a journal.
- b. Students will respond daily to selected read aloud from various writings by Mark Twain.
- c. Students will demonstrate knowledge of figurative writing by using similes and metaphors in their journal entries.

2. Materials

- a. 7 x 10 inch pieces of brown paper bag (2 per student)
- b. 6 x 9 inch tag board (2 per student)
- c. 8 1/2 x 11 notebook paper cut in half (10 per student)
- d. Glue
- e. Pens
- f. Holepunch
- g. Yarn or stapler
- h. Map of Mississippi River States (see Lesson 1)
- i. What Your Fifth Grader Needs to Know (pp.71-73)
- j. The Family Mark Twain or other source of his works

3. Key Vocabulary: simile, metaphor

4. **Procedures**
 - a. Distribute materials. Have the students crumple up the paper bags repeatedly, until they have the feel of soft leather. Have them glue the paper covers over tagboard and insert paper into their journals. Journals can be holepunched and bound with yarn, or stapled. Have students write "River Journal" and their pen names on the covers of their journals.
 - b. Share writings of Mark Twain daily. Focus on his use of figurative language, particularly that which pertains to the Mississippi River. Refer to pp.71-73 in the Hirsch book and define *similes* and *metaphors*.
 - c. After each reading have students write about their journeys rafting down the Mississippi River. Encourage them to be realistic with their use of place names and river sightings, emphasizing that descriptive writing is the objective. Explain that these are quick writes, with no chance to re-write and correct for errors. Therefore students should be encouraged to write carefully, checking for errors as they go.
5. **Assessment:** Journals will be graded on the frequency and appropriate use of similes and metaphors.

F. **Lesson 6: Captain Milford and Locks and Dams**

1. **Objectives:** Students will write a short essay describing the significance of the Mississippi River and the locks and dams system to the rest of the nation.
2. **Materials**
 - a. Transparency of "Insight Interview: Captain Milford Lawrence, Towboat Pilot" (see Mississippi River Home Page address)
 - b. Overhead projector
3. **Prior Knowledge for Students:** Lesson Two: Geology of the River
4. **Key Vocabulary:** locks and dams, pools, commercial shipping
5. **Procedures**
 - a. Use the overhead transparency to read the Captain Lawrence interview to the class, highlighting important information. Emphasize the many uses of the river mentioned by Captain Lawrence. Particular attention should be placed on the importance of the *locks and dams* system to the American economy.

There are 29 locks and dams along the Upper Mississippi River. The dams are divided into 29 *pools*. There is one dam for each lock. Locks are used to accommodate *commercial ships* and towboats. These vessels use locks just as a person would use an elevator to get from one level to another. In order for a boat to travel down river it needs water to float it from the upper level to the lower. The boat approaches the lock. A filling valve is opened which fills the lock with water from the dam. The water fills the main channel of the lock, which must be nine feet deep. The boat enters the lock and an emptying valve, much like the one in your bathtub, is used to drain the water level to the same level as the new pool. After the water drains out, the boat leaves the lock. Now a boat traveling up river can use the lock. Without these locks, commercial and recreational boats would not be able to travel the Upper Mississippi River. Below St. Louis, Missouri, the river is deep enough and locks and dams are not required (refer to the Lesson 2 which explains that glacial drift caused the sediment and shallow basin of the Upper Mississippi River).

- b. Review and summarize the above information, then have students write a short essay describing the locks and dams system and the importance of commercial shipping to the economy of the U.S.
6. **Assessment:** Assess essays for accuracy and understanding of information,

particularly in regard to the importance of locks and dams to commercial shipping and the American economy.

G. Lesson 7: Group Project: Traveling the Mississippi

1. Objectives

- a. Each student will research and report on a city along the Mississippi River.
- b. Each student will keep a written log of his or her journey demonstrating knowledge of the geography of the river and the locks and dams system.
- c. Students will work in groups to create a map of a portion of the river.
- d. Students will participate in a group presentation on their portion of the river.

