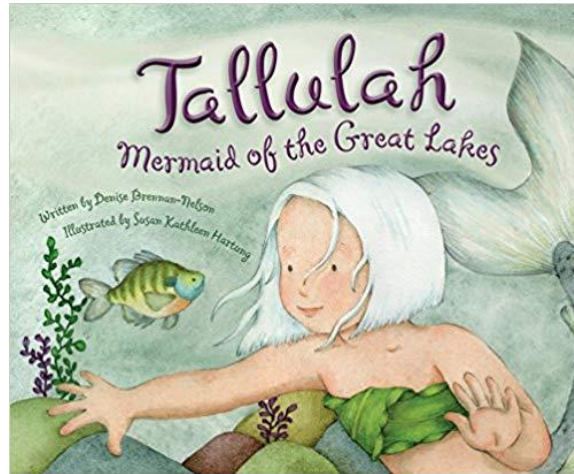


Activity Guide

Tallulah: Mermaid of the Great Lakes



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WHO AM I?

An estuary is where seawater mixes with freshwater. Estuaries are filled with all kinds of mammals, fish, and birds. Test your estuary IQ by drawing lines to match the animal with the correct description.



I can swim on the surface of the water and mostly eat small fish. I am stocky, and my colors are beautiful.



I spend about half my time on water and half my time on land. But when I move on land, I have to flop on my belly.



I am a mammal that can dive deep below the water's surface. I grow to an average of 10 feet. In some areas, I have become endangered.



I am long and lean and have webbed feet. I am playful and live in what's called a "den."

Did You Know . . .

that the Great Lakes make up the largest surface freshwater system on earth?

Using the space below, write a paragraph explaining what the Great Lakes mean to you. Why are they so important? What are some of their many uses? What would happen without them?



Great Lakes Quiz

Test your knowledge of the Great Lakes and see if you have what it takes to be the next Great Lakes mermaid!

Directions: Write the letter of the correct lake next to each description.

A. Ontario B. Erie C. Huron D. Superior E. Michigan

_____ The smallest lake by volume.

_____ The water from all of the other Great Lakes could fit inside this one with room to spare.

_____ The 6th largest freshwater lake in the world.

_____ It has the largest shoreline of the Great Lakes, including its 30,000 islands.

_____ It lies at the base of Niagara Falls and is the smallest of the Great Lakes in surface area.

TREASURE HUNT

You and Turtle are searching sunken ships for treasures in the Great Lakes. Count how many treasures you find on your journey by using addition and subtraction in the story problems below.



There are 24 gold coins and 38 jewels.
How many treasures are there
altogether?



You had 67 jewels but a pirate came
by and stole 29 of them! How many
do you have now?



