WATERSHED MOMENTS

North Carolina Humanities Statewide Read
“Watershed Moments” is part of the national initiative on “Democracy and the Informed Citizen” administered through the Federation of State Humanities Councils and funded by the Andrew W. Mellon Foundation.

The views and opinions expressed by authors, sponsors, and participants in our programs and by facilitators are their own and do not necessarily represent those of the North Carolina Humanities (NCH). This Program Guide may be used with permission from NCH.
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ABOUT NC HUMANITIES

About NCH
North Carolina Humanities (NCH) is a statewide nonprofit and affiliate of the National Endowment for the Humanities. Through grant-making and public humanities programs, NCH serves as an advocate for lifelong learning and thoughtful dialogue about our shared human experience. To learn more, visit www.nchumanities.org

About NEH
Created in 1965 as an independent federal agency, the National Endowment for the Humanities is one of the largest funders of humanities programs in the United States. Additional information about the National Endowment for the Humanities and its grant programs is available at: www.neh.gov

About the NC Center for the Book
The NC Center for the Book is an affiliate of the Center for the Book in the Library of Congress and receives support from the State Library of North Carolina. Since 2018, North Carolina Humanities operates the NC Center for the Book and all its programming with support from the State Library of North Carolina.
WELCOME!

North Carolina Humanities presents its two-year initiative, “Watershed Moments,” exploring our varied relationships with the environment, culturally and historically through multiple programs.

Programs of “Watershed Moments” include a Statewide Read, an environmental journalism panel, film discussion series, and the statewide tour of the Smithsonian exhibit, Water/Ways. Learn more at www.nchumanities.org

This program guide includes a variety of resources to help you plan and implement engaging programming on Paolo Bacigalupi’s The Water Knife and Neal and Jarrod Shusterman’s Dry, our two statewide read selections.

The keystone program of “Watershed Moments” is the Statewide Read. Your community is just one of dozens taking part in this Statewide Read through which thousands of conversations and community programs will take place across North Carolina in 2020 and beyond.

In the pages ahead you’ll find a variety of ideas and suggestions to guide you as you plan for the Statewide Read in your community. There are discussion questions, program ideas for different ages, additional engagement opportunities, and tools to help make your read and program successful!

Thank you for helping us create opportunities for your community to use these stories about water to highlight how humanities, literature, and journalism build understanding about significant issues in North Carolina.
HOW TO PARTICIPATE IN THE STATEWIDE READ

Participating as an Organization or Group
(Applicants may be book clubs, libraries, K-12 departments, universities/colleges/community colleges, cultural organizations, after school and youth programs, community organizations, etc.)
• Select a coordinator to oversee all parts of this program
• Design an engaging post-read event for participants
• Complete a book request form
• Ensure participants have access to materials
• Group participants read the book
• Watch for surveys to check in with NCH about your progress on the read.
• Group participates in or attends post-read event
• Coordinator completes all reports

Participating as an Individual
(Applicants are individuals and want to participate without being in a larger group)
• Complete the book request form
• Access copy of book and materials
• Read the book on your own
• Watch for surveys to check in with NCH about your progress on the read.
• Participate in discussions or events in your community
• Follow #NCWatershedMoments to follow the conversation on “Watershed Moments”
Jarrod and Neal Shusterman’s *Dry* and Paolo Bacigalupi’s *The Water Knife* both pose critical questions about the human relationship to water and the environment. NCH selected these books as the jumping-off point for meaningful conversations among North Carolinians that can help us better understand important issues in our community and state. We want to give North Carolinians an opportunity to read, think and discuss the book themes in order to be more critical consumers of media.