2. Materials

- a. Traveling the Mississippi: Group Project Guidelines (one per student) and transparency (Appendix E)
- b. Traveling the Mississippi: Group Presentation Evaluation Sheet (one per student) (Appendix F)
- c. Pilot's Log (four per student) and transparency (Appendix G)
- d. The Great River Road map
- e. State Tourism Addresses (Appendix H)
- f. Sights Along the River (one per student) (Appendix I)
- g. River Glossary (see Lesson 2)
- h. Overhead projector
- i. Butcher paper, misc. art supplies for maps

3. Prior Knowledge

- a. research skills
- b. cooperative learning skills

4. Procedures

- a. Discuss experiences students have had visiting other U.S. states: historical and recreational spots, local resources and industries, and what they learned about how the geographical features of the area relate to the customs and activities of the people who live there.
- b. Use the Great River Road map to show students the large number of cities which have developed along the Mississippi River. Have students speculate about the reasons that settlements would flourish along the banks of a large river.
- c. Use Group Project Guidelines transparency to explain to students that they will work in groups of four to "travel" the Mississippi River. Their group will visit a total of four cities in four different states. Each group member will be responsible for researching one city and the impact the Mississippi River has had on the history, economy, and the recreational and cultural activities of the people living there. The economy of some cities relies on the tourist industry, including steamboat trips along the river. Commercial fishing is an important industry in others. The influence of the Native Americans, French, and Spanish can be seen in the architecture, cultural activities, food, and music of many communities. Discuss sources of information students can use to complete the project. The Mississippi River Home Page (see Web sites) offers a map and tidbits of every town on the Mississippi River. Students can write, call, or fax tourism offices in the river states (allow time for written information to arrive by mail). The Middleton books (see Resources) are a wonderful resource. Other travel books and encyclopedias are other obvious sources of information.
- d. Use Group Project Guidelines transparency to explain group presentation format to the students.
- e. Use the Pilot's Log transparency to explain to students that they will

each keep a record of their travels. They will use several logs to report on each leg of their journey. The groups will work together to determine the approximate distance and travel time between cities, departure and arrival times, etc., however each student will be responsible for completing logs which incorporate accurate river terminology, list sights along the river (see handout), and demonstrate effort and creativity.

- f. Determine which students will work together in groups of four and have them meet to decide which four states they will visit. Each group member will then decide which city to visit in his/her assigned state. Based upon available class time, decide what percentage of the work on individual reports will be done inside/outside of class. Allow several class periods and provide available resources for individuals to work on their portion of the project and for groups to work together to make maps and practice their presentations.
 - g. Allow students time to present their project to the class.
6. **Assessment**
- a. Assess Pilot's Logs for accuracy and creativity.
 - b. Assess individual student reports for evidence of research, content and creativity.
 - c. Assess individual student participation in group presentations by teacher observation and student self-evaluations.

H. Lesson 8: Steamboatin'

1. **Objectives**

- a. Students will understand the historical significance of the steamboat.
- b. Given a sketch of a paddlewheeler, the students will correctly label its parts.

2. **Materials:** Paddlewheeler (one per student) (Appendix J)

3. **Key Vocabulary:** gangplank, paddlewheel, pilot house, smokestack, bow, flag, stern

4. **Procedure**

- a. Explain to students that the first steamboat was invented in 1807 by Robert Fulton. By 1860, there were more than 110 steam-powered paddlewheelers operating on the Mississippi River. The boats carried goods and people. From immigrants to tourists, from furs to gravel, they were a much needed resource for our nation. As early as the 1800s the steamboats were carrying agricultural goods along the river, a practice which is very important to today's world. Steamboats used thirty to forty cords of wood per day in order to feed the steam boilers which turned the paddlewheels. Oak trees were cut down and wood was sold to the captains for \$2.50 a cord. It was in these clearings of cut wood that many of today's river towns began. The advent of the steamboat made apparent the possibilities that the Mississippi River would lend to our nation, both in transportation and trade. Today, the towboat has replaced the steamboat. They are particularly important on the Upper Mississippi River where one towboat can push up to 15 barges full of grain, natural gas, coal, and other manmade products. To prove just how efficient shipping by the river is, even in today's technological world, "fifteen barges pushed by one towboat can carry as much grain as a three-mile long train or a line of semi-trucks 34 miles long" (Activity Guide, p.8).
- b. Define gangplank, paddlewheel, pilot house, smokestack, bow, stern (see Appendix L).
- c. Distribute Paddlewheeler worksheets and have students label the boat's parts.

