

# World Literature and Boat Building

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# Life Learning Academy Project-Based Curriculum

**Project Title:** English/ Boat Building Curriculum

**Subject area(s):** English, Carpentry, Physical Education

**Grade Level(s):** High School

## Project Overview:

This curriculum is collaboration between an English teacher, a carpentry/shop instructor and a physical education instructor. It is a 16-week (approx. 6 hours per week) course. During the course, students will embark on two journeys simultaneously. Students will journey out, building a triple osprey wooden kayak, learning to explore, navigate and discover the world outside of themselves. They will explore themes of discovery, adventure, exploration and resilience as they study and experience calm and turbulent, literal and metaphoric waters. They will read about rivers, oceans and the sea as metaphors for life. Students will also journey inward, discovering themselves, their courage and resiliency, and their abilities to “make every obstacle an opportunity” – the theme for this unit. Students will read stories, poems and books about people who have overcome various challenges and obstacles with determination, steering a course for personal victories. Students will learn to kayak their own boat. Three lesson plans are included here. The construction process will serve as a prominent course activity and will require anywhere from 50-60 hrs of class time. There are no specific lesson plans for the construction activity although the materials required for kayak construction are included. Construction lesson plans should be developed with the construction instructor. Also, the instructor should create additional essay assignments relevant to the literature included in the section on Texts and Supplemental Materials.

## Educational Standards Addressed:

### Reading

#### 1. Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. CA State, 2.0 [1]

#### 2. Comprehension and Analysis of Grade-Level-Appropriate Text. CA State, 2.6[1]

#### 3. 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. They conduct in-depth analyses of recurrent patterns and themes. CA State, 3.0 [1]

#### 4. Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. CA State, 3.2 [1]

#### 5. Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. CA State, 3.7 [1]

6. Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. CA State, 3.9 [1]

## Writing

### 7. Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process. CA State, 1.0 [1]

8. Use systemic strategies to organize and record information. CA State, 1.7 [1]

### 9. Writing Applications

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational drafting strategies outlined in Writing Standard 1.0. CA State, 2.0 [1]

### 10. Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. CA State, 2.5 [1]

## Written and Oral English Language Conventions

### 11. Written and Oral Language Conventions

Students write and speak with a command of standard English conventions. CA State, 1.0 [1]

12. Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. CA State, 1.1

13. Reflect appropriate manuscript requirements in writing. CA State, 1.3

## Listening and Speaking

### 14. Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. CA State, 1.0 [1]

15. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. CA State, 1.7 [1]

16. Speaking Applications and their Characteristics

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. CA State, 2.0 [1]

17. Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas CA State 2.1 [1]

18. Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. CA State, 2.4[1]

### **Project Goals and Rationale:**

- Students will construct a kayak with materials provided in the 'kayak kit'.
- Students will study literature relevant to their personal lives in both reality and metaphor. The selected readings exemplify the individual's need for escape.
- Students will spend a large percentage of classes inside their kayaks, and work with instructors to promote proper technique.
- Students will read and analyze works of poetry while on the water, kayaking.
- Students will compose their own poetry inspired by their time on the water.
- Students will read stories, books and poems about people who have overcome adversity.
- Students will deliver a presentation describing the process of building a kayak.

### **Project Objectives and Student Outcomes:**

- Students will demonstrate the vocational skills of carpentry; they gain confidence through hands-on experience.
- Students will understand the importance of symbolism through metaphor.
- Students will demonstrate an ability to maneuver a kayak.
- Students will understand the importance of poetry and its crucial link to nature.
- Students will be able to make a correlation between water (kayaking) and their own personal self-expression.
- Students will make correlation between themselves and integral literary figures and their characters.
- Students will apply information learned to a cumulative project.