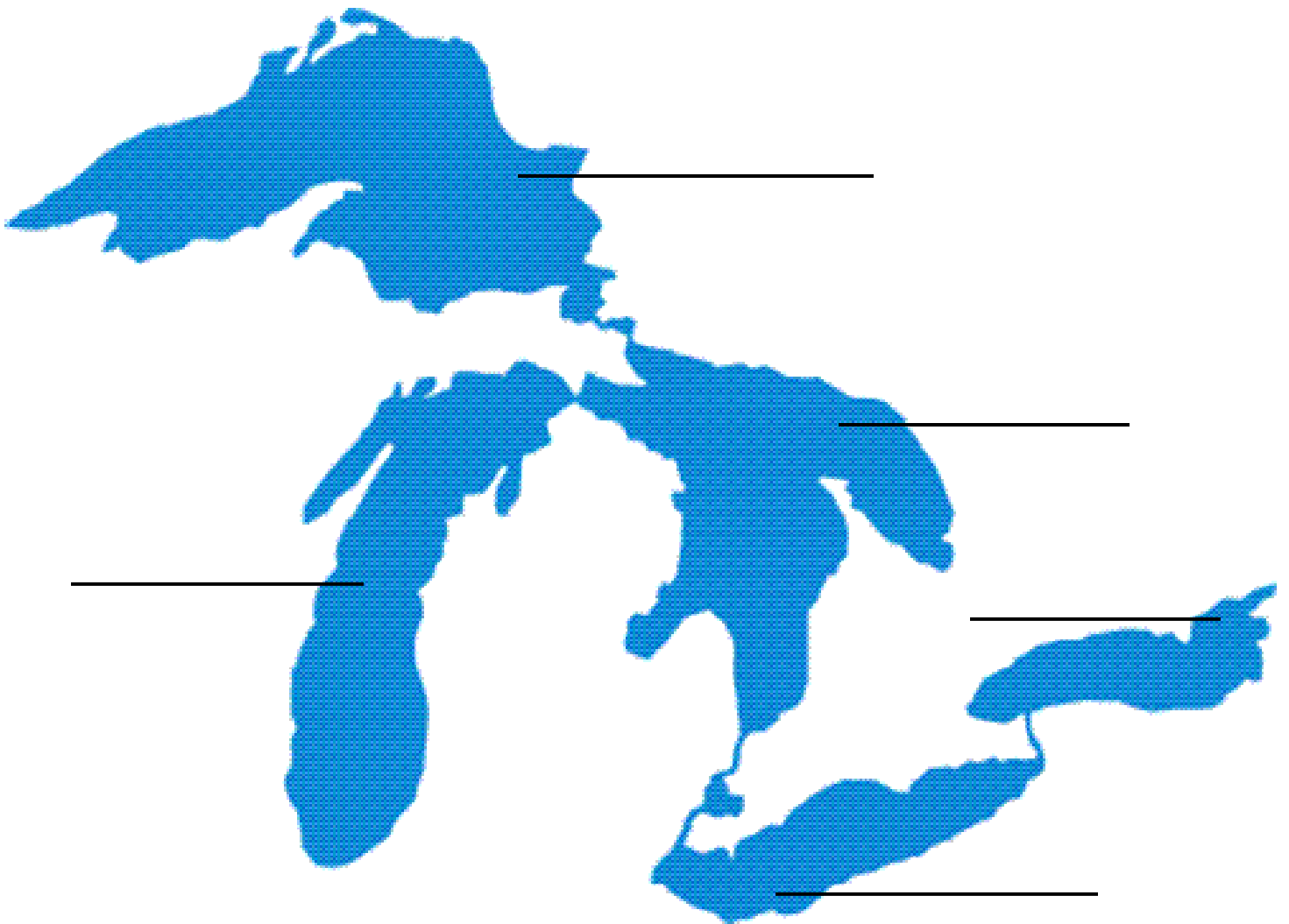
A pike gave you 13 gold coins in
exchange for directions. You already
had 103. How many do you have now?



You have 42 gold coins and 77 jewels.
A strong current comes along and
sweeps half of your gold coins away.
How many treasures are left?

Label the Lakes

Directions: Write the name of the correct lake on the lines provided.



Turtle Time!

Activity: Create your own sea turtle

Materials:

Paper plates

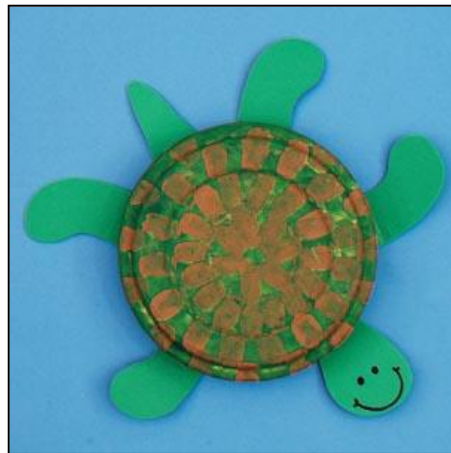
Glue

Scissors

Construction paper

Crayons and/or paint

Wiggly eyes



Directions: Flip the plate over so the bottom is facing up and draw a turtle shell design. Draw the head, tail, hands and legs on the construction paper and cut them out. Color them with green and a bit of brown and glue them to the plate accordingly. Don't forget the wiggly eyes!