5. **Assessment:** Check worksheets for accuracy.

I. Lesson 9: The Sultana Disaster

1. Objectives

- a. Students will work with a partner to write and illustrate a newspaper front page with two articles describing the Sultana disaster.
- b. Students will demonstrate knowledge of alliteration and onomatopoeia by using onomatopoeia in their newspaper articles and alliteration in their headlines.

2. Materials

- a. "Death on the Dark River" (one per student) and transparency (see Mississippi River Home Page)
- b. 12 x 18 white construction paper (one per student team)
- c. Lined paper
- d. Colored markers and/or pencils
- e. Newspaper articles with headlines using alliteration
- f. What Your Fifth Grader Needs to Know (pp.75-76)
- g. Overhead projector

3. Prior Knowledge: Basic knowledge of the Civil War

4. Key Vocabulary

- a. onomatopoeia, alliteration
- b. levees, dikes, side-wheeler, boiler, packet boat

5. Procedure

- a. Read "Death on the Dark River" to students. Use the transparency to summarize the article and highlight important information and interesting facts: the passengers were Union soldiers recently released from prison. the boat was having boilers problems at the onset of the trip, the Mississippi River was at flood stage and the current was strong.
- b. Focus attention on the last paragraph of the article. Lead a discussion about possible reasons the disaster didn't get much public attention. Ask students what they might have done to share news of the disaster with the public. Emphasize the importance of written information before the invention of television and computers.
- c. Use pp.75-76 in the Hirsch book to define and illustrate the use of *onomatopoeia* and *alliteration*. Explain that writers use special effects and word play to grab the attention of the reader and make their writing more descriptive. Share examples of onomatopoeia and alliteration from newspaper articles and headlines.
- d. Note that the "Death on the Dark River" article uses alliteration in the title. Use the overhead transparency to look for examples of onomatopoeia (puffing, crash, blast, pounding, hissed) in the article. Brainstorm other possible headlines and a list of other onomatopoeia that might be used in articles about the Sultana disaster.
- e. Tell students they will work with a partner to write two newspaper articles and create a newspaper front page about the Sultana disaster. One article will summarize the disaster. Another article will describe the experience of a Union soldier who was returning home to Cairo after the war and survived the explosion. Newspaper headlines should be examples of alliteration and the articles should contain several examples of onomatopoeia. The purpose of the headlines is to grab the attention of someone passing a newsstand to entice them into buying the newspaper. Using onomatopoeia for special effect in the articles will further help the event receive the public attention it deserved.
- f. After rough drafts are written and edited, have students decide on the layout of their articles before they write final copies. They may decide to cut their lined paper to create columns. They should leave room for one or two illustrations and a banner at the top of the newspaper. The banner should include the name of the newspaper

- (explain difference between this and headlines) and a realistic date.
6. **Assessment:** Assess newspapers for content, correct use of alliteration and onomatopoeia, spelling, punctuation and creativity.

J. Lesson 10: Compass Rose Art

1. Objectives

- a. Students will create a compass rose.
- b. Students will understand how to use a compass rose to read direction on a map.

2. Materials

- a. Transparency of Andrew Ellicott's "Map of the Mississippi River" (see Mississippi River Home Page address)
- a. 9 x 12 white construction paper (one per student)
- b. Compasses
- c. Rulers
- d. Colored markers and/or pencils
- e. Sample Compass Rose (Appendix K)

3. Key Vocabulary: compass rose

4. Procedure

- a. Use "Map of the Mississippi River" transparency to explain how compass roses are used on maps to indicate direction. Note the direction the Mississippi River flows through Louisiana on Ellicott's map. Compare it to a modern map of the region to see if his map was accurate.
- b. Show students how to make a compass rose of their own. Use a ruler to find the center of the construction paper. Use the compass to make three circles with diameters of 2", 5", and 7".
- c. Have students add directional points and letters to the outside of their compass roses.
- d. Have students put the initial of their first or last name in the center circle of the compass rose.
- e. Tell students to create a repeating pattern of color and design in the two remaining circles of their compass roses. Encourage them to use objects in their designs that reflect one or more of their special interests or hobbies.

