

Fall Extension 2: Oyster in Chesapeake Close Read

Targets: History 4.2.2 Analyzes how people from various cultural groups have shaped the history of the United States. Reading: Close Reading routine for higher reading comprehension ESE 5.1: Students develop knowledge of the interconnections and interdependency of ecological, social, and *economic systems*. They demonstrate understanding of how the health of these *systems* determines the *sustainability* of natural and human communities at local, regional, national, and global levels.

OSPI History suggested example: “ Examines how native peoples helped the colonists establish survival skills in their new environment.”

Big Ideas:

History- *native groups used the shellfish beds of the Chesapeake. This wildlife was a major cause of the settlement of North America. New England colonies relied on the sea as well as land for food.*

ESE- *The Chesapeake tribes lived and harvested in small enough numbers that it didn't negatively impact shellfish populations. They also didn't overharvest trees, resulting in pristine environment for shellfish=exceptional water quality=abounding other wildlife.*

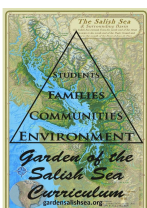
Reading: this is a high level text because of vocabulary/sentence structure/topic. Good readers can read closely multiple times to understand it best. Reading closely involves reading multiple times and answering levels of questions to get at underlying ideas. (placement: a practice, after kids have done Close Reading a few times)

Note to Teacher: I could do this lesson inside a reading period or history period.

Materials: Reserve Chrome Cart or build your library (Goal 13 chromes, currently have 4)

Launch: See a map of the Chesapeake bay and have a student color/label the Bay of Virginia of the Wall Map. Ask a student to point out the paragraphs as numbers.

Routine: Read 1: read aloud, kids follow along with Chromebooks. Instruct kids on how to annotate on googledocs, or in notebooks (highlighting/bolding on comp, starring in journal, adding a message on comp, etc). Allow pause time every few paragraphs for kids to annotate.



Close Read Questions

Level 1: What the text says

1. Which Bay is this text talking about? Where is it?
2. Why is this species of oyster named the “*Crassostrea virginica*?”
3. What are at least three reasons oysters thrived in the Chesapeake Bay?
4. Were oysters important to the native peoples of the region? Support your answer with multiple pieces of text evidence.
5. What are the names of the native people who depended on the oysters in this Bay?

Level 2: Craft and Structure “how does the text work?”

1. What does the word **abundant** mean in paragraph 2? The word **pristine** in paragraph 4?
2. Did the colonists overharvest oysters? Use evidence to support your thinking.
3. Draw and label a timeline showing what happened to oyster population over time. Include at least three dates.

Level 3: Interpret: What did the text mean?

1. “The story of the Chesapeake oysters is a classic example of a recurring tendency in human history: use it until it is gone;” what do you think this line means? Have you see this happening in our world today?
2. What actions caused the biggest change in the number of oysters? Use text evidence to support your thinking.
3. Contrast how native peoples and colonists used oysters. Was one way better? Why or why not?

Level 4: Application

1. What are consequences for humans and the environment from having less oysters in our local Birch Bay?
2. How do you feel about the big change in oyster abundance? Why do you feel that way?
3. Has the same story of overharvesting happened on the Pacific coast (Blaine)? Do a google search and watch a video to find out. (Tip: if you’re stuck, type “pacific northwest oyster problem”)

