

## Language Arts Lesson Two:

### The Mysticism of Water

#### Objectives:

1. Students will be able to identify the personification of water in literature and culture.
2. Students will examine pieces of literature for mysticism of water and draw parallels about the mysticism of water across several pieces of literature.

NEVADA READING STANDARDS 1, 2

**Time:** One one-hour class period to access prior knowledge and introduce novels. Various amounts of class time to discuss issues in the novels.

**Materials:** class sets of chosen literature, response journals, access to reference materials about literature

#### Procedures:

- A. Use this PreP strategy to access students' prior knowledge about water:
  1. Show a collage of various photos/drawings of water in all kinds of states.
  2. Students write down words they first associate with the drawings.
  3. Students then expand those words into statements and sentences. Elicit responses from students and discuss what personal experiences the images evoked from the students.
- B. Expand the class discussion to generate theories on whether water is a positive or negative force. Is water a force all its own? Does water have a spirit all its own? If possible, connect back to issues explored in Language Arts Lesson One.
- C. Give background information on myths and legends about water throughout history. Possible topics: King Triton (Greek mythology), mermaids, sirens, Atlantis, the Bermuda Triangle, etc. Students create and fill in character/setting maps (graphic organizers) for these mythological figures. Students should access library and electronic resources for data gathering.
- D. Assign students a novel that uses water as a mystical force. Possible options include: Tuck Everlasting, Shrinking Pains or The Wreck of the Zephyr. See Language Arts Lesson One for response format. Students should create a character map for water in these works. See example following this lesson.
- E. Discussion questions:
  1. Although water is not a person, what role does it take in literature?

2. Could another force (wind, heat, etc.) be substituted and have the same effect?
3. Why did the author choose water?
4. Is this a viable and fair depiction of water?

# CHARACTER MAP

Looks like ....

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Sounds like ....

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**CHARACTER:**  
**WATER**

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Thinks ....

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Acts like ....