5. **Assessment:** Compass roses may be assessed for accuracy and creativity.

VI. CULMINATING ACTIVITY

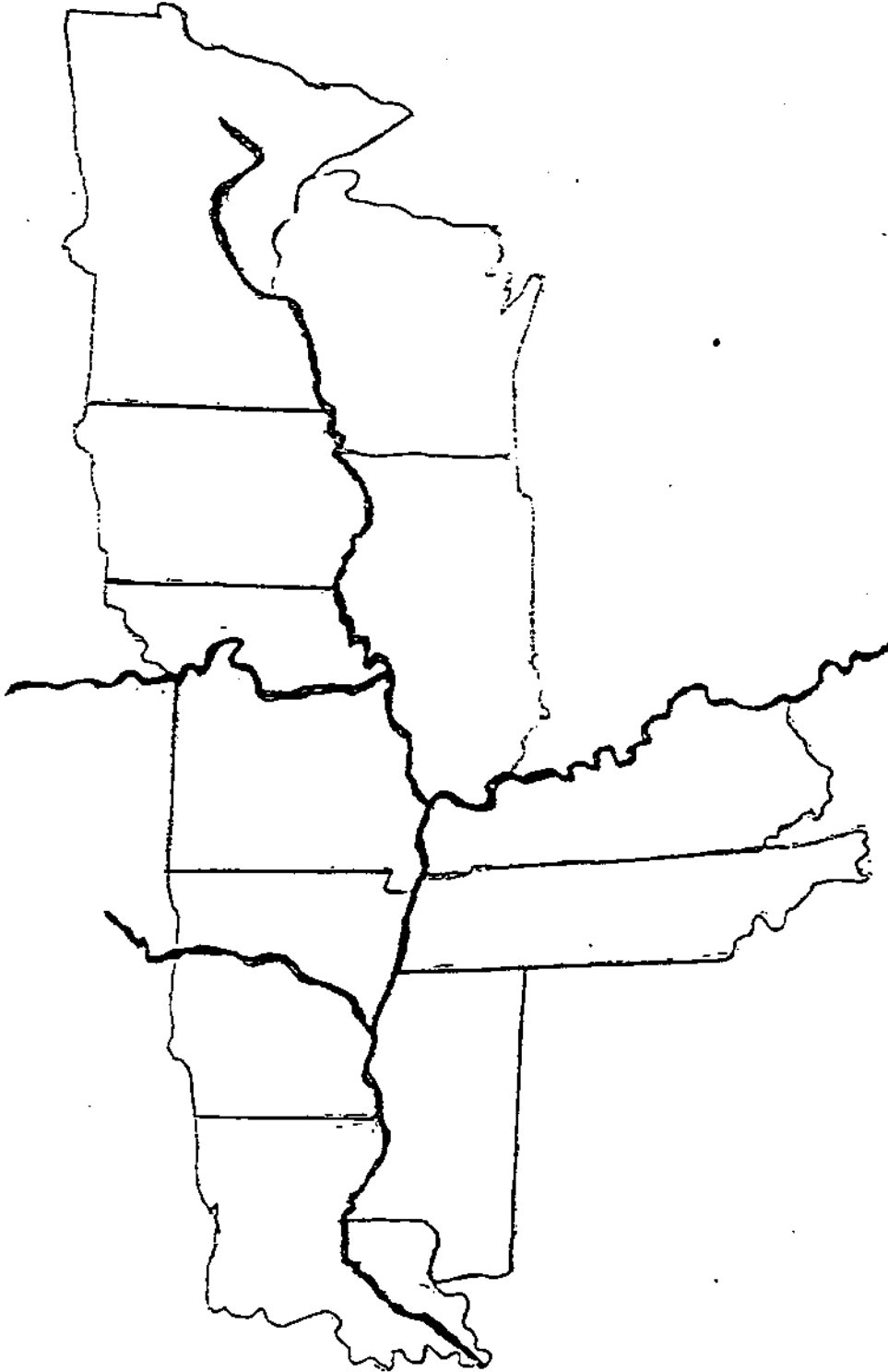
Jeopardy Game

Students will create a Jeopardy Game by writing questions and answers in the following categories: RIVER HISTORY, PEOPLE AND PLACES, RIVER TRAVEL, MARK TWAIN, LITERARY DEVICES. Each student should submit one question in each category. The teacher will determine the point value of each question and student teams will compete against each other.

VII. HANDOUTS/STUDENT WORKSHEETS

APPENDIX A

Map of Mississippi River States



APPENDIX B

States Mnemonic

W — WHEN

I — I

K — KISSED

T — THE

M — MONKEY

L — LITTLE

A — ALICE

M — MADE

I — IT

M — MARSHMALLOWS

APPENDIX C

River History Timeline

- 6000 BC Prehistoric people and their dogs hunt bison near headwaters
- 1000 BC People arrive in northern Minnesota and establish what was later labeled the Blackduck Culture, which prevailed until the 17th century
- 1492 First Europeans come to North America
- 1600s Dakota dominate most of Minnesota region; Ojibwe migrate from east into area in latter part of the century
- 1541 De Soto is the first European to explore the southern reaches of the Mississippi
- 1605-70 France begins to colonize North America. By 1666, the population of New France (Canada) is more than 3,400
- 1634 Jean Nicolet reaches Wisconsin via Lake Michigan in search of the Northwest Passage
- 1654-56 Radisson and Grosciller are first official emissaries of the fur trade
- 1666 Nicholas Perrot opens fur trade with Upper Mississippi Indians
- 1673 Jolliet and Marquette discover the Mississippi from the mouth of the Wisconsin River. They record their travels as far southward as the mouth of the Arkansas River and back up the Illinois River. A few French traders become established and European goods are increasingly available to the natives by 1674
