

Introduction

Theodore Taylor was born in North Carolina. His experiences growing up around the Great Dismal Swamp were the inspiration for the setting of *The Weirdo*. This story is rich in natural connections to the English/Language Arts, Math, Science, Social Studies, and Guidance curriculums. Students will be able to identify with the characters as they explore the many activities provided in this unit.

The Weirdo 2005 Edition

This unit has been revised from the original NC Department of Publication version by classroom teachers. Their goals were to ensure a teacher-friendly document and to design a stand alone, interdisciplinary unit. The novel makes a wonderful read-aloud. It is the hope of the educators working on this project that this revised version speaks to your students' abilities and gifts alike each time it is used.

Unit Organization

- Language Arts activities
- Guidance activities
- Math and Science activities
- Social Studies activities
- Writing Ideas and Culminating Activities
- Resources



The Weirdo Unit

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8th Grade Interdisciplinary Unit of Study based on
a novel *The Weirdo* by Theodore Taylor

THE WEIRDO

Based on the novel
by Theodore Taylor



Vocabulary




Vocabulary

Book One *pages 1 – 46*



1. succession
2. mongrel
3. audible
4. biologist
5. geologist
6. archaeologist
7. poacher
8. slough
9. luscious
10. reputation
11. incidental
12. specific
13. venture
14. reverberation
15. predicament
16. gullet
17. withered
18. watercress
19. revulsion
20. grimace
21. moratorium



Vocabulary 
Book Two *pages 47 – 95*

1. temperate
2. meager
3. dissect
4. beacon
5. preliminary
6. dismal
7. sophisticated
8. rendezvous
9. triangulation
10. aerial
11. telemetry



Vocabulary 
Book Three *pages 97 — 132*

1. burnished
2. extension
3. intimidate
4. date
5. gallivant
6. vague
7. exasperate
8. brave
9. random
10. earnest
11. thicket



Vocabulary 
Book Four *pages 133 – 221*

1. refuge
2. psychic
3. traumatic
4. mischievous
5. coincidence
6. liberal
7. vicinity
8. extract
9. commotion
10. exertion
11. sullen
12. festoon
13. unanimous



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Book One Language Arts Activities



Journal Ideas

Choose one or more for your students to write about in their journals.

- Having a conflict with an adult
- Hunting
- A friend your parents do not like
- Standing up for what you think is right
- Hypnosis
- Losing a loved one in a tragic accident
- Spending the night alone in the woods
- Finding a dead body
- A disfigured teenager
- Wanting to live somewhere else
- Poachers
- Standing up to a group of adults
- Having and conquering an alcohol problem

Listen to the audio clip from the author. Describe his motivation for the various characters and the setting of the book.



Questions Book One



Use the following questions to encourage students to think critically about the novel, its characters, and the way Theodore Taylor structures the events of the story. After reading, have the students go back into the novel to find answers or to support their answers and opinions.

1. Who is Samantha Sanders?
2. What grisly discovery did Samantha make seven years earlier?
3. Why do Sam's aunt and uncle pay a visit?
4. Who is Buck?
5. What does Buck do after Sam's aunt and uncle drive off?
6. Why doesn't Sam want to go into the swamp?
7. Why does she go into the swamp?
8. Why does Sam decide against taking the shotgun?
9. Does Sam like living where she lives? Why or why not?
10. What did Sam do when it began to get dark? How did she know to do this?
11. Who was Sam going to find at dawn? Why?
12. Who does Sam see in the swamp?
13. What happens when Sam reaches the Clewt home?
14. Who rescues her?
15. What does Chip feed Sam?



Questions for Discussion and Critical Thinking



- Do you think Samantha should have gone after Buck? Explain your answer.
- What is John Clewt's job? Why do you think he took this job? What talents would he have to possess to be a success at his job?
- Why would the area residents call Chip a weirdo? What do you think makes them come to this conclusion?
- What do you think Sam will do different the next time she ventures into the swamp alone?
- Why do you think Sam didn't call out to the man who walked by her in the swamp?
- Why do you think the author included Chip's English essays in the story?
- How did Sam describe Chip on page 31? How do you think Chip would have felt if he read this description?
- Using the surrounding text, what do you think Chip meant by "Humans are incidental" on page 14?
- Who do you think the "swamp walker" will turn out to be and what was he carrying?
- What do you think Samantha should have done when the dog went off into the swamp?
- If Chip and Tom persuade the Wildlife Commission to do what they want, what will happen?
- What do you think Sam's parents will think of Chip when they meet him?
- Would you have asked Chip about his face if you were Samantha?





Book One Vocabulary

R W E T Z V M E B L N W A N B
N R A Y N O E I Y O Q R S O R
Y O D T N E O N I R C W U I D
E E I G E L M T T H S I O S I
H C R S O R A A A U H T I S M
P E A G L T C E C G R H C E O
L E I M U U O R U I E E S C R
I S A P I L V O E E D R U C A
T I E O O R L E J S O E L U T
H R M G M S G W R N S D R S O
N O I T A R E B R E V E R P R
L S I N C I D E N T A L T Q I
T S P E C I F I C J J T T V U
G U L L E T S I G O L O E G M
E L B I D U A P O A C H E R Y

ARCHAEOLOGIST
GEOLOGIST
INCIDENTAL
MORATORIUM
REPUTATION
SLOUGH
VENTURE

AUDIBLE
GRIMACE
LUSCIOUS
POACHER
REVERBERATION
SPECIFIC
WATERCRESS

BIOLOGIST
GULLET
MONGREL
PREDICAMENT
REVULSION
SUCCESSION
WITHERED



Describing a Character

Think about a character from **The Weirdo**. How would you describe this character to someone who has not read the book? Describe a character of your choice. Try to include information about the appearance, family relationships, friends, personality, behavior, likes and dislikes. Be sure that when this is read, a mental image appears.

Character: _____





Literary Skills-Fact and Opinion

Some of the sentences below are statements of fact. Others are statements of opinion. In the blank before each statement, write an **F** for the statements that are facts and an **O** for statements that are opinions.

- _____ 1. Driving to Lizzie City is boring.
- _____ 2. The bear weighs more than 300 pounds.
- _____ 3. Tom Telford is a graduate student from NC State University.
- _____ 4. A canoe paddles easily.
- _____ 5. Bears are beautiful creatures that should be protected.
- _____ 6. Slade had white hair and badly fitting teeth.
- _____ 7. Black bears came down from the Bering Strait a half million years ago.
- _____ 8. Chip worried about the bears and the moratorium more than Tom.
- _____ 9. Being alone in a swamp is terrifying.
- _____ 10. Bears are usually mean and grouchy.



Quiz 

Book One

Name _____ **Date** _____

Circle the letter of the correct answer.

1. Why did Samantha go after Buck when he went into the swamp?
 - A. She knew her parents were going to be mad if she didn't.
 - B. She thought she would have to pay for him.
 - C. She felt responsible for Buck.
 - D. She thought it would only take a few minutes to get him.

2. When Samantha saw the man in the swamp, why didn't she stop him and ask for help?
 - A. She was too shy.
 - B. She didn't think she knew him, and felt strange asking him for help.
 - C. She remembered Alvin Howell for some reason.
 - D. She had already made her mind where she would get help.

3. After Sam's night in the swamp, why did Chip leave her at Dunnegan's without meeting her mother?
 - A. He was in a hurry because he was on his way to talk to Slade.
 - B. Chip thought her mother would rather see her alone.
 - C. Sam told Chip her mother would be in a hurry.
 - D. Chip -was self-conscious about his appearance.

4. There are several cages in the back of the Clewt home. What do they do with the birds?
 - A. Mr. Clewt traps them, stuffs them, and paints them.
 - B. Chip tries to heal them.
 - C. Chi p trains them to carry messages to Tom Telford.
 - D. They eat them.



THE WEIRDO

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Book Two Language Arts Activities



Questions



Book Two *pages 47 – 95*

Use the following questions to encourage students to think critically about the novel, its characters, and the way Theodore Taylor structures the events of the story. After reading, have the students go back into the novel to find answers or to support their answers.

Details

1. What did Tom ask Chip to help him with?
2. Who did Chip go to see to learn more about bears?
3. What does Slade think about the ban on hunting and fishing in the swamp?
4. What type of gambling did Alvin Howell do?
5. Who told Tom Telford about Chip?
6. Where does Sam work?
7. Who are her best friends?
8. Who shot at Tom and Chip?
9. Where was Tom going to spend Christmas?
10. When was Chip expecting Tom back to the swamp?



THE WEIRDO



Questions



Book Two *pages 47 – 95*

Discussion/Critical Thinking

1. How did the author change time in the novel on page 48?
What affect did this have on the story?
2. Why do you think Sam is still bothered by Alvin Howell's death?
3. Describe Desmond Dunnegan.
4. How was Tom's reaction to Chip different from Sam's reaction?
5. How did Tom's reaction make Chip feel?
6. Samantha and her friends called themselves the "Wanting Sisters".
Why did they use this name and what did they want?
7. What happened to Chip a year and a half before Buck went into the swamp?
8. Based on what you have read, why do you think Sam wished for her
mother's courage?
9. Who did Sam go to see on page 54? Why do you think she made that visit?
10. How did Tom and Chip set traps for tagging the bears? Give the steps.
11. Why does Chip say his first day with Tom was the best day of his life?
12. After they snared the bears, what did they do and why?
13. What do you think happened when Tom came upon the brown truck?
14. Predict what you think will happen in Book 3.





Book Two Vocabulary

Z	Y	J	D	I	L	J	B	O	I	Q	R	S	S	M
S	F	R	G	I	H	A	Q	N	J	E	O	T	U	E
C	F	Y	A	Q	S	D	I	F	B	P	D	E	O	A
J	S	A	E	N	B	S	K	R	H	I	T	K	V	G
W	T	C	V	E	I	L	E	I	E	A	U	U	Z	E
M	K	E	A	A	W	M	S	C	R	A	N	L	E	R
U	C	C	K	L	C	T	I	E	T	Q	R	E	D	L
F	O	F	U	Y	I	Y	P	L	U	X	I	T	N	V
N	B	Q	V	C	M	M	K	V	E	W	B	X	E	P
V	O	N	A	U	E	P	L	P	T	R	N	T	R	V
Y	H	T	K	T	E	D	D	W	E	K	P	D	W	H
P	E	N	O	I	T	A	L	U	G	N	A	I	R	T
D	T	E	L	E	M	E	T	R	Y	X	P	A	D	P
W	L	A	M	S	I	D	M	Y	T	X	B	O	A	Y
S	S	P	L	T	Y	D	N	Y	O	X	G	R	Y	I

AERIAL
DISSECT
RENDEZVOUS
TEMPERATE

BEACON
MEAGER
SOPHISTICATED
TRIANGULATION

DISMAL
PRELIMINARY
TELEMETRY





Concering Conflict – Elements of Literature

The following activity is designed to provide students with the background to understand the five basic types of conflict and to extend their knowledge of conflict into other content areas. After completing this activity, students should be able to connect the events in the novel to situations in their own lives.

The Weirdo is filled with conflict, such as, the following examples.

Person versus Fate – Chip and Sam fight to save the bears.

Person versus Himself/Herself – Sam tries to understand her feelings for Chip. Chip tries to cope with his appearance.

Person versus Nature – Sam spends the night in the swamp.

Person versus Person – Chip and Sam’s father believe in different things and Sam is caught in the middle.

Person versus Society – Buddy Bailey breaks the law.





Concerning Conflict – Elements of Literature

- Begin class with a discussion of conflict. Lead students to discuss real-life situations in which they experience conflict.
- Pass out Activity Sheet 16. Review. Ask students to discuss in which type the previously discussed situations fall. Have them parallel their lives to the novel. For example: Have they ever felt torn between their parents and a friend? Have they had to battle nature (storms, camping, floods, etc...)? Do they ever feel internal unrest?
- Assign the activity at the bottom of the activity sheet. Review the rubric that will be used to grade the assignment. Make sure students understand what is expected to score well.
- Encourage students to keep up with their activity sheet because this is the basis for other activities.

Assessment

A sample general rubric is included below. Together with your students, you will want to add specifics that fit this particular activity.

0 = Answer is unresponsive, unrelated, or inappropriate.

1 = Answer deals with material on a concrete, literal level that is accurate in most dimensions.

2 = Answer deals with most aspects of the question and makes correct inferences, although minor errors may exist. Comprehension is on an inferential level and the key skills are synthesis and analysis.

3 = Answer addresses most aspects of the question and uses sound reasons and cites and explains appropriate examples. Uses skills of evaluation, as well as, analysis and synthesis.





Concerning Conflict – Elements of Literature

The Weirdo is filled with conflict. Conflict can be defined as the “problem” in a story which triggers the action. There are five basic types of conflict:

Person versus Fate – A character has to battle what seems to be an insurmountable or uncontrollable problem.

Person versus Himself/Herself – A character struggles internally.

Person versus Nature – A character has difficulties with an element of nature like an earthquake, a snowstorm, a flood, etc...

Person versus Person – One of the novel’s characters has a problem with one or more of the other characters.

Person versus Society – A character has a problem with society – the law, the school, the church, etc...

After reviewing these five basic types of conflict, choose the one that you think link to the action in **The Weirdo**. In writing, support your explanation with references to the story. Remember to completely answer the question by using specific examples that parallel the type of conflict you chose. Make sure your topic sentence clearly states your point. Stick to essential information and arrange your answer in logical format.

Assessment

The rubric for evaluating this activity should be distributed to students at the beginning of the lesson and thoroughly discussed so that each student clearly understands what constitutes each level of performance. You may wish to assign a letter grade or number of points for each level of proficiency.

Highly proficient – lists/discusses specific causes for each of the three examples of each type of conflict and provides relevant supporting evidence for each.

Proficient – lists three examples for each of the five types of conflict. Relevant supporting evidence for each may be included.

Not yet proficient – lists less than three examples for any one of the five types of conflict. No relevant supporting evidence is included.





Concerning Conflict – Elements of Literature Examples of Conflict in *The Weirdo*

Example of Person versus Fate:

- Evidence=
- Evidence=
- Evidence=

Example of Person versus Himself/Herself:

-
-
-

Example of Person versus Nature:

-
-
-

Example of Person versus Person:

-
-
-

Example of Person versus Society:

-
-
-





Attitudes and Decisions

The purpose of this activity is to help students understand that attitudes affect decisions. In turn, the decisions that we make affect the outcomes of situations, in which we are involved.

This novel is centered on the choices, attitudes, and decisions Chip and Sam make about how to handle the conflicts they face.

Prerequisite Knowledge and/or Activity



Concering Conflict – Elements of Literature

- Ask students to choose one of the examples of conflict found in the novel and answer the questions below. Use these questions as a basis for class discussion.
 - What was Chip's/Sam's attitude in this situation?
 - What decision did Chip/Sam make?
 - If Chip/Sam had made a different decision, would the outcome of the novel have been different? If so, how?
 - What recent situations have students been involved in where they had to make a decision? How would the outcome have been different if they had made a different decision?





Literary Skills – Books 1 and 2 – Idioms

The *Weirdo* is written in an informal style that imitates the everyday speech of the narrator. The text is peppered with slang expressions and idioms that are typically found in spoken language. An idiom is like a coded message. It communicates a special meaning to those who know the “code”. Most English-speaking people know that when someone says “he always has his nose in a book,” they merely mean he reads a lot. Imagine the confusion such a phrase might cause a reader new to our culture. Without an understanding of our idioms, the phrase might lead that reader to believe someone has a strange habit indeed.

