



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Overview



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This eight-week module focuses on a “science and society” topic, engaging students in reading compelling informational text about water sustainability, fresh water management, and how to make evidence-based decisions. In Unit 1, students read the article “Water Is Life” by Barbara Kingsolver as well as excerpts from *The Big Thirst* by Charles Fishman to build background knowledge about water sustainability and water management. Students determine main ideas and evidence in diverse media and clarify the issue of why humans need to manage water better. They also trace arguments and evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in the texts and media that they engage with in this unit. In Unit 2, students participate in a robust research project in which they investigate the strategies of better agricultural and industrial water management. This research begins with students reading more excerpts from *The Big Thirst* to scaffold their research skills. Then students conduct internet-based research. To organize their research sources and information, students use a researcher’s notebook. Once they have finished gathering information, students analyze the impact of water management strategies.

To help students grapple with this issue, Unit 2 introduces students to a decision-making process called “Stakeholder Consequences Decision-Making” (see the end of this document for details). This process will help students understand the implications of various choices, and will scaffold their ability to determine, based on evidence and their own values, what they themselves believe can and should happen. Unit 3 marks the transition from research to writing as students plan and draft a position paper, addressing the question: “Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?” Students have several opportunities for feedback and revision during this unit. As a final performance task, students publish and share a visual representation of their position paper. **This task centers on NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6.**

#### Guiding Questions and Big Ideas

- **How can we balance the needs of people and the environment?**
- **How does human activity influence the availability of our water resources?**
- **How should humans manage water resources in a way that is sustainable?**
- *Human activity can affect the availability of useable, fresh water.*
- *Humans use water for many things and manage water in a variety of ways.*
- *Sustainable water management is important in order to ensure that the needs of people and the environment will continue to be met.*
- *Making an evidence-based decision relies on research and an analysis of consequences and stakeholders.*



### Performance Task

This performance task gives students a chance to demonstrate the ideas and evidence of their sustainable water management position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. **This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6.**

### Content Connections

This module is designed to address English Language Arts standards as students read informational texts about water management and sustainability. However, the module intentionally incorporates Science concepts and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

**Big ideas and guiding questions are informed by the Next Generation Science Standards:**

#### **Influence of Engineering, Technology, and Science on Society and the Natural World**

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

#### **The Roles of Water in Earth's Surface Processes**

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (MS-ESS2-4)

#### **Earth and Human Activity**

- Construct an argument supported by evidence for how increases in human population and per-capital consumption of natural resources impact Earth's systems.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text.</li> </ul>
<ul style="list-style-type: none"> <li>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas informational text.</li> <li>I can analyze the development of central ideas in a text.</li> </ul>
<ul style="list-style-type: none"> <li>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the interactions between individuals, events, and ideas in a text.</li> </ul>
<ul style="list-style-type: none"> <li>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).</li> <li>I can analyze the impact of word choice on meaning and tone in an informational text.</li> </ul>
<ul style="list-style-type: none"> <li>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas).</li> </ul>
<ul style="list-style-type: none"> <li>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the argument and specific claims in a text.</li> <li>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence.</li> </ul>
<ul style="list-style-type: none"> <li>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<ul style="list-style-type: none"> <li>I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic.</li> </ul>
<ul style="list-style-type: none"> <li>RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>I can read grade-level informational texts proficiently and independently.</li> <li>I can read above-grade-level texts with scaffolding and support.</li> </ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.               <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence.</li> </ul>
<ul style="list-style-type: none"> <li>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> </ul>	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience.</li> </ul>
<ul style="list-style-type: none"> <li>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> </ul>	<ul style="list-style-type: none"> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.</li> </ul>
<ul style="list-style-type: none"> <li>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> </ul>	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question.</li> <li>I can use several sources in my research.</li> <li>I can generate additional questions for further research.</li> </ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li></ul>	<ul style="list-style-type: none"><li>I can gather relevant information from a variety of sources.</li><li>I can use search terms effectively.</li><li>I can evaluate the credibility and accuracy of each source.</li><li>I can quote or paraphrase others' work while avoiding plagiarism.</li><li>I can use a standard format for citation.</li></ul>
<ul style="list-style-type: none"><li>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none"><li>a. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can select evidence from literary or informational texts to support analysis, reflection, and research.</li></ul>
<ul style="list-style-type: none"><li>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li></ul>	<ul style="list-style-type: none"><li>I can adjust my writing practices for different timeframes, tasks, purposes, and audiences.</li></ul>

CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"><li>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues.</li><li>I can express my own ideas clearly during discussions.</li><li>I can build on others' ideas during discussions.</li></ul>



CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• <b>SL.7.2.</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the main ideas and supporting details presented in different media and formats.</li> <li>• I can explain how ideas presented in different media and formats clarify a topic, text, or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>SL.7.3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can outline a speaker's argument and specific claims.</li> <li>• I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>SL.7.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can present claims and findings with descriptions, facts, details, and examples.</li> <li>• I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>SL.7.5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> </ul>	<ul style="list-style-type: none"> <li>• I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>SL.7.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate.</li> </ul>



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• <b>L.7.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.<ul style="list-style-type: none"><li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li><li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li><li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can use a variety of strategies to determine the meaning of unknown words or phrases.</li></ul>
<ul style="list-style-type: none"><li>• <b>L.7.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li></ul>	<ul style="list-style-type: none"><li>• I can accurately use seventh-grade academic vocabulary to express my ideas.</li><li>• I can use resources to build my vocabulary.</li></ul>





### Central Texts

1. Barbara Kingsolver, "Water Is Life," in *National Geographic* (April 2010), <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>.
2. Charles Fishman, *The Big Thirst: The Secret Life and Turbulent Future of Water* (New York: Free Press, 2012), ISBN: 978-1-4391-0208-4.
3. Daniel C. Edelson, Adam Tarnoff, Kathleen Schwillie, Meridith Bruozas, and Anna Switzer, "Learning to Make Systematic Decisions," in *The Science Teacher* (Vol. 73, Issue 4), 2006.
4. Kathiann M. Kowalski, "Beyond Thirst: The Global Water Crisis". *Faces* Apr 2009, pp. 8-11.
5. CNN, "New York Bottled Water Ban," *Riverkeeper* (video), September 2, 2009. Accessed August 14, 2013, <http://www.riverkeeper.org/campaigns/tapwater/>.
6. Weekly Reader Corporation, "Wringing Dry." *Current Events* Apr 13, 2009: pp. 4+.
7. National Geographic, "Why Care about Water?" *National Geographic* (video), n.d. Accessed August 14, 2013. <http://video.nationalgeographic.com/video/environment/freshwater/env-freshwater-whycare/>.
8. The Lavin Agency, "Charles Fishman: Why College Students Should Start Paying Attention to Water," YouTube (video), February 25, 2013. Accessed August 14, 2013. [http://www.youtube.com/watch?v=XM7SO\\_Qi3B4](http://www.youtube.com/watch?v=XM7SO_Qi3B4).
9. The Lavin Agency, "Charles Fishman: The Water Crisis Isn't Global. It's Local" YouTube (video), May 15, 2013. Accessed August 14, 2013. <http://www.youtube.com/watch?v=lZxVyIiPDsA>.
10. Landmark Media Inc., "The Future of Water," YouTube (video), December 5, 2008. Accessed August 14, 2013. [http://www.youtube.com/watch?v=-qpbWZRC\\_dw](http://www.youtube.com/watch?v=-qpbWZRC_dw).
11. The Lavin Agency, "Corporations Need to Pay More Attention to Water: Charles Fishman," YouTube (video), February 25, 2013. Accessed August 14, 2013. [http://www.youtube.com/watch?v=8uWzIDMuM\\_U](http://www.youtube.com/watch?v=8uWzIDMuM_U).
12. Various informational texts for an extensive research project.



