



## Deep Dive Reading Collective: *The Blue Machine* by Helen Czerski - Chapters 6 & 7

Dates	Chapters
4/7	Chapter 6: Voyagers <b>Part Three: The Blue Machine and Us</b> Chapter 7: Future
<a href="#">Wakelet of Shared Resources</a>	

### ICEBREAKER

What is your favorite aspect of the spring season? Bonus points if there's an ocean connection.

### WHOLE GROUP DISCUSSION

Now that we have reached the conclusion of the book, do you think the ocean as a "machine" still holds as an analogy? Does it risk making the ocean too mechanical and less alive? Why or why not?

### BREAKOUT GROUP DISCUSSION

#### #1 TRAVEL

- Does the blue machine analogy start to get fuzzy with the introduction of voyagers in Chapter 6?
- How does the author differentiate between passengers and voyagers? Do you agree?
- Do they interact with and impact ecosystems in the same way?
- Out of the (ocean) blue, the author throws us into a discussion about an ocean worm with many butts, in the section called "Have Anus, Will Travel." Why was this introduced into the narrative and what does it have to do with travel?

#### #2 HUMAN GEOGRAPHY

- The story of the "Scottish lasses" illustrates how ocean currents can influence human lives. What did this example reveal about the connection between ocean physics and human geography?
- What are some other anecdotes from the book that reveal this connection?
- Outside of the book, can you think of other examples of how human geography and movement is influenced by ocean currents?

### #3 VOYAGING

- Throughout the book, the author weaves in both the history of and her experience with Polynesian voyaging, including the story of Hōkūle‘a. Why do you think she did this?
- How does it add to the narrative?
- Do you think these anecdotes add to or challenge the concept of the ocean as a machine?
- Did these stories change how you think about humanity’s relationship with the ocean?
- The author describes the difference between wind powered vessels and steamships as “voyaging with nature” versus “voyaging despite nature.” Do you agree or disagree? What are some of your experiences or observations that have led you to this conclusion?

*Side note: if you haven’t yet, [check out Cat Fuller’s video!](#) You’ll get to see Polynesian voyaging in action.*

### #4 FUTURE

- In what ways, both directly and indirectly, have humans impacted the blue machine?
- How has this book furthered your understanding of the ocean as a presence as opposed to an absence or space between continents?
- How does the author describe the impact of anthropogenic warming on the ocean?
- What are some of the best ways to reduce or mitigate human impacts on the ocean?
- How do you balance the need to hold space for your students’ grief about climate change and empower them to “be the change” and/or have hope for the future?

### #5 BIG IDEAS

- What surprised you most about the processes described in the book. Was there one detail that stuck with you the most? Describe it.
- What role does scale play in these chapters? How does thinking across scales influence your understanding or shift your perspective?
- If you had to explain one concept from these chapters to your students or peers, what would it be and how would you describe it?
- How might you translate something from this book into a classroom activity? Have you already done so?