Directions: Read each sentence. Write the idiom and its decoded meaning.

“Unlike Chip, some of Sam’s friends never cracked a book in their lives.”

Idiom

Decoded meaning

“After Sam’s teasing remark, her mother stared at her and then cracked a grin.”

Idiom

Decoded meaning

“Sam just couldn’t keep her mouth shut and always had to get her two-cents worth in.”

Idiom

Decoded meaning

“Sam smiled softly at Chip, showing that she had sized him up right.”

Idiom

Decoded meaning

“Chip worships the ground Tom Telford walks on.”

Idiom

Decoded meaning

Write three idioms that you have heard or use. Decode the meaning of each expression.

Idiom

Decoded meaning

Idiom

Decoded meaning

Idiom

Decoded meaning





Using Descriptive Words

List four words that can be used to describe each of the words below. Write your words on the blanks. Be creative.

Example: swamp = damp, creepy, quiet, thick

1. bramble =

2. refuge =

3. vehicle =

4. slippers =

5. footprints =

6. painting =

7. waders =

8. bear =

9. coastal plain =

10. mannequin =






Book 2 Test

Name _____ Date _____

Directions: Circle the correct answer for the following questions.

- Where did Tom Telford get his grant to study bears?
 - Fish and Wildlife Commission
 - NC State University Magazine contest
 - Farm Bureau
 - Field and Stream
- Chip really wanted to do the bear study because...
 - he was bored.
 - he wanted to go to NC State.
 - he liked bears.
 - he wanted to work with Tom Telford.
- News about Tom Telford and the bear study was spread by...
 - telephone.
 - radio.
 - mouth.
 - computer.
- Sam went to see Alvin Howell's wife because...
 - Mrs. Howell called her.
 - she continued to have nightmares about Slade.
 - Sam wanted her to make a dress for her.
 - Chip asked Sam to talk to her about finding Alvin Howell.
- When tracking bears the first thing you look for is...
 - scat.
 - scraped trees.
 - caves.
 - other bears and cubs.
- Why was Dunnegan Sam's best adult friend?
 - He told what was going on in town.
 - He could be trusted.
 - He was a reformed alcoholic.
 - He told her what she wanted to hear.



Book 2 Test 
Name _____ **Date** _____

7. Why did Chip say his first day with Telford was the best day of his life?
- A. He found his career calling. C. Tom told him what he needed for college.
B. He was very comfortable with him. D. Tom treated him as an equal.
8. The "Wanting Sisters" were...
- A. wanting to be wanted. C. wanting their driver's Licenses.
B. wanting to be independent. D. wanting to leave for college.
9. What did Chip think Tom should do to keep hunters out of the swamp another 5 years?
- A. write to Washington C. talk to the authorities
B. finish his study and hope it helped D. give false bear numbers

Directions: Match the word and the definition.

- | | |
|---------------------|---|
| _____ 1. rendezvous | A. a guiding or warning signal |
| _____ 2. aerial | B. to make a careful examination; to take apart |
| _____ 3. temperate | C. a place agreed upon for meeting |
| _____ 4. dissect | D. having to do with operating from an aircraft |
| _____ 5. beacon | E. moderate; neither hot or cold |



THE WEIRDO

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Book Three Language Arts Activities



Questions



Book Three pages 97 – 132

Use the following questions to encourage students to think critically about the novel, its characters, and the way Theodore Taylor structures the events of the story. After reading, have the students go back into the novel to find answers or to support their answers and opinions.

Details

1. Where did Samantha's mother pick her up after her night in the swamp?
2. What did Sam's father tell her when he came out to the car to take her in the house?
3. What is Sam's father going to do about the bear raiding the orchards?
4. Why did Sam have to go to the doctor to get a tetanus shot?
5. Where did Sam work?
6. How did Samantha's father react when she told him that Chip was working with bears?
7. Did Sam's parents believe her when she told them she thought the 'swampwalker' was carrying a dead body?
8. Why did Chip think something had happened to Tom?
9. Could Chip identify the poacher?
10. Who told Chip what a terrible time his father had after the accident?
11. Does Chip think Sam is going to be more than a friend? How do you know?
12. Where did Chip meet Sam to give his slipper back?
13. Who is Dunnegan?
14. What did Dunnegan tell Sam about Chip and his life?
15. After exploring the swamp looking for clues about Tom, what did Sam and Chip find?
16. What did Chip tell Sam that Tom had done for him?

Discussion/Critical Thinking

1. Describe the relationship between Samantha and her mother, Delilah.
2. What is the significance of Samantha deciding to return Chip's slippers herself?
3. What happened to Chip's father after the airplane crash that killed Chip's mother and sister and injured Chip? Why do you think this happened?
4. Do you think Chip's father has accepted Chip's appearance? Why or why not?
5. How did Sam feel after telling Darlene and Binkie about Chip?
6. What did Sam allude to on page 105 and what did she mean by saying it?
7. Sam's father is setting a trap for a bear. What do you think is going to happen next?
8. Chip told Sam how Tom Telford has changed his life. What do you think would have happened to Chip if Tom had not come along?
9. What characteristic does Chip have that will help him find what happened to Tom? Support your thoughts with evidence from the book.
10. What do you think is the significance of Sam and Chip finding Tom's truck?





Book Three Vocabulary

Write a short definition for each word on the line provided. Pick two synonyms and two antonyms from the word box and write them on the lines provided.

1. extension _____

Synonyms:

Antonyms:

2. vague _____

Synonyms:

Antonyms:

3. thicket _____

Synonyms:

Antonyms:

4. exasperate _____

Synonyms:

Antonyms:

5. intimidate _____

Synonyms:

Antonyms:



Book Three Vocabulary Break the Code

a	⇨
b	⇧
c	⇨
d	⇧
e	⇨
f	←
g	→
h	↑
i	↓
j	↖
k	↗
l	↙
m	↘
n	⇄
o	⇄
p	▲
q	▼
r	△
s	▽
t	◀
u	▶
v	◁
w	▷
x	◀
y	▶
z	◀

▲⇨⇨↓←▲
 ◀↑△⇨⇨◀⇨⇨
 ⇨⇨⇨⇨▲
 ▽⇨△⇨▷⇨▲
 ▶⇨⇨⇨△▽◀⇨⇨⇨⇨↙⇨
 ▲↙⇨⇨⇨◀⇨
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 △⇨▽↑↙▲
 ▶⇨⇨↙⇨⇨△
 ←↓⇨↙⇨
 ▶⇨⇨⇨△◁⇨
 ↘⇨⇨↓⇨
 ⇨⇨⇨△⇨◁⇨◀⇨





Book Three Cause and Effect

When you want to determine an **effect**, you ask, "What is the result?"

When you want to determine a **cause**, you ask, "What is the reason?"

Match the causes and effects below. Write the number of the cause in front of its effect.

Cause

Effect

- | | |
|--|---|
| 1. He was in a plane crash. | _____Doc gave Sam a tetanus shot. |
| 2. The light breeze had carried his scent. | _____Stu Sander called Chip a crazy kid. |
| 3. She needed to return his slippers. | _____Sam went into the swamp alone. |
| 4. Tom Telford was missing. | _____Chip walks with a limp. |
| 5. Sam found a dead body as a child. | _____Chip traveled to the airport. |
| 6. Sam's feet were injured. | _____Two deputies question Chip. |
| 7. Buck ran away. | _____Sam met Chip at Dunnegan's. |
| 8. She had a dangerous dog bite. | _____Sam still has nightmares. |
| 9. He worked with dangerous bears. | _____The bear swung his head toward Chip. |
| 10. Clewt had been to New York City. | _____Sam's papa carried her into the house. |





Listening for Syllables Book Three

Say each of the words below to yourself. The number of vowel sounds you hear in each word will equal the number of syllables. Decide how many syllables are in each word. Write the number of syllables in the blank after each word.

1. Chapanoke _____
2. season _____
3. lottery _____
4. bruin _____
5. Powhatan _____
6. weirdo _____
7. everlasting _____
8. genuinely _____
9. biologist _____
10. psychology _____
11. questions _____
12. farmer _____
13. unpredictable _____
14. exasperated _____
15. beautiful _____
16. happening _____
17. conversation _____
18. accident _____



Book 3 Quiz



Name _____ Date _____

Put the letter of the correct response on the blank beside the question.

- _____ 1. When Delilah picked Sam up from Dunnigan's after Chip dropped her off, why did it concern Delilah when Sam began to talk about another ban on hunting in the swamp?
- a. Delilah enjoyed hunting with her husband.
 - b. Delilah thought there were too many bears already and some needed killing off.
 - c. Delilah didn't think Sam should have anything to do with it.
 - d. Delilah was worried her husband would be mad.
- _____ 2. Why did Delilah tell Sam not to say anything to her father about another possible ban on hunting?
- a. Delilah knew how to tell her husband things he did not want to hear.
 - b. He did not talk to Sam about hunting.
 - c. She knew Sam would make him mad and he would be ugly to her.
 - d. She knew Sam would talk about Chip and he didn't know Chip.
- _____ 3. Why did Sam tell her father about the man she saw in the swamp at dawn?
- a. She was still thinking about how scared she was.
 - b. He was making her mad about Chip and about her thoughts and feelings.
 - c. She knew he would look into it.
 - d. She thought it was interesting and knew her father would be interested also.
- _____ 4. After Sam's adventure in the swamp, she dreamed about Alvin Howell again but in this dream there was a difference--what was the change?
- a. Alvin wasn't dead and talked to her.
 - b. She would also see a truck before seeing Alvin in the ditch.
 - c. He would be dead in the living room and not the ditch.
 - d. It was not Alvin she found dead, but someone else.
- _____ 5. What was the secret fear Chip had about his father?
- a. Chip felt his father wished it had been Chip killed instead of his sister.
 - b. Chip felt his father blamed him for going to live with his grandparents.
 - c. Chip felt his father might fall back into drinking.
 - d. Chip felt that his father would want to move back to the city where his work was.



THE WEIRDO

Based on the novel
by Theodore Taylor



Book Four Language Arts Activities



Questions



Book Four *pages 133 – 221*

Use the following questions to encourage students to think critically about the novel, its characters, and the way Theodore Taylor structures the events of the story. After reading or reading to the students, have the students support their answers and/or opinions, by citing from the novel.

Details

1. Does Truesdale think Sam is right about a connection between Alvin Howell and Tom Telford's disappearance?
2. How does Sam feel about the hunters and the proposed ban?
3. What did Sam do when she found Henry in her father's trap?
4. How did Chip react to Sam's father when he ordered them to move aside from the bear?
5. Why didn't some people in the swamp like Tom Telford?
6. When they heard the gun fire into their home. What did Chip and his father do?
7. Who did Sam sit with at the hunter's meeting?
8. What did Sam remember when she was hypnotized?
9. Who spoke at the hunter's meeting?
10. How was Chip received at the meeting?
11. Who turned in Buddy Bailey? Why?
12. What did Sam's aunt and uncle react when they saw Buck?
13. What did the committee from the Fish and Wildlife Commission decide concerning the moratorium on hunting and fishing in the swamp?



Questions



Book Four pages 133 – 221

Use the following questions to encourage students to think critically about the novel, its characters, and the way Theodore Taylor structures the events of the story. After reading or reading to the students, have the students support their answers and/or opinions, by citing from the novel.

Discussion/Critical Thinking

1. What did Sam mean by “Chip Clewt had a way of dropping words that exploded?”
2. How does Sam feel about her father?
3. Do you think Sam or her father is right about animal rights? Explain.
4. Do you think Sam’s mother is correct when she implies that Chip is being used because of his appearance?
5. Why do you think Chip and his father would listen to Classical music instead of Rock and Roll?
6. Discuss the difference between Sam's house and family and Chip’s.
7. How might things be different if Buck had not run into the swamp?’
8. Do you think Sam's father had a part in the attack on the Clewt place? Give reasons for your answer.
9. Did Samantha do the right thing by calling Chip when Henry was trapped?
10. Tell in chronological detail what happened at the Community Center?
11. By the end of the book, do you think Sam's father has changed? If so, how?
12. How will Chip’s experience with the moratorium debate help Chip Clewt in the future?
13. Based on the characters as you know them, what do you think Sam and Chip will be doing in five years from the end of the book?





Book Four Vocabulary

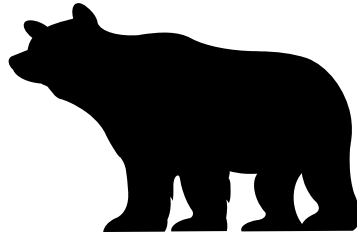
S	U	O	V	E	I	H	C	S	I	M	T	B	U	D
Y	T	I	N	I	C	I	V	D	Y	B	R	A	I	L
E	C	N	E	D	I	C	N	I	O	C	A	E	Y	K
I	L	L	O	S	E	D	T	O	M	I	M	L	V	B
Q	U	U	O	I	U	C	E	I	W	N	A	I	H	F
S	S	O	J	U	T	O	I	D	S	B	T	B	C	Q
N	M	X	R	U	V	O	M	H	P	B	I	E	S	G
F	E	S	T	O	O	N	M	I	C	G	C	R	O	C
N	O	I	T	R	E	X	E	M	N	Y	P	A	T	P
N	Y	D	D	L	Z	X	Q	R	O	A	S	L	V	B
N	K	W	L	G	T	J	E	R	M	C	N	P	Z	G
X	V	U	A	R	I	F	Q	F	L	O	Q	U	G	G
Q	S	I	A	B	U	F	U	Y	G	S	K	G	E	P
V	X	C	S	G	X	J	C	Y	W	Q	A	H	W	U
G	T	R	E	R	W	U	B	W	L	X	I	N	O	R

COINCIDENCE
EXTRACT
MISCHIEVOUS
SULLEN
VICINTIY

COMMOTION
FESTOON
PHYCHIC
TRAMATIC

EXERTION
LIBERAL
REFUGE
UNANIMOUS

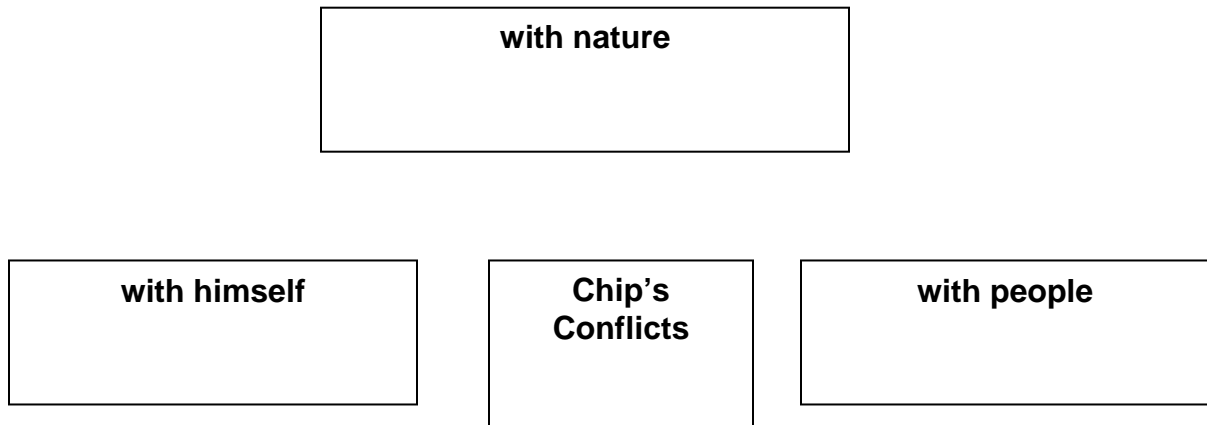




Analyzing Conflict

A hero in a story never has it easy. Usually, the main character is involved in more than one type of conflict. A conflict is a struggle between opposing forces or characters.