- 1678 Duluth, Hennepin, and Pepin explore the northern reaches of the Mississippi and the western end of Lake Superior, so called because it was the furthest north of the Great Lakes
- 1690 Perrot discovers Indian lead mines in Wisconsin and Iowa
- 1717-22 Civil government by the French is established for the new province of Illinois. Previously the area was considered part of Canada; it now becomes officially a part of the Louisiana Colony
- 1763 The French and Indian War ends. The Treaty of Paris cedes all land east of the Mississippi to England. The upper Mississippi River valley becomes a British Colony
- 1766 Jonathan Carver explores the Mississippi seeking a Northwest Passage
- 1774 Quebec Act makes Upper Mississippi a part of the province of Quebec, one cause of the American Revolution
- 1782 Smallpox plague, brought from Europe, wipes out entire Native American villages along the Mississippi and throughout Midwest
- 1783 Upper Mississippi becomes part of the United States
- 1784-96 After the Revolution, the inhabitants of Tennessee form an independent government, the state of Franklin. Tennessee eventually admitted as the 16th state in 1796
- 1787 Illinois becomes part of the new Northwest Territory under the American government. Slavery is forbidden north of the Ohio River
- 1792 Kentucky is admitted as the 15th state, the first state west of the Appalachians to join the Union
- 1803 Napoleon offers President Thomas Jefferson the vast reaches along the Mississippi and Missouri Rivers (Louisiana Territory) for \$15 million
- 1804 Lewis and Clark expedition strengthens U.S. claims from St. Louis to the Pacific. A tide of white settlement is underway
- 1805 Lt. Zebulon Pike secures from the Dakota 100,000 acres at the junction of the Mississippi and Minnesota Rivers for trade goods valued at \$200

