

Follow the Water (Lowry & Ekedal)

Curriculum Guide

For Middle School Language Arts

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CA State Standards:

3.0 Literary response and analysis students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence.

2.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments.

Standards referenced from:

<https://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>

Follow the Water

Literary Response and Analysis Journal

After reading text, write paragraph responses to the following prompts. Base answers on personal reflections, your own analysis and additional research. Cite evidence from text or other sources when appropriate.

❖ **Consider the title, *Follow the Water*.**

- What happens when the characters follow the water? How does it help them?
- Think of a body of water in your neighborhood. How do you feel when around it? What life systems depend on it? Is it threatened by larger systems? How so? What actions can you take to protect this water system?

❖ **Look closely at Ishi's facial expressions as composed in the art on pg. 3 and pg. 8.**

- How would you describe the various facial expressions?
- How about the lawman's expression on pg. 8?

❖ **Ishi uses metaphor to reflect his mental states of being in the text.**

- Describe Ishi's mood when he is "Stone." What is he like? What does he do in this state? What is happening to the environment and to his people before he turns to stone? Why?
- Describe Ishi's mood when his is a "leaf on top of a tree." What is he like? What can he do? What is life like when he is a leaf?
- Why do think a waterfall is used to describe Ishi's sister? What qualities might she have that are similar to a waterfall? How do these qualities help her?
- Pick one metaphor to describe one state of mind or mood you experience at some point in time. What does it look like? What does it do? How is it useful? When does it likely occur? What makes it change?

❖ **What is lost when an Indigenous language is lost?**

- How might the loss of language have affected Ishi's state of mind? What else was lost with the language?

- ❖ **Ishi and the lawman are from different cultures, but can speak in a dialect from one of the bands of the Pit River culture.**
 - Describe the ways they find connection with one another. What do they have in common? What is different?
 - How does their relationship influence one another's "path?"

- ❖ **What place do you identify as your "homeland?"**
 - What prominent physical feature represents this place and functions as a type of "center." How so? Does this center bring people together? How?

- ❖ **How does Ishi view the anthropologists working with him as evidenced by his choice of language?**
 - Who invented the field of anthropology and what is it's use?
 - In Ishi's case, anthropology was used to justify the objectification and dehumanization of Ishi. Do you think anthropology is currently used in the same way? Give examples.
 - What is the National American Graves Protection and Repatriation Act (NAGPRA)?
 - How does NAGPRA work to reclaim stolen cultural items? Why is this important?
 - How can museums partner with tribes to address historical injustices of anthropology?
 - Can anthropology be useful to humanity? How so?

- ❖ **What happened to Ishi's sister?**
 - Write a 1-2 page short story sequel to *Follow the Water*.
 - Let's suppose Ishi's sister has been found. What does she say when she is found?
 - Who finds her and where is she living?
 - What is her backstory of survival? What did she have to do to survive? What are her personal qualities? What is her state of mind?
 - Let's imagine Ishi is released and reunited with his sister. What would they say to one another? What would they learn from one another? How would hearing one another's story of survival change them in some way? How so?