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: Building Background Knowledge: Management and Sustainability of Water</b>			
<b>Weeks 1–2</b>	<ul style="list-style-type: none"> <li>• Building background knowledge about water sustainability</li> <li>• Read “Water Is Life”</li> <li>• Introduce Domain-Specific Vocabulary anchor chart</li> <li>• Listening for main ideas and supporting details</li> <li>• Start Thinking Log and Reader’s Notes</li> <li>• Begin reading <i>The Big Thirst</i></li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of literary text. (RI.7.1)</li> <li>• I can determine a theme or the central ideas of informational text. (RI.7.2)</li> <li>• I can analyze the development of central ideas in a text. (RI.7.2)</li> <li>• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>• I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4)</li> <li>• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> <li>• I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)</li> <li>• I can explain how ideas presented in different media and formats clarify a topic, text, or issue. (SL.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1: “The Water Crisis Isn’t Global. It’s Local”: Listening for Main Supporting Details (SL.7.2)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 1-2, continued</b>	<ul style="list-style-type: none"> <li>Continue building background knowledge on water sustainability through reading informational texts, including <i>The Big Thirst</i></li> <li>Trace the arguments of several informational texts</li> <li>Listen for arguments in informational videos</li> <li>Introduce Evaluating an Argument anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can identify the argument and specific claims in a text. (RI.7.8)</li> <li>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</li> <li>I can explain how ideas clarify a topic, text, or issue. (SL.7.2)</li> <li>I can outline a speaker's argument and specific claims. (SL.7.3)</li> <li>I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1: We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video (RI.7.8 and SL.7.3)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Research Study: Industrial and Agricultural Water Management</b>			
<b>Weeks 3–6</b>	<ul style="list-style-type: none"> <li>• Compare and contrast authors' use of evidence in several different text pairings</li> <li>• Start research on agricultural and industrial water management including teaching the following skills:               <ul style="list-style-type: none"> <li>– Evaluating the credibility of sources</li> <li>– Generating supporting research questions</li> <li>– Quoting or paraphrasing others' work</li> </ul> </li> <li>• Introduce the researcher's notebook and researcher's roadmap</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>• I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)</li> <li>• I can evaluate the credibility and accuracy of each source. (W.7.8)</li> <li>• I can conduct short research projects to answer a question. (W.7.7)</li> <li>• I can generate additional questions for further research. (W.7.7)</li> <li>• I can gather relevant information from a variety of sources. (W.7.8)</li> <li>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> </ul>	



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 3-6, continued</b>	<ul style="list-style-type: none"> <li>Practice comparing author's use of evidence</li> <li>Continue gathering information on agricultural and industrial water management from <i>The Big Thirst</i></li> <li>Use search terms effectively</li> <li>Conduct internet-based research</li> <li>Use dictionaries to confirm or revise inferred meanings of words.</li> </ul>	<ul style="list-style-type: none"> <li>I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)</li> <li>I can conduct short research projects to answer a question. (W.7.7)</li> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can gather relevant information from a variety of sources. (W.7.8)</li> <li>I can use search terms effectively. (W.7.8)</li> <li>I can evaluate the credibility and accuracy of each source. (W.7.8)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2: Simulated Research Task: Water Management Strategies (RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 3-6, continued</b>	<ul style="list-style-type: none"> <li>• Introduce the decision-making process including Cascading Consequence chart and Stakeholder chart</li> <li>• Weighing the evidence: Fishbowl discussion on possible approaches to better water management</li> <li>• Creating a visual display for a presentation</li> <li>• Formal presentations of claims about whether we should begin addressing agricultural or industrial water management first</li> </ul>	<ul style="list-style-type: none"> <li>• I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> <li>• I can self-select a text based on personal preferences and read it independently. (RI.7.11a)</li> <li>• I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.2a)</li> <li>• I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)</li> <li>• I can present claims and findings with descriptions, facts, details, and examples, using effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)</li> <li>• I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)</li> <li>• I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 2 Assessment: Making a Claim about Water Management (Part 1: SL.7.1, SL.7.1a, SL.7.1e; Part 2: SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9a)</li> </ul>



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<b>Weeks 3-6, continued</b>		<ul style="list-style-type: none"> <li>I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.7.6)</li> </ul>	
<b>Unit 3: Performance Task</b>			
<b>Weeks 7–8</b>	<ul style="list-style-type: none"> <li>Analyze model position paper for argument and structure</li> <li>Plan position paper using Sustainable Water Management Position Paper Planner</li> <li>Introduce Steps to Writing a Position Paper anchor chart</li> <li>Engage in peer feedback to strengthen argument in position papers.</li> <li>Cite sources correctly</li> <li>Draft the position paper</li> </ul>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can identify the argument and specific claims in a text. (RI.7.8)</li> <li>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</li> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can use a standard format for citation. (W.7.8)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	Mid-Unit 3: First Draft of Position Paper (RI.7.1, W.7.1a,b,e, and W.7.4)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<b>Weeks 7-8, continued</b>		<ul style="list-style-type: none"> <li>I can use resources to build my vocabulary. (L.7.6)</li> </ul>	
	<ul style="list-style-type: none"> <li>Create final independent reading product</li> <li>Revise position paper based on teacher feedback</li> <li>Reflect on the steps to writing a position paper</li> <li>Craft visual representation of position paper</li> <li>Publish visual representations and share with class in a Gallery Walk</li> </ul>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b)</li> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> <li>I can use resources to build my vocabulary. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>Final independent reading product (RL.7.11b)</li> <li>End of Unit 3 Assessment: Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c,d, W.7.4, W.7.5, and L.7.6)</li> </ul>





### Preparation and Materials

In advance, read the article about the Stakeholder Consequences Decision-Making (SCDM) process to build your own background knowledge about it. You can download the article “Learning to Make Systematic Decisions” at the following URL:

[http://education.nationalgeographic.com/education/media/learning-make-systematicdecisions/?ar\\_a=1](http://education.nationalgeographic.com/education/media/learning-make-systematicdecisions/?ar_a=1)

This article is not used with students during the module, but it provides some examples of how students have used this process in a science curriculum. Also, note that in this module, students are not using the entire SCDM process; they will be learning only the Cascading Consequences and Stakeholders charts.

### For schools with access to the complete book version of the *The Big Thirst*:

If your school has access to the complete book version of *The Big Thirst*, consider the following possibilities:

- The complete text may be used as an independent reading book for very strong readers. An alternative approach would be to create a “book club” where several strong readers apply themselves to the entire text at once. If you have students who wish to read the entire text, encourage them to start after the class has read the first excerpt (Unit 1, Lesson 6). Consider how you can help them apply the skills they use to read in class when reading other parts of the text that they read independently (e.g. re-reading, focusing on Fishman’s purpose, types of evidence used, etc.).
- Consider asking students to read several additional excerpts from the chapters which are studied in class (Chapters 1, 5 and 7). Of these three, most of the in-class reading comes from Chapters 1 and 5; it may make sense to have students complete the entirety of chapter 1 as a springboard into the rest of the book’s content.
- Consider also having students read Chapter 2, which is a treatment of the scientific particulars of where water comes from, and why.
- Fishman interweaves facts and analysis with anecdotal explanations of his theses. Consider assigning alternative sections in the book which specifically use anecdotes. Reading comprehension increases when facts are presented in a narrative format.
- A specific anecdote which may be put to good use can be located in Chapter 8, “Where Water Is Worshipped, But Gets No Respect” (about water use in India), beginning on page 239. This portion of the chapter describes the walking required to transport water to family homes in the village of Jargali, and is a direct parallel to the central narrative of *Long Walk to Water*, read in Module 1. This chapter may also be of interest as a whole to ELL students or students whose ethnic heritage originates in India or Asia.
- Consider also collaborating with your Science colleagues to identify other excerpts of the texts they might use with students to reinforce key scientific content or concepts.



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# Grade 7: Module 4B: Assessment Overview



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Final Performance Task	<p><b>Visual Representation of Position Paper</b></p> <p>This performance task gives students a chance to demonstrate the ideas and evidence of their sustainable water management position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6.</p>
Mid-Unit 1 Assessment	<p><b>“The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details</b></p> <p>This assessment centers on NYSP12 ELA CCLS SL.7.2. For this assessment, students will analyze the main idea and details in the video “The Water Crisis Isn’t Global. It’s Local,” which features Charles Fishman, the author of The Big Thirst.</p>
End of Unit 1 Assessment	<p><b>We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video</b></p> <p>This assessment has two parts. Students first watch the video “Corporations Need to Pay More Attention to Water: Charles Fishman” to trace and evaluate Fishman’s argument. Then students read the article “Agriculture and Environment: Cotton” to trace and evaluate its argument. This assessment centers on NYSP12 ELA CCLS RI.7.8 and SL.7.3.</p>