Great Lakes Word Search

T E Y B K B G Q N I W S W Z Y
U N W A L L E Y E S A C Q L O
O I H L A K E S W L S E V A W
R H X C A U I U M A V W H L R
T S Y R A W A O A N Y S I Z L
R N Q G E E N U H D I S X M R
K U D N E T B T S F A C V T W
X S Y O H L A G U N M O K W Y
Q H D I B O X W D R N V D Q D
E Q J N D B J V H K T E B I H
V K M D A M E G V S D L A P W
E S U O H T H G I L E M E W S
D P Z T D N O E O L R R L O N
M W I N T M L O V E X D F R E
H B S Q F P L Q M V K S F D F

BEACH

COVE

FISH

WALLEYE

FRESHWATER

GEM

ISLAND

WAVES

LAKE

LIGHTHOUSE

MERMAID

TURTLE

SALMON

SAND

SUNSHINE

TROUT

SWIM

Physical Features of the Great Lakes

Directions: Study the graph and then answer the questions. Don't forget to write the correct units!

Feature	Units	Great Lake					Totals
		Superior	Michigan	Huron	Erie	Ontario	
Average Depth	feet	483	279	195	62	283	
	meters	147	85	59	19	86	
Maximum Depth	feet	1,332	925	750	210	802	
	meters	406	282	229	64	244	
Volume	miles ³	2,900	1,180	850	116	393	5,439
	km ³	12,100	4,920	3,540	484	1,640	22,684
Water Area	miles ²	31,700	22,300	23,000	9,910	7,340	94,250
	km ²	82,100	57,800	59,600	25,700	18,960	244,160
Land Drainage Area	miles ²	49,300	45,600	51,700	30,140	24,720	201,460
	km ²	127,700	118,000	134,100	78,000	64,030	521,830
Shoreline Length	miles	2,726	1,638	3,827	871	712	10,210 ^d
	km	4,385	2,633	6,157	1,402	1,146	17,017 ^d
Population:	U.S. 1990	425,548	10,057,026	1,502,687	10,017,530	2,704,284	24,707,075
	Canada 1991	181,573		1,191,467	1,664,639	5,446,611	8,484,290
Totals:		607,121	10,057,026	2,694,154	11,682,169	8,150,895	33,191,365

1. What is the maximum depth (in feet) of Lake Erie? _____
2. Which Great Lake has the longest shoreline? _____
3. What is the difference (in feet) between the average depth of Lake Superior and the average depth of Lake Ontario? _____
4. What is the total shoreline length (in km) of the Great Lakes? _____
5. How many more miles of water area does Lake Superior have than Lake Michigan? _____

Writing Prompt

If Tallulah came to *your* hometown, what would you want to show her?
What makes your home special? Why? Write a few paragraphs in the lines
provided.



NAMES

Many names have meaning. For example, “Tallulah” means “leaping water.” Take a look at the examples below then research the meaning behind *your* name. Why did your parents choose it? What is its origin? Who else shares your name? Write a few sentences in the lines below.

There is also meaning behind the names of the Great Lakes:

- **Lake Erie** is named after the Erie Tribe of Native Americans who lived along the lake’s southern shore.
- **Lake Ontario** means “lake of shining waters.”
- **Lake Huron** is named after the Huron people who were its early inhabitants.
- **Lake Superior** means “upper lake,” but is referred to by the Ojibwe as “gichigami” meaning “big water.”
- **Lake Michigan** is believed to have come from the Ojibwe word “mishigami” meaning “great water.”

Your name: _____

Meaning: _____



Headlines

The goal of this activity is to summarize the main idea, concept, event, or topic of a story using only a few words - just like a newspaper headline.

Directions: After reading *Tallulah: Mermaid of the Great Lakes*, write a headline that represents the main idea of the story. Then, draw a picture to go along with it. Be creative!

Headline: _____

Use the space below to draw a picture to go with your headline!

Vocabulary

Using a dictionary, thesaurus, and your own vocabulary knowledge, fill in the spaces below.

