

LESSON 1: STORYBOARDING THE CAST

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Embedded Outcome

Working with others: Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.H4.L1)

Lesson Objectives

The learner will:

- draw a diagram that identifies the components of a basic cast correctly after reading Norman Maclean's *A River Runs Through It*, pages 2-4.
- apply fly fishing terminology appropriately.

Equipment and Materials

- Copy of the relevant excerpt from *A River Runs Through It*, by Norman Maclean
- Storyboard
- Task sheet
- Pencil
- Fly rod

Introduction

*Today, we will start learning about fly fishing from multiple perspectives through an interdisciplinary module. We will integrate your literature and biology classes with physical education to do this. So, while you are learning to fly fish, you also will learn about the environment and biology of fly fishing. You also will learn about the traditions and meaning of fly fishing through the novella *A River Runs Through It*. We'll start off thinking about how to cast by using cues from the story.*

Instructional Task: Learn the Basics of Casting

■ PRACTICE TASK

Alone or in groups of two, students engage in a close reading of Norman Maclean's description of how to cast a fly rod in his novella *A River Runs Through It* (pages 2-4).

- Read carefully,
- re-read,
- decipher difficult language,
- visualize what he's explaining, and
- answer the reading questions on the worksheet in your fly fishing journals.

Student Choices/Differentiation

An audio version can take the place of, or support, the reading of the material.

What to Look For

- Students are actively reading and processing the material.
- Students are using the fly rod to engage in the material and think through what the author is saying.
- Students are on task and supporting one another's learning.

Instructional Task: Draw the Basic Cast in Storyboard Form

■ PRACTICE TASK

As if you were diagramming in preparation for an instructional video on basic casting, storyboard the process of fly casting using the six storyboard boxes. Draw the caster using a side profile, casting arm to the visible side (see accompanying worksheet).

Refinement

Remind students about the clock references in the book passage to help them use the correct rod positioning.

EMBEDDED OUTCOME: S.4.H.4.1.1 The worksheet leads students through a problem-solving task, first analyzing the reading and then applying that analysis to create the storyboard.

Student Choices/Differentiation

- Break down the movement pattern and identify critical features.
- Students may view a video clip of casting if they need a visual.
- Students may work with a partner to complete the task.

What to Look For

- Students are engaged in the activity and supporting one another's learning.
 - The quality of their work reflects their focus and work ethic.
 - The storyboards replicate the steps in the reading closely.
 - Students understand what they are reading.
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Formal and Informal Assessments

- Student storyboard, student talk during closure, and class discussion

Closure

- How are “a little beat in time” and the forward cast interrelated?
- Why do you think Maclean describes the back cast as “an art that ends at two o'clock”?
- Why do you think he goes on to say that it's closer to “twelve than two”?
- Take a moment to describe to a partner the relationship between power and grace in fly casting, according to Maclean.
- As we return for our next lesson on fly casting, I want you to think about how you will use your knowledge of Maclean's voice in the book to develop your own basic fly cast. In particular, focus on this idea of power versus grace and how to “transfer the little fly.”

Reflection

- Are students able to pick up on the basic components of the cast from the excerpt?
- Are they able to communicate the components of the basic cast through their diagrams?

Homework

- Read through page 15 in *A River Runs Through It*, by Norman Maclean.
- What does this reading tell you about the culture of fly fishing?
- Be prepared to discuss how the fly fishing culture compares to other cultures you have experience with.

Resources

Maclean, N. (2004). *A river runs through it*. Chicago: University of Chicago Press.

CLOSE READING OF THE FLY CAST TASK SHEET

Name: _____

Introduction

Alone or in a group of two, engage in a close reading of Norman Maclean's description of how to cast a fly rod in his novella *A River Runs Through It*. Read carefully, re-read, decipher difficult language, visualize what he's explaining, and then answer the reading questions on your task sheet. Finally, as if you were diagramming in preparation for an instructional video on basic casting, storyboard the process of fly casting using the six story board boxes.

Norman Maclean, *A river runs through it* (Chicago: University of Chicago Press, 2001), 2-4.

Reading Questions

1. In what order are the fly line, leader, and fly taken from the water at the beginning of the cast? In what order are they placed back upon the water at the end of the cast?
2. What is the most common "natural" mistake made during the cast?
3. How far back should one take the rod during the back cast?
4. What sound should one *not* hear as long as the line speed is controlled? When the cast is not performed correctly in at least two ways, with what object does Maclean so colorfully compare the end result?
5. How many "counts," or basic stages, are there to the cast?

Task Directions

In the boxes provided, storyboard the process of casting as Norman Maclean describes it. Be precise with your illustrations, labels, and descriptions. *Note: The illustrations of the initial position and ending position should be identical.*

- Draw the caster using a side profile, casting arm to the visible side.
- Wherever appropriate, label the following aspects of your drawings: rod, line, leader, fly, casting loop, back cast, and forward cast, as well as each of Maclean's "counts," "a little beat of time," and "check-cast."
- In the smaller boxes along the right side, describe in your own words what is supposed to happen at/ in each position/stage.

Address position	Describe the initial position in your own words:
First stage	Describe the first stage in your own words:
Second stage	Describe the second stage in your own words:
Third stage	Describe the third stage in your own words:
Fourth stage	Describe the fourth stage in your own words:
Letdown position	Describe the ending position in your own words:

Rubric: Close Reading of the Fly Cast

Name: _____

Exceeds expectations (3)	Meets expectations (2)	Needs improvement (1)	Incomplete (0)
Neatness and care are evident in detailed and helpful illustrations at each stage. The student goes above and beyond.	Adequate neatness and care are evident. Some aspects may be vague or confusing.	Illustrations are <i>somewhat</i> sloppy and unclear because of lack of care and/or using classroom time efficiently.	Illustrations are sloppy and unclear because of lack of care and/or using classroom time efficiently.
The positions of the caster and the stages of the casting are accurately depicted as Maclean describes them.	The positions of the caster and the stages of the casting are <i>mostly</i> depicted as Maclean describes them.	The positions of the caster and the stages of the casting are <i>not entirely</i> depicted as Maclean describes them.	Illustrations do not evidence a thorough understanding of Maclean's text.
All requested labels are applied clearly and accurately. The student includes additional terms and labels.	All requested labels are applied, but the labels may not always be applied correctly or at the most appropriate places.	Labels are missing and/or inaccurate.	Labels are mostly missing.
Storyboard descriptions are written in the student's own words and are helpful in describing the illustrations.	Storyboard descriptions are <i>mostly</i> written in the student's own words and are <i>mostly</i> helpful in describing the illustrations.	Storyboard descriptions are too brief, vague, unclear, and/or copied directly from the text.	Descriptions are mostly missing.

Total score: _____

Comments: