



# Upriver to Morning

## A JOURNEY TO WISDOM

by Tish McFadden

Cultural • Environmental • Bilingual • Educational



# Sample Common Core Curriculum Alignments

Developed by Kris Kibbee

## **Agriculture:**

**Animal Health and Nutrition:** Traveler's need for sustenance and shelter; Coyote's hurt paw; Need for pacing as journey becomes more arduous

**Aquaculture and Fisheries:** Fish hatcheries; Fish farming; Changes in how society views fisheries to ensure sustainability; Conflict between fishing practices of various countries and conservation practices

**Crop and Plant Production:** Availability of sufficient seasonal foods for the travelers; Impact of farming on the availability and amounts of food; Grandmother Deer's advice to not harvest all of the naturally available foods to ensure sustainability; Sustainable practices in use in the local area

## **Behavioral and Social Sciences:**

**Aging:** Varying energy levels of the animals; Death of Deer Woman's grandmother

**Defense and Security:** Safe resting places for all the travelers along their journey; Ways in which predators and prey interact throughout the travels

## **Biology and Life Sciences:**

**Animals, Plants, and Other Organisms:** Variety of flora and fauna throughout Rogue River watershed; Food chains (Salmon as part of a larger food chain, i.e. Bear, Eagle, Osprey, scavengers); Friendships; Salmon Life Cycle (including anadromous aspects);

**Biodiversity:** Various changes in flora and fauna from the mouth of the Rogue to its source

## **Conflict and Security Issues:**

**Disaster Response:** Travelers' responses to the storms and earthquake

## **Earth Science:**

**Climate, Weather, and Meteorology:** How the climate and weather change from the shore to the mountains; Daily weather observations; The need to anticipate changes in the weather while on a journey; Rainstorms; Thunder and Lightning; Wind; Water Cycle

**Earthquakes, Floods, and Natural Disasters:** Earthquake; Fire; Volcanic eruption

**Ecology and Ecosystems:** Variety of ecosystems travelers pass through as they make their journey

**Forestry:** Tree People; Impact of fire on the forest; Ways to manage forest fires and how those practices have changed over time; Similar and different ways animals and people use forest resources; Sustainable forestry practices

**Geography and Mapping:** Journey from the mouth of the Rogue River up to Boundary Springs – map the route the animals traveled; What contributed to the ease or difficulty of the journey; Compare and contrast various possible routes; Map the best route and justify the choice

**Geology and Landforms:** Geology of Rogue River watershed; Formation of Table Rocks & Fire Rock Gorge; Formation of Crater Lake

**Natural Resources and Conservation:** Various examples – water, forest, plant, land

**Ocean Studies:** Tidal Zone, Estuaries

**Water and Hydrology:** Wave Action and energy; Electrical power from the region's rivers; Removal of dams; Sound waves traveling through water

## **Energy and Energy Conservation:**

**Energy Resources:** Water; Wind; Food

**Energy Use, Supply, Demand:** Friction (coyote rubs paws together to create fire); How energy usage is disparate between countries; Increase in energy usage over time; Environmental and climate impact caused by the usage of particular energy resources; Local sustainable practices;

## **Engineering and Technology:**

**Construction: Design, Research, Planning:** Various naturally occurring shelters or those constructed by the travelers

**Materials:** pools; caves; rocks; wood

## **Environment and Environmental Studies:**

**Ecology and Ecosystems:** Variety of ecosystems travelers pass through on their journey - tidal zone, shore, valley, foothills, mountains; Local flora and fauna

**Environmental Health and Safety:** Environmental changes over time; Managing resources; Sustainable practices; Global warming and its impact on the environment

## **Health and Medicine:**

**Environmental Health:** How the Rogue River watershed changed in response to increased human habitation; Ways in which humans are working to improve the local environment

**Healthcare and Quality:** Natural curatives found in the Rogue River area; Ancient medicinal practices versus modern;

## **Space and Aeronautics:**

**Astronomy and Astrophysics:** Look to the stars for guidance and Morning Star; Stars & Constellations and their influence on life on earth; North Star, Ursa Major, Big Dipper; Various names for the constellations and their derivations; Ways in which travelers use the constellations to navigate on land and water; Celestial calendars; Bear circling the fire mimics the movement of the constellations to bring about the changing seasons

## **Historical Knowledge & Thinking:**

The book incorporates many ideas from the Takelma world view. Extensions would include the exploration of various Takelma myths and how they are reflected in the book series. Similarities can be drawn to other river systems and local aboriginal groups. The stories incorporate family traditions and remembrances, as well as how teachings are carried forward. The stories are delineated from the first book and the beginning of the journey at the Pacific Ocean, the mouth of the Rogue River, to the last book and its conclusion at Boundary Springs, the river's source.