Find another word for **ship**: _____

Find a word that is a **number**: _____

Find a word that means **the opposite of tiny**: _____

Find a word that **rhymes with sail**: _____

Find a word that means the **opposite of shallow**: _____

Find a word that has **3 syllables**: _____

Find a **verb**: _____

Find an **adjective**: _____

Find a **proper noun**: _____

Find a word with **3 vowels**: _____

Find a word that **begins and ends with a vowel**: _____

Find a **synonym for smile**: _____

Find a word that is a **direction**: _____

Find a word that is a **color**: _____

Writing Prompt

If you could create a 6th Great Lake, what would you name it? Where would it be? What would make it different from the other Great Lakes? What would it be used for? Write about your lake in the lines below.





Interview with the Author

"All our knowledge results from questions, which is another way of saying that questioning is our most important intellectual tool." - Neil Postman

Questioning is an important tool that helps fuel our learning. Good readers ask questions before reading, during reading, and after reading. It is important to understand the different types of questions and when to use them.

Directions: First, read through the info below. Then pretend you are interviewing the author of *Tallulah* and come up with some questions you might ask. Be creative!



Thin questions (closed questions) generally have an obvious answer that can be answered using one or two words. These questions give you the facts.

Examples: How many planets are there? Do you like apples? How old are you? What is your favorite season?

Thick questions (open questions) require more thinking. The answers are usually long and require you to think and reflect.

Examples: Describe your favorite activity. Tell me about your family. Why is the sky blue? What if there were no trees?

Questions to ask:



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Argumentative Writing

According to *Key Points of the Common Core Curriculum*, the adoption of college and career-ready standards includes an addition of argumentative writing at all grade levels. The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards. Students are used to aggressively convincing a reader to take their side in persuasive writing. However, argumentative writing is much more balanced. It requires the development of both sides of an issue, offering several claims for one side while acknowledging that there are valid counterclaims from the opposition. Argumentative writing is not about winning to "get" something, but rather giving the reader another perspective to consider on a debatable topic.

Using the Great Lakes as a source for bottled water has been a topic of much debate. While one side aims to protect the world's largest freshwater resource, the other assures that the Great Lakes are a renewable natural resource and there is plenty to go around.

Directions: Copy the following link into your web browser and read the article:

<http://washingtonpost.com/wp-dyn/content/article/2008/09/28/AR2008092802997.html>

When finished, pull out a separate sheet of paper. Using your own background knowledge as well as researched facts, write an argumentative essay that provides information on both sides of this issue. Remember, the goal is not to "win" one side, but to inform your reader about both sides of this current debate. Also, don't forget to cite your sources!

Name Acrostic

Mnemonic devices are techniques a person can use to help improve their ability to remember something. One type of mnemonic device is an acrostic. The “HOMES” acrostic is often used to remember the names of the 5 Great Lakes.