**Our purpose in providing this opportunity is for North Carolinians to:**

- Share their own environmental experiences and consider new experiences and perspectives.
- Better understand the role of journalism and the humanities in fostering an informed citizenry.
- Feel more adept/better equipped to discuss the complex personal, ethical and social questions raised by the humanities, science, and journalism.
- Deepen personal connections within a community.
BOOK SYNOPSIS

The Water Knife

“In the near future, the Colorado River has dwindled to a trickle. Detective, assassin, and spy Angel Velasquez “cuts” water for the Southern Nevada Water Authority, ensuring that its lush arcology developments can bloom in Las Vegas. When rumors of a game-changing water source surface in Phoenix, Angel is sent south to hunt for answers that seem to evaporate as the heat index soars and the landscape becomes more and more oppressive. There he encounters Lucy Monroe, a hardened journalist with her own agenda, and Maria Villarosa, a young Texas migrant, who dreams of escaping north. As bodies begin to pile up, the three find themselves cast as pawns in a game far bigger and more corrupt than they could have imagined. When water is more valuable than gold, alliances shift like sand and the only truth in the desert is that someone will have to bleed if anyone hopes to drink.”

*NCH Disclaimer: This book contains mature themes, situations, and language which may not be suitable for some readers.*

Dry

“The drought—or the Tap Out, as everyone calls it—has been going on for a while now. Everyone’s life has become an endless list of don’ts: don’t water the lawn, don’t fill up your pool, don’t take long showers. Until the taps run dry. Suddenly, Alyssa’s quiet suburban street spirals into a warzone of desperation; neighbors and families turning against one another on the hunt for water. When her parents don’t return, and she and her brother are threatened, Alyssa has to make impossible choices if she is going to survive. Critically acclaimed author Neal Shusterman teams up with Jarrod Shusterman for this story of survival, when the California drought escalates to catastrophic proportions.”

*NCH Disclaimer: The themes and situations in this book are recommended for readers over age 12 and may not be suitable for readers under age 12*
HOW THE “WATERSHED MOMENTS” STATEWIDE READ WORKS

Throughout 2020 and 2021, North Carolina Humanities is supporting groups and individuals across the state to read and create programs inspired by Paolo Bacigalupi’s *The Water Knife* and Neal and Jarrod Shusterman’s *Dry*. The heart of the Statewide Read is communities coming together to talk about the book(s)!

**Requirements**

Using the resources provided by NCH, you will:

1. Implement the reading of one or both of the selected titles in their entirety.
   
   a. Participants may read the book individually or communally as is determined appropriate.

2. Implement one book discussion or one community event related to the book themes.* Please note, reading events can be held in virtual or social-distant formats as necessary

The read in each community may look a little different depending on the book(s) selected, and what format—book discussion, creative writing workshop, or community river clean up—your post-read event takes. NCH will provide participating groups and individuals books and other materials to excite your community and help you implement your read and event.

*Events are optional but encouraged*
Participation
To participate in the statewide read:

1. Request books through the Google form (priority for requests will be given to participants in rural and tier one counties).
   
   a. For additional book copies, reach out to your local library.

2. If you would like to participate in the statewide read, but are not requesting books, we invite you to use the discussion questions on pages 17-20.

3. Engage with other participants by using NCH’s social media #NCWatershedMoments

Statewide Read Resources

North Carolina Humanities wants your reading experience to be a success and has provided resources to assist:

- Statewide Read Books (Up to 30 ebook codes of Dry and/or The Water Knife).
- Program guide with discussion questions, activity ideas, and more!
- Program logos and other promotional materials.
- Dedicated NCH staff to assist with book requests.

Key Terms

Host Groups: Libraries, schools, colleges, museums, bookstores, youth organizations, community organizations, and senior centers that implement the statewide read and post-read event.

Coordinator: Main point of contact between the host venue and North Carolina Humanities. Fills out the reservation and completes the final report.

Facilitator: Conversation expert who leads the book discussion.
BIG QUESTIONS

These questions are the focal point of your read and event. You can start to shape your book discussion/community event around a few of these questions. For groups planning a book discussion, please find text-dependent questions for each book on p. 12-14. These questions do not have a “correct” answer—but instead are large, overarching questions at the heart of conversation on the important issues raised by these books!

1. What are the responsibilities of the individual / society in regard to the health of the environment?
2. How does the consumption of resources change the water and land environments?
3. What impact does scarcity have on the production, distribution, and consumption of goods and services?
4. What are the responsibilities of the press to its community?
5. How do our personal experiences and perspectives enter into our analysis of the media and information we consume? How does the media shape our view of the world and ourselves?
6. How do ethics impact the reporting and writing of a news story?
7. How do citizens arrive at the “truth” in an age of conflicting “facts”?
8. How do the humanities play a role in fostering an informed citizenry?
9. How does journalism play a role in fostering an informed citizenry? What can a journalist do to impact society?
10. How is truth discovered and verified? Where and how do journalists find the news?
11. Why is it important to have an informed citizenry?
Book discussion is a common way for groups to explore book themes and share perspectives.