- 1811-12 Earthquakes centered in New Madrid, Missouri, ring church bells as far away as Boston. The War of 1812 coincides with increased "Indian troubles" in Illinois.
- 1815 The War of 1812 ends, and with it, British rule in the Upper Mississippi. In 1816 Fort Crawford is built on the site of British Fort Shelby and Astor's American Fur Co. begins operations
- 1817 The first steamboat, *Zebulon Pike*, travels from Louisville to St. Louis
- 1818 Illinois becomes the 21st state
- 1820 Missouri Compromise allows Missouri admittance to the Union as a slave state
- 1823 The steamer *Virginia* follows the Mississippi north from St. Louis to Fort Snelling proving that the river can be traversed the entire length; by 1850, St. Louis received more than 3,000 steamboats and a million tons of freight per year
- 1832 Black Hawk War ends at Victory, Wisconsin, in Battle of Bad Axe
- 1837 U.S. government secures from Native Americans the triangle of land formed by the St. Croix and the Mississippi Rivers; logging commences with fervor
- 1838 By this time, the native Choctaw, Cherokee and Chickasaw Indians of Tennessee and Mississippi were forcibly removed west of the Mississippi to reservations in Oklahoma
- 1839 Mormons are brutally driven from Missouri. Bloody conflicts consume the western part of the state over the future of slavery between Kansas and Missouri. Vengeance became standard throughout the Civil War and for twenty years afterward
- 1846 Iowa becomes a state
- 1848 Wisconsin becomes a state
- 1851 Dakota sell 24 million acres to U.S. government, all their land in southern and western Minnesota except for a small reservation set aside for them along the Minnesota River; price: about 12 1/2 cents per acre, to be paid in cash, food, seeds, and tools
- 1858 1068 steamboats arrive in St. Paul, bringing hordes of immigrants; Minnesota becomes a state
- 1861 Civil War begins. Brigham Young sends the first telegram: *Utah stands firm with the Union*
- 1865 The *Sultana* sinks with 2,000 Union soldiers returning home from southern prison camps
- 1884 Army Corps of Engineers construct six dams on the river to stabilize water levels downstream
- 1894 Spanish American War

APPENDIX D

Who Am I?

My Favorite Hobby Is:

My Favorite Color Is:

My Favorite Food Is:

My Favorite Book Is:

I Guess That You Are:

Who Am I?

My Favorite Hobby Is:

My Favorite Color Is:

My Favorite Food Is:

My Favorite Book Is:

I Guess That You Are:

APPENDIX E

Traveling the Mississippi: Group Project Guidelines

You will take an imaginary excursion down the Mississippi River with three other classmates. You will be responsible for researching and reporting on one city along the river, keeping a log of your travels, and participating in a group presentation. Follow these guidelines for each part of the assignment:

Report—

- 1) With your group, decide where your journey will begin and end. You may travel south to any four states along the river. Decide which state you will be responsible for and use the Great River Road map to select a city on the river to learn about and report on.
- 2) Use any of these resources to learn about your city:
<http://www.greatriver.com/maps/mrcp.htm>, the State Tourism Office, travel books, and encyclopedia. Look for information about the **history, industries, recreational and cultural activities** in your city, and **how the Mississippi River has influenced the lives (past and present) of the people who live there.**
- 3) Write a 1-2 page report on your city. Use the above words and ideas in bold-faced type as the main ideas for each paragraph. Make your report interesting by including more than facts and numbers. What is it like to live along one of the most important rivers of the world? How did/does the Mississippi River affect the people in your city, or even the rest of the world? (Spelling, punctuation, and neatness count.)

Pilot's Log—

Use Pilot's Logs to record each part of your journey. Work with your group to lay out your course, including departure dates and times, destinations, and approximate distances travelled between cities. Your log should include appropriate river terminology from your River Glossary. For example, list any locks and dams you encounter. You may also be creative about the things you see along the way (refer to Sights Along the River handout).

Presentation—

Your group will give a 10-15 minute presentation to the class. Each member will share important information from his/her city report, emphasizing details about how the Mississippi River has affected the lives of the people in his/her city. Your group will create and share a map of the entire portion of the river on which you travel. The map must show the location of the cities visited, state names, and any tributaries found in that region. Other details, such as symbols, keys, compass roses, are encouraged. Materials will be supplied in class.