Below is a diagram that shows Chip Clewt and the types of conflict. Under the heading in each box, list examples of that type of conflict experienced by Chip in **The Weirdo**.





Making Inferences

Read each of the following questions. Each question is about something that happened in **Book 4** of *The Weirdo*. Use what you know to choose the best answer for each question. Put the letter of the best answer in the blank beside each question.

- _____ 1. Why did Trusdale doubt there was a connection between Alvin Howell's murder and Tom's disappearance?
- a. Trusdale thought Sam overreacted to situations.
 - b. It had been several years since the murder and they didn't know each other.
 - c. He really thought Tom had run off with another girl to Las Vegas.
 - d. He wasn't interested in the Alvin Howell murder anymore.
- _____ 2. Why did Chip want Sam to see the mother bear and her cubs?
- a. He knew she would think his job was very interesting and might want to help him.
 - b. She had never seen a mother bear and her cubs.
 - c. He knew she would see what wonderful and special creatures they were and understand why he wanted to protect them.
 - d. He thought she would see his sensitive side and would like him more.
- _____ 3. Why did Sam think Chip was going to lose against the hunters?
- a. She knew they were influential adults and he was just an unimportant boy.
 - b. She really thought he was being stupid but didn't tell him because she liked him.
 - c. She didn't think he had enough data and would look foolish.
 - d. She thought they would run him and his father out of town and it would be over.
- _____ 4. Why was Sam worried about her papa reading the story about the bears and Chip's campaign to save them?
- a. She thought her papa would make fun of her liking an ugly boy.
 - b. She thought he and his friends would kill Chip like they did Tom.
 - c. She thought he would convince her mother not to let her see Chip again.
 - d. She thought he would get mad and she knew she might get in a fight with him defending Chip.
- _____ 5. Why did Sam ask her mother and Dunnegan what they thought about the moratorium debate ?
- a. She valued their opinions and knew they would be honest with her.
 - b. She wanted to know what they would say so she could tell Chip.
 - c. She wanted to win them over to Chip's side.
 - d. She didn't really care what they thought, but was just being nice.



Sequence



Put the following sentences in the order which they occurred in the book.

Write 1 – 8 next to the sentences.

_____ Mr. Sanders took Sam to the hunters' meeting.

_____ Sam stopped her father from killing Henry.

_____ Sam remembered the truck from seven years ago.

_____ Sam found Henry the bear in her father's trap.

_____ Mr. Sanders said, "Sam, you're a strong girl!"

_____ Sam stood up and spoke to everyone at the meeting.

_____ Mr. Sanders wanted to shoot the bear.

_____ Dr. Manchester hypnotized Sam.





Evaluating What You Read

Read each of the story situations below. Decide whether you agree or disagree with what the character said, did, or thought about the situation. Explain why you feel the way you do about the situation.

1. Chip's father thought he should back off the fight for the Powhatan bears after their house was shot at, but Chip said he was not quitting. Do you agree or disagree with Chip about standing up for what he believed and not running away? Why?

I _____ with Chip because ...

2. Chip thought there should be another moratorium on hunting bears in the Powhatan, and Sam's papa Stu Sanders thought hunters should be allowed back in to hunt the bears and other wildlife in the swamp. Do you agree or disagree with Stu Sanders that the ban on hunting had done its job and the hunters should be allowed back in the swamp? Why?

I _____ with Stu Sanders because...

3. Sam thought her father could have been involved with the shooting at the Clewt's home and Delilah said he would never do something like that. Do you agree/disagree with Sam that Stu Sanders would be capable of killing another human being over hunting rights? Why?

I _____ with Sam because ...



Book 4 Quiz

Name _____ Date _____

Circle the letter of the correct answer.

1. Which of the following choices best describes Sam Slade?

- a. Sam Slade is gentle, kind, elderly gentleman.
- b. Sam Slade was an officer in the military.
- c. Sam Slade is a gossip.
- d. Sam Slade was a store of information about history.

2. What was the significance of Samantha seeing the mother bear with her cubs?

- a. She felt they were like any other animals.
- b. She began to see them as individuals and not just another meal.
- c. She felt that Chip could feel the way he wanted, but it would not change her mind.
- d. Seeing them made her wish she had never become involved with this whole problem.

3. What is ironic about Sam Slade's behavior in the book?

- a. He seemed to know nothing when asked, but was the one to point the finger at Buddy Bailey.
- b. He cared about the well-being of the hunters.
- c. He was always around the store.
- d. He killed the person he had protected throughout the whole story.

4. Based on the information in Book 4, which of the following relationships is most similar to the relationship below?

Buddy : painter

- a. Sam : skinny
- b. John Clew t : alcoholic
- c. Truesdale : deputy
- d. Delilah : comforting



8th Grade Interdisciplinary Unit of Study based on
a novel *The Weirdo* by Theodore Taylor

THE WEIRDO

Based on the novel
by Theodore Taylor



Guidance Activities



Fall, 2005
NC DPI
Grades Division
Science Section



ADVICE FROM “DEAR GABBY”

The purpose of this activity is to identify problems that people often encounter in everyday life. Students will experience problem-solving from the novel, as well as, from a personal perspective.

The novel addresses several conflicts and stressful situations. Examples are:

- Chip’s dealing with memories of the plane crash
- Conflict between Chip and his father
- Sam’s friends’ reactions when she told them about Chip
- Samantha’s feelings about being in the middle of the “Save the Bear” campaign taking Chip’s side versus her father’s side
- Sam’s confrontation with her father over the trapped bear
- Sam’s father’s silent treatment
- Sam’s taking a stand with Chip against her father at the meeting

Select one conflict to discuss as a group and one to respond to individually in writing. Discuss how the conflict was a part of the novel and solutions for the conflict.





How Would I Feel?

6. How would you feel if you felt like you were to blame for members of your family being disfigured or killed?

7. How would you feel if you were by yourself, alone in a swamp, at night?

8. How would you feel if you had to stand up to your father in front of a crowd?

9. How would you feel if you were part of the reason a law was passed?

10. How would you feel if you suspected one of your parents could be involved in a murder?



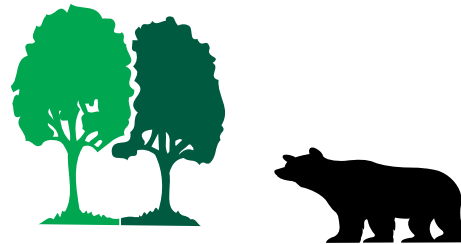


How Would I Feel?

- Ask the class to bring advice columns from newspapers or magazines. Ask them if they recognize any of the columnists or columns and if they have ever read any of them. Discuss with students that columns are used to tell about problems and to get advice.
- Choose several of the statements from the list of conflicts and stressful situation's (see "Connections to"), and ask the students how they think the columnist would answer them.
- Share responses with the class.
- Discuss and help students understand that all people have problems, regardless of age. Direct the students to write down a problem/question that they have or someone they know has.
- Collect the problems and write them on strips of paper.
- Divide the class into small groups of three to five students. Give each group two or three questions. Ask them to (1) tell how it would feel to have a problem like that, and (2) what they think the person with the problem would do.
- Bring them back together as a large group. Give each group an opportunity to express their opinions about the problems they were given. You as the teacher should not provide a solution or answer to the problems, but try, to emphasize to the students how feelings and behaviors influence actions.

Evaluation/Assessment

Did everyone participate?
Were everyone's ideas listened to?
Were there any put-downs?
Did everyone have a vote in the decisions?



Adapted from **The Teacher as Facilitator** by Joe Wittmer. Ph.D.
and Robert D. Myrick. Ph.D.
Educational Media Corporation, Minneapolis, MN, 1989.





How Would I Feel?

- Students need to think of/find examples in the novel of thoughtless comments made to Chip.

- Have students find examples from the novel of things that made Chip feel better about himself.

- Ask students to name and discuss three things (other than what is in the novel) that they could do, say, or arrange which would help Chip feel better about himself.

- Establish a “sunshine box” that students would use to drop cards in which they write positive comments about another classmate. This activity can continue throughout the remainder of the year, and you could read one card each day. Each student should have the opportunity to have positive comments read from a card.



What Do They Do?



Examples of jobs/careers in **The Weirdo** are listed below. Select 5 that you might be interested in as a job/career. Research the 5 jobs/careers to find a description of the job/career and to determine the education needed. An interview of someone who has the job can substitute for a written description.

Archeologist

Artist

Attorney

Biologist

Computer Programmer

Conservationist

Contractor

Doctor

Engineer

Farmer

Fisherman

Food Service Worker

Game Warden

Geologist

Highway Worker

House Painter

Hypnotist

Law Enforcement

Librarian

Lumbering

Military

Pilot

Plastic Surgeon

Psychiatrist

Psychologist

Reporter

Retailing/marketing

School Bus Driver

Scientist

Seamstress

Singer

Spillway man

Stockbroker

Storekeeper

Taxidermist

Teacher

Truck driver

Veterinarian

Waitress

Writer

The purpose of this activity is to encourage students to determine if any careers found in **The Weirdo** would be of interest to them.

- Ask student volunteers to share some of their research from previous activity, “What Do They Do” with the class.
- Ask students to discuss which careers Sam and Chip might choose and why.
- Using information gathered from the tic-tac-toe activity, ask students to explain in their literary journal whether or not their mind changed about their career choice.





Which Career For Me?

Choose a career that interests you. Complete three activities in a row of your choice.

Prepare a "Help Wanted" advertisement for your chosen career.	Interview a person who presently has the career that you have chosen.	Gather the mean and median salary of your chosen career.
Research and list high school and college requirements for chosen career.	Develop an oral presentation (five minutes or less) that will acquaint other students with your chosen career.	Investigate proper attire for your chosen profession. Display a picture of their attire.
What geographic area could your chosen career be found? How do you know?	Complete a job profile. List exactly what a person who has this career does for a living. What are the pros/cons of having this career?	Using the gathered salary information, develop a balanced budget for an individual living on their own.



THE WEIRDO

Based on the novel
by Theodore Taylor



Math and Science Activities





Black Bear Math

1. Black bear females like large trees with burrowed bark for bedding. If a tree has a diameter of 20 inches, what is the circumference of the tree?
2. The black bear population in North America is close to 750,000. If the rate of increase is 2% per year, what will be the approximate population in 5 years?
3. If cubs born in February stay with their mothers for 17 months, what month will they leave her?
4. The maximum vision for a grown black bear is 200 yards. How many feet are in 200 yards?
5. The average running speed of black bears is 30 miles per hour. How far could a bear travel in 1 hour, 20 minutes?
6. In the book, *The Weirdo*, there is a 5 year moratorium on hunting black bears. How many weeks and days are in 5 years?
7. Sam's mother, Dell, makes 100 pints of blackberry jam. How many quarts does she make?
8. If a transmitter battery used in tracking the bears lasts between 24-26 months, what is the least amount of days the batteries will work? The most?
9. There are 250 bears in the swamp now. If the moratorium is not lifted, there will estimates suggest there will be 800 bears in the swamp in one season. Calculate the percent of increase.
10. Sam earns \$50 per week for looking after Buck. If she also earns \$5.15 per hour at Dairy Queen (after taxes) and she works 15 hours per week, how much has she earned after six weeks?
11. Henry weighed 11 ounces at birth. At the age of one year, he weighed 72 pounds. What is the percent of increase of Henry's birth weight to his weight at age 1?
12. The community center in Currituck holds 600 people. Calculate the capacity if the center is $\frac{2}{3}$ full, $\frac{3}{4}$ full, and $\frac{1}{3}$ full.
13. According to *Field and Stream.*, between 7,000,000 and 10,000,000 people kill wild animals for pleasure each year. Change these numbers to scientific notation.



Plant Species of the Great Dismal Swamp

Using the chart below, change each percent to a decimal and to a fraction.

If there is a total of 3500 plants in the Great Dismal Swamp, calculate the number of each species.

Species-Common Name	Percent	Decimal	Fraction	Number of Plants
1. Sweet Pepperbush	24.3%			
2. Atlantic White Cedar	13.7%			
3. Holly	9.2%			
4. Blueberry	5.3%			
5. Maple	4.9%			
6. Bushy Bluestem	2.9%			
7. Poison Ivy	1.8%			
8. Cinnamon Fern	1.1%			
9. Greenbrier	.04%			
10. Virginia Blueflag	.04%			
11. Blackberry	.03%			
12. Red Bay	.02%			
13. American Holly	.01%			



WETLAND METAPHORS



Materials Needed:
Activity Sheets
Metaphor
examples or
picture cards

Students will use a metaphor to describe the characteristics of wetlands and to link the characteristics and natural functions of a wetland to the familiar realm of everyday life. Students will also demonstrate an understanding of the importance of wetlands to interacting earth systems.

The wetlands in **The Weirdo** represent a system. Misunderstandings abound concerning the effects of one factor upon another in a system. It is critical that students understand the importance and many functions of a wetland area so that they may make informed decisions and become more scientifically literate concerning this current environmental issue.

Prerequisite Knowledge and/or Activity

Students must understand how to use jigsaw.

Definition and understanding of metaphors:

Many of the major attributes of wetlands can be explored through the use of metaphors. To use a metaphor is to apply a word or phrase to an object or concept which it does not literally denote. A metaphor represents a concept or idea through another concept or idea. In this activity, a variety of everyday objects will be used to represent the natural functions of wetlands.



WETLAND METAPHORS



- Assign each member of a base cooperative group to one of the four expert tables.
- Have students work at expert tables. At the expert table, members from the different groups will work with expert sheets to become knowledgeable about specific information. Expert groups are to discuss the material with the charge that they are responsible for bringing the main points of the information back to their base groups.
- Have base groups meet back together to share their acquired expertise.
- Discuss metaphors with students.
- Hold students individually accountable for the information following the Wetlands Metaphor Activity.
- Discuss the topics below with students and assist them in conceptualizing the following basic ecological activities that characterize the wetland habitat:
 - Sponge effect – absorbs runoff
 - Filter effect – takes out silt, toxins, wastes, etc.
 - Nutrient control – absorbs nutrients from fertilizers and other sources that may cause down-stream contamination
 - Natural nursery – provides protection and nourishment for newborn wildlife
- Choose one of the following three options to complete this activity.
 - Option 1 – Distribute picture cards to groups. Have students tell how wetlands are like their picture. PICTURE CARDS – sponge, pillow, bed, mixer, cradle, strainer, filter, antacid, cereal, soap.
 - Option 2 – Collect actual items which exemplify the desired metaphors and put them in a pillowcase or trash bag. Have students pull objects out. In groups, prepare a brief explanation of how wetlands are like their object.