Mid-Unit 2 Assessment	<p><b>Simulated Research Task: Water Management Strategies</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d. For this assessment, students will read an excerpt of <i>The Big Thirst</i> before the assessment and the article “Get the Salt Out” during the assessment itself as part of a simulated research task. Then students will answer selected response and short constructed response questions about the two texts and the research process.</p>
End of Unit 2 Assessment	<p><b>Making a Claim about Water Management</b></p> <p>This assessment has two parts. In the first part, students engage in a Fishbowl discussion of the two possible answers to the question: Which category of water management would be a good place to begin to make the way we manage water more sustainable? Part 1 of the assessment centers on NYSP12 ELA CCLS SL.7.1, SL.7.1a, and SL.7.1e. In Part 2, students orally present their position in answer to the same question. The second part of the assessment centers on NYSP12 ELA CCLS SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9.</p>
Mid-Unit 3 Assessment	<p><b>First Draft of Position Paper</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, W.7.1a, b, e, and W.7.4. For this assessment, students will write their best first draft of their position paper in response to the question Which category of water management would be a good place to begin to make the way we manage water more sustainable? In the position paper, students craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument.</p>
End of Unit 3 Assessment	<p><b>Final Draft of Position Paper and Reflection on the Writing Process</b></p> <p>This assessment has two parts. First, students turn in their final revised, edited position paper, which is assessed for NYSP12 ELA CCLS RI.7.1, W.7.1c, d, W.7.4, and L.7.6. In the second part, students reflect on the ways in which the steps of writing their position paper helped improve and strengthen their writing. They do this by responding to questions and using evidence from their own work including the essay planner, feedback forms, first draft, and final draft of their paper. Part 2 focuses on NYSP12 ELA CCLS W.7.5.</p>



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# Grade 7: Module 4B: Performance Task



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### Summary of Task

- This performance task gives students a chance to demonstrate the ideas and evidence of their sustainable water management position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. **This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6.**

### Format

A visual representation of the position paper on large paper or poster board.  
Students will include their claim, reasons, and evidence from their position paper.  
Students will plan their visual representation using a template.  
Final visual presentations will be shared in a Gallery Walk.

### Standards Assessed through This Task

- RI.7.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



#### Student-Friendly Writing Invitation/Task Description

- Your task is to create a visual representation of your argument from your position paper. To do so, you will use your claim and at least three of your key reasons and pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either paper and markers or a computer. You will share your performance task with the rest of the class in a classroom Gallery Walk.

#### Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the task, plan their visual representation, and share their final product.

#### **Your visual representation of the position paper will include:**

- Your claim that you made in your position paper.
- The reasons you used to support your claim.
- Evidence from your position paper that supports your reasons and claim.
- Your visual representation will also include images to support your argument.
- You must organize your visual representation so that it is easy to read and easy to follow your argument.
- You must use domain-specific vocabulary.



#### Options for Students

- Students will create their posters individually. They will primarily base their visual representation on their position paper; however, they may also be looking back at their researcher's notebooks, Cascading Consequences charts, Stakeholder charts, and their Sustainable Water Management Position Paper Planners.
- Students might have a partner to assist as they work on their visual representations, but the final version will be an individual's product.
- Student visual representations might be laid out differently.
- Students may draw their images rather than use existing images.
- Students could participate in a hosted Gallery Walk, where they move around the room in a group and, when they come to their own visual representation, they explain it to other students in their group.

#### Options for Teachers

- Students may share their visual representations with their own class, with other classes in the school, with parents or other adults, or in a community center or public library.
- Students may create a digital visual representation. These could be posted on an internal school Web site or, with parental permission, posted on a publicly accessible Web site.

#### Resources and Links

- <http://search.creativecommons.org/> (a site to search for images with licenses to reuse)

#### Central Text and Informational Texts

- Barbara Kingsolver, "Water Is Life," in *National Geographic* (April 2010), <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>.
- Charles Fishman, *The Big Thirst: The Secret Life and Turbulent Future of Water* (New York: Free Press, 2012), ISBN: 978-1-4391-0208-4.
- Various research sources.

**Note:** Additional informational texts listed in each separate Unit Overview document.





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## Grade 7: Module 4B: Recommended Texts



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The list below includes texts with a range of Lexile® text measures about water conservation. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges:**

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures in Grade 2–3 band level (below 740L)</b>			
<i>Clean Water</i>	Elizabeth Thomas (author)	Informational	630
<i>Making Water Clean</i>	Rebecca Olien (author)	Informational	640
<i>Keeping Water Clean</i>	Courtney Farrell (author)	Informational	720*
<i>Water</i>	Alexandra Fix (author)	Informational	720

\*Lexile based on a conversion from Accelerated Reading level



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures in Grade 4–5 band level (740–925L)</b>			
<i>Water Conservation</i>	Saddleback Educational Publishing (publisher)	Informational	800
<i>Down the Drain: Conserving Water</i>	Anita Ganeri, Chris Oxlade (authors)	Informational	810*
<i>Water Supply</i>	Rebecca Hunter (author)	Informational	860*
<i>The Earth and the Role of Water</i>	Shirley Smith Duke (author)	Informational	900
<b>Lexile text measures within Grade 6–8 band level (925–1185L)</b>			
<i>Clean Water</i>	Beth Geiger (author)	Informational	930
<i>One Well: The Story of Water on Earth</i>	Rochelle Strauss (author)	Informational	960
<i>Clear Choices: The Water You Drink</i>	Matt Higgins (author)	Informational	1010
<i>Not a Drop to Drink: Water for a Thirsty World</i>	Michael Burgan (author)	Informational	1130
<i>Safeguarding Water and Food Supplies</i>	Joe Craig (author)	Informational	1130
<i>Water: Our Precious Resource</i>	Roy A. Gallant (author)	Informational	1150*

\*Lexile based on a conversion from Accelerated Reading level

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Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures above band level (over 1185L)</b>			
<i>Water: The Fate of Our Most Precious Resource</i>	Marq de Villiers (author)	Informational	No LXL‡
<i>Water Under Threat</i>	Larbi Bouguerra (author)	Informational	No LXL‡
<i>Water in the News</i>	Yael Calhoun (author)	Informational	No LXL‡
<i>When the Rivers Run Dry: Water—the Defining Crisis of the Twenty-first Century</i>	Fred Pearce (author)	Informational	NoLXL‡

#### Suggested Web Sites for Research

<http://www.teachersdomain.org/resource/ess05.sci.ess.earthsys.waterdist/>

<http://water.org/>

<http://www.usgs.gov/water/>

<http://antenna.sciencemuseum.org.uk/waterwars/drench/>

<http://www.sophia.org/water-resources-in-the-world-tutorial>

<http://water.epa.gov/>

#### Suggested Articles for Research

Libby Tucker, “**Toxic Water Is Poisoning the People of Bangladesh,**” in *Science World* (Vol. 62, Issue 13), April 17, 2006.

Mary Harvey, “**Crisis in East Africa,**” in *Scholastic News* (Vol. 68, Issue 22), April 23, 2012

Brigitte Aftalo-Calderon, “**A World Thirsty for Clean Water,**” in *Faces* (Vol. 23, Issue 7), March 2007.

“**Running Low,**” in *Weekly Reader News* (Vol. 87, Issue 25), May 5, 2006, 4–5.

Kathiann Kowalski, “**Beyond Thirst,**” in *Faces* (Vol. 25, Issue 7), April 2009, 8–11.

“**Wringing Dry,**” in *Current Events* (Vol. 108, Issue 22), April 13, 2009, 4–5.

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‡Book content may have higher-maturity-level text



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# Grade 7: Module 4B: Unit: 1: Overview



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## Unit 1: Building Background Knowledge: Management and Sustainability of Water

In this first unit, students are introduced to the concept of water sustainability. To build their background knowledge, they will read two informational texts: “Water Is Life” by Barbara Kingsolver and excerpts of *The Big Thirst* by Charles Fishman. Alongside a close reading of these texts, students will also practice their ability to listen for main ideas and details in diverse media. This will prepare them for the mid-unit assessment, in which they analyze the main ideas and details in a new video. In the second half of the unit, students will continue to build their knowledge

of water management and sustainability by shifting their focus to analyzing the argument of informational texts and videos. Students build this skill as they continue to engage with *The Big Thirst*, as well as supplemental informational texts and videos. The end of unit assessment asks them to analyze and evaluate two arguments: one presented in text and the other presented in a video.

### Guiding Questions and Big Ideas

- **What are the ways we manage water?**
- **Why are we running out of freshwater?**
- **How is the sustainability of water my responsibility?**
- *Human activity affects water sustainability.*
- *Freshwater is a critical resource that must be managed carefully.*

### Mid-Unit 1 Assessment

#### **“The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details**

This assessment centers on NYSP12 ELA CCLS SL.7.2. For this assessment, students will analyze the main idea and details in the video “The Water Crisis Isn’t Global. It’s Local,” which features Charles Fishman, the author of *The Big Thirst*.

### End of Unit 1 Assessment

#### **We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video**

This assessment has two parts. Students first watch the video “Corporations Need to Pay More Attention to Water: Charles Fishman” to trace and evaluate Fishman’s argument. Then students read the article “Agriculture and Environment: Cotton” to trace and evaluate its argument. This assessment centers on NYSP12 ELA CCLS RI.7.8 and SL.7.3.



