

## Salvos on the Backwater

### Suggested Educator Supplemental Materials

Educators can use the book by itself or in conjunction with other materials. Policy may seek to develop new curricula and instructional approaches to improve achievement. In support of this, individual or integrated instructional units might include the following topics:

- (English Literature) Review and essay questions:
  - Perform an analysis of the major characters of the book 'Salvos on the Backwater'. For example,
    - Given that Jack Nichols is the hero of the story, explain how his successes are built upon as the book progresses.
    - Discuss the role of Wily in the book. Is he essential to the story?
  - Analyze 'Salvos on the Backwater' for themes, motifs, and symbols. In particular,
    - Does the author successfully depict Florida's heritage?
    - What is the role of the 'backwater' in the book? Is a 'backwater' depicted, or is something else portrayed?
    - Discuss nautical images used in the story.
    - Discuss the concept of 'targets of opportunity' and its significance to the story.
  - What were the important works of literature during the Civil War and why?
  - Write essays for comparing, contrasting, or explaining perspectives - for example, 'What caused the Civil War?' or 'What were the results of the Civil War?'
- (Mathematics) Perform drill or word problems - for example, cavalry, infantry or ship movement problems using a map and calculating distances and times; or calculating the change in prices of items purchased in

the nineteenth century versus their artifact value today.

- (Science) Perform a study of period inventions or discoveries and their impacts.
- (Environmental Science) Given that science changes the way we understand the world, explain how our understanding of natural systems has changed since the Civil War; how technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment; the 'system' of people, prosperity and planet; or whether water resources in your area are in a precarious position - why or why not?
- (History/Social Studies) Examine your local community's or area's involvement and role in the Civil War; a certain population segment's participation; or what were important sea or land survival skills.
- (Music) Perform a study of Civil War music.
- (Overall) Ask a Civil War reenacting organization to supply three living historians: one Union, one Confederate, and a female civilian. Have them set up a tent with accoutrements and be able to interact positively with the student age group. Note: Your parent organization or principal may have to offer a 'bounty'.

Instructional delivery strategies could also involve student groups performing a scavenger hunt concerning the topics so as to reinforce the skills and concepts. There are several websites that also might assist in lesson topic content development, including [www.loc.gov](http://www.loc.gov), [www.archives.gov](http://www.archives.gov), and [www.nps.gov](http://www.nps.gov).