Typically, 60 to 90 minutes is the right length for a discussion—long enough to get into the book, but short enough to keep everyone’s attention. Below are some suggestions to help you implement a successful book discussion:

- Discussions on virtual platforms are shorter in length than in-person discussions.
- Build your discussion around one or two key themes. You can use the big questions (p. 11), text dependent discussion questions (p. 17-20), or include additional questions of your own.
- Plan to have 15 to 20 questions for a 90-minute discussion. If the group really gets talking, it’s probable you will likely not use all the questions that you planned.
- Avoid asking yes/no or “closed” questions which are typically harder to build discussion around.
- Avoid asking whether people liked the book or not; participants tend to take sides, instead of sharing their perspectives and experiences.
For Group Coordinators:

FINDING A FACILITATOR

• Many kinds of people have what it takes to be a great facilitator. The most important qualities to look for are someone who is a great listener and someone who makes others feel comfortable talking about big ideas.
• Skilled facilitators come from all walks of life and can be any age. If you are not using an in-house facilitator, it is recommend to find a local humanities scholar to facilitate your discussion.
• Try calling or emailing English department faculty at a nearby college or university. Of course, others have what it takes to be great discussion leaders, including librarians and teachers.
• Facilitators should understand your goals for the discussion and commit to using the guidelines in this discussion guide.
• Although we recommend using the discussion questions, they may want to add some of their own.
• Since it’s a good amount of work to read, plan and lead the discussion, it is recommend to pay your facilitator. How much you want to pay your facilitator is up to you.
• Typically, a standard range for facilitation is $100 to $150. (If your facilitator forgoes payment, count what you would have paid him or her as an in-kind match on your final budget.)
• Ask open-ended questions that can be answered in a variety of ways.
• Use specific moments or quotes from the book to ground the discussion.
• Ask participants to connect what they read to their own lives.
• Try to avoid questions that require a lot of background information. In other words, ask questions grounded in the text or in people’s everyday lives.
• Set guidelines at the start. Some important ones:
  o All perspectives are valued and it’s important to hear from everyone.
  o Share personal experiences rather than general statements about groups of people.
  o It’s okay to disagree respectfully.
• Try the following if the conversation becomes difficult/heated/stalled:
  o Help control interruptions by asking the participant to “Hold the thought so we can hear it again once “X” is finished speaking.”
  o Help ensure that each participant who wishes to speak is heard by saying, “That’s an interesting point. Did anyone else feel the same or differently” or “Let’s hear from another reader.”
  o Help reluctant participants by asking what they may have liked or disliked about the book. If they were unable to finish the book, they could still participate in answering this question.
  o Help defuse heated conversations by reminding participants to focus on content and ideas, not people. Defuse with a calm remark and get back on track by saying, “Let’s get back to the end of chapter 4. What did you think at this point,” or “I have a question about p.#. What is really going here?”
• Scan the room for verbal and nonverbal cues:
• Are people feeling comfortable? Are there shy people who look like they want to talk but just need to be asked? Is someone talking too much?
• Avoid sharing what you think, even when people ask!
  o Your role is to lead the conversation. Always turn the discussion back to what participants think.
For Group Coordinators:

**A SAMPLE BOOK DISCUSSION PLAN**

**Introductions—5 to 10 minutes**
- Have all participants and the facilitator introduce themselves by saying their name.
- Ask a question that relates to the themes of your discussion
  - For example: In one word, how would you describe the tone of the book?
- Keep introductions short so that you have ample time for discussion.

**Discuss—45 to 60 minutes**
- Think carefully about your first question: it sets the tone for everything that follows.
- Tie your first question to a major theme or idea you’ll explore in the rest of the discussion.
- Start with a question based in the text. Pick an interesting quote or scene, read it together, then ask your question.
- Avoid asking if people liked or disliked the book because it could lead to taking sides and defending positions. The goal of the book discussion is to create opportunities for participants to read, think and discuss the book themes.