Expert Sheet #1

Wetlands are many different things to many different people. Some people have never heard or thought about wetlands. Others are working actively to protect wetlands because of their importance. All wetlands, whether coastal or inland, provide special habitats that serve areas far beyond their boundaries. Wetlands are uniquely important to plants, animals, humans, and the total environment. Because of the abundance of food, vegetative cover, and water found there, most wetlands are rich with diverse wildlife species. Coastal and inland marshes, for example, provide breeding, resting, and wintering habitats for thousands of migrating birds.

Many species of fish that are important for commercial and personal use by humans reproduce and spend part, or all, of their life cycle in fertile wetlands. A wide variety of reptiles, amphibians, insects, and crustaceans also breed and live in wetlands. Frogs and toads, turtles of all kinds, salamanders, snakes, dragonflies, water spiders, clams, and crayfish flourish in wetland habitats. Many mammals – from muskrats and beaver to whitetail deer and bears – also depend on wetland areas. Wetlands are often referred to as “nurseries” because they provide critical breeding and rearing habitats for countless numbers and kinds of wildlife.

*Adapted from Project WILD, p.49-51, 1987 ed.





Expert Sheet #2

Wetlands have the unique ability to purify the environment. They act as natural filtering systems and have been shown to be extremely effective. For example, they can trap and neutralize sewage waste, allow silt to settle, and promote the decomposition of many toxic substances. Wetlands provide a kind of natural pollution filter. In natural wetlands, water enters the wetlands from a river or stream and spreads out. When water enters a standing body of water, it slows down. As it slows down, it loses energy. When water loses energy, it also loses the ability to carry particles like sand, pebbles, and silt. As a result, much of this suspended material settles out of the water onto the bottom of the wetlands. Water may enter a wetlands area filled with sediment, but it eventually drains from the wetlands without much suspended matter. Due to the slower water, heavy metals that come from industries filter out of the water. Because they are of higher density, they settle first and are buried under a layer of mud. This isolates them from the ecosystem. Thus, even some of the worst pollutants are left behind, buried under the sediment where they can do relatively little harm. What occurs in the wetlands is the process of sedimentation. Another way wetlands can treat water is through decomposers. Wetlands are filled with naturally occurring bacteria that can decompose organic matter. This includes dead organisms and waste matter from animals. Wetlands cause the water to slow down and be filtered as it trickles toward its next route. One of the drawbacks of wetland filtration is that only a relatively small amount of water if too large, the wetlands area can be filled completely and it will be useless. If the amount of water is not large, but is moving too quickly, the soil will erode and cause the wetlands to become just another stream. The pollutants that the wetlands would have filtered will flow straight into the rivers and oceans. Wetlands management for wastewater treatment is a delicate balance. Many places are researching and planning to build artificial wetlands.

*Adapted from Changes in Ecosystems, Mc/Mg Hill, p. 59-60, 1996 ed.



Expert Sheet #3



The importance of vegetation associated with wetlands cannot be overlooked. Plants absorb nutrients and help cycle them through food webs. Plants also help keep nutrient concentrations from reaching toxic levels. Plants slow down water flow causing silt to settle out. Through photosynthesis, plants add oxygen to the system and provide food to other life forms. Of great importance to humans are the flood control characteristics of wetlands. When runoff from rains and spring thaws is high, wetland areas absorb excess water until it gradually drains away down streams and rivers through the soil. Acting as buffers, healthy wetlands prevent flooding and erosion. In dryer periods, wetlands hold precious moisture after open bodies of water have disappeared.

The many activities that take place in wetlands make them among the most productive ecosystems in the world. As remarkable and resilient as wetlands are, these unique areas have limits. Their destruction and/or abuse can have devastating effects on wildlife, humans, and overall environmental quality.

Wetlands used to be considered wastelands. From the 1800s until very recently, laws encouraged people to drain the wetlands and turn the area into farmland. Today, however, most states have laws protecting the wetlands. People have come to realize that wetlands are a rich environment for thousands of species of plants and animals and an important resource in maintaining water resources. Some of the most well-known wetland regions of the United States include the Everglades of Florida, the Mangrove swamps along the shores of South Carolina, Okefenokee Swamp in southern Georgia, and the Sandhills region of Nebraska. However, wetlands exist in all sections of the country. At the time of European settlement of the United States, there were 215 million acres of wetlands. Today there are less than 100 million.

*adapted from **Project WILD**, p. 49-51, 1987 ed. and **Changes in Ecosystems**, Mc/Mg Hill, p.59-60, 1995 Ed.



Expert Sheet #4



A salt marsh is an important environment between the land and the sea. It is a place where fresh water and salt water come together to form a unique habitat for wildlife. Life forms in salt marshes are often more complex and diverse than in other habitats because of the mixture of both fresh and salt water. However, the organisms found in salt marshes are often abundant. In warmer climates, mangrove trees are the dominant plants. But with the presence of trees the area are commonly called swamps. Grasses dominate marshes. Salt marshes can be huge, with acres of grass resembling a flat pasture. Salt marshes occur in temperate regions and are one of the most productive ecosystems on earth, producing up to two times as much plant food as fertile agricultural lands. Salt marshes can be compared with coral reefs in terms of productivity. The main producer for this important ecosystem is salt marsh grass which grows and actually thrives in the nutrient-rich waters of estuaries where salt water from the ocean mixes with freshwater from land drainage. A salt marsh is always producing new grass as old grass dies. Bacteria promote the decay of the marsh grass which in turn produces detritus (di-try-tus). Detritus is dead and decaying plant or animal matter. Fiddle crabs, snails, small shrimps, and some fishes like minnows feed on decomposed marsh grasses. Oysters and clams filter detritus and tiny living plants from the water. These detritus eaters serve as food for crabs, birds, and a variety of fishes including flounder, red drum, and striped bass. It is estimated that more than 70 percent of the fish caught commercially spend at least part of their lifetimes in the marsh system. The salt marsh is a nursery for many life forms. Countless numbers of birds are also dependent of salt marshes for food and nesting areas. Fish hawks, sandpipers, and members of the heron family can be seen feeding along the marsh creeks during the spring and summer while ducks and marsh hawks are common sights in the winter months. Some birds – including clapper rails, terns, and red-winged blackbirds – build nests and raise their young in salt marshes. Raccoons are common predators which feed on nearly everything present. The salt marsh environment is threatened by coastal development and pollution. The salt marshes, like other wetlands, seem like likely areas for landfill and drainage as well as for other uses – and yet they are important ecological systems.

*Adapted from **Project WILD**, p.49-51, 1987 ed.



Wetland Metaphors

Students identify metaphors for wetlands.

Examples:

Object	
Sponge	Absorbs excess water caused by run-off
Pillow	Is a resting place for migratory birds
Mixer	Mixes nutrients and oxygen into the water
Antacid	Neutralizes harmful substances



Metaphor and Analogy Activity Sheet

Name _____

Object	Metaphor	Similarities in function
Sponge		
Pillow		
Mixer		
Cradle		
Strainer		
Filter		
Soap		
Cereal		
Antacid		





Wetland Connections

- Personally visit a wetland to verify the appropriateness of the metaphors explored in the classroom. Identify what seem to be the most compelling attributes of the metaphors which helped the understanding of the characteristics and nature of the wetland.
- Investigate local, county, state, and federal regulations and laws that govern the use of wetlands.
- Have each group set up filtration jars to observe for several weeks.
- Search for information regarding the construction of artificial wetlands.
- Have students discuss the meaning of a popular car bumper sticker that reads “NO WETLANDS NO SEAFOOD”. Have students create their own slogans that could be made into posters, bumpers stickers, or t-shirts.

Field Trip Information

Coastal Communities
315 Camp Don Lee
Arapahoe, NC 28510
910-567-2305

Great Dismal Swamp
NWR
Refuge Manager
P O Box 349
Suffolk, VA 23439-0349
757-986-3705

Goose Creek Park
Route 2, Box 372
Washington, NC 27889
919-923-2191



Threats to Wetlands



Until recently, wetlands have been considered mosquito-infested, mucky, dangerous, and unhealthy places – certainly not a place to take your class! Due in part to these misconceptions, over half of the wetlands in the U.S. have been destroyed since the 1700's. They have been drained for agricultural activities, filled for housing developments and industrial complexes, and used as dumping sites for household and hazardous wastes. Despite the fact that scientists have discovered wetlands to be valuable ecosystems, their destruction continues worldwide.

HOW ARE WETLANDS LOST?

Human Threats: *Urban & Suburban development* - filling and dredging wetlands for houses, commercial buildings, ports, highways, airports, waste disposal sites, and other construction projects. Paving large areas with asphalt and concrete increases the rate and amount of surface runoff which

Some Non-point Source Pollutants

Bacteria and viruses - found in sewage and septic tank effluents as well as in rainwater runoff from streets and farms.

Nutrients - while nutrients like nitrogen and phosphorus are essential ingredients for plants and animals, excessive amounts in water result in accelerated growth of algae. Blooms of algae block out sunlight needed by plants and pollute the water.

Petroleum products - gasoline, oil, and grease are often carried by rain from streets, parking lots, and commercial areas.

Organic chemicals - pesticides and household or industrial cleaners and solvents are carried by rain from farms and commercial areas to water bodies.

Heavy metals - lead, arsenic, mercury, copper, chromium, zinc, and cadmium originate in vehicle exhaust, industrial emissions, incinerators, and landfills. They may be carried by rain water or leached directly into groundwater.

Sediments - The energy of moving water erodes and suspends particles of sand, silt, clay, plant material, and microscopic plankton. This creates a condition called turbidity. While turbidity is a natural condition, it can be harmfully accelerated by land use that removes protective vegetative cover and exposes bare soil. Excessive turbidity causes problems for spawning fish and drinking water quality. Turbidity also blocks light penetration thus reducing aquatic plant growth.

increases the likelihood of flooding. Development can also cause fragmentation of large wetland systems. For example, road crossings disrupt the continuity of a system and adversely impact wildlife. Numerous, small impacts to wetlands within a watershed can add up to a significant cumulative loss.

Agricultural activities - ditching, draining, and clearing wetlands for farming.

Pond and lake construction- excavating, and flooding wetlands for water supply, flood protection, recreation, and other purposes.

Mining - for peat, coal, sand, gravel, and other products.

Natural Threats

Erosion, sea level rise, droughts, hurricanes, and overgrazing by wildlife can also impact wetlands.

Threats to Wetlands

Pollution from pesticides sediments, domestic sewage, and fertilizers discharged from a variety of point sources (e.g., direct discharges from industrial complexes) or non-point sources (e.g., runoff carrying road salt from highways) degrade the quality of wetland waters.

There are many ways to remove pollutants from water, but they are generally very complicated and expensive to implement. It is far better to prevent pollutants from getting into water supplies in the first place. Wetlands are effective filters for some, though not all, potential water pollutants.

CONSEQUENCES OF WETLAND LOSS

Flooding

Billions of local, state, and federal dollars have been spent over the years to dike and dam rivers to prevent them from flooding. Nonetheless, floods continue to seriously damage the property and livelihoods of thousands of Americans, as evidenced by the 1993 flooding of the Midwest. Wetlands are natural flood control systems – they absorb peak flood flows and later release them more slowly, reducing flood damage to property downstream.

Loss of Wildlife Habit

Up to 45% of rare and endangered species rely on wetlands to some extent for their survival. As other habitats are lost to development, wetlands even become the last refuge for those animals not usually thought of as wetland-dependent, such as the black bear and Florida panther.

Example: The drainage of 90% of the wetlands in Nebraska's Rainwater Basin for agriculture has concentrated waterfowl in greater densities in the few remaining areas, causing outbreaks of disease. In 1980, 80,000 birds died of avian cholera because of overcrowding in the Basin.



Threats To Wetlands

Declining Water Quality

Wetland loss can also result in water quality decline.

Example: Forested wetlands play an important role in reducing excessive nutrients entering the Chesapeake Bay. One wetland was shown to remove approximately 80% of phosphorus and 90% of nitrogen from a tributary entering the Bay. Destruction of these wetlands would increase eutrophication. Atlantic menhaden, the Bay's second most plentiful catch, often suffer mass kills because of a lack of oxygen caused by eutrophication.

Threats to Wetlands

How are our lives linked to the health of the environment? What would happen if wetlands disappeared? Record the ways students think their lives might be affected.

Are there any common, everyday activities that you could be doing that impact wetlands, positively or negatively? Get your students engaged in a discussion that might involve the following questions:

- Are there any roads you drive on that cross wetlands?
- What kind of an impact might this have?
- Are there any shopping areas, airports, or houses in town that are built on, or near, wetlands?
- Are there any state or local parks that you visit that protect wetlands?
- What are the rules and regulations that govern use of land around wetlands?

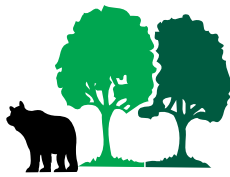


Threats to Wetlands Pollution Chart

Fill in the pollution chart using the article "Threats to Wetlands". All chart spaces must be completed. (Research may be necessary to complete the chart.)

Point Source	Non-Point Source





FORESTRY INVESTIGATION

The purpose of this activity is to give students experience in comparing basic timber harvesting practices. Based upon their data, students will reach group consensus about the preferred type of timbering road for a lumber company to build.

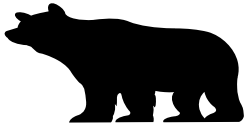
Materials Needed: Grass seed Soil Garbage bags Cardboard boxes Watering can/water Activity Sheets Other materials as identified by students
--

References to timber harvesting practices can be found throughout **The Weirdo**. Trails along the banks of the ditches and sloughs in the Powhatan, first used by lumber wagons and more recently used by lumber trucks, are relics of timbering.

Our society depends on a steady supply of trees for products that we use. However, growing and harvesting trees can cause water quality problems if it is not done properly. Most of the non-point source water quality problems occur when trees are harvested. Roads must be cut into the timbering site to get to the trees. When trees are cut, bare soil is exposed to the forces of erosion. Environmentally-conscious foresters are aware of these potential problems and use wise timbering and road construction practices. Good timber-harvesting practices include:

- locating roads and skid trails (places where trees are dragged to the trucks) away from water sources,
- leaving zones of undisturbed forests around water areas,
- replanting or planting cover in areas where soil is exposed,
- constructing logging roads with switchbacks (in zigzag pattern) to reduce erosion,
- placing diversion ditches (heaps of soil/trees/sticks at an angle across the roadbed to drain water off the roads), and/or covering roads with gravel,
- considering the impact of traffic on compacting the soil,
- compensating for slope of the area,
- harvesting trees using a selective cutting process (removing only small groups of trees or individual trees),
- leaving behind cut up grass/sticks/deformed trees/branches when an area is clear cut or group cut, and
- allowing roads to return to a natural state after use for harvesting.