Grading—

Place your report, Pilot's Logs, and Group Presentation Evaluation Sheet in a folder of your choice (purchased or handmade). Title your folder "Travelling the Mississippi" and include your name. Your grade for this project will be based on how well you researched and reported on your city, the accuracy of your Pilot's Logs, and your participation in the group presentation.

APPENDIX F

Name _____

Traveling the Mississippi: Group Presentation Evaluation Sheet

Your grade for the group presentation part of your journey down the Mississippi River is based upon your individual contribution **before** and **during** the presentation. Rate your participation in each category according to the following scale:

- 1 — I showed up but did little or nothing to help
- 2 — I participated but could have done more
- 3 — I did my fair share of the work

Before:

Map-making _____

Rehearsal _____

Other contributions or comments: _____

During:

City report _____

Other contributions or comments: _____

APPENDIX G

Pilot's Log

All river pilots keep a log of their progress and observations of their journeys. As you travel along the Mississippi River, keep track of your own journey by completing this pilot's log.

Departure Date _____

Leaving From (City and State) _____

Time of Departure _____

Destination _____

Time of Arrival _____

Approximate Distance Traveled _____

Weather :

Companions on trip :

Sights along the river:

Communications with other ships, ports, etc. :

Illustrations to support above information :

Pilot's Name:

APPENDIX H

State Tourism Addresses

Minnesota Office of Tourism
375 Jackson Street
250 Skyway Level
St. Paul, Minnesota 55101
Phone: (612) 296-2755
Fax: (612) 296-7095

Arkansas Department of Parks and Tourism
One Capitol Mall
Little Rock, Arkansas 72201
Phone: (501) 682-1120
Fax: (501) 682-1364

Iowa Tourism Division
200 East Grand Avenue
Des Moines, Iowa 50309
Phone: (515) 242-4705
Fax: (515) 242-4749

Wisconsin Tourism Development
P.O. Box 7970
Madison, Wisconsin 53707
Phone: (608) 266-8773
Fax: (608) 266-3403

Illinois Department of Commerce
& Community Affairs
Bureau of Tourism
620 E. Adams
Springfield, Illinois 62701
Phone: (217) 785-6352
Fax: (217) 785-6454

Missouri Division on Tourism
P.O. Box 1055
Jefferson City, Missouri 65102
Phone: (314) 751-4133
Fax: (314) 751-5160

Kentucky Tourism Cabinet
Capital Plaza Tower
24th Floor
Frankfort, Kentucky 40601
Phone: (502) 564-4270
Fax: (502) 564-6100

Tennessee Department of Tourism
Development
P.O. Box 23170
Nashville, Tennessee 37202
Phone: (615) 741-2159
Fax: (615) 741-7225

Mississippi Division of Tourism
Development
P.O. Box 849
Jackson, Mississippi 39205
Phone: (601) 359-3297 or
(800) 647-2290
Fax: (601) 359-2832

Louisiana Office of Tourism
900 Riverside North
Capitol Annex
P.O. Box 94291
Baton Rouge, Louisiana
Phone: (504) 342-8100
Fax: (504) 342-3207

APPENDIX I

Sights Along the River

WILDLIFE

American Bald Eagle	Blue Jay	Canadian Goose	Canvasback Duck
Cardinal	Catbird	Cormorant	Cottontail Rabbit
Coyote	Crayfish	Dragon Fly	Fox Snake
Great Blue Heron	Mallard Duck	Muskrat	Mussel
Raccoon	Snapping Turtle	Tadpole	Tundra Swans
Turkey	Whitetail Deer	Wood Duck	

