

Novel Guide for  
*The Second Bend in the River*

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# Novel Guide for *The Second Bend in the River*

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This guide was created with the social studies curriculum in mind. The novel guide will be able to address many learning goals and reach beyond the normal focus guide of just vocabulary and comprehension. The synopsis and website/enrichment pages are for teacher reference and use. The other activity pages are ready to use by students.

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Learning Goals this unit will cover:

- 01 Recognize the effect exerted by minority people on the American national character.
- 02 Examine historical events and issues from different points of view.
- 03 Analyze historical events using a variety of sources including primary sources, art, and literature.
- 04 Understand the contributions and importance of individuals who have made a significant difference in American history.
- 05 Relate events and ideas from American history to contemporary events and issues.
- 06 Use visual representations in the study of American history: maps, graphs, charts, and timelines.
- 09 Recognize recurring issues and dilemmas which characterize the social world.

Multicultural Nonsexist Purposes and Groups covered:

- |   |                                  |      |                                 |
|---|----------------------------------|------|---------------------------------|
| A | Respect for all people           | J    | Communication/work with others  |
| C | Management of cultural conflict  | K    | Accepting social responsibility |
| D | History of minority group        | 1, 5 | Women, Native American          |
| G | Similarities and differences     |      |                                 |
| H | Contributions of minority people |      |                                 |

## **Synopsis**

Rebecca Galloway's family settled in the Northwest Territory in the late 1700s. Rebecca is afraid of Indians until she meets Tecumseh, leader of the Shawnee. They become friends and, whenever he visits her family, she teaches him English grammar and helps him with his speeches. Tecumseh teaches her about the ways of the Shawnee, and tells her of his efforts to make peace with the white settlers.

## **Websites and Enrichment**

[dir.yahoo.com/Arts/Humanities/History/U\\_S\\_History/](http://dir.yahoo.com/Arts/Humanities/History/U_S_History/)

From here, choose the following categories:

By Time Period

18th Century

Military History

Indian Wars

Under “Indian Wars” you can select from “Battles and Campaigns;” “People;” “Treaties, Pacts and Agreements;” and the “Whitman Massacre.”

[dir.yahoo.com/Society\\_and\\_Culture/Cultures\\_and\\_Groups/Cultures](http://dir.yahoo.com/Society_and_Culture/Cultures_and_Groups/Cultures)

From here, choose the following categories:

Native American

Tribes, Nations, and Bands

This will give you a listing of Native American tribes, including Cherokee, Chickasaw, Choctaw, Potawatomi, and Seminole.

## **Vocabulary**

As you read The Second Bend in the River, keep a “word journal” of words and phrases that were either unfamiliar to you or are uncommon today. For each word or phrase, complete at least two of the following:

1. Write the definition.
2. Write a comparable word or phrase that we use today.
3. Re-write the sentence from the book, replacing the word or phrase with a synonymous word or phrase.

Grading will be as follows:

30+ words/phrases	=	1
25-29	=	2
20-24	=	3
15-19	=	4

### **Comprehension**

Complete one of the following activities.

I. Pretend you are Rebecca Galloway. As you read The Second Bend in the River, keep a journal of your experiences, feelings, etc. Each journal entry should be at least 3-5 sentences (1 paragraph) and you must write a minimum of 10 entries.

II. For each chapter in The Second Bend in the River, create one test question that begins with one of the following words or phrases:

Describe ....

Explain ....

Summarize ....

Evaluate ....

Compare and contrast \_\_\_\_\_ and \_\_\_\_\_ .....

When you finish reading the book, swap questions with another student. Answer each other's questions on paper, then discuss your questions and answers.

### **Timeline Activity**

Using your textbook, place the following events on a timeline. On a separate piece of

paper, explain the significance or terms of each and to whom it was significant (minimum of one paragraph for each event).

The Northwest Ordinance

Treaty of Paris

The Ordinance of 1785

Battle of Fallen Timbers

Battle of Tippecanoe

Louisiana Purchase

War of 1812

### **Map Activity**

1. Draw a map of the United States.
2. Label the Northwest Territory.

3. Draw and label all the present-day states that had been part of the Northwest Territory. Below the name of each state write its year of statehood.
4. Draw and label Nebraska. Write its year of statehood. What territory had it been part of?

### **Two Points of View**

An individual's point of view is generally based on personal experience, what they hear from other people or sources (which may or may not be true), or simple ignorance (and usually that ignorance results in fear or mistrust). People will often take a view point based on a single event or experience and generalize it to the larger group (example: a skateboarder shoplifts some

candy at a convenient store, therefore all skateboarders are shoplifters).

As you read The Second Bend in the River, make a list of the points of view of different characters (characters like Tecumseh and Rebecca will have views on many different issues). For each person and view point listed, tell whether that view is based on personal experience, hearsay (something they heard from someone else), or ignorance. Then tell whether that person generalized that view point to the larger group.

EXAMPLE: Page 16. Based on her reaction to Tecumseh, Rebecca believes that Indians are uncivilized (don't eat with silverware) and godless (don't pray). This belief could be based on hearsay or ignorance. She generalized this belief to all Indians.

### **Current Event Activity**

Complete one or more of the following activities. Present your research in either a 2-5 page written report, hyperstudio presentation, television news report, or talk show.

1. Using the Internet and any other available resources (ask your librarian), research the treaties and agreements that still exist between the United States and Native American tribes. What

types of conflicts still exist?

2. Gather as much information as you can about the Shawnee, then write a 2-5 page report that describes their history, their traditions, where they live today, etc.
3. Draw a map of the United States and show the location of currently existing Native American reservations.