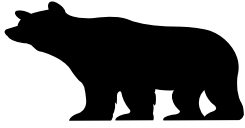




Forestry Investigation

- Divide students into two groups and designate them as A or B. Group A will investigate curvy roads, and Group B will investigate straight roads. DO NOT tell students which practices are good or bad. Let the students make their recommendations based upon their data.
- Assemble sample materials groups will need such as boxes, plastic liners (garbage bags), grass seed, and soil to get started. Encourage groups to supply materials they need for their specific investigation.
- Allow students to construct boxes with grass representing trees, sprinkled water representing rain, etc.
- Ask each group to decide which variable they are investigating to answer the focus question (are straight or curvy roads better for timbering practices?). Data should be collected and findings presented to the class.
- Direct students to collect data on the effect of these variables on soil runoff. Collecting various data will strengthen each group's decision on whether straight or curvy roads should be constructed when timbering. Data should be collected on the following variables:
 - selective cutting or clear cutting the land
 - the effect of the slope of the area
 - the construction and placement of diversion ditches
 - the compactness of the soil
 - leaving "slash" (leftover tree branches, deformed trees, etc.) on the ground as compared to clearing the land (the effect of "driving" on the roads)





Forestry Investigation

Design an investigation to determine if straight roads or curvy roads are better for timbering roads.

Decide on which variable you will be investigating to answer the focus question.

Collect, compile, and prepare a presentation of the data you collect and the suggested type of road to build for timbering. Be sure your presentation addresses your experimental design, data collection and display, and your conclusions.

Remember, the more sound your experimental design is, the more valid your mathematical representation will be. Plan carefully.

Suggested areas to investigate for soil runoff:

- selective cutting or clear cutting of the land
- the effect of the slope of the area
- the construction and placement of diversion ditches
- the compactness of the soil
- leaving “slash” (leftover tree branches, deformed trees, etc.) on the ground after timbering versus clearing the land
- the effect of “driving” on the road

(Adapted from Environmental Resource Guide, Tennessee Valley Authority. June 1992.)



Performance Scoring Rubric Forestry Investigation Group Work

Your instructor will go through this rubric with you before starting the “Forestry” Activity. As you work, make sure all categories are included.

Group Members _____

Group Name _____

Expectations	Member 1	Member 2
Materials ready		
Model complete for testing		
Application of Knowledge		
Supporting evidence gathered from the model lab		
Completed equal portion of the lab work		
Participation		
Total for each group member		

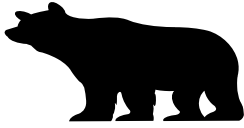
The scale is rated from 1 – 3.

1 = Little/no support or participation; inaccurate information

2 = Mostly accurate information or average participation

3 = Fully accurate information and complete participation





HABITAT DESTRUCTION

In these simulations, students will experience the delicate balance of a system, by pretending that they are an animal living in a thriving system. Mathematically, students will investigate the use of ratios to estimate the size of a total population.

Materials Needed:

Simulation #1-Cards for each student marked predator or prey
Simulation #2-100 similar items in a paper bag (macaroni, toothpicks, coins) per group
Markers or nail polish
Graphing materials
Activity Sheets

The wetlands in **The Weirdo** represent a system. The purpose of the bear study was to determine the number of bears in the area. This population study would then be used to support or attempt to defeat the efforts toward the open-hunting policy that was being questioned.

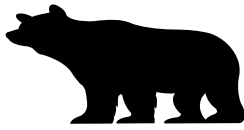
Prerequisite Knowledge and/or Activity

Completion of “What Makes a Wetland a Wetland?”

Knowledge of terms predator/prey

Impact of habitat destruction upon populations





HABITAT DESTRUCTION

Students need to understand that science relies on mathematics when analyzing data and for data/evidence based decision making.

For animal populations that can be captured, scientists get a count of the number they capture, mark them the least harmful way, release them back into the population/area captured, and repeat the process at a later time.

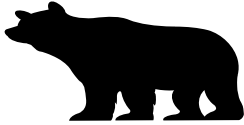
The following ratio is used to estimate the size of the total population:

Number of marked animals recaptured	=	Number of animals originally marked	
_____		_____	
Number of animals recaptured		Total population of animals	

Simulation #1 – Predator/Prey Relationships

- Prepare an adequate number of predator/prey cards to ensure that each student receives a card. They should be distributed randomly. Additional predator cards will be necessary for round two.
- Conduct this activity in an area where the students can spread out.
- Distribute one card to each student with the instructions to keep the predator or prey identity secret.
- Direct predators to stretch their arms out and attempt to tap their prey. Neither group may move their feet. If a prey is tapped by a predator, that student must go to a designated area as they are consumed.
- Collect predator-prey cards. If many prey have been eliminated, add more predator cards.





HABITAT DESTRUCTION

Simulation #1 – Predator/Prey Relationships

- Begin the second round of the simulation. Students should spread themselves out in an area 1/2 the size of the first round. Direct students to choose a spot in the allowed area, reminding them that once they've selected their spots, they cannot move) only stretch their arms out.
- Distribute predator/prey cards. Repeat the simulation.
- Lead a class discussion:
 - What was the purpose of reducing the size of the system?
 - What could cause a reduction in the size of the system?
 - Why were more predator cards added?
 - How did the reduction of the size of the system affect the predator population? the prey population?
 - Describe other factors that may influence the population of a species.
 - Predict what will eventually happen to the prey in this simulation if the population trend continued. Explain reasoning.

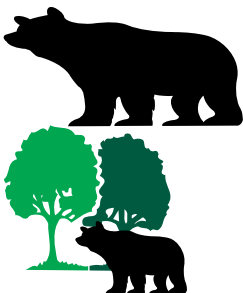




HABITAT DESTRUCTION

Simulation #2 – Estimating A Population

- Prepare for each group a bag with 100 similar items (macaroni, toothpicks, coins).
- Do not tell students the total number of items in the bag.
- Decide upon the number of items which will be “captured”.
- Label each “captured” item. Use a marker or other appropriate method to distinguish between the items.
- Direct small groups to shake the bag well after each “capture”.
- Have groups do at least five trials and record information in a data table. Students will need to know the number of items originally “captured” and marked.
- Have groups try to determine the total number of items in the bag.
- Ask the groups to devise a means to communicate the results of their simulation.
- Facilitate a discussion including ideas on sampling, bias and reaching consensus on definition of terms.



HABITAT DESTRUCTION

If possible, have students actually use the capture-release-recapture method. Many species such as grasshoppers or crickets can be utilized to conduct the investigation.

Use either of the following two rubrics for the activity sheets.

0 = Answer is unresponsive, unrelated, or inappropriate.

1 = Answer is partially correct. Suggested solutions are stated without supporting facts/data. Points noted in the answer are not related to the readings/activities/investigations.

2 = Answer, is mostly correct. Suggested solutions are stated with supporting facts/data. Points noted in the answer; are related to the readings/activities/investigations.

General Rubric for Science

0 = Answer is unresponsive, unrelated, or inappropriate.

1= Answer deals with material on a concrete, literal level that is accurate in some dimensions.

2= Answer deals with most scientific aspects of the question and makes correct inferences, although minor errors may exist. Uses skills of analysis and synthesis where appropriate.

3 = Answer addresses key aspects of each part of the question and uses sound scientific reasoning and cites and explains appropriate examples. Uses skills of evaluation, as well as, analysis and synthesis.





HABITAT DESTRUCTION

Based upon the results of our findings, is the use of ratios to estimate certain animal populations reliable?

Other than the technique used here, how could a more accurate estimate be made with a simulation?

How would an accurate estimate of a real animal population be conducted?

How would you go about determining how many dandelions are in an area?

At the town meeting one of the hunters said, "Us hunters keep a balance in nature, we keep the animals from starvin'..." Sam's father added, "We're now taking the role of the predator, keepin' nature in balance. If that bear population isn't thinned, you can bet they'll be coming out o' there in droves, destroyin' hives, tearing up orchards, ruining corn crops, raidin' every garbage dump within twenty miles..."

Do you agree or disagree with these statements? Be sure to support your opinions with facts/data.





Wildlife Tug of War

Materials Needed:
Plastic six-pack rings
Rope
Rubber bands

Students will experience some factors that inhibit animals due to man's interaction with the environment.

The Weirdo addresses the issue of hunting and its impact upon the environment. When a hunter shoots an animal, the result is obvious, observable, and predictable. Hunters, fishermen, campers, and hikers often improperly dispose of their litter, thereby indirectly having a negative impact upon the environment. Humankind's inadvertent effects on the environment are sometimes less newsworthy and can be overlooked. Many situations in **The Weirdo** are similar to the tug-of-war: hunters versus environmentalists, Sam versus her father, bears versus humans, etc...

Discuss the following with students:

All of us are aware of the problems that littering causes for our environment. Plastics cause special problems for animals such as entanglement. Some animals can't eat because their mouths are trapped shut due to plastic six-pack rings. Some starve or strangle because of the problem with this plastic. Many laws and regulations are often enacted to take care of problems like this. It may inconvenience man and sometimes even these regulations are violated. If it involves a cost to business or government, these costs are usually passed on to the consumer.





Wildlife Tug of War

- Have each student hook a rubber band around the thumb and little finger on top of one of their hands. Try to remove the rubber band using on the fingers of the hand the rubber band is on. This activity simulates how an animal may feel if they get caught in a plastic six-pack ring. Discuss.
- Divide students into small groups. Have students try to break a plastic six-pack ring using only their hands. If they can't break it individually, have them work as a group to break it. Discuss.
- Have a class tug-of-war. Fold two six-pack rings together lengthwise to make 4 three-packs. Tie a piece of rope to each end and play tug-of-war, adding two children at a time. How many does it take to break the ring?
- Tell students that North Carolina now requires six-pack rings to be photodegradable. This is indicated by a small diamond shape in the plastic. Have students compare the strengths of photodegradable six-pack rings that have been exposed to sunlight for varying lengths of time. (Full degradation takes 4-6 months.)
- Discuss:
 - If you were a fish or bird and you had a six-pack ring around your neck, how could you free yourself?
 - How would you feel? If you didn't free yourself, what could happen? What can you do to prevent six-pack rings from entangling wildlife?

Assessment

- Have students prepare a written response to answer the question, "Can wildlife win in a tug-of-war?"



THE WEIRDO

Based on the novel
by Theodore Taylor



Social Studies Activities



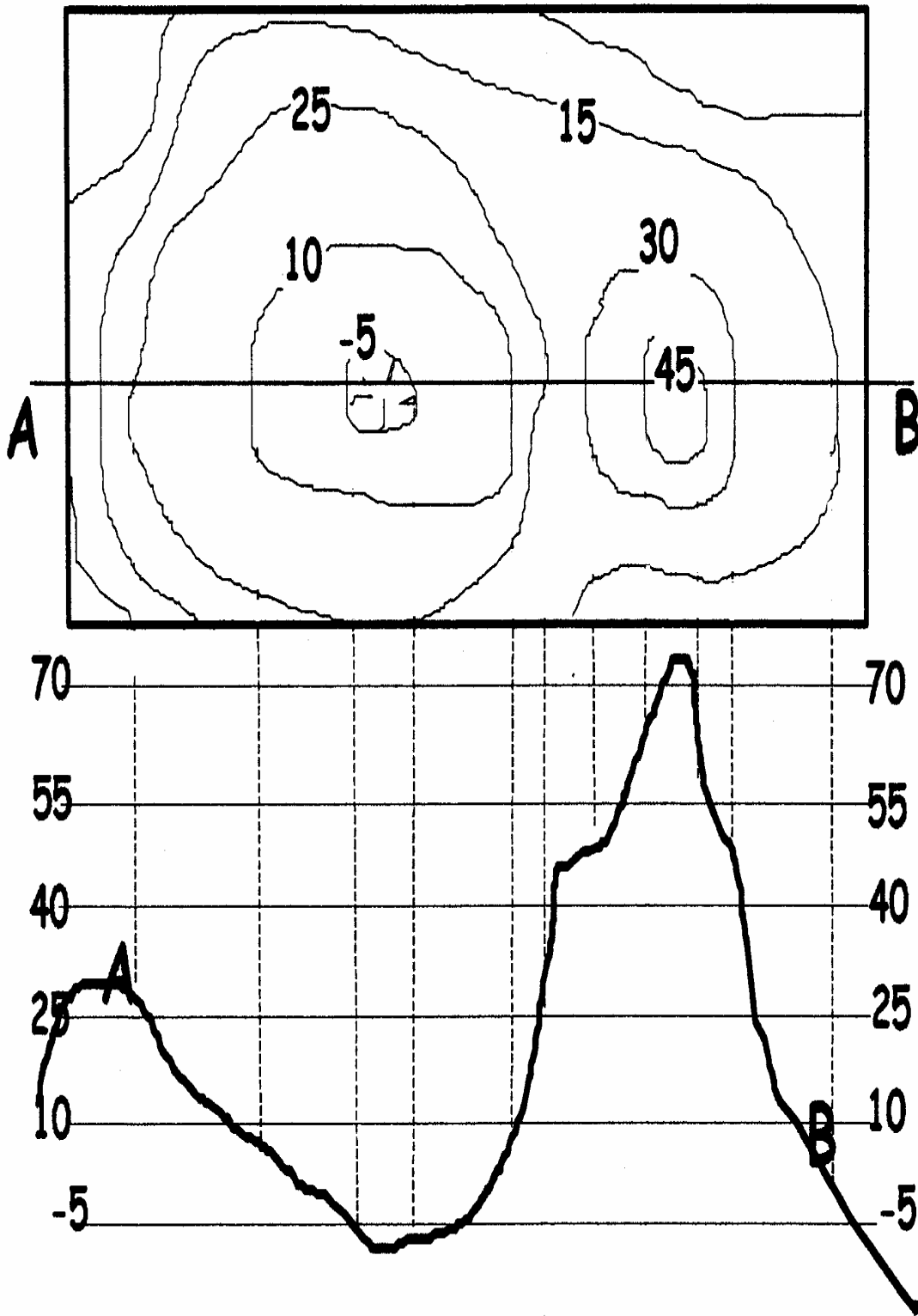


Map the Powhatan Swamp

Use the maps provided, to complete the question.