**General Discussion Questions**
- Always ask open-ended questions that can be answered in more than one way.
- If the conversation gets heated or confused, go back to the text. Ask the group to find a reference and (re)start their interpretation from there.
• Ask a mix of interpretative and evaluative questions.
  o Interpretative: questions about the meaning of the text
  • Why did this character do X?
  • What did this character mean when he said Y?
    o Evaluative: questions that explore values and implications
  • Is this character responsible for his actions?

**Break—5 to 10 minutes**
Allow participants 5-10 minutes to stretch, access bathrooms, or recharge with some refreshments. This break should occur at some point during the discussion. Breaks are most likely used during an in-person discussion.

**Conclusion—10 minutes**
Thank the participants for exchanging in discourse with each other and for sharing their perspectives and considering new perspectives.
Discussion Questions:  

THE WATER KNIFE

by Paolo Bacigalupi (Adult Read)

1. Paolo Bacigalupi opens the novel with this sentence: “There were stories in sweat (3).” What does he mean by this? Why do you think he chose to begin with this declaration particularly?

2. How does the consumption of resources change the water and land environments?

3. In chapter 2, readers are introduced to Lucy Monroe, a prize winning journalist. Why does Lucy devote herself to reporting? What books has Lucy written and how are the two books different from each other? What does this tell us about her character and how she has changed as a person throughout her career?

4. Would you say that Lucy is a good journalist? Why or why not?

5. How is journalism presented as a whole throughout the novel? Is it seen as a noble profession? Does the novel ultimately seem to indicate what the primary role of a journalist should be?

6. How is truth discovered and verified? Where and how do journalists find the news?

7. What can a journalist do to impact society? How does journalism play a role in fostering an informed citizenry? Why is it important to have an informed citizenry?

8. Examine the treatment of the theme of allegiance. How does allegiance seem to be defined within this novel? To what do characters show their allegiance? Do the characters remain steadfast to their allegiances, or do their allegiances shift throughout? What seems to motivate these changes?

9. In chapter 7, Angel indicates that he, “had always liked the desert for its lack of illusions (80).” What do you think he means by this? Are the characters able to see the truth of what is going on around them and the truth about themselves? What allows them to see the truth, or otherwise prevents them from being able to see it?

1Discussion questions excerpted from guide provided by Penguin Randomhouse. For additional discussion questions, please see Knopf Doubleday’s (Penguin Randomhouse) full discussion guide for The Water Knife.
10. Angel enjoys the television show Undaunted. Why does he seem to like it? Does his view change after talking with Lucy? Why or why not? What might this suggest about the influence of arts and media and the way we approach these forms of entertainment?

11. Would you say that the television show is propaganda? Why or why not? Are any other forms of propaganda evident in the story? How can something be recognized as propaganda?

12. Toomie says, “We’re all each other’s people (250).” What does he mean by this? Do the other characters seem to share this notion? Are there examples of solidarity in the book? What does Angel seem to think about cooperation and survival?

13. Evaluate the theme of justice in the novel. What examples of justice are found in the novel? Why do the characters discuss the concept of poetic justice? At the story’s conclusion, would you say justice prevails? If not, what message does the book seem to offer on justice?

14. Does the novel seem to support the notion of binary good and evil, or does it offer a more nuanced version of morality?

15. What ethical decisions are the characters faced with, and what informs and ultimately seems to determine their decisions? Does there seem to be a clear sense of what is right and what is wrong? What does the book seem to say about morality, choice, and human nature?

16. What are the responsibilities of the individual / society in regard to the health of the environment?
1. Why is the Tap-Out situation first ignored by the media? What kind of news does the media tend to report? What is newsworthy?

2. When the national news does start to report on the Tap-Out, how do they cover it? Why is the tone of the coverage important to the residents affected by the event? Do you think that the media calling the drought a “flow crisis” affects the public’s level of preparedness?

3. Why does Kelton think newscasters continue to tell residents to remain calm? What is the alternative? What are the risks to both sides?