PLANTS

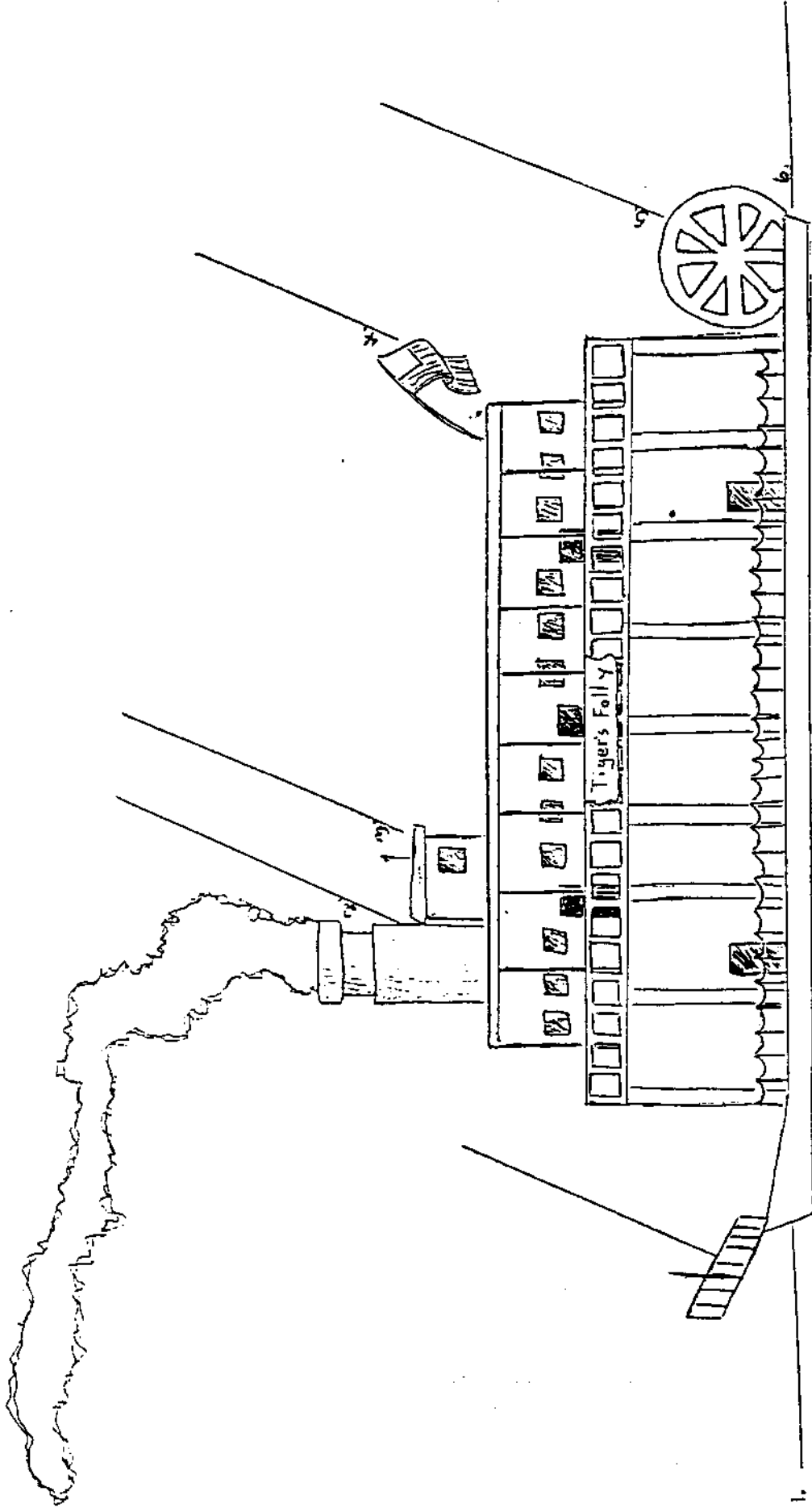
CATTAILS	WEEDBEDS	WETLANDS
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MAN MADE OBJECTS

Gothic House	Dam	Bridge	Barges
Navigation Light	Tow Boat	Fisherman	Boat Landing
Paddlewheeler	Riverfront Town	Fish & Wildlife Service	
Hunter	Lock	Levee	Dike

APPENDIX J

Paddlewheel



Label these paddlewheel parts: paddlewheel, smokestack, bow, flag, gangplank, stern, pilot house