### Content Connections

This module is designed to address English Language Arts standards as students read informational texts about water management and sustainability. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

**Big ideas and guiding questions are informed by the Next Generation Science Standards:**

Influence of Engineering, Technology, and Science on Society and the Natural World

All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment.

**The Roles of Water in Earth's Surface Processes**

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (MS-ESS2-4)

**Earth and Human Activity**

- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources affect Earth's systems.



Central Texts

1. Barbara Kingsolver, "Water Is Life," in *National Geographic* (April 2010), <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>.
2. Charles Fishman, *The Big Thirst: The Secret Life and Turbulent Future of Water* (New York: Free Press, 2012), ISBN: 978-1-4391-0208-4.
3. Weekly Reader Corporation, "Wringing Dry." *Current Events* Apr 13, 2009: pp. 4+.
4. CNN, "New York Bottled Water Ban," *Riverkeeper* (video), September 2, 2009. Accessed August 14, 2013, <http://www.riverkeeper.org/campaigns/tapwater/>.
5. Kathiann M. Kowalski, "Beyond Thirst: The Global Water Crisis". *Faces* Apr 2009, pp. 8-11.
6. National Geographic, "Why Care about Water?" *National Geographic* (video), n.d. Accessed August 14, 2013. <http://video.nationalgeographic.com/video/environment/freshwater/env-freshwater-whycare/>.
7. The Lavin Agency, "Charles Fishman: Why College Students Should Start Paying Attention to Water," YouTube (video), February 25, 2013. Accessed August 14, 2013. [http://www.youtube.com/watch?v=XM7SO\\_Qi3B4](http://www.youtube.com/watch?v=XM7SO_Qi3B4).
8. The Lavin Agency, "Charles Fishman: The Water Crisis Isn't Global. It's Local" YouTube (video), May 15, 2013. Accessed August 14, 2013. <http://www.youtube.com/watch?v=lZxVyIiPDsA>.
9. Landmark Media Inc., "The Future of Water," YouTube (video), December 5, 2008. Accessed August 14, 2013. [http://www.youtube.com/watch?v=-qpbWZRC\\_dw](http://www.youtube.com/watch?v=-qpbWZRC_dw).
10. The Lavin Agency, "Corporations Need to Pay More Attention to Water: Charles Fishman," YouTube (video), February 25, 2013. Accessed August 14, 2013. [http://www.youtube.com/watch?v=8uWzIDMuM\\_U](http://www.youtube.com/watch?v=8uWzIDMuM_U).
11. Various informational texts for an extensive research project.





**This unit is approximately 2 weeks or 10 sessions of instruction.**

Lesson	Lesson Title	Long Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Introducing Module 4: “Water Is Life”	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can determine a theme or the central ideas of informational text. (RI.7.2)</li> <li>I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze photos, videos, and quotes to find a main idea.</li> <li>I can determine central ideas in the reading “Water Is Life.”</li> </ul>	<ul style="list-style-type: none"> <li>Notices and Wonders note-catcher</li> <li>Thinking Log</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> </ul>
<b>Lesson 2</b>	Close Reading: Paragraphs 1–5 of “Water Is Life”	<ul style="list-style-type: none"> <li>I can analyze the development of central ideas in a text. (RI.7.2)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the development of central ideas in “Water Is Life.”</li> <li>I can determine the meaning of figurative language in “Water Is Life.”</li> <li>I can analyze the impact of word choice on meaning in “Water Is Life.”</li> </ul>	<ul style="list-style-type: none"> <li>Reader’s Notes “Water Is Life” Paragraphs 1–5 (from homework)</li> <li>Answers to Paragraphs 1–5 text-dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> <li>Back-to-Back and Face-to-Face protocol</li> </ul>
<b>Lesson 3</b>	Analyzing Text Structure: “Water Is Life” Paragraphs 6–9	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of figurative and technical language in “Water Is Life.”</li> <li>I can analyze how a major section of “Water Is Life” contributes to the development of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs 6–9 text-dependent questions</li> <li>Thinking Log</li> </ul>	



Lesson	Lesson Title	Long Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Analyzing Main Ideas and Details: “Why Care about Water?”	<ul style="list-style-type: none"> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> <li>I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)</li> <li>I can explain how ideas presented in different media and formats clarify a topic, text, or issue. (SL.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how a major section of “Water Is Life” contributes to the development of ideas.</li> <li>I can analyze the main ideas and supporting details in the video “Why Care about Water?”</li> <li>I can articulate how a text and a video clarify my thinking on the issues of water sustainability and water management.</li> </ul>	<ul style="list-style-type: none"> <li>Reader’s Notes “Water Is Life” Paragraphs 10–14 (from homework)</li> <li>Reader’s Notes “Water Is Life” Paragraphs 6–9 (from Lesson 2 homework)</li> <li>Answers to Paragraphs 10–12 text-dependent questions</li> <li>Main Ideas and Details note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>
<b>Lesson 5</b>	Mid-Unit Assessment: Listening for Main Ideas and Supporting Details	<ul style="list-style-type: none"> <li>I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)</li> <li>I can explain how ideas presented in different media and formats clarify a topic, text, or issue. (SL.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze main ideas and supporting details in video clips featuring Charles Fishman.</li> <li>I can articulate how my thinking has been clarified on the issue of water sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Main Idea and Details note-catcher</li> <li>Mid-Unit 1 Assessment</li> </ul>	
<b>Lesson 6</b>	Analyzing the Central Claim in <i>The Big Thirst</i>	<ul style="list-style-type: none"> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can identify the argument and specific claims in a text. (RI.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the interaction between people and water in <i>The Big Thirst</i>.</li> <li>I can identify a central claim in pages 1–5 of <i>The Big Thirst</i>.</li> </ul>	<ul style="list-style-type: none"> <li><i>The Big Thirst</i> Pages 1–5 Text-Dependent Questions</li> <li>Thinking Log</li> </ul>	
<b>Lesson 7</b>	Evaluating an Argument in <i>The Big Thirst</i>	<ul style="list-style-type: none"> <li>I can identify the argument and specific claims in a text. (RI.7.8)</li> <li>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate an argument’s use of evidence and reasoning in “Beyond Thirst: The Global Water Crisis”.</li> <li>I can identify a main claim on page 9 of <i>The Big Thirst</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Tracing an Argument note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating an Argument</li> </ul>



Lesson	Lesson Title	Long Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Tracing and Evaluating Arguments: “The Future of Water” and <i>The Big Thirst</i>	<ul style="list-style-type: none"> <li>I can outline a speaker’s argument and specific claims. (SL.7.3)</li> <li>I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)</li> <li>I can identify and then evaluate an argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the argument in “The Future of Water” and in pages 12–15 of <i>The Big Thirst</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader’s Notes <i>The Big Thirst</i> Page 9 (from homework)</li> <li>Tracing an Argument note-catcher</li> <li>Text-dependent questions</li> <li>Thinking Log</li> </ul>	
<b>Lesson 9</b>	Clarifying Thinking on Water Management: Revisiting the Gallery Walk	<ul style="list-style-type: none"> <li>I can explain how ideas clarify a topic, text, or issue. (SL.7.2)</li> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the video “The Future of Water” and excerpts from <i>The Big Thirst</i> clarified my thinking on the issue of water sustainability.</li> <li>I can cite several pieces of text-based evidence to find places on a map.</li> <li>I can analyze photos, videos, and quotes to find a main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Log</li> <li>World maps (from homework)</li> <li>Notices and Wonders note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> <li>Quiz-Quiz Trade protocol</li> <li>Gallery Walk protocol</li> </ul>
<b>Lesson 10</b>	End of Unit Assessment: Tracing and Evaluating Arguments	<ul style="list-style-type: none"> <li>I can identify the argument and specific claims in a text. (RI.7.8)</li> <li>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</li> <li>I can outline a speaker’s argument and specific claims. (SL.7.3)</li> <li>I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the argument and specific claims in the text “Agriculture and Environment: Cotton, Environmental Impacts of Production: Water Use”.</li> <li>I can evaluate the argument and specific claims in the text “Agriculture and Environment: Cotton, Environmental Impacts of Production: Water Use”.</li> <li>I can outline the argument and specific claims in the video “Corporations Need to Pay More Attention to Water: Charles Fishman.”</li> <li>I can evaluate the argument and specific claims in the video “Corporations Need to Pay More Attention to Water: Charles Fishman.”</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment</li> </ul>	



Optional: Experts, Fieldwork, and Service

**Experts:**

- Invite experts in water management to come speak to your class about local water issues.
- Invite business people or farmers who have focused on managing their company's or farm's water more efficiently.

**Fieldwork:**

- Arrange for a visit to a local dam or river to investigate water management and water use.

