



Mid-Atlantic Region Virtual Book Club – Meeting #4

Chesapeake Requiem by Earl Swift

8 PM ET on June 23rd, 2021

Meeting Dates and Chapters

5/12: Part 1 (Chapters 1-5; pages 9-92)

5/26: Part 2 (Chapters 6-12; pages 95-205)

6/9: Part 3 (Chapters 13-17; pages 209-274)

6/23: Part 4 (Chapters 18-20; pages 277-323) and Part 5 (Chapters 21-22; pages 327-378)

DISCUSSION QUESTIONS

1. In Part 4, it feels like Swift pulls back the curtain on the idea that Tangier is an idyllic place—do you think the isolation of the island community helps or hurts it in the struggle for continued existence?

2. Reflecting on this quote:

“As individuals, the islanders are fiercely independent and self-sufficient—modern-day cowboys, or so they like to think. As a group, however, they show precious little initiative.” (p 295)

How has this helped or hurt the island in its quest for a sea wall? How has this shown up in your lives in your communities, at work, or in other organizations?

3. Recall the accident at sea on April 24, 2017. It was a harrowing day for all of Tangier. How do the events of this day exemplify the characteristics of life on Tangier?

4. (Pages 373-374) What are Swift's feelings about Tangier? Are they similar or different from your own as you've come to the end of the book?

5. (Chapter 23) In the Anderson Cooper interview with Al Gore and Ooker, it seems like an opportunity to communicate about climate change was lost when Al Gore chose to use a parable instead of speaking directly to Ooker about the issues on Tangier. What could Al Gore have said instead that may have benefitted not only Ooker, but the audience as well? What implications does this example have for us as educators when we teach about climate change?

6. What preconceived ideas, if any, did you have about this book's topic at the outset of reading the book and how have those ideas been shaped by reading the book?

7. Do you plan on using any direct excerpts from this book or the story of Tangier Island, in general, as an example in your teaching? If so, which parts?

Additional Resources

- FLICC from Skepticalscience.com
- [Alliance for Climate Change Education \(ACE\) Website](#)
- ACE Lessons:
 - [Turning Misinformation into Educational Opportunities \(TMEO\)](#)
 - [Webinar Videos \(look for the 5 videos with the titles that include Lesson1, 2, 3, etc. these videos are webinars that go over each of the five TMEO lessons in the Google Drive\)](#)
 - [Overview PowerPoint](#)