4. How does journalism play a role in fostering an informed citizenry? Why is it important to have an informed citizenry?

5. Why are the water-zombies such a threat? Were you surprised to see such rapid moral and physical decline in a community without water? What does this say about human nature and civilization? How might the spread of water-zombies transform society? Explain your answers.

6. How would you have handled the water-zombies? Do you think they’re beyond help? Do you think once water access was restored, water-zombies could return to the lives they led before the Tap-Out?

7. When Alyssa and Garrett set out with Kelton to find their parents, she’s surprised to see that her neighborhood looks the same, noting that “the wreckage is more internal.” At what point does the damage from the Tap-Out begin to reflect on the outside world? How does the level of visible wreckage relate to the breakdown of polite society? Are there other sorts of internal wreckage shown in this story?
8. It is difficult for the different members of this group to trust one another. What alliances form as they move toward the bug-out? How do the different characters lose or gain the confidence of others? In the end, who do you think proves themselves worthy of that trust?

9. Discuss the phrase “desperate times call for desperate measures” and how it applies to this novel, giving particular thought to the scene where the neighbors try to break into Kelton’s house, the confrontation with the bullies beating the Mercedes owner and Jacqui’s description of what happened at the desalination machines.

10. As the group travels down the aqueduct, Kelton says, “It feels to me like the world has torn in two, and we’re traveling the seam of that tear. The chasm between what was, and what will be.” Why do you think Kelton feels this way? Why is an aqueduct such an appropriate place to act as the seam between the old world and the new?

11. As Alyssa steals water to save Garrett, Jacqui says, “I won’t take [the water]. Because even though I’ve seen everyone around me lose their humanity today, I realize that in this moment, I have finally found mine.” What evidence does she have that everyone else has lost their humanity? What has caused her to find hers?

12. What are the responsibilities of the individual / society in regard to the health of the environment?

13. How does the consumption of resources change the water and land environments?
For Group Coordinators:

SAMPLE COMMUNITY ENGAGEMENT EVENT IDEAS

If you are planning a community engagement event instead of a book discussion, please see the following starter suggestions below to get you thinking about creative and fun post-read event ideas. Post read events can be done virtually or adapted for social distancing.

Adult Program Ideas (Activities Complimenting The Water Knife)

• Creative Writing Workshops - Inspire the next generation of climate fiction authors by hosting a fiction-writing workshop! If you can, invite a local writer or teacher to lead the sessions.
• Visit a Site - Plan a group visit to a natural science museum or aquarium to learn more about North Carolina’s waterways and water habitats.
• Interview a Journalist - Ask a local journalist to speak to the book group about his or her work. The group can compare and contrast the local journalist’s experiences with those presented in the book.
• Host a Community Clean Up Day - Partner with an environment group in your community to clean up a local river or waterway.

Young Adult Program Ideas (Activities Compliment Dry)

• Scarcity - Have participants collect non-perishable food and beverages for a local food pantry.
• Survival Skills Class - There are number of skills that the main characters from the book need to survive. Schedule a first aid or map reading class.
• Emergency Preparedness - One of the main characters prepared their house and bug-out for survival in case of a crisis, what would participants need to be prepared for an emergency?
CONTRIBUTION FORM

In your final report, you will be asked to show the expenses for this project as contributed by your group. Expenses can be contributed in two forms: cash and in-kind (please see below for definitions and examples of each kind). Please capture the total (cash + in-kind) for each expense type.

<table>
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<th>EXPENSE TYPE</th>
<th>CASH</th>
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<tr>
<td>Value of Venue Space</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Printing, Publicity and Advertising</td>
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<tr>
<td>Refreshments</td>
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<tr>
<td>Facilitator Honorarium (Book discussion event)</td>
<td>$</td>
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<td>Other</td>
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<td>Cash and In-Kind Totals</td>
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<td>Total Amount Contributed (Add Cash and In-Kind)</td>
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Host Coordinator or Authorized Personnel Signature

“Cash” means cost sharing by paying for publicity, printing, refreshments, facilitator honorarium, paid staff time etc. Cash contributions are the "out of pocket" expenses.