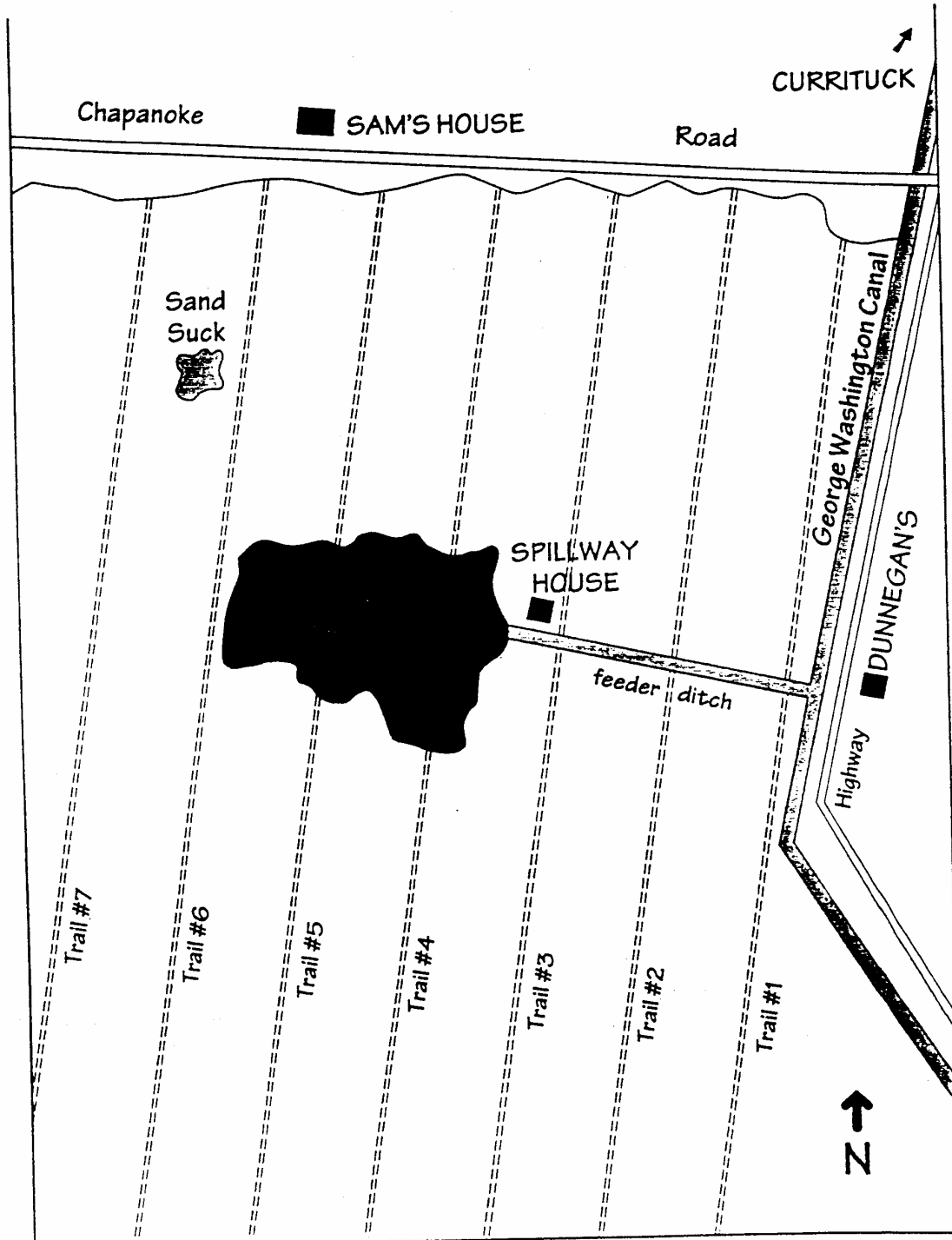
1. What is the elevation of the tallest point from the topographic map above?
2. Put an “M” on the mountain top on both maps above.
3. What is the elevation of the valley above?
4. Put a “V” on the valley floor (depression) on both maps above.
5. What is the contour interval on the map above?
6. What is the elevation at the depression on the map above?







Map of Powhatan Swamp





Map the Powhatan Swamp

Topographic maps show the shape and elevation of the Earth's surface. Contour lines connect to show the elevation (height above sea level) and slope of the area on the map. To demonstrate different elevations, students can draw two dimensional topographical maps.

Features found on a topographical map can be classified as land features, water features, and cultural features.

Map Features

- Land – mountains, valleys, hills, cliffs
- Water – lakes, ponds, streams, rivers, ocean
- Cultural – man-made bridges, canals, buildings, trails, and roads

Map Colors and Symbols

- Blue = water features
- Black = man-made features
- Red = major roads, boundaries, urban areas
- Brown = contour lines
- Green = trees, shrubs, orchards, grassland

Key Terms

- Relief – the difference between two points on a topographic map.
 - Contour Interval – The area between one contour line and another adjacent contour line.
 - Contour Line – A line on a topographical map that eventually connects. The Connecting points enclose the area with the same elevation.
- Spot Elevation – A given elevation at a certain point. Usually a correct measurement within a meter or a foot.
- Scale – Compares the relationship of a true distance measurement to the measurement used on a given map. Scale maps may be expressed as ratios or fractions. 1:25,000 or 1/25,000 means that one unit on the given scale would be equal to 25,000 units on the ground. Example – 1 scale inch on the map may be 25,000 feet on the true ground distance.





Map the Powhatan Swamp

Your planning team will make a map of the Powhatan Swamp area. Your job is to plan a map of the area in which Samantha might have lived. On your map, include various locations from the list below of where people might live, shop, and work. Justify each location choice by using passages from the novel. You will present your rendering of **The Weirdo's** mapped area to the class. It will be helpful, for some mapped sites, if you document passages from the book with page number as evidence for your decisions of where you mapped various locations. Use the following color code to indicate the various land uses for your map.

Blue	Lake Nansemond George Washington Canal Powhatan Swamp Canal Bridge
Black	Chapanoke Road Tucker Road Lumbering Trails
Brown	Spillway Albemarle County Lizzie City Alley Currituck County Spillway
Red	Burger King Dairy Queen Sloan's Crosby's Coffee Shop Dunnegan's Hardee's Albemarle High School School District Office
Dark Green	Apple Orchard Cornfields Trees Hollowed Stumps Briar Shrubs
Yellow	Binkie's House Howell's House Sam's House Slade's Living Telford's Living Quarters Warden's Bungalow





Map the Powhatan Swamp

HINTS:

- Think of a contour line as an imaginary line on the ground that joins points of equal elevation. The elevation number is the height of that area above sea level.
- Only use a new contour line when the elevation changes.
- Choose a set contour interval. Example - If you choose 20 meters for your interval then every time the land goes up or down 20 meters you show that by drawing a new contour line. Every second or third line should be an “index contour.” This line will be where you record the height measurement. (On professional topographic maps the “index contour” is usually every 5 contour lines.)
- When the contour lines are close together, the slope is steep.
- When the contour lines are spread apart, the slope rises or falls gradually.
- Most of the Great Dismal Swamp is level with sink hole depressions and some low lying plain areas.
- Contour lines never cross.
- Where a contour line crosses a stream or valley, the contour bends to form a “V” that points upstream or valley.





Mapping the Great Dismal Swamp

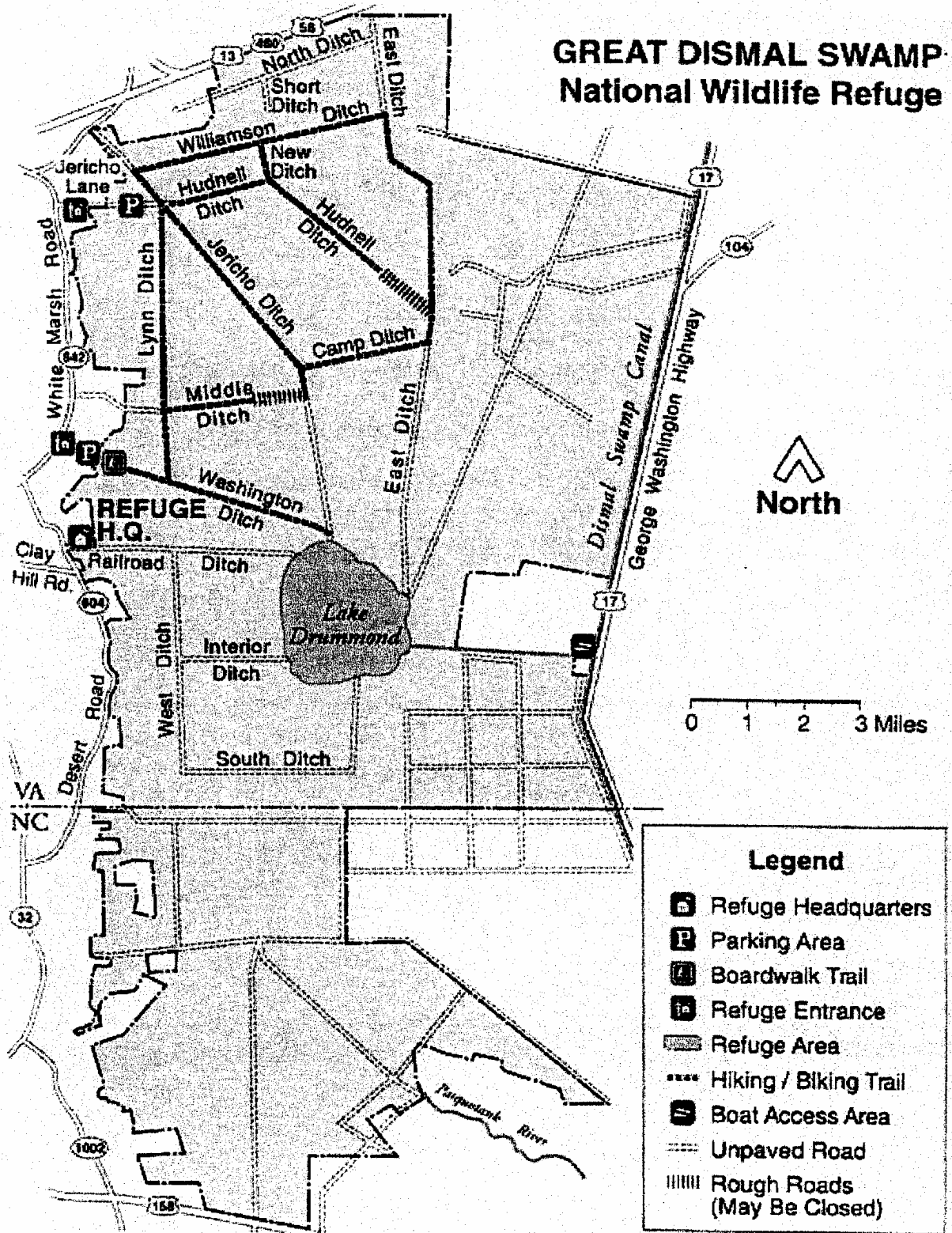
Materials for each student:

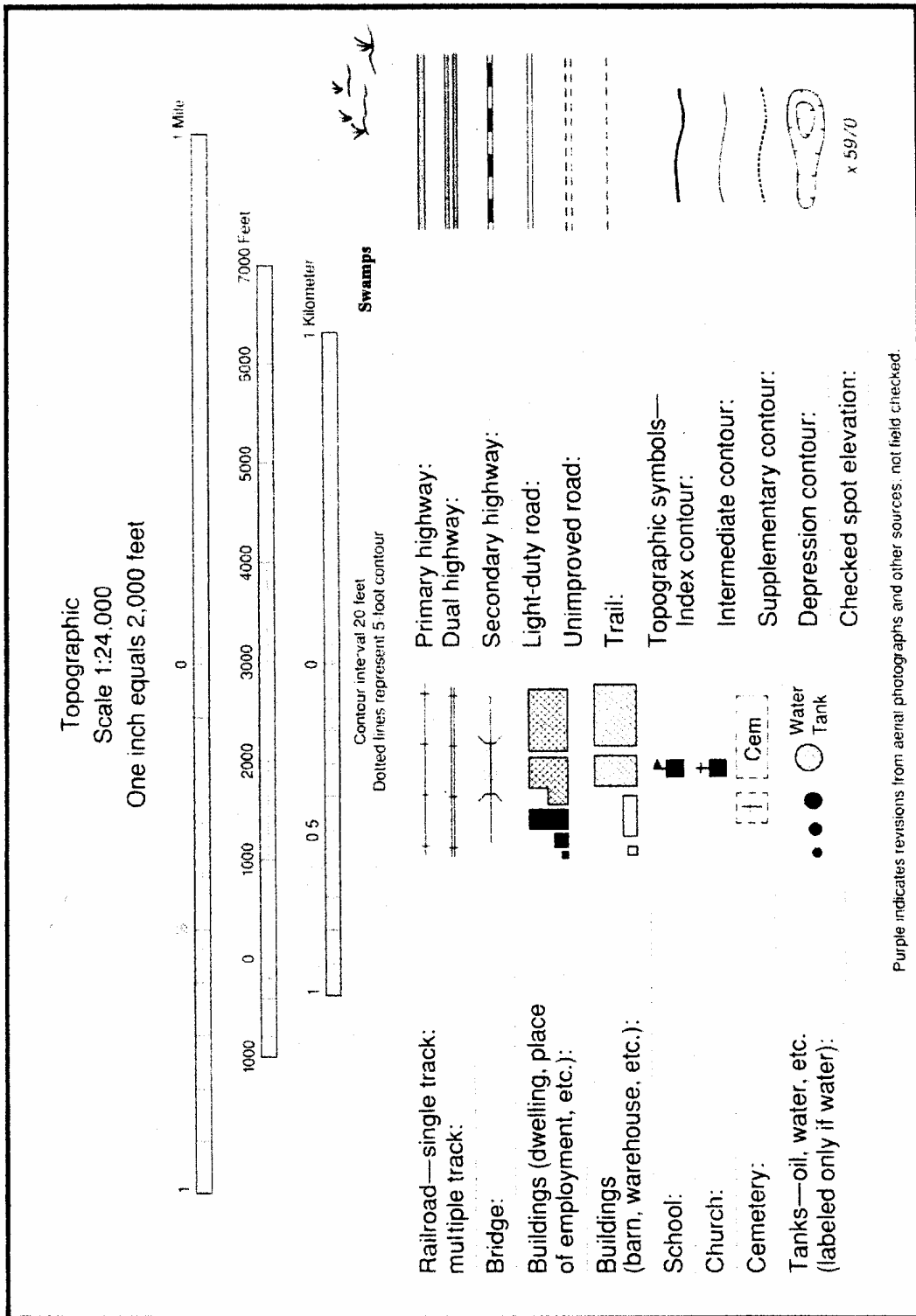
- 1 copy of this activity for each student
- 1 copy of the “Topographic Map Legend”
- 1 copy of the “Great Dismal Swamp National Wildlife Refuge” map
- 1 piece of graph or plain white paper
- Color Pencils
- Pencil
- Ruler

Use the legend and the map of the Great Dismal Swamp to draw a topographic map.
On the 2-dimensional map, include the following:

1. Choose an area of the Great Dismal Swamp for your topography map.
Draw this area on your paper.
2. Show the Cultural Features that exist in the area of the map that you chose.
Use the appropriate colors to represent these features.
3. Show the Water Features that exist in the area of the map that you chose.
Use the appropriate colors to represent these features.
4. Show the Land Features that exist in the area of the map that you chose.
Use the appropriate colors to represent these features.
5. Draw at least 5 contour lines that have different elevations. Contour lines should connect only if the area of the same elevation is on the same area of the map that you chose. Some of your lines may not connect because they connect in areas off of your map. Use the appropriate colors to represent these features.
6. Choose at least 5 other symbols from the Topographic Legend to include on your map. Use the appropriate colors to represent these features.
7. Choose a scale from the legend or design your own. Example – One centimeter on your map would equal 50 meters on real ground.







Purple indicates revisions from aerial photographs and other sources. not field checked.





What If...?

What if ... George Washington or the Union Army had accomplished their goals of destroying the wetland?

Students will use previous knowledge of the importance of preserving wetlands to make an inference on a given article.

Articles:

- “The Battle of South Mills” and
- “George Washington in Norfolk”.

This activity requires previous knowledge of the importance of wetlands and the preservation of wetlands.

- Divide the students into groups of two. Assign each pair one of the three historical stories.
- Ask each group to read the article that is given to them. Their task is to assume that both the Union Army or George Washington (depending upon the article given to them) were successful and the Great Dismal Swamp was altered or destroyed. Each group will play the role of two reporters working together to cover the breaking story. The group will need to remember the time frame that their article represents.
- Each group will need to include the following in their report:
 - The effect on wildlife
 - The effect on plant life
 - The effect on industry/local’s way of life
 - Include historical data within the report





George Washington in Norfolk

George Washington visited the Norfolk area many times, but according to historical evidence, he was in Norfolk proper on only two occasions. The initial visit was on May 25, 1763, when the thirty-one-year-old Washington was on his way to visit the Dismal Swamp for the first time. The second was on May 28-29, 1763, when he was on his way back to Mount Vernon.