**Service:**

- Students could create brochures, infographics, or other media to raise local awareness of the importance of water sustainability and efficient water management.

Optional: Extensions

- A study of water issues in the local community or state of New York. There are numerous issues related to the growing industry of natural gas extraction by “fracking.”
- A more focused case study on one of the many places mentioned in *The Big Thirst* where water sustainability is an issue. For instance, students could learn more about water management in Perth, Australia; Las Vegas, Nevada; or Saharan Africa.
- A research project focused on water management of the Great Lakes. Since the water is used by both the United States and Canada, this topic would delve into the issue of how water is shared among many people.



## Preparation and Materials

**This unit includes a number of routines that involve stand-alone documents.**

In Lessons 1–9, students frequently read a section of “Water Is Life” or *The Big Thirst* for homework. Once the routine is fully implemented (starting in Lesson 1), students will be completing Reader’s Notes.

### 1. Reader’s Notes

Students will usually read or reread a section of “Water Is Life” or *The Big Thirst* for homework. Along with the reading, they will complete the Reader’s Notes for that section.

The Reader’s Notes are formatted differently depending on the section of text and the purpose for reading. Often, they use the Main Idea and Details note-catcher to support students as they read for gist. Then, there will often be room for vocabulary work and/or text-dependent questions to support students’ understanding of these complex texts.

Set up a place for students to keep their completed Reader’s Notes (such as a folder) so that they can return to them as needed for comprehension.

Consider collecting the Reader’s Notes occasionally to check for completion and informally assess student understanding.

### 2. Thinking Log

Starting in Lesson 1, students also use the Thinking Log frequently to synthesize their understanding of water management and sustainability. It also serves to scaffold the skills required by SL.7.2, especially focusing on explaining “how the ideas clarify a topic, text, or issue under study.”

The Thinking Log has space for each lesson where its use is planned in both Unit 1 and Unit 2 of this module. Both units are included in the same packet so that students have a place to record and reflect on their understanding of water management and sustainability as they continue to read, watch videos, and research about the topic. Be sure to have a place where students can easily store and retrieve their Thinking Logs.

Create one packet for students to use in Units 1 and 2.

- In Lesson 3, collect the Thinking Log to check students’ ability to clarify a topic.
- After that, consider collecting the Thinking Log periodically to check students’ understanding of the issue.



You will find the Reader's Notes in the supporting materials section of each lesson in which they are assigned.

The entire Thinking Log is in the supporting materials of Lesson 1. Prepare the Thinking Log as a packet for each student.

Review these documents before you launch the unit and decide which method of organizing these assignments and checking homework will work best for you and your students. The recommended approach, described below, reduces the amount of paper that students are handling and gives them feedback on homework partway through the routine.

You may need to modify this plan to meet the needs of your students. Your routine should allow you to look closely at student work several days into the homework routine to make sure they are on track.

Your routine also needs to allow students to use these notes in class daily and to keep track of them.



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 1: Lesson 1**

## **Introducing Module 4B: “Water Is Life”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
I can determine a theme or the central ideas of informational text. (RI.7.2)  
I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)

**Supporting Learning Targets**

- I can analyze photos, videos, and quotes to find a main idea.
- I can determine central ideas in the reading “Water Is Life.”

**Ongoing Assessment**

- Notices and Wonders note-catcher
- Thinking Log





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: How Do We Use Water? (8 minutes)</li><li>B. Reviewing Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Gallery Work (10 minutes)</li><li>B. Initial Reading of “Water Is Life” (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Introduction to Reader’s Notes for Paragraphs 1-5 of “Water Is Life” (5 minutes)</li><li>B. Introducing Thinking Log (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread Paragraphs 1-5 and complete the Reader’s Notes for Paragraphs 1-5.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson introduces students to Module 4: “Water Is Life.” Students consider questions about water use and then participate in a modified Gallery Walk to preview and connect the learning that will follow in future lessons.</li><li>• The Gallery Walk protocol has been modified, since its purpose here is to pique interest and curiosity, not to share text-based information. Students carefully and silently study the display of video and images, and then record observations and questions to help build background knowledge, foster community, and spark curiosity. Building background knowledge in this way promotes equity, since it “levels the playing field” for students: No matter what level of knowledge students have about the topic when they walk in, all get to learn before sharing with peers.</li><li>• The success of this lesson depends on building suspense and piquing the students’ interest. Therefore, do not give away too much information about the module, its texts, or its themes until the class has completed the Gallery Walk.</li><li>• Students will revisit the Gallery Walk in Lesson 9, as they think back on what they have learned in Unit 1 and what questions they still have that will inform their research in Unit 2. In Lesson 9, students will again use their Notices and Wonders note-catcher from this lesson; be sure they have a place to keep the completed chart until then, or consider keeping the note-catchers for the class and returning them during Lesson 9.</li><li>• This lesson ends with a read-aloud of one of the central texts of this module, “Water Is Life” by Barbara Kingsolver. This text is complex and rich with imagery and metaphors. The purpose of the first read-aloud is for students to get the gist of the article and to start thinking more deeply about the central themes of the text, sustainability and water management. Students then reread Paragraphs 1–5 for homework, which will allow you to monitor their initial comprehension of that section of the text.</li><li>• A teacher guide will accompany each Reader’s Notes in this unit. Look for it in the supporting materials immediately following the Reader’s Notes.</li><li>• Students will continue to work with this text throughout many lessons in Unit 1 and again in Unit 2.</li><li>• In class, students informally hear vocabulary words during the read-aloud. As a part of their homework (Reader’s Notes), they focus on specific words from Paragraphs 1–5. In future lessons, students will use a variety of strategies, both in class and as homework, to process new vocabulary, including a Domain-Specific Vocabulary anchor chart, which is introduced in Lesson 2.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• During read-alouds, read slowly, fluently, and without interruption or explanation while students look at the text and actively read. This promotes fluency and comprehension for students, since they are hearing and reading the text as a whole.</li><li>• This lesson focuses on SL.7.2 and RI.7.2 and gives students an opportunity to interact with different media and text to find main ideas, central ideas, and details. SL.7.2 is a new standard and will be emphasized throughout Unit 1. Students will become familiar with the Main Ideas and Details note-catcher, which they will use when watching and listening to sources, by using the same structure to track the gist of “Water Is Life” in their Reader’s Notes.</li><li>• This lesson also introduces the Thinking Log, which is used throughout Units 1 and 2 as a way for students to track and reflect on their understanding of the issues of water sustainability and water management. This Thinking Log helps students track their learning and serves as a scaffold to SL.7.2—how new information has helped them clarify the issues.</li><li>• In advance: Prepare the Gallery Walk items for display around the room (on chart paper or taped to the wall). Some items are images, and some are quotes.</li><li>• When you set up for the Gallery Walk, post or place the items around the room in a way that will allow students to move freely and comfortably from one to the next.</li><li>• Item 1 is a short video, which students can watch on a computer in the classroom. Cue up the Web page before class starts so that students can click “play” as they get to the station. Choose whether students will use headphones or listen at the station in small groups, quietly so that it will not disrupt others.</li><li>• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• Review the Gallery Walk protocol (see Appendix)</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
main idea, detail, analyze; aqueous, primordial (Paragraph 1), thrall, runnel, aquifer, irrigate, briny, saline (Paragraph 2), levees, grave (Paragraph 3), arid, evaporation, blighted, sodden, purchase (Paragraph 4), gale (Paragraph 5)	<ul style="list-style-type: none"><li>• Entry Task: How Do We Use Water? (one per student)</li><li>• Entry Task: How Do We Use Water? (answers, for teacher reference)</li><li>• Notices and Wonders note-catcher (one per student)</li><li>• Suggested Gallery Walk items (for teacher reference; print and post these in advance)</li><li>• “Water Is Life” by Barbara Kingsolver (one per student)</li><li>• Reader’s Notes “Water Is Life” Paragraphs 1–5 (one per student and one to display)</li><li>• Reader’s Notes “Water Is Life” Paragraphs 1–5, Teacher Guide (for teacher reference)</li><li>• Document camera</li><li>• Thinking Log (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: How Do We Use Water? (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Entry Task: How Do We Use Water?</b> Allow students to answer the questions individually as best they can.</li><li>• Read each question and call on students to give their thoughts on the answers. Give them the answer or confirm their correct answers; refer to Entry Task: How Do We Use Water? (answers, for teacher reference).</li></ul>	<ul style="list-style-type: none"><li>• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</li><li>• Allowing students to discuss with a partner before writing or sharing with the whole class is a low-stress strategy to help students process in a risk-free situation.</li></ul>
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask a student to read the learning targets aloud.</li><li>• Ask students to turn and talk to a partner:<ul style="list-style-type: none"><li>* “Based on the entry task, what do you think might be a main idea of the module?”</li></ul></li><li>• Tell students that today they will participate in a Gallery Walk, during which they will listen to and examine diverse media (images, quotes, video) to better understand what this module will be about.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Gallery Walk (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Notices and Wonders note-catcher</b>. Explain that during the Gallery Walk, students should write anything they observe or that is new or interesting in the Notices column. They also may find some of the information surprising or may have questions that are not answered in the image or quote. They can write these questions in the Wonders column. Tell them that they also should try to figure out what they will learn about in this new module.</li><li>• Review the Gallery Walk protocol with students as needed. Remind students of the norms for moving calmly around the room and moving to those images, quotes, and video where there are fewer classmates. Form small groups of students.</li><li>• Give directions: Students will silently wander to each image, quote, or the video and write down what they notice and what they wonder for about 8 minutes. They may linger at any item and not worry if they get to all of them. Invite students to play the video, which should be already on the class computer screen. Tell them the video runs about 2 minutes, but they do not have to stay for the whole 2 minutes.</li><li>• Ask each small group to bring their Notices and Wonders note-catchers and a pen or pencil and stand by one of the <b>Gallery Walk items</b>.</li><li>• Invite students to begin the Gallery Walk. Circulate to listen in and clarify procedures as needed. If all groups are working smoothly, consider participating in this step and writing your own Notices and Wonders.</li><li>• After 8 minutes, invite students to sit and finish writing their thoughts. Focus them in particular on the space at the bottom of the handout, where they can add to their initial thinking.</li><li>• Refocus students whole group. Starting with Notices, allow students to “popcorn” discuss any of the ideas they have written down.</li><li>• Repeat with Wonders, inviting students to discuss the questions that they have after the Gallery Walk.</li><li>• Ask students to think silently about this question:<ul style="list-style-type: none"><li>* “What might the module be about?”</li></ul></li><li>• Have them turn and talk to their partner and share their idea.</li><li>• Next, cold call students to share initial ideas and thoughts on what the module will be about.</li><li>• Give students specific positive feedback for ways you saw them working well during the Gallery Walk or the discussion. Congratulate them for being willing to ask questions and think about information presented in diverse media; point out that this is something they will do a lot in this module.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Collect students' Notices and Wonders note-catcher (see Teaching Note; students will need these note-catchers again in Lesson 9).</li></ul>	
<p><b>B. Initial Reading of “Water Is Life” (15 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the article “<b>Water Is Life.</b>” Tell students this is an important article that they will spend a lot of time with in this unit. Today, they will hear it read aloud as they read along in their heads. Set a clear purpose: Tell them that their task is to think about ideas in the article that seem important.</li><li>Read aloud all 14 paragraphs of “Water Is Life” as students follow along in their heads.</li><li>After finishing, have students think and then talk with a partner:<ul style="list-style-type: none"><li>* “Based on just this initial read, what are two important ideas from the article?”</li></ul></li><li>Reiterate that they will work with this article across several lessons, and their thinking certainly will deepen and change as they understand the text more fully.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Introduction to Reader's Notes for Paragraphs 1–5 of “Water Is Life” (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that while reading “Water Is Life,” they will use Reader's Notes for homework to write down the main ideas and details in a section of text.</li><li>• Distribute <b>Reader's Notes “Water Is Life” Paragraphs 1–5</b> and display a copy on a <b>document camera</b>. Remind students that they have kept similar Reader's Notes in other modules. Review the structure and purpose of the Reader's Notes. They first will read the paragraphs listed and then write down the main idea of what they read and any supporting details.</li><li>• Ask students to think and discuss with a partner:<ul style="list-style-type: none"><li>* “What is a main idea, and what is a supporting detail?”</li></ul></li><li>• Cold call students to explain their thinking. Listen for them to define <i>main idea</i> as “what the paragraph is mostly about” or “the most important part,” and <i>supporting details</i> as “the smaller ideas that describe the main idea,” “reasons to support the main idea,” and “facts or other information that relate to the main idea and make it stronger.”</li><li>• Point out that there will always be about five vocabulary words that are part of the reading. Sometimes the definitions will be given, but most of the time they will be words students will need to figure out based on context clues. Remind them that they will share their homework the next day in class.</li></ul>	
<p><b>B. Introducing Thinking Log (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Thinking Log</b>. Tell students that this log will contain questions that will be completed each day throughout the unit. The purpose of the log is to help them reflect on and clarify their thinking on the issue of water management based on their learning each day.</li><li>• Read aloud the two questions for Lesson 1 and ask students to answer based on their current thinking. Ask them to put their logs in a place where they can retrieve them easily each day.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread Paragraphs 1–5 of “Water Is Life” and complete the Reader's Notes.</li></ul> <p><i>Note: In Lesson 2, you will use the “definition of sustainability” Gallery Walk items. All other Gallery Walk items can be taken down and stored until Lesson 9.</i></p>	