“In-Kind” means cost sharing in a form other than money or that is donated. This can include, but is not limited to, the value of the space or venue provided, materials and equipment provided, and volunteer time spent planning and implementing the program.
When promoting and publicizing the statewide read in your community, please use the following:

- In promotional materials, use the North Carolina Humanities full name in all your promotions: North Carolina Humanities. Do not abbreviate any portion of the full or shorter versions: such as, NCH or NC Humanities or NC Humanities.
- You must use the North Carolina Humanities logo and the National Endowment for the Humanities logo on anything that you produce. You can download both logos at [http://www.nchumanities.org/content/pr-requirements-and-council-logos](http://www.nchumanities.org/content/pr-requirements-and-council-logos). The logos must be legible and no smaller than 5 points.
- The correct way to write the title of the program is: “Watershed Moments”
- When possible, hyperlink to [www.nchumanities.org](http://www.nchumanities.org) and [www.NEH.gov](http://www.NEH.gov).
- The *Waterknife* and *Dry* should always be italicized when talking about the actual book (unless in a press release, which follows AP style).
- Whenever possible, please include this credit line on anything in print or on your website:

  **“Watershed Moments” is a two year, multi-program initiative created by North Carolina Humanities, a statewide nonprofit and affiliate of the National Endowment for the Humanities.**
The acknowledgment of North Carolina Humanities resources and support must also include the following statement:

“Any views expressed in this program do not necessarily represent those of the North Carolina Humanities.”

Please note: The statement does not need to be in the same size font as that of the NCH logo and tag line, nor must it be located immediately adjacent to the logo. The policy statement requirement will be waived in instances when it is not feasible or appropriate to include it, such as on acknowledgment plaques for buildings or objects.

At programs or public gatherings related to the project, North Carolina Humanities and the National Endowment for the Humanities must be acknowledged verbally as sponsor. Signage at the event must acknowledge North Carolina Humanities and National Endowment for the Humanities support. A sample verbal acknowledgment is:

This program is part of North Carolina Humanities’, “Watershed Moments” Statewide Read. “Watershed Moments” is a two year, multi-program initiative created by North Carolina Humanities, a statewide nonprofit and affiliate of the National Endowment for the Humanities, to explore our varied relationships with the environment, culturally and historically. The North Carolina Humanities’ Statewide Read is estimated to engage thousands of North Carolinians in a common conversation about the complex personal, ethical and social questions raised by the humanities, science, and journalism. Learn more at www.nchumanities.org.

We will provide you with a press release template, which you can customize and distribute to your local media. Please notify Melanie Moore Richseon at mmoore@nchumanities.org or 704-687-1520 of any additional media requests or press releases in advance of programs.
Q: Is there standard language we should use to describe our involvement with the Statewide Read?
A: Yes! Here are a few descriptions about the program and North Carolina Humanities. Please consult the Communications Requirements section found on page 18 for all requirements regarding credit lines and logo usage.

About the Statewide Read:
This Statewide Read is part of North Carolina Humanities’ “Watershed Moments” initiative. The Statewide Read is estimated to engage thousands of North Carolinians in a common conversation about the complex personal, ethical and social questions raised by the humanities, science, and journalism. Learn more at www.nchumanities.org

About “Watershed Moments”
“Watershed Moments” is a two year, multi-program initiative created by North Carolina Humanities to explore our varied relationships with the environment, culturally and historically. Programs include a Statewide Read of The Water Knife and Dry, an environmental journalism panel, film discussion series, and the statewide tour of the Smithsonian exhibit, Water/Ways. Learn more at www.nchumanities.org

About North Carolina Humanities
The North Carolina Humanities is a statewide nonprofit and affiliate of the National Endowment for the Humanities. Through grant-making and public humanities programs, the NCH serves as an advocate for lifelong learning and thoughtful dialogue about our shared human experience. To learn more, visit www.nchumanities.org
Q: What strategies can I use to get my local media to cover the event?
A: We recommend that you:
• Send out a press release one month prior to your event(s) (a template can be found on www.nchumanities.org)
• Reach out and build relationships with local media contacts who you think would enjoy attending or covering your event or Statewide Read.
• Consider asking a local reporter to coffee to explain all that you’re doing. You could send the invitation with a copy of the book, a button and swag.
• When speaking with the media, think about what sets your event apart—WHY should they be interested? WHAT makes this event newsworthy? WHO will be attending?