### **Texts and Supplemental Instructional Materials:**

Shop Facilities

"Kayak Kit" (see example of Osprey Double/Triple packing list)

Boat Building/Kayak Vocabulary List (see attachment)

Langston Hughes, "*Thank you, M'am*," "*Sea Charm*"

J. Bosworth, *White Water, Still Water*

Lance Armstrong, *It's Not About the Bike*

Maya Angelou, *I Know Why the Caged Bird Sings*

John Lockwood, Pygmy Boat's "*Osprey Double and Triple Construction Manual*"

Lesson #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
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## Boat Building Unit Outline

1 3 hrs. 1,8,9,10	Students will research, prepare and conduct interviews to determine the most practical, least expensive way to build a wooden kayak	<p>Facilitate student research on the internet (1 hour)</p> <p>Allow for session to be student driven. Students peer edit questions, revise and type out interview sessions</p> <p>Direct questions only to ensure students address the process of kayak building, resources, materials, contacts, safety and efficiency</p> <p>Arrange for student visit to kayak shop where they will observe various kinds of kayaks and interview store manager (1 hour)</p> <p>Class discussion and knowledge pool (1 hour)</p>	<p>Computer access</p> <p>Transportation</p> <p>Whiteboard and dry erase markers or large sheet of butcher paper</p> <p>Paper and pens</p> <p>Clipboards</p>	<p>Prepare internet-ready computer lab</p> <p>Prepare guiding questions for interviews</p>	<p>Students write detailed thank you letters, explaining in detail what they learned from the interview.</p> <p>Teacher should assess that students were able to conduct effective interviews, in which they conveyed maturity, sensitivity and respect.</p>
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Lesson #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
2 6 hrs. 2,3,4,5,6 18	Students will read and analyze the “Sea Charm” poetry of Langston Hughes and go kayaking in a body of water.	<p>Students get in tandem or triple kayaks (if possible, they should use the boat they built) (3 hour trip)</p> <p>Once students adjust to the water, teacher should pass out copies of Hughes’ “Sea Charm”, as well as others in the “Sea Charm” series</p> <p>Students analyze and discuss the significance of “still” water</p> <p>On land, students write in journals about their water experience (30 min)</p> <p>Students create their own water poetry using Hughes’ work as a reference (60 min)</p> <p>Students take developed photographs and make a collage, writing captions underneath, explaining what they were doing in the water. Students include copies (or quotes from) poems they read on the water. Students may also include their own water poetry in the collage (90 min)</p>	<p>Copies of Langston Hughes “Sea Charm” poetry</p> <p>Transportation to the Bay – or a suitably calm, large body of water</p> <p>Tandem or triple kayaks for students</p> <p>Personal floatation devices</p> <p>Spray skirts</p> <p>Paddles</p> <p>Floatation bags</p> <p>Throw rope (for safety)</p> <p>First Aid Kit</p> <p>Camera</p>	<p>Instruct students on water safety</p> <p>Decide on suitably calm body of water (depending on weather)</p> <p>Load camera with film</p>	Teacher assessment of student analysis of poetry and student original poetry, journal entries and collage display mounted on walls of school

Lesson #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
3 4 hrs. 7,11,12, 13,14 15, 16, 17	Collaborative project between English and carpentry/shop departments. Students will outline, prepare and deliver a presentation on how to build a kayak	<p>Students review notes they have taken during the course of building the boat. They outline steps in a clear, coherent format, using appropriate vocabulary learned throughout the unit. Students may work in pairs or groups of three or four during this process</p> <p>Students take brainstorming notes, and turn these into outlines for speeches</p> <p>Students prepare clear, coherent 5-minute instructional speeches about how to build a kayak</p> <p>Students peer edit speeches</p> <p>Students practice giving speeches next to the kayak, using the finished product as visual aid</p> <p>Students give final speech to larger audience (school community, visitors, etc.)</p>	<p>Whiteboard and dry erase markers or large sheet of butcher paper</p> <p>Paper and pens</p> <p>Index cards</p> <p>(Computers/paper optional)</p> <p>Podium optional (or stand for students to leave notes)</p>	<p>Instruct students on public speaking skills</p> <p>Create suitable peer editing forms</p>	<p>Students evaluate themselves, and each other, taking into consideration the quality of preparation, the quality of their outline, notes, and speech, and the quality of the presentation.</p> <p>Teacher evaluates student presentations, according to the aforementioned considerations. Teacher evaluates student peer evaluation sheets, according to thoughtfulness and detail of responses</p>