Huron

Ontario

Michigan

Erie

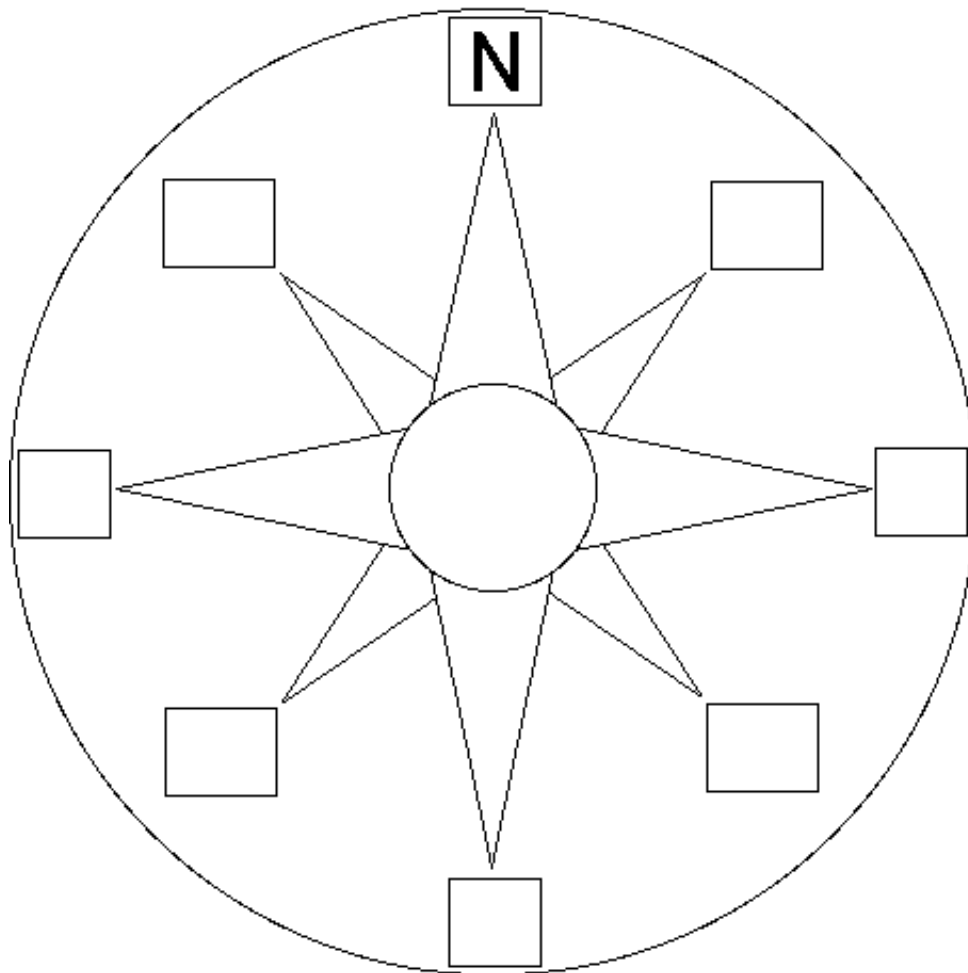
Superior

Using the letters in your name, create an acrostic that describes YOU! Each letter will represent something that others may not know - an activity you enjoy, your favorite book title, an adjective that describes your personality, etc. If you'd like, draw pictures to represent each one letter.

Which Way?

Tallulah and Turtle traveled a long distance to get to the Great Lakes.
How do you think they knew how to get there? Most likely, they
used cardinal directions!

The four cardinal directions (also known as cardinal points), are
north (N), east (E), south (S), and west (W). There are also intermediate
directions – northwest (NW), northeast (NE), southwest (SW), and southeast
(SE). Using the compass below, fill in both the cardinal directions
and the secondary directions.



What's Next?

The goal of this activity is to identify the sequence of events in *Tallulah: Mermaid of the Great Lakes*.

Directions: Read the story then cut out the sentences listed below and place them in the correct order. Check with a partner to see if you were correct!

When you're finished, mix up the sentences. See if you can write a short story using the *new* sequence of events. How does this change the meaning of the story?

Tallulah and Turtle watch people playing and swimming at the beach.

Tallulah tells all of the sea creatures that there is no gem for her.

Tallulah finds her gem!

The sea creatures gathered to say good bye to the mermaids and wish them good luck in their search.

Sea Turtle told Tallulah all about the Great Lakes.

Turtle and Tallulah spent the day searching islands and shipwrecks.

Tallulah rested in a cove.



Reading Reflection



After reading *Tallulah*, answer the following questions with a partner, or discuss it as a class. There are no right or wrong answers!

1. When the other mermaids found out that Tallulah couldn't find her gem, why didn't they try to help her?
2. Why was Turtle willing to take Tallulah to the Great Lakes? How did he know about them?
3. What was the author's intention by noting that Turtle glanced at Tallulah's tail on several occasions?
4. What do you think happens to Turtle after Tallulah finds her gem? Where does he go?
5. Why did the author have Tallulah forget about finding her gem? What do you think she was trying to tell the reader?