Q: How else can I build the interest in my community?
A: There are many ways you can get the word out. Here are a few suggested examples:
• Create/post an Eventbrite page for your event(s) — Eventbrite is a free online event tool where people can sign up in advance to attend your event. This will allow you to have a designated one-stop shop for information (location, times, etc.), as well as a list of RSVPs and emails for follow up after your event! You can even shorten and customize a link to print and publicity materials.
• Promote, promote, promote!—Create a Facebook event and post reminders on social media and use your own communication tools (e-news, bulletin boards, etc.) to encourage attendance at your event. If you add North Carolina Humanities as a co-host of your event on Facebook we can help promote it too!
• Leverage your community partners and influencers in your community. Reach out to them and ask them to participate in the Statewide Read and post about it on social media.
• Submit your event(s) to community calendars/newsletters—post your event information and include links back to your website.
• Great images make a difference. Have someone at your event(s) take high-resolution photos, so you can use them to promote future events. It doesn’t have to be a professional. In most cases a smart phone camera will do just fine.
• Encourage readers to submit/share photos of them reading. They can tag you and the North Carolina Humanities on social media.

**Q: How do I encourage people to share their experience online and in person during the read?**

Here are some ways to promote online conversation:
• Promote the use of our hashtag #NCWatershedMoments on all of your materials and track it/search for it on a regular basis so you can interact with people using it. This is the official hashtag of the North Carolina Humanities’ “Watershed Moments” initiative.
• Designate your community influencers and partners to be your “social media gurus” and to tweet/post about their experience and interact with others throughout the event.
• Follow and interact with us on Twitter (@NCHumanities) and Facebook (/NCHumanities). Make sure you use #NCWatershedMoments

**Q: How do I keep people talking about the book after the events?**

A: The key to keeping people discussing their experience is all about the follow-up. Here is what we suggest:
• Send an email: Using your Eventbrite list or your event(s) sign-up sheet, thank your guests for attending and inform them about any upcoming events.
• Stay active on social media: Share what people said about the book and the event(s), share pictures, etc.
• Keep connected with your community partners: Send them a special thank you.
Q: What can I count on North Carolina Humanities to assist with?
A: We will distribute a press release announcing the selection of all of the participating Statewide Read communities. We will promote all of the events that you tell us about on social media. We will provide a sample press release for you to use. We are also here to provide advice and answer questions as they arise.

Q: What does the North Carolina Humanities’ “Watershed Moments” initiative entail? Who are the sponsoring organizations that made this initiative possible?
A: “Watershed Moments,” is a two-year initiative that explores our varied relationships with the environment culturally and historically, through multiple programs. It also includes the NC tour of the Smithsonian exhibition “Water/Ways,” which is brought to North Carolina by the North Carolina Humanities and sponsored by National Humanities Center, North Carolina Museum of Natural Sciences, North Carolina Sea Grant, NC Water Resources Research Institute and Our State. “Watershed Moments” is part of the national initiative on “Democracy and the Informed Citizen” administered through the Federation of State Humanities Councils and funded by the Andrew W. Mellon Foundation.
The North Carolina Humanities’ two-year, multi-program initiative, “Watershed Moments,” explores our varied relationships with the environment culturally and historically through multiple programs. “Watershed Moments” programs include a Statewide Read of The Water Knife and Dry, an environmental journalism panel, film discussion series, and the statewide tour of the Smithsonian exhibit, Water/Ways. Learn more at www.nchumanities.org

Water/Ways is brought to North Carolina by the North Carolina Humanities and sponsored by NC Museum of Natural Sciences, Our State Magazine, North Carolina Sea Grant, NC Water Resources Research Institute, and the National Humanities Center. “Watershed Moments” is part of the national initiative on “Democracy and the Informed Citizen” administered through the Federation of State Humanities Councils and funded by the Andrew W. Mellon Foundation.
HOW TO GET INVOLVED FURTHER
By participating in our Statewide Read you are already part of the conversation! To get further involved you or your community group can:
• Examine disaster reporting through a curated panel discussion, in Charlotte
  o Location and date at www.nchumanities.org
• Watch and discuss a series of film screenings on environmental issues, in various NC locations
  o Locations and dates at www.nchumanities.org
• Visit our Museum on Main Street program’s tour of the Smithsonian exhibit *Water/Ways*, find local programs and events, read about water stories, and find water resources across the state!