## Boat Building / Kayaking Vocabulary

Adhere  
Aspiration  
Beveled  
Aft  
Bulkhead  
Current  
Disposable  
Elevate  
Epoxy  
Floatation  
Hatch (noun, verb)  
Hull  
Keel  
Motivation  
Perimeter  
PFD (personal floatation device)  
Plywood  
Reinforcement  
Seaworthy  
Tenacity  
Saturate  
Sheer  
Rudder  
Ambition  
Beam  
Bow (noun, verb)  
Align  
Chine  
Cure (noun, verb)  
Durable  
Endurance  
Filament  
Fluctuate  
Horizontal  
Jig  
Laminate  
Mount  
Persevere  
Plank  
Pry  
Resilient  
Vertical  
Torso  
Stern  
Varnish

## **Epoxy Box**

- ❑ 2 gallons of epoxy resin
- ❑ 1 gallon of epoxy hardener
- ❑ 2 epoxy pumps with instructions
- ❑ 1 instruction manual
- ❑ 2 packet of wood flour
- ❑ 1 squeegee
- ❑ 2 syringes
- ❑ 4 pair of rubber gloves
- ❑ 6 stirring sticks
- ❑ 24 feet of 4 oz. Tape
- ❑ 1 roll of 8 ½ oz. Fiberglass tape – 50 yds.
- ❑ 72 feet of 6 oz. X 38’’ fiberglass cloth
- ❑ 3 spools of wire – 50 ft. each
- ❑ 2 rolls of mylar
- ❑ 2 or 3 packets of seat hardware
- ❑ 2 or 3 ThermoRest seat pads
- ❑ 2 or 3 foam backstrap pads
- ❑ 2 or 3 pair of foot brace assemblies

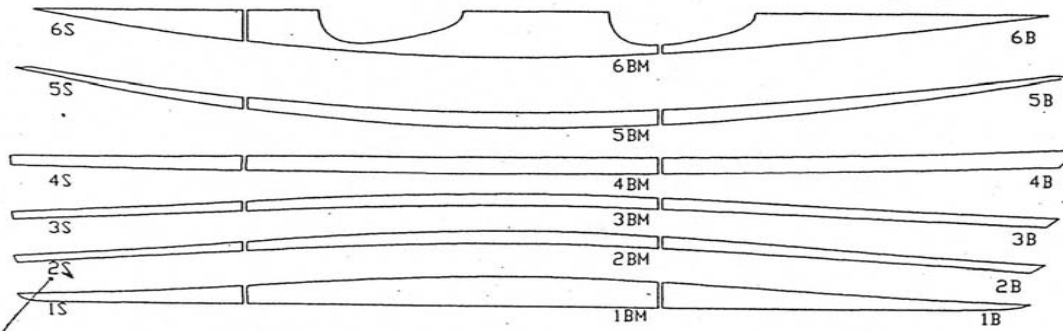
# Osprey Double/Triple

## Packing List

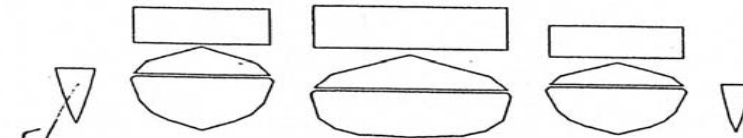
Your kayak kit comes delivered in two boxes. There is an 8' box that contains all the pre-cut panels and another box that contains all of your fiberglass supplies, epoxy, and manual.

✓ **8'x13"x3" box contains:**

✓ 36 hull panels



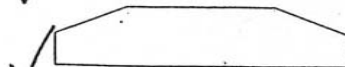
✓ 5 temporary frames, body, deck, and spacers



✓ 2 or 3 sets of upper and lower cockpit coaming pieces



✓ 2 or 3 HD plastic backstraps



✓ 12 feet (18 for triple) or more of 3 1/2 inch wide strips of plywood for hip braces and deck reinforcement.