## **Geography:**

The book is set in the Rogue River Watershed area and includes descriptions of the various geographical areas from the mouth of the river to its source. It includes aspects of the interdependence of the various characters and the variety of resources available to them along the journey. The story also includes references to how the use of these resources impacts their sustainability. Each chapter describes a specific setting and the changes that occur as the travelers move forward on their journey, naming physical features as they appear throughout the Rogue River drainage.

## **Civics and Government:**

The story interweaves a change in normal rules so that natural predators and prey can co-exist and share the same space with no harm or fear. Certain characters take on leadership roles throughout the stories. This happens naturally and leaders change as the needs change. In many instances, the group has to work as a team to deal with needs and hazards.

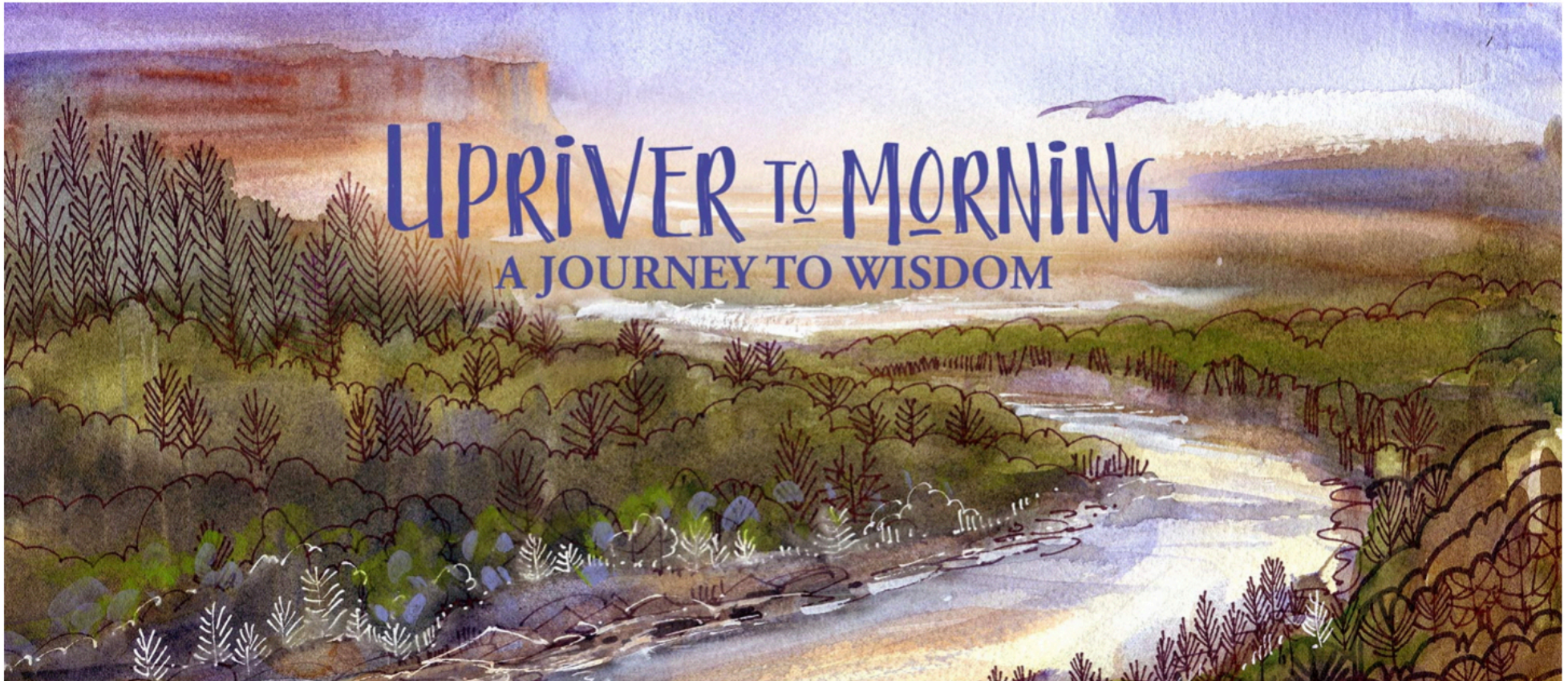
## **Economics and Financial Literacy:**

Each character in the story has their specific purpose and makes a valuable contribution to the over-all good of the group of travelers. The story illustrates the seasonal scarcity of resources and the management of these resources, including producer-consumer and supply-demand relationships.

## **Social Science Analysis:**

The book provides insights into how the different characters in the story view and react to making the journey from the mouth of the Rogue to Boundary Springs and the problems they encounter along the way. They share memories from their past and rich descriptions of their present situation.

**— Plus Language Arts —**



**A New Native Story by Tish McFadden**

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