

CURRICULUM GUIDE

MARJORY Saves the Everglades



Written by
SANDRA NEIL WALLACE

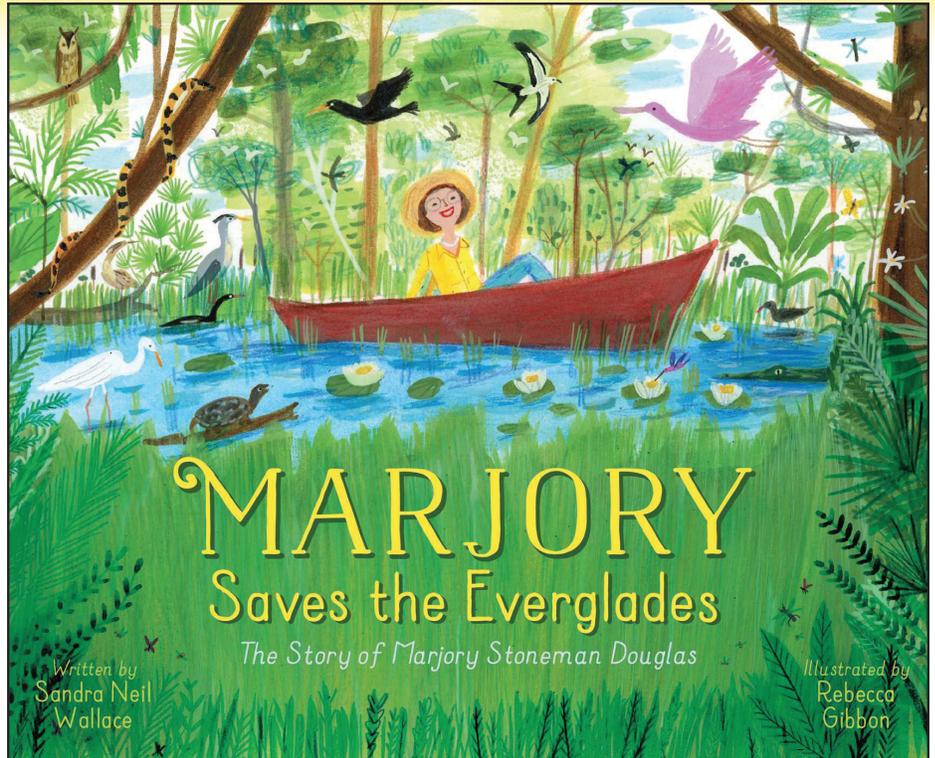
Illustrated by
REBECCA GIBBON

Acclaimed children's book author Sandra Neil Wallace brings the inspiring story of journalist and activist Marjory Stoneman Douglas to young readers in an enchanting picture book biography.



"Marjory Saves the Everglades will inspire children of today and tomorrow to be persistent and follow their dreams to create a better world. Sandra Neil Wallace captures Marjory's passionate commitment to justice for our natural world and all of its inhabitants."

—Friends of the Everglades



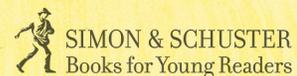
978-1-5344-3154-6

WHEN MARJORY STONEMAN DOUGLAS returned to Florida after serving overseas in World War I, she hardly recognized the beautiful Everglades near her home. Developers saw the soggy swampland as a place to drain and build. But Marjory knew that countless birds and plants and animals called the Everglades home. What would happen to them?

Marjory didn't intend to write about the Everglades, let alone save it—but she did. Marjory learned that the Everglades wasn't a swamp at all, but a river—a slow-moving river of grass. And she told everyone who would listen that the Everglades needed to be saved. She got the National Park Service to declare the Everglades as the first national park created not for the benefit of humans, but for the plants and animals that live there. She formed Friends of the Everglades to gather like-minded activists to tell even more people—including the President of the United States—that the Everglades must be protected from development.

The Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) addressed by the discussion questions, activities, and worksheets in this guide are noted throughout. For more information on the Common Core, visit corestandards.org. Details about NGSS can be found at nextgenscience.org.

sandraneilwallace.com
everglades.org
simonandschuster.com/kids



DISCUSSION QUESTIONS

Unless otherwise noted, all discussion questions meet the following Common Core State Standards: [CCSS.ELA-LITERACY.RL.K.1](#); [CCSS.ELA-LITERACY.RL.1.1](#); [CCSS.ELA-LITERACY.RL.2.1](#); [CCSS.ELA-LITERACY.RL.3.1](#); [CCSS.ELA-LITERACY.RL.4.1](#); [CCSS.ELA-LITERACY.RL.5.1](#); [CCSS.ELA-LITERACY.RL.6.1](#)

-  At the beginning of the book, how does the “girl in the gold-rimmed glasses” make her way to Florida? What does her mode of transportation tell the reader about when this story takes place?
-  When young Marjory spent time with her father “a seed was planted for her love of Florida.” What does the phrase “a seed was planted” mean when used to describe Marjory’s childhood visit? [CCSS.ELA-LITERACY.RL.1.4](#); [CCSS.ELA-LITERACY.RL.2.4](#); [CCSS.ELA-LITERACY.RL.3.4](#); [CCSS.ELA-LITERACY.RL.4.4](#); [CCSS.ELA-LITERACY.RL.5.4](#); [CCSS.ELA-LITERACY.RL.6.4](#)
-  When she was young and living in Massachusetts, what was Marjory’s favorite thing to do while the grown-ups talked and talked? What does Marjory’s favorite pastime reveal about her character?
-  After graduating from Wellesley College in Massachusetts, Marjory headed south to Florida. Who met her train and how did this person help Marjory get her first job?
-  What does it mean when Marjory is described as finding her “voice” as a newspaper reporter? What types of issues were topics for Marjory’s articles? [CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#); [CCSS.ELA-LITERACY.RL.4.3](#); [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#)
-  There were some topics that Marjory wished to write about, but she could not find the information she needed. How did she solve problems like this when she wanted to write about women in Florida joining the war effort during World War I?
-  How did Marjory treat refugees living in caves during WWI? What do her actions during this time reveal about her character? [CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#); [CCSS.ELA-LITERACY.RL.4.3](#); [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#)
-  Marjory had loved the outdoors since she was a small child. What was happening in Florida after the war that made Marjory concerned about the beauty of Florida?
-  Who is Ernest Coe and how did he change Marjory’s connection to the Everglades? What did Marjory see on her first trip to the Everglades? How do you think this trip made Marjory feel?
-  Not everyone felt the same way as Marjory did about the Everglades. National Park Service officials complained, “a swamp is a swamp.” How did Marjory try to change the minds of these officials who opposed recognizing the Everglades as a National Park?

 Marjory happily settled into a little cottage with her cats and found time to learn how the unique ecosystem of the Everglades worked. What three words captured what Marjory found to be true about the Everglades? How did she share her discovery?

 As hard as Marjory fought to preserve the Everglades, there always remained a threat to this special place. What event caused Marjory to form Friends of the Everglades? How did this group stop a major threat to the Everglades?

[CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#);
[CCSS.ELA-LITERACY.RL.4.3](#); [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#)

 What do you think Marjory meant when she said, “Be a nuisance. Never give up!”? Describe an event in Marjory’s fight to save the Everglades where being a “nuisance” worked in her favor.

[CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#);
[CCSS.ELA-LITERACY.RL.4.3](#); [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#)

 Why do you think that the author included quotations from Marjory written in blue or green throughout the book? Select a few of these quotes and discuss how they contribute to an understanding of Marjory’s character.

[CCSS.ELA-LITERACY.RL.3.5](#); [CCSS.ELA-LITERACY.RL.4.5](#); [CCSS.ELA-LITERACY.RL.5.5](#); [CCSS.ELA-LITERACY.RL.6.5](#)

ACTIVITIES

A Bird’s Eye View

Marjory knew that she had to do something unique to show the National Park Service officials why the Everglades mattered. From the ground, they saw mosquitoes and swampy water. She knew that the best view would be from a flying bird’s perspective. She took the officials up in a dirigible! Re-read the portion of the story where the author describes all of the natural wonders Marjory saw in the Everglades. Using a large piece of white art paper and crayons or colored pencils, draw a view of the Everglades from above. Think about what animals and plants you will need to include in your drawing.

[CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#); [CCSS.ELA-LITERACY.RL.3.7](#);
[CCSS.ELA-LITERACY.RL.4.7](#); [CCSS.ELA-LITERACY.RL.5.7](#); [CCSS.ELA-LITERACY.RL.6.7](#)

Extra! Extra!

As a writer, Marjory knew that words could help to persuade people to change their opinions. Pretend you are a newspaper reporter who is writing an article about saving the Everglades. What reasons and examples could you give that would persuade others to want to save this unique ecosystem? Write your newspaper piece as an editorial that might appear in Marjory’s father’s newspaper, the *Miami Herald*. Make sure to include a headline for your editorial. [CCSS.ELA-LITERACY.W.1.1](#); [CCSS.ELA-LITERACY.W.2.1](#); [CCSS.ELA-LITERACY.W.3.1](#); [CCSS.ELA-LITERACY.W.4.1](#); [CCSS.ELA-LITERACY.W.5.1](#); [CCSS.ELA-LITERACY.W.6.1](#)

Act Locally

Marjory became an activist later in her life and remained an active, concerned citizen until she was 108 years old! Look at issues in your own community that affect ecosystems. Research a problem that citizens are trying to solve. Does your community have issues with pollution? Traffic? Threats to animal or plant life? Describe the problem and a plan to solve it. Write a short informative report that includes all of the information about the issue that you discovered. If there are different points of view about how to solve the problem, include them in your report. Share the report with your class.

[CCSS.ELA-LITERACY.W.K.2](#); [CCSS.ELA-LITERACY.W.1.2](#); [CCSS.ELA-LITERACY.W.2.2](#); [CCSS.ELA-LITERACY.W.3.2](#); [CCSS.ELA-LITERACY.W.4.2](#); [CCSS.ELA-LITERACY.W.5.2](#); [CCSS.ELA-LITERACY.W.6.2](#)



A Picture Is Worth a Thousand Words

Work in a small group to explore where information can be found in *Marjory Saves the Everglades*. Have each person in the group select a different page from the story and record what information is provided only in the illustration and what information is presented only in the text. Share and discuss your findings within the group.

[CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#); [CCSS.ELA-LITERACY.RL.3.7](#); [CCSS.ELA-LITERACY.RL.4.7](#); [CCSS.ELA-LITERACY.RL.5.7](#); [CCSS.ELA-LITERACY.RL.6.7](#)

Gators and Crocs

The Everglades ecosystem is the only one of its kind on the planet in part because of the types of animals and plants that live there. The region is the only place where crocodiles and alligators coexist. Research information about the American crocodiles and the American alligators that call the Everglades home. Write a short report comparing how the two are alike and different. Include information about the physical descriptions of each, what each eats, how each takes care of its young, and how crocodiles and alligators are adapted to life in the Everglades.

[CCSS.ELA-LITERACY.W.K.2](#); [CCSS.ELA-LITERACY.W.1.2](#); [CCSS.ELA-LITERACY.W.2.2](#); [CCSS.ELA-LITERACY.W.3.2](#); [CCSS.ELA-LITERACY.W.4.2](#); [CCSS.ELA-LITERACY.W.5.2](#); [CCSS.ELA-LITERACY.W.6.2](#)



The discussion questions, activities, and worksheets in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both master's and doctoral degrees in education, with an emphasis on curriculum and instruction.

NAME: _____

SHOWING PROOF



Marjory Stoneman Douglas declared, "I wanted my own life in my own way." What does this quote reveal about Marjory's personality? Think of three words to describe Marjory and list them below. Next, hunt through the story and find an example that supports each of the three words you selected. Copy the text that supports your descriptive words about Marjory.

CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3; CCSS.ELA-LITERACY.RL.4.3; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3



Word to describe Marjory

Text example of this description: _____

Word to describe Marjory

Text example of this description: _____

Word to describe Marjory

Text example of this description: _____

NAME: _____

CREATURES OF THE EVERGLADES

Sort members of the Everglades ecosystem into categories. Cut and paste each living creature into the correct category box on the following page. [NGSS.SC.3.L.15.1](#)



NAME: _____

MAMMALS	FISH
BIRDS	REPTILES
AMPHIBIANS	INSECTS