



Great Lakes and Great Plains Virtual Book Club The Death and Life of the Great Lakes by Dan Egan

7 PM CT/8 PM ET on March 11th, 2021

Meeting Dates and Chapters

- March 11 - Chapters 3 and 4
- March 25 - Chapters 5 and 6
- April 8 - Chapters 7 and 8
- April 22 - Chapter 9 and ideas for the classroom

DISCUSSION QUESTIONS

Chapter 2 (continued)

1. Last meeting, we left off on Chapter 2 and the introduction of the sea lamprey. Let's start this meeting by talking about the alewives in Lake Michigan. Between six billion to 20 billion dead alewives washed up on the shore and after many theories as to why this happened, the conclusion was that alewives were not suited for the lakes.

Why were they not suited for the lakes? How could we bring this into the classroom and what topics does it connect to?

Chapter 3 – The World's Greatest Fishing Hole (pages 75-107)

1. Chapter 3 addresses the various times that exotic species were introduced into the Great Lakes (e.g. carp and rainbow smelt) and yet this practice was continued.
 - a. Give your thoughts on how just a few people controlled what was released into the Great Lakes.
 - b. Do you think it would be better to have a larger committee of people making the decisions? Or would that have made things worse?
2. How did introducing the salmon have a positive effect on the Great Lakes? Why were there still problems?

3. There were many instances in the book where it seemed that the anglers of the lakes were put ahead of the health of the lakes. How could we explain this to students and use this in the classroom?

Chapter 4 – Noxious Cargo (pages 108-147)

1. We have been looking at the various animals that showed up in the Great Lakes, but what about the algae? Why is it not a good thing that the Great Lakes are as clear as they are?
2. Has anyone been to the Cuyahoga River? Looking at the history of this river, we learn that for years people looked the other way as problems mounted. How can we relate this to the world today for students to compare?
3. We have discussed how zebra and quagga mussels can travel from one area another, wreaking havoc wherever they end up. What surprised you most about them?

Did you think about the problems on the bottom of the lakes with the displacing the native arthropods? Were there any positives?

4. The author gives us a ‘frightening’ look at living pollution on page 130. Explain how having this bulleted list for your students to examine would be a benefit.

Closing

Pick #BookBento image(s) for this meeting - last week was the sea lamprey.