Washington first passed through the Norfolk area late in 1751, when he sailed with Lawrence Washington, his half brother, out of the Virginia Capes for the Barbados. After returning by the same route a few months later, he was absent from the Norfolk area until 1763, when he became interested in the Dismal Swamp as a money-making proposition.

Washington, along with five others, had formed a company known as “Adventurers for the Draining of the Great Dismal Swamp”. The company had acquired about forty thousand acres of rich timberland in the swamp, and Washington, as manager of the company, visited the swamp to gain firsthand information about it.

Leaving Mount Vernon on May 16, 1763, Washington set out for Williamsburg to attend an extra session of the House of Burgesses. On Wednesday, May 25, 1763, according to his carefully kept expense accounts, he set out on horseback down the Virginia Peninsula for Hampton, where he paid one shilling, five pence to be ferried over to Norfolk. Arriving there, Washington took another ferry to Portsmouth, paying one shilling, six pence for his fare, and proceeded to Colonel Edward Riddick’s plantation in Nansemond County, from which he set out to explore the Great Dismal, which he described as “a glorious paradise”.

On Saturday, May 28, 1763, he arrived at Great Bridge in Norfolk County; from there he rode into Norfolk and stayed overnight at a tavern kept by John Reinsburg, paying him one pound, seventeen shillings, and six pence for board, lodging, and horse hire. Tradition says that since Washington was in Norfolk on Sunday, he attended Morning Prayer at the Borough Church, now St. Paul’s Episcopal Church. There is no contemporary evidence that he did so.

After taking a ferry for Hampton on Sunday, May 29, Washington rode back to Mount Vernon by way of Williamsburg.





George Washington in Norfolk

Washington is known to have made at least five other visits to his lands in the Dismal Swamp, but there is no record that he ever passed through Norfolk again. Records indicate that he used Suffolk as a base from then on because of its close proximity to the swamp. But when Washington wanted his Dismal Swamp holdings charted, he entrusted the survey to Gershom Nimmo (?-1764), the surveyor of Norfolk County, whose map, dated “Norfolk, 20 November 1763,” has been preserved. This chart includes the earliest known map of Lake Drummond.

In 1830, a railroad was laid through part of the Dismal Swamp to haul out the timber, shingles, staves, and other wood products to be shipped for sale.

Washington used slave labor for much of his work. If not slave labor, he hired poor whites for very low wages. It was hard and dangerous work. The workers cut trees and moved them to the main camp. They had to move around the muddy ooze of the swamp, fight the yellow flies, mosquitoes, and snakes. The logs or shingles were moved out on timber bogys pulled by oxen or mules to be loaded onto the rail line.

The workers lived in small swamp shacks. This was a small cabin made of juniper poles. It had a dirt floor covered with shavings from the lumber products. One end of the shack was daubed with mud for building a fire. There was a small opening in the roof to let out the smoke. It was under these conditions the swamp became inhabited by shingle and gutter cutters and lumbermen.

For many years people could find remains of these camps in the swamp. They serve not only as a reminder of the hard work of our ancestors, but also as a reminder of the power that the wealthy had over the very poor and the slaves. Today, if you take a walking tour through the Dismal Swamp in the Washington Ditch area, you can still see signs of the old railroad bed. You will also see there are no virgin timbers left in the swamp. This is a result of the endeavors of George Washington and his businessmen.

Norfolk Highlights 1584-1881
By George Holbert
Tucker



The Battle of South Mills



The Union Army attempts to destroy
The Culpepper Locks in the
Great Dismal Swamp of
Camden County, NC

The Virginian-Pilot

LOCAL, page B1

30 Mar 1997

By: Mason Peters, Staff Writer

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[http:// gen.culpepper.com/places/nc/nclocks/htm](http://gen.culpepper.com/places/nc/nclocks/htm)

April 19, 1862, dawned sultry-hot with thunderstorms growling in the distance as 3,000 Union and 1,000 Confederate soldiers converged on a nearby corn field in Camden County.

Marching from the South in their own sandy dust were Union forces that had disembarked from federal troopships where the Pasquotank River gently embraces Albemarle Sound. Rolling along with the Yankees were three wagonloads - 4,000 pounds of gunpowder that was to be used to blow up the Culpepper Locks on the Dismal Swamp Canal near South Mills. The canal was a major Confederate supply line to battle fronts in the north.

At the same time, about 1,000 Rebel troops sent to halt the Yankees were double-timing down from the Suffolk, Va. area to throw up defenses in the Camden cornfield.

There were far bigger Civil War fights in 1862, including Shiloh in Tennessee, where peach trees bloomed red with soldiers' blood, and Antietam in Maryland, where a little white church stood amid a ghastly congregation of Blue and Gray corpses.

But the Battle of South Mills was one of the first fights to create the Confederate mystique that still stirs the hearts of Yank and Reb descendants.





The Battle of South Mills

The outnumbered Confederates got to South Mills first and had time to create breastworks along a ditch at the north end of the cornfield. The ditch is still there, and not much else has changed.

About 300 yards in front of Confederate Col. Ambrose Wright's dug-in Georgians was another ditch, and before the battle started the Confederates filled it with fence rails and set them on fire. The blazing, mile-long trench was known as "The Roasted Ditch" in official reports from both sides.

What little wind there was that day was from the northwest, and smoke and flames from the ditch blew into the faces of advancing Union soldiers and smoke-screened the Confederate defense.

Two other Norfolk-area Washington associations deserve mention.

On September 18, 1781, a month before the British troops under Lord Cornwallis laid down their arms at Yorktown while the bands played "The World Turned Upside Down", Washington, accompanied by members of his staff and several French officers, dined and held a council of war with Admiral Comte Francois Joseph Paul de Grasse aboard his flagship, the *Ville de Paris*, off Cape Henry. When six-foot Washington came aboard and was hugged around the middle by de Grasse, a short stocky man, and was addressed as "Mon petit general," everyone laughed heartily, launching the conference on a merry note.

The other incident took place in Norfolk on February 22, 1800, two months after Washington's death. On that occasion, thousands of Norfolk-area citizens, wearing deep mourning, marched to dirge-like music behind an empty black coffin to what is now St. Paul's Episcopal Church for a solemn funeral service, minus the corpse, in memory of the recently departed Father of His Country.



THE WEIRDO

Based on the novel
by Theodore Taylor



Writing Ideas and Culminating Activities





Be a Lobbyist

Students need to define and discuss exactly what a lobbyist is and what a lobbyist does. Students also need to understand advocating a point of view, responding as a legislator, and accurately reporting as an observer, since lobbyists and the press played a huge role in the establishment and continuance of the moratorium.

Teachers need to place students in groups of three and assign each student one of the following roles:

Lobbyist–The person in this role approaches the policymaker, introduces himself, and makes a convincing argument in favor of a policy or issue.

Policy Maker–The person in this role responds to the lobbyist by agreeing, disagreeing, or suggesting an alternative.

Reporter–The person in this role will listen to the lobbyist and policy maker and report his/her observations to the class.

Give the lobbyist in each group a scenario and instruct the lobbyist to approach the policy maker and plead their case. **Do not** give the policy maker and reporter the scenario. Allow three minutes of discussion then ask reporters to explain what has happened in their group. After the activity is complete, lead a class discussion by asking the following questions:

How did the lobbyist behave toward the policy maker?

How did the policy maker behave toward the lobbyist?

Was their behavior realistic?

Which role did you like playing the most/least and why?

How did you feel when you were the policy maker or reporter and you had to rely on others for information?

Using a new scenario, rotate assignments so that students will have the opportunity to play each role.





Be a Lobbyist

Possible Scenarios:

The price for all hunting licenses will increase 40%.
Hunting season will be shortened to protect animals.

Culminating Performance Scoring Rubric Group Work

Your instructor will go through this rubric with you before starting the “Simulated Senate Hearing”. As you work, make sure all categories are included.

Group Members _____

Group Name _____

Expectations	Member 1	Member 2	Member 3	Member 4
Understanding				
Application of Knowledge				
Reasoning				
Supporting Evidence				
Completes assigned individual task				
Responsiveness				
Participation				
Total for each group member				

The scale is rated from 1-3.

- 1 = Little/no support or participation; inaccurate information
- 2 = Mostly accurate information or average participation
- 3 = Fully accurate information and complete participation



Project Presentation Evaluation Peer Evaluation

Rate your fellow student honestly on the areas given within the rubric

Name of Presenter _____ Presentation Date _____

Presentation Rubric

The Presenter...	1	2	3	4	5
Gave an introduction including the project's main ideas.					
Gave key ideas in a logical order.					
Gave a summary that flowed smoothly from one idea to the next.					
Used facts and details that supported the main ideas.					
Had a project that involved the audience within the presentation.					
Used body language and gestures to increase interest					
Used visual aids, multi-media, etc... to increase visual interest.					
Sustained eye contact throughout the classroom.					
Used correct diction and tone that retained the attention of peers.					
Used all main ideas within the introduction thoroughly.					
Total	_____	_____	_____	_____	_____

Presentation Scale: _____ Total Points _____

1. Area needs work and meets almost no given requirements.
2. Area needs work and attempts to meet requirements.
3. Area meets given basic presentation requirements.
4. Area meets all given basic presentation requirements and slightly more.
5. Area meets and exceeds all given requirements.





Persuasive/Argumentative Composition

- This activity provides students with the opportunity to practice and enhance their persuasive/argumentative writing composition skills. The prompt focuses on an area of great concern to the characters in the novel.
- Have students complete this composition in class or for homework. Remember to encourage students to go through all stages of writing – including brainstorming, first draft, proofing, editing, and the final copy.

Evaluation

The following sections provide definitions and discussions of the scoring criteria.

The Scoring Domain: Composing

The composing domain includes all of the characteristics of composition that bear on or influence the effective delivery of the writer’s statement or message. These characteristics include the specification of an adequately narrowed subject, developed with sufficient information to explicate the subject and delivered with sufficient and appropriate organization, logic, and coherence to provide meaningful communication of the writer’s statement or message to the reader. The composing characteristics that will be observed through this scoring activity are described in the following general terms:

- main idea,
- supporting details,
- organization, and
- coherence.



The Composition Type: Persuasive/Argumentative

Composition types can be conveniently classified according to the writer's orientation. The persuasive composition is audience oriented in that it establishes the writer's position and seeks to influence an audience to adopt the writer's position. The audience is the person or group to whom the composition is directed.

The four composing characteristics that are to be observed assume specific meaning when applied to the persuasive/argumentative composition. A discussion of each characteristic and its application to the persuasive/argumentative composition follows:

➤ Main Idea



The writer identifies the cause that is being promoted through the composition. The writer must focus on the subject matter that is identified. If the writer retreats from the subject matter, causing the focus to be unclear, the writer's main idea is weakened. The nature of the persuasive mode of discourse is such that the writer must attempt through the composition to bring about a change in a current condition. The writer must take a position with regard to the subject matter. It is possible that a writer might effectively make use of an inductive organizational plan, building an argument, through example or detail, toward the actual statement of a position. The reader will identify a position. If the writer's position is clear, the main idea has been clearly indicated, whether or not the statement of the position occurs at the beginning of the composition.

➤ Supporting Details



The writer provides sufficient and appropriate information to persuade the reader that the change being promoted has merit. Several important concepts must be considered in judging whether details are supportive. These are the concepts of "sufficiency" and "appropriateness". Sufficiency has to do with information load but should not be confused with the concept of amount. The writer may present this information with such power as to cause it to be sufficient. On the other hand, the writer may present many pieces of information in support of the position, but fall short of sufficient persuasive content. Simply listing undeveloped details is a common characteristic of insufficiency. Redundancy or the repetitious paraphrasing of the same point is also a common characteristic of the information that is provided. Appropriateness is a concept that has particular significance in the persuasive composition. Appropriateness has to do with the sense of awareness that the writer seems to have regarding who the audience is and how best to select and present information to be maximally persuasive with the specified audience.



Persuasive/Argumentative Composition

➤ Organization



The writer establishes for the reader a sense of beginning, development, and ending in the composition. Organization is defined as the logical progression and completeness of the composition. The writer establishes for the reader a sense of an overall plan for the composition.

➤ Coherence



Coherence occurs when the sentences in a composition are logically connected. The writer establishes relationships between and among the ideas, causes, and/or statements in the composition. Coherence in a persuasive/argumentative composition is a quality that results from the effective use of organization, unity, reason, and logic. The writer may employ one or more of several devices to achieve coherence. Among the most common devices are:

- repetition,
- pronouns,
- synonyms,
- parallel structure,
- connectives, and
- transitions.

Examples of words and phrases that might be used to signal connections or transitions in a persuasive/argumentative composition are listed below.

Additional Facts: again, also, another, and besides, finally, further, furthermore, in conclusion, initially, next, to begin with.

Similarities: as, as though, also, in the same way, similarly.

Contrasts: although, but, despite, either, even though, however, if, in spite of, instead, neither, still, unless, yet.

Place: above, among, adjacent, below, beyond, farther, nearby, opposite, there, under.

Cause: all things considered, because, since.

Result: as a result, consequently, for this reason, obviously, so, therefore.

Repetition: all of this means, in brief, in other words, that is to say, to conclude, to summarize.

Specific Examples: a few of these are, especially, for example, in particular, specifically.

Emphasis: basically, essentially, certainly, in fact, indeed, of course.

Time: after, afterward, as soon as, before, finally, later, now, not long after, until, when, while.





Persuasive/Argumentative Composition

In focused holistic scoring, readers must judge the student's ability to integrate these four characteristics: **main idea, supporting details, organization, and coherence.**

Focused Holistic Score Scale

4 = The response exhibits a strong command of persuasive writing. The writer has identified the subject matter, has taken a positive position about the subject matter, and has appropriately and effectively presented persuasive information in support of the position that he/she has taken. The writer's organization provides a clear sense of logical progression and overall completeness. The composition is coherent.

3 = The response exhibits a reasonable command of persuasive writing. Most of these responses will have two or more adequately elaborated reasons. However, some responses may have one reason which is well-developed and well-articulated. The writer has a sense of audience and has attempted to establish rapport with that audience through the use of persuasive argument. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

2 = The response exhibits a weakness of persuasive writing. The writer has stated a position and has represented reasons in support of that position. Some of these responses will contain two reasons with some elaboration. Others may have only one reason, but that reason is moderately well-elaborated. Still others are merely lists of reasons without elaboration. These responses may be poorly organized and may not establish a logical progression. Some responses introduce ideas which are not explained or related to the argument, causing the reader to make inferences.

1 = The response exhibits a lack of command of persuasive writing. There is evidence that the writer has read the prompt and has attempted to respond to it. There may be little or no sense of focus on the subject, and/or the writer has provided little or no clear cause for the position. Many of these responses exhibit no strategy or sense of control, while others demonstrate control but support the position with only one or two unelaborated reasons.

NS= This code may be used for compositions that are entirely illegible or otherwise unscorable.



Persuasive/Argumentative Composition



Writing Prompt

The National Wildlife Conservancy is considering imposing a moratorium on hunting and fishing in your area.

Compose a response to the Conservancy telling whether you agree or disagree with the moratorium. Persuade the Conservancy to take the action you want taken.

As you write your response, remember to:

- Be sure to tell the Conservancy why you agree or disagree with the moratorium.
- Give at least two different reasons in support of your argument and explain your reasons.
- Write in paragraph form.
- Check to be sure that you are writing good sentences.
- Use correct grammar, spelling, capitalization, and punctuation.





Ideas for Writing

Chip became emotionally attached to the bears. How do you feel about your pet?



Ideas for Writing

Do you think it is possible to study any group of animals and not become emotionally attached to them?



Ideas for Writing

Research an environmental group that may have been involved in a public hearing similar to the one held in The Weirdo. From the viewpoint of that organization, write a persuasive argument as to why the moratorium on hunting bear should or should not be lifted.



Book Test  **The WEIRDO**

Matching: *Put the letter of the definition beside the word it matches.*

- | | |
|--------------------------------|---|
| _____ 1. poacher or suspension | (A) a legally approved ban |
| _____ 2. grimace | (B) another name for a bear |
| _____ 3. bruin | (C) very gloomy or depressing |
| _____ 4. mongrel | (D) a twisting of the face or features |
| _____ 5. moratorium | (E) falling short of what is normal,
necessary, or desirable |
| _____ 6. dismal | (F) to remove by pulling |
| _____ 7. beacon | (G) a surrounding area or district |
| _____ 8. extract | (H) shelter or protection from distress |
| _____ 9. vicinity | (I) offspring of parents of different
breeds whose ancestors are unknown |
| _____ 10. gullet | (J) a part which has been added on |
| _____ 11. rendezvous | (K) place agreed on for assembling
or meeting |
| _____ 12. meager | (L) happening by chance |
| _____ 13. extension | (M) a guiding or warning signal |
| _____ 14. incidental | (N) a person who hunts or fishes
unlawfully, usually on private property |
| _____ 15. refuge | (O) the tube that leads from the back of the |



True/False: *Put T for true or F for false in the blank beside each statement.*

- ___ 16. The animals in the story are very important.
- ___ 17. The people in the story are all very rich.
- ___ 18. The story happens in a city.
- ___ 19. The story has a happy ending.
- ___ 20. A girl and a boy are the protagonists in the story.

Multiple Choice: *Put the letter of the correct answer in the space provided.*

- ___ 21. **Why did Chip feed Sam a watercress sandwich?**
 - a. Watercress was Chip's favorite lunch.
 - b. Sam was hungry.
 - c. Sam was a vegetarian.
 - d. Watercress had properties to make her heal quicker.

- ___ 22. **Why did Chip's father become an alcoholic?**
 - a. His father killed Chip's mother.
 - b. His father felt guilty.
 - c. His father lost all his money in the stock market.
 - d. Clewt and his army friends drank too much when they were young.

- ___ 23. **Why did Slade finally tell on Buddy?**
 - a. It made Slade mad that Buddy killed Tom Telford.
 - b. Buddy promised him some bear meat and didn't give him the meat.
 - c. Buddy killed a bear on his land and it made him mad.
 - d. Buddy told the police that Slade helped him poach.

- ___ 24. **Sam is looking after Buck because...**
 - a. Sam's aunt and uncle knew she needed the extra money.
 - b. her parents thought it would teach her responsibility.
 - c. her aunt and uncle have gone on vacation.
 - d. the kennel they liked was full.

- ___ 25. **Why did Chip have a bad feeling when he left Slade following their conversation about bears?**
 - a. Slade questioned him about the ban on hunting.
 - b. Slate told Chip someone was going to kill Tom Telford.
 - c. Slade told him he looked like a freak.
 - d. Chip saw a bear skin on his wall.



Book Test



- ____ 26. **How does Sam feel about her father?**
- She thinks he's a good captain and wants Chip to work with him.
 - Sam thinks her father is mean and she hates him.
 - Sam respects her father.
 - He is her hero.
- ____ 27. **After Sam's night in the swamp, why did Chip leave her at Dunnegan's without meeting her mother?**
- Chip thought her mother would rather see her alone.
 - Sam told Chip her mother would be in a hurry.
 - Chip was self-conscious about his appearance.
 - He was in a hurry because he was on his way to talk to Slade.
- ____ 28. **Who had told Sam what to do if she was ever lost in the swamp?**
- Grandpa Sanders
 - Sam's Uncle Jack
 - Mr. Dunnegan
 - Steve, her brother
- ____ 29. **Why does Chip name the bears?**
- He always names his pets.
 - It makes him think of them as more than just numbers.
 - When he calls them by name, they come to him.
 - Tom Telford told him to name them, so he did.
- ____ 30. **What was the most important part of Chip's relationship with Tom Telford?**
- Tom thought Chip was smart.
 - Tom taught Chip much about bears.
 - Tom made Chip feel normal like everyone else.
 - Chip made alot of money working with Tom.
- ____ 31. **Truesdale thinks that Sam's dreams are...**
- important to the investigation.
 - unimportant to the investigation.
 - quite interesting.
 - Scary and frightening.



Book Test



- ____ 32. **Sam watches the mother bear _____ with the baby bear.**
- eating
 - playing
 - fighting
 - hunting
- ____ 33. **Sam thinks the hunters are...**
- stupid for hunting and killing.
 - weird.
 - careful.
 - dangerous when crossed.
- ____ 34. **The hunters in the swamp kill the bears because...**
- they use the skins for clothing.
 - most of them survive on bear and deer meat.
 - the bears eat their cattle.
 - they consider it a sport.
- ____ 35. **In the end, Chip wants to...**
- live with Dunnegan.
 - go to Europe.
 - be on the Wildlife commission.
 - stay in the swamp.
- ____ 36. **Some people in the swamp did not like Tom Telford because...**
- he worked at a university.
 - he worked with the bears.
 - he said hateful things to them.
 - he was friendly with Chip.
- ____ 37. **Buddy Bailey puts his coat in the fire because...**
- the killer has a red and black coat.
 - it is very colt.
 - his wife bought him a new one and a new hat to match.
 - he doesn't like it anymore.



Book Test



Combining Independent Clauses to Make True Sentences: *Put the letter of the phrase in the blank beside the phrase it correctly completes.*

- ___ 38. Chip wasn't happy... (a) while it was asleep.
- ___ 39. Telford came to the swamp... (b) to do some work for the university.
- ___ 40. He made traps to catch the bears... (c) but he didn't kill them.
- ___ 41. He put radios around their necks... (d) to drive back to NC State University.
- ___ 42. He made notes about the big bear... (e) because there was a truck in front of him.
- ___ 43. In October 1989, Telford left the swamp... (f) so that he could follow them.
- ___ 44. Telford stopped in the road... (g) because he had nothing to do.
- ___ 45. He was very afraid... (h) because he knew the hunter in the truck.





Book Test
Name _____

Date _____

Matching

- | | |
|---------|----------|
| ____ 1. | ____ 9. |
| ____ 2. | ____ 10. |
| ____ 3. | ____ 11. |
| ____ 4. | ____ 12. |
| ____ 5. | ____ 13. |
| ____ 6. | ____ 14. |
| ____ 7. | ____ 15. |
| ____ 8. | ____ 16. |

True/False

- | | | | | |
|----------|----------|----------|----------|----------|
| ____ 16. | ____ 17. | ____ 18. | ____ 19. | ____ 20. |
|----------|----------|----------|----------|----------|

Multiple Choice

- | | | |
|----------|----------|----------|
| ____ 21. | ____ 29. | ____ 38. |
| ____ 22. | ____ 30. | ____ 39. |
| ____ 23. | ____ 31. | ____ 40. |
| ____ 24. | ____ 32. | ____ 41. |
| ____ 25. | ____ 33. | ____ 42. |
| ____ 26. | ____ 34. | ____ 43. |
| ____ 27. | ____ 35. | ____ 44. |
| ____ 28. | ____ 36. | ____ 45. |
| | ____ 37. | |



THE WEIRDO

Based on the novel
by Theodore Taylor



Resources



Resources



Carteret County Crossroads
P.O. Box 155
Beaufort, NC 28516
Phone :252-726-6663
URL: www.carteretcrossroads.org

Conservation Council of North Carolina
P.O. Box 12671
Raleigh, NC 27605
Phone: 919-839-0006
URL: www.serve.com/ccnc

Eno River Association
4419 Guess Rd.
Durham, NC 27712
Phone: 919-620-9099
URL: www.enoriver.org

Environmental Resource Program
University of North Carolina
Miller Hall, CB #1105
Chapel Hill, NC 27599-1105
Phone: 919-966-7754
URL: www.sph.unc.edu/erp

N.C. Coastal Federation
3609 NC Hwy, 24 Ocean
Newport, NC 28570
Phone: 252-393-8185
URL: www.nccoast.org

NC Coastal Land Trust
3806-B Park Ave.
Wilmington, NC 28403
Phone:910-790-4524
URL: www.coastlandtrust.org

Ocracoke Preservation Society
Box 491
Ocracoke, NC 27690
Phone: 252-928-7375
URL: www.ocracokemuseum.org

Pamlico/Tar River Foundation, Inc.
108 Gladden St.
Washington, NC 27889
Phone: 252-946-7211
URL: www.ptrf.org



Resources



Sierra Club – NC Chapter
112 S. Blount St.
Raleigh, NC 27601
Phone: 919-833-8467
URL: www.sierraclub-nc.org

Triangle Land Conservancy
1101 Haynes St., Suite 205
Raleigh, NC 27604
Phone: 919-833-3662
URL: www.tlc-nc.org

American Society for the Prevention of Cruelty to Animals
Education Department
424 92nd Street
New York, NY 10128-6804
Phone: 212-876-7700
URL: www.aspca.com

Center for the Biology of Natural Systems
Queens College/CUNY
Flushing, NY 11367 -0904
Phone: 718-670-4-180
URL: www.qc.edu/CBNS

Cousteau Society
710 Settlers Landing Rd.
Hampton VA, 23669
Phone: 804-627 -1144
URL: www.cousteausociety.org

Defenders of Wildlife
National Headquarters
1101 14th St. NW #1400
Washington, DC 20005
Phone: 202-682-9400
URL: www.defenders.org

Ducks Unlimited
One Waterfowl Way
Memphis, TN 38120
URL: www.ducks.org

Earth Island Institute
300 Broadway, Suite 28
San Francisco, CA 94133-3312
Phone: 415-788-3666
URL: www.earthisland.org



Resources



Ecological Society of America
Center for Environmental Studies
Arizona State University
Tempe, AZ 85287
Phone: 602-965-3000
URL: www.ces.asu.edu

The Ecological Society of America
1707 H Street NW Suite 400
Washington, DC 20006-3915
URL: www.esa.org

Links and Additional Resources-US

Ecology Center
2530 San Pablo Avenue
Berkeley, CA 94702
Phone: 510-548-2220
URL: www.ecologycenter.org

Federation of Environmental Technologists
P.O. Box 624
Slinger, WI 53086
Phone :262-644-0070
URL: www.fetinc.org

Great Dismal Swamp NWR
P.O. Box 349
Suffolk, VA 23439 -0349
Phone: 757-986-3705
URL: <http://greatdismalswamp.fws.gov/>

Greenpeace, USA
702 H Street NW, Suite 300
Washington, DC 20001
Phone: 1-800-326-0959
URL: www.greenpeaceusa.org

Kids for a Clean Environment
2804 Foster Avenue
Nashville, TN 37210
Phone: 615-331-7381
URL: <http://kidsface.org>

National Association of State Foresters
444N Capitol Street NW, Suite 540
Washington, DC 20001
URL: www.stateforesters.org



Resources



National Geographic Society
1145 M Street, NW
Washington, DC 20003-4688
Phone: 800-548-9797
URL: www.ngs.org

Nature Conservatory
4245 N Fairfax Dr., Suite 100
Arlington, VA 22203-1606
Phone: 703-841-5300
URL: www.nature.org

Oceana
2501 M Street NW, Suite 300
Washington, DC 20037-1311
Phone: 1-877-7-Oceana
URL: www.oceana.org

The Ocean Conservancy
1725 DeSales Street NW, Suite 600
Washington, DC 20036
Phone: 202-872-0619
URL: www.oceanconservancy.org

Public Interest Research Group
214 Pennsylvania Ave. SE
Washington, DC 20009-5728
Phone: 202-546-9707
URL: www.renewamerica.tv

US Environmental Protection Agency
Office of Public Affairs
1200 Pennsylvania Ave. NW (1704 A)
Washington, DC 20460
Phone: 202-260-0443
URL: www.gov/enviroed/

Worldwatch Institute
1776 Massachusetts Ave. NW
Washington, DC 20036-1904
Phone: 202-452-1999
URL: www.worldwatach.org

World Wildlife Fund
1250 24th Street NW
Washington, DC 20037
Phone: 202-293-4800
URL: www.worldwildlife.org



Website Scavenger Hunt



Theodore Taylor's Web Site
<http://www.theodoretaylor.com>

Great Dismal Swamp – History and Interesting Facts
<http://www.vmnh.org/swmpsusn.htm>

Great Dismal Swamp – Miscellaneous Information
<http://www.albermarle-nc.com/gates/greatdismal/>

Map of the Great Dismal Swamp
<http://greatdismalswamp.fws.gov/TrailsMap.html>

Seasonal Changes in the Great Dismal Swamp
<http://greatdismalswamp.fws.gov/seasonal.html>

The Swamp Habitat
<http://www.malloryswamp.org/html/wetlands.html>

Bear Slide Show – The Hidden World of Bears
http://www.bear.org/SlideShows/HiddenWorldOfBears/Slide_01.html

Bear Slide Show – How Dangerous Are Bears?
http://www.bear.org/SlideShows/HowDangerous/Slide_01.html

Interesting Black Bear Facts, Sounds, Pictures, and Stories
http://www.bear.org/Black/BB_Home.html

Extinct and Threatened Animal Species
<http://www.bagheera.com/inthewild/index.html>

The Legend of the Meeps Island Flying Frog
<http://www.amnh.org/nationalcenter/Endangered/index.html>





Website Scavenger Hunt

Use the websites to answer the following questions about the Great Dismal Swamp, Black Bears, and Theodore Taylor. As you answer the questions, record the website where you found each answer.

- How large is the Great Dismal Swamp National Wildlife Refuge?

- Which president of the United States visited the Great Dismal Swamp in May 1763?

- What do many people call male and female bears?

- What is the life expectancy of the black bear?

- What are other names black bears are called?

- Who is the author and what is the title of the most famous anti-slavery poem set in the Great Dismal Swamp?

- How many species of birds live in the Great Dismal Swamp?

- When are black bears usually born? What is their approximate weight at birth?

- Who was the son of “Lighthouse” Harry Lee?



Website Scavenger Hunt



- What is the weight of the largest black bear ever recorded and where did that bear live?

- What were the two syndicates formed to drain the swamp, harvest the trees, and use the land for farming?

- What sound do black bears make when frightened?

- What is the current estimated black bear population?

- When European settlers first came to Virginia, what Indian tribe lived in the northeast area of the Great Dismal Swamp?

- What is the greatest misconception about black bears?

- Find some NEW information related to topics of study to share with the class.