ABOUT MUSEUM ON MAIN STREET
*Water/Ways* is a part of Museum on Main Street, a collaboration between the Smithsonian Institution and state humanities councils nationwide. Support for Museum on Main Street has been provided by the United States Congress. The mission of Museum on Main Street is to provide access to the Smithsonian for small-town America. Museum on Main Street engages small-town audiences and brings attention to underserved rural communities. Museum on Main Street exhibitions, like *Water/Ways*, are designed to be a spring board for local exhibitions and complementary humanities programming. Learn more at: www.museumonmainstreet.org

HELP SUPPORT “WATERSHED MOMENTS” IN NORTH CAROLINA:
Sponsorships support programs and costs associated with hosting the exhibit, public programs, and more. For sponsorship information call 704-687-1520.
## VISIT THE WATER/WAYS EXHIBIT

Visit the exhibit, find local programs and events, read about water stories, and find water resources across the state!

<table>
<thead>
<tr>
<th>Venue Name</th>
<th>Contact</th>
<th>Water/Ways Tour Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Macon County Public Library</td>
<td>149 Siler Farm Road, Franklin, NC 28734 828-524-3600</td>
<td>July 14, 2020 - Aug 24, 2020</td>
</tr>
<tr>
<td>2. Wake Forest Historical Museum</td>
<td>414 N. Main Street, Wake Forest, NC 27587 919-556-2911</td>
<td>Aug 30, 2020 - Oct 10, 2020</td>
</tr>
<tr>
<td>4. Wrightsville Beach Museum</td>
<td>303 West Salisbury Street, Wrightsville Beach, NC 28480 910-256-2569</td>
<td>Dec 4, 2020 - Jan 18, 2021</td>
</tr>
<tr>
<td>5. Alamance Community College</td>
<td>1247 Jimmy Kerr Road, Graham, NC 27253 336-506-4396</td>
<td>Jan 24, 2021 - March 5, 2021</td>
</tr>
</tbody>
</table>

Disclaimer: For hours of operation and event times, please contact the local venue or visit their website accessible through www.nchumanities.org
RESOURCES

Find one-click access to resources and additional information for “Watershed Moments” below:

AUTHORS
Paolo Bacigalupi  Neal Shusterman
www.windupstories.com  www.storyman.com

BOOKS
Statewide Read Book Request Form (Click below to request your copy!)
https://forms.gle/DT2npszjDkUx7zYs7

Dry
https://www.simonandschuster.com/books/Dry/Neal Shusterman/9781481481977

The Water Knife
https://www.penguinrandomhouse.com/books/237233/the-water-knife-by-paolo-bacigalupi/

FUNDING AND PARTNER ORGANIZATIONS
Federation of State Humanities Councils (FSHC)
http://www.statehumanities.org/

National Endowment of Humanities
www.neh.gov

State Library of North Carolina
https://statelibrary.ncdcr.gov/

The Andrew W. Mellon Foundation
https://mellon.org/

MUSEUM ON MAIN STREET
www.museumonmainstreet.org
WATER/WAYS VENUES
Alamance Community College
www.alamancecc.edu

Macon County Public Library
https://fontanalib.org/

North Carolina Estuarium
https://www.visitnc.com/listing/V67c/north-carolina-estuarium

Wake Forest Historical Museum
https://wakeforestmuseum.org/

Wrightsville Beach Museum
https://wbmuseumofhistory.com/

Yancey County Public Library
http://www.amyregionallibrary.org/locations/yancey-county-library/

NATIONAL ENDOWMENT FOR THE HUMANITIES
www.neh.gov

NORTH CAROLINA HUMANITIES
North Carolina Humanities website
www.nchumanities.org

“Watershed Moments” page
http://www.nchumanities.org/content/watershed-moments-our-environmental-stories