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# Grade 7: Module 4B: Unit 1: Lesson 1

## Supporting Materials



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**Entry Task:**  
How Do We Use Water?

.....  
**Name:**

.....  
**Date:**

1) How much water does the average person use per day?

- a. 10–20 gallons
- b. 40–50 gallons
- c. 80–100 gallons
- d. 120–140 gallons

2) Circle the approximate amount of water used for each activity (in gallons):

- |                             |     |      |       |       |     |
|-----------------------------|-----|------|-------|-------|-----|
| a. taking a bath            | 1–5 | 5–10 | 10–20 | 20–30 | >30 |
| b. taking a 5-minute shower | 1–5 | 5–10 | 10–20 | 20–30 | >30 |
| c. brushing your teeth      | 1–5 | 5–10 | 10–20 | 20–30 | >30 |
| d. flushing the toilet      | 1–5 | 5–10 | 10–20 | 20–30 | >30 |

3) How much more does bottled water cost than tap water in the United States?

- a. 100 times more
- b. 1,000 times more
- c. 10,000 times more
- d. 100,000 times more

4) How much did a *Tyrannosaurus rex* pee?

- a. 10–20 gallons
- b. 40–50 gallons
- c. 80–100 gallons
- d. 120–140 gallons

**Entry Task:**

How Do We Use Water? (Answers for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- 1) How much water does the average person use per day?
- a. 10–20 gallons
  - b. 40–50 gallons
  - c. 80–100 gallons**
  - d. 120–140 gallons

**The correct answer is c) 80–100 gallons per day, although estimates vary. This includes bathing, showering, teeth brushing, hand/face washing, shaving, dishwashing, washing clothes, toilet flushing, drinking, and outdoor watering.**

Source: <http://ga.water.usgs.gov/edu/qa-home-percapita.html>

- 2) Circle the approximate amount of water used for each activity (in gallons):
- |                             |            |      |       |              |               |
|-----------------------------|------------|------|-------|--------------|---------------|
| a. taking a bath            | 1–5        | 5–10 | 10–20 | 20–30        | <b>&gt;30</b> |
| b. taking a 5-minute shower | 1–5        | 5–10 | 10–20 | <b>20–30</b> | >30           |
| c. brushing your teeth      | <b>1–5</b> | 5–10 | 10–20 | 20–30        | >30           |
| d. flushing the toilet      | <b>1–5</b> | 5–10 | 10–20 | 20–30        | >30           |

- 3) How much more does bottled water cost than tap water in the United States?
- a. 100 times more
  - b. 1,000 times more
  - c. 10,000 times more**
  - d. 100,000 times more

Source: <http://www.midwestmultisportlife.com/2012/08/bottled-water-vs-tap-water.html>

- 4) How much did a *Tyrannosaurus rex* pee?
- a. 10–20 gallons
  - b. 40–50 gallons**
  - c. 80–100 gallons
  - d. 120–140 gallons

Notices and Wonders

Notices	Wonders

**Notices and Wonders**

**My initial thoughts:**

**1. What do you think are some of the ideas that we will explore in this module?**

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**2. Which quiz question or Gallery Walk item made you most curious to learn more? Why?**

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**Suggested Gallery Walk Items**  
(For Teacher Reference)

Items 1–13 are essential. Items 14–26 are included as optional pieces, depending on space and class size.

**Item 1**

CNN video on N.Y. bottled water ban 2009 (2:21)

<http://www.riverkeeper.org/campaigns/tapwater/>

**Item 2**

EPA definition of sustainability (see Lesson 2)

<http://www.epa.gov/sustainability/basicinfo.htm>

**Item 3**

Image of stone-washed blue jeans

[http://www.nytimes.com/2011/11/02/science/earth/levi-strauss-tries-to-minimize-water-use.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2011/11/02/science/earth/levi-strauss-tries-to-minimize-water-use.html?pagewanted=all&_r=0)

**Item 4**

Image “Of the World’s...”

<http://www.pwf.co.im/watershortage.htm>

**Item 5**

Image of woman carrying water

<http://ibnlive.in.com/news/ap-water-shortage-hits-tirumala-again/272254-62-127.html>

**Item 6**

And we only have that one allotment of water—it was delivered here 4.4 billion years ago. No water is being created or destroyed on Earth. So every drop of water that’s here has seen the inside of a cloud, and the inside of a volcano, the inside of a maple leaf, and the inside of a dinosaur kidney, probably many times (Fishman, 17).

**Item 7**

Infographic on agriculture use of water

<http://inhabitat.com/seametrics-infographic-sheds-light-on-how-much-water-is-used-in-farming/infographic-farm-water/>

**Suggested Gallery Walk Items**  
(For Teacher Reference)

**Item 8**

Image of New York State watersheds

<http://www.dec.ny.gov/lands/26561.html>

**Item 9**

How much water did a *Tyrannosaurus rex* drink each day? It may not be known for sure, but scientists have found a spot where a dinosaur paused one day in the Mesozoic era to pee on a sandy patch of ground. The resulting trench, from just a single squat, is at least the size of a modern bathtub, 40 to 50 gallons (Fishman, 17).

**Item 10**

So at least 40 percent of the world either doesn't have good access to water, or has to walk to get it. Forty percent—look to your left and your right, that's four out of ten people (Fishman, 13).

**Item 11**

Even while we take Mother Water for granted, humans understand in our bones that she is the boss. We stake our civilizations on the coasts and mighty rivers. Our deepest dread is the threat of having too little moisture—or too much (Paragraph 3, "Water Is Life" by Barbara Kingsolver).

**Item 12**

It is an ancient, dazzling relic, temporarily quarantined here in my glass, waiting to return to its kind, waiting to move a mountain. It is the gold standard of biological currency, and the good news is that we can conserve it in countless ways ("Water Is Life" by Barbara Kingsolver).

**Item 13**

Cascading Consequences chart

Use sample anchor chart from Unit 2.

**Optional items depending on space and class size:**

**Item 14**

Image of mudflats (Note: Consider putting a caption under this image, "MUDFLAT," as this will be a vocabulary word later in the module.

<http://www.treehugger.com/corporate-responsibility/120-nations-meet-in-attempt-to-avert-global-water-crisis.html>

**Suggested Gallery Walk Items**  
(For Teacher Reference)

**Item 15**

Infographic on global distribution of the world's water

<http://threenineteight.com/2010/04/29/water-infographics/>

**Item 16**

Infographic on the water-rich and water-poor

<http://www.seametrics.com/blog/wp-content/uploads/2012/06/waterrichvswaterpoor.jpg>

**Item 17**

The number of children who die every year just for lack of a daily glass of clean water is equal to the number of elementary school children in Florida. It's like losing every kid in Florida between the ages of five and twelve—every year, year after year (Fishman, 13).

**Item 18**

Water itself isn't becoming more scarce, it's simply disappearing from places where people have become accustomed to finding it—where they have built communities assuming a certain availability of water—and reappearing somewhere else (Fishman, 19).

**Item 19**

Image of graphic “The Price of H<sub>2</sub>O”

[http://www.forbes.com/2008/07/14/california-supply-demand-oped-cx\\_dz\\_0715water.html](http://www.forbes.com/2008/07/14/california-supply-demand-oped-cx_dz_0715water.html)

**Item 20**

Image of people in Delhi around a water tanker

<http://cdnworldissues.edublogs.org/files/2012/05/water-shortage-in-delhi-1tdznv8.jpg>

**Item 21**

Infographic on why you should stop drinking bottled water

<http://visual.ly/why-you-should-stop-drinking-bottled-water>

**Suggested Gallery Walk Items**  
(For Teacher Reference)**Item 22**

Almost every community in the United States has water problems. The good news is, water problems can be solved, and the sooner we start thinking about them, the less expensive those solutions are. The bad news is, water problems can't be solved quickly, and when there's a water crisis, the quick solutions are expensive. Water requires thinking about the future not in sunny, optimistic terms but in frankly realistic terms (Fishman, 80-81).



**Suggested Gallery Walk Items**  
(For Teacher Reference)**Item 23**

If there is one truly arresting sign that our relationship to water is about to shift in fundamental ways ... it comes from Monsanto, the agri-conglomerate, and from Royal Caribbean, the cruise-ship company, it comes from Coca-Cola and Campbell Soup and Intel, from Levi Strauss and IBM, from GE and MGM Resorts. They all have that same tickle of anxiety—in corporate terms—about water security (Fishman, 117).

**Item 24**

It's a funny moment in the world of water—big companies, water-dependent companies, companies with a particular risk or a particular sensitivity are ahead of the rest of us in worrying about water.... It's good because it's a clear signal to the rest of us to start paying attention to water; it's good in the simplest terms of all: When the water crises start to break out more routinely, at least someone will be ready. But it should also make us nervous (Fishman, 141).

**Item 25**

Despite their utter reliability, our water systems are anything but robust. They are durable. But they are rigid, locked into their own assumptions of where the water will come from and where it will be needed (Fishman, 209).

**Item 26**

Beyond population and climate change, the other huge and growing pressure on water supplies is economic development.... Economic development requires rivers full of water, not just because people want more secure and more abundant water as their incomes improve but because modern factories and businesses use such huge volumes of water (Fishman, 16).

**Item 27**

The first is, water can be cleaned, always.... The second point is, you can't use up water (Fishman, 17-18).

**Item 28**

All water problems are local (Fishman, 19).

The problems are local, but the consequences, the damage, and the costs are anything but local. The distance we imagine between ourselves and other people's water problems is just another case of not seeing water, and our relationship to water, clearly (Fishman, 20).

## Water is Life

By Barbara Kingsolver

Published April 2010, *National Geographic* magazine  
<http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>

The amount of moisture on Earth has not changed. The water the dinosaurs drank millions of years ago is the same water that falls as rain today. But will there be enough for a more crowded world?

- 1 We keep an eye out for wonders, my daughter and I, every morning as we walk down our farm lane to meet the school bus. And wherever we find them, they reflect the magic of water: a spider web drooping with dew like a rhinestone necklace. A rain-colored heron rising from the creek bank. One astonishing morning, we had a visitation of frogs. Dozens of them hurtled up from the grass ahead of our feet, launching themselves, white-bellied, in bouncing arcs, as if we'd been caught in a downpour of amphibians. It seemed to mark the dawning of some new *aqueous* age. On another day we met a snapping turtle in his *primordial* olive drab armor. Normally this is a pond-locked creature, but some murky ambition had moved him onto our gravel lane, using the rainy week as a passport from our farm to somewhere else.
- 2 The little, nameless creek tumbling through our hollow holds us in *thrall*. Before we came to southern Appalachia, we lived for years in Arizona, where a permanent *runnel* of that size would merit a nature preserve. In the Grand Canyon State, every license plate reminded us that water changes the face of the land, splitting open rock desert like a peach, leaving mile-deep gashes of infinite hue. Cities there function like space stations, importing every ounce of fresh water from distant rivers or fossil *aquifers*. But such is the human inclination to take water as a birthright that public fountains still may bubble in Arizona's town squares and farmers there raise thirsty crops. Retirees from rainier climes *irrigate* green lawns that impersonate the grasslands they left behind. The truth encroaches on all the fantasies, though, when desert residents wait months between rains, watching cacti tighten their belts and roadrunners skirmish over precious beads from a dripping garden faucet. Water is life. It's the *briny* broth of our origins, the pounding circulatory system of the world, a precarious molecular edge on which we survive. It makes up two-thirds of our bodies, just like the map of the world; our vital fluids are *saline*, like the ocean. The apple doesn't fall far from the tree.

## Water is Life

By Barbara Kingsolver

- 3 Even while we take Mother Water for granted, humans understand in our bones that she is the boss. We stake our civilizations on the coasts and mighty rivers. Our deepest dread is the threat of having too little moisture—or too much. We’ve lately raised the Earth’s average temperature by .74°C (1.3°F), a number that sounds inconsequential. But these words do not: flood, drought, hurricane, rising sea levels, bursting levees. Water is the visible face of climate and, therefore, climate change. Shifting rain patterns flood some regions and dry up others as nature demonstrates a grave physics lesson: Hot air holds more water molecules than cold.
- 4 The results are in plain sight along pummeled coasts from Louisiana to the Philippines as superwarmed air above the ocean brews superstorms, the likes of which we have never known. In arid places the same physics amplify evaporation and drought, visible in the dust-dry farms of the Murray-Darling River Basin in Australia. On top of the Himalaya, glaciers whose meltwater sustains vast populations are dwindling. The snapping turtle I met on my lane may have been looking for higher ground. Last summer brought us a string of floods that left tomatoes blighted on the vine and our farmers needing disaster relief for the third consecutive year. The past decade has brought us more extreme storms than ever before, of the kind that dump many inches in a day, laying down crops and utility poles and great sodden oaks whose roots cannot find purchase in the saturated ground. The word “disaster” seems to mock us. After enough repetitions of shocking weather, we can’t remain indefinitely shocked.
- 5 How can the world shift beneath our feet? All we know is founded on its rhythms: Water will flow from the snowcapped mountains, rain and sun will arrive in their proper seasons. Humans first formed our tongues around language, surely, for the purpose of explaining these constants to our children. What should we tell them now? That “reliable” has been rained out, or died of thirst? When the Earth seems to raise its own voice to the pitch of a gale, have we the ears to listen?

**Water is Life**  
By Barbara Kingsolver

- 6 A world away from my damp hollow, the Bajo Piura Valley is a great bowl of the driest Holocene sands I've ever gotten in my shoes. Stretching from coastal, northwestern Peru into southern Ecuador, the 14,000-square-mile Piura Desert is home to many endemic forms of thorny life. Profiles of this eco-region describe it as dry to drier, and Bajo Piura on its southern edge is what anyone would call driest. Between January and March it might get close to an inch of rain, depending on the whims of El Nino, my driver explained as we bumped over the dry bed of the Rio Piura, "but in some years, nothing at all." For hours we passed through white-crust fields ruined by years of irrigation and then into eye-burning valleys beyond the limits of endurance for anything but sparse stands of the deep-rooted *Prosopis pallida*, arguably nature's most arid-adapted tree. And remarkably, some scattered families of *Homo sapiens*.
- 7 They are economic refugees, looking for land that costs nothing. In Bajo Piura they find it, although living there has other costs, and fragile drylands pay their own price too, as people exacerbate desertification by cutting anything living for firewood. What brought me there, as a journalist, was an innovative reforestation project. Peruvian conservationists, partnered with the NGO Heifer International, were guiding the population into herding goats, which eat the protein-rich pods of the native mesquite and disperse its seeds over the desert. In the shade of a stick shelter, a young mother set her dented pot on a dung-fed fire and showed how she curdles goat's milk into white cheese. But milking goats is hard to work into her schedule when she, and every other woman she knows, must walk about eight hours a day to collect water.
- 8 Their husbands were digging a well nearby. They worked with hand trowels, a plywood form for lining the shaft with concrete, inch by inch, and a sturdy hand-built crank for lowering a man to the bottom and sending up buckets of sand. A dozen hopeful men in stained straw hats stood back to let me inspect their work, which so far had yielded only a mountain of exhumed sand, dry as dust. I looked down that black hole, then turned and climbed the sand mound to hide my unprofessional tears. I could not fathom this kind of perseverance and wondered how long these beleaguered people would last before they'd had enough of their water woes and moved somewhere else.

## Water is Life

By Barbara Kingsolver

- 9 Five years later they are still bringing up dry sand, scratching out their fate as a microcosm of life on this planet. There is nowhere else. Forty percent of the households in sub-Saharan Africa are more than a half hour from the nearest water, and that distance is growing. Australian farmers can't follow the rainfall patterns that have shifted south to fall on the sea. A salmon that runs into a dam when homing in on her natal stream cannot make other plans. Together we dig in, for all we're worth.
- 10 Since childhood I've heard it's possible to look up from the bottom of a well and see stars, even in daylight. Aristotle wrote about this, and so did Charles Dickens. On many a dark night the vision of that round slip of sky with stars has comforted me. Here's the only problem: It's not true. Western civilization was in no great hurry to give up this folklore; astronomers believed it for centuries, but a few of them eventually thought to test it and had their illusions dashed by simple observation.
- 11 Civilization has been similarly slow to give up on our myth of the Earth's infinite generosity. Declining to look for evidence to the contrary, we just knew it was there. We pumped aquifers and diverted rivers, trusting the twin lucky stars of unrestrained human expansion and endless supply. Now water tables plummet in countries harboring half the world's population. Rather grandly, we have overdrawn our accounts.
- 12 In 1968 the ecologist Garrett Hardin wrote a paper called "The Tragedy of the Commons," required reading for biology students ever since. It addresses the problems that can be solved only by "a change in human values or ideas of morality" in situations where rational pursuit of individual self-interest leads to collective ruin. Cattle farmers who share a common pasture, for example, will increase their herds one by one until they destroy the pasture by overgrazing. Agreeing to self-imposed limits instead, unthinkable at first, will become the right thing to do. While our laws imply that morality is fixed, Hardin made the point that "the morality of an act is a function of the state of the system at the time it is performed." Surely it was no sin, once upon a time, to shoot and make pies of passenger pigeons.

**Water is Life**  
By Barbara Kingsolver

- 13 Water is the ultimate commons. Watercourses once seemed as boundless as those pigeons that darkened the sky overhead, and the notion of protecting water was as silly as bottling it. But rules change. Time and again, from New Mexico's antique irrigation codes to the UN Convention on International Watercourses, communities have studied water systems and redefined wise use. Now Ecuador has become the first nation on Earth to put the rights of nature in its constitution so that rivers and forests are not simply property but maintain their own right to flourish. Under these laws a citizen might file suit on behalf of an injured watershed, recognizing that its health is crucial to the common good. Other nations may follow Ecuador's lead. Just as legal systems once reeled to comprehend women or former slaves as fully entitled, law schools in the U.S. are now reforming their curricula with an eye to understanding and acknowledging nature's rights.
- 14 On my desk, a glass of water has caught the afternoon light, and I'm still looking for wonders. Who owns this water? How can I call it mine when its fate is to run through rivers and living bodies, so many already and so many more to come? It is an ancient, dazzling relic, temporarily quarantined here in my glass, waiting to return to its kind, waiting to move a mountain. It is the gold standard of biological currency, and the good news is that we can conserve it in countless ways. Also, unlike petroleum, water will always be with us. Our trust in Earth's infinite generosity was half right, as every raindrop will run to the ocean, and the ocean will rise into the firmament. And half wrong, because we are not important to water. It's the other way around. Our task is to work out reasonable ways to survive inside its boundaries. We'd be wise to fix our sights on some new stars. The gentle nudge of evidence, the guidance of science, and a heart for protecting the commons: These are the tools of a new century. Taking a wide-eyed look at a watery planet is our way of knowing the stakes, the better to know our place.

Barbara Kingsolver/National Geographic Stock

Reader's Notes:  
"Water Is Life" Paragraphs 1-5

.....  
**Name:**

.....  
**Date:**

**Directions:** Use this note-catcher to get the gist of the reading. Remember that the main idea and supporting details are often not just a single sentence of the text; rather, they may involve multiple sentences.

Main idea:	
Supporting detail:	Supporting detail:
Supporting detail:	Supporting detail:
Supporting detail:	Supporting detail:

**Reader's Notes:**  
"Water Is Life" Paragraphs 1-5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

Word	Definition	Context clues: How did you figure out this word?
aqueous (Paragraph 1)		
runnel (Paragraph 2)		
aquifer (Paragraph 2)	A natural well	
saline (Paragraph 2)		
arid (Paragraph 4)		
evaporation (Paragraph 4)		



**Reader's Notes:** "Water Is Life" Paragraphs 1-5,  
Teacher's Guide (For Teacher Reference)

<p>Main idea: <b>People need to start paying attention to how our actions impact water in our world.</b></p>	
<p>Supporting detail: <b>Humans assume that water is a birthright, using it for fountains in Arizona and watering lawns that wouldn't otherwise grow there.</b></p>	<p>Supporting detail: <b>Humans' activity has raised the Earth's temperature that has caused changes to weather.</b></p>
<p>Supporting detail: <b>There are terrible 'superstorms' because the air above the oceans is warmer.</b></p>	<p>Supporting detail: <b>Drought has gotten worse in dry place, like the Murray-Darling river basin in Australia.</b></p>
<p>Supporting detail: <b>Floods happen more often, causing disasters for farmers and other people.</b></p>	<p>Supporting detail:</p>

**Reader's Notes:** "Water Is Life" Paragraphs 1-5,  
Teacher's Guide (For Teacher Reference)

## Vocabulary

Word	Definition	Context clues: How did you figure out this word?
aqueous (Paragraph 1)	Related to water	
runnel (Paragraph 2)	A small stream	
aquifer (Paragraph 2)	A natural well	
saline (Paragraph 2)	Salty	
arid (Paragraph 4)	Dry	
evaporation (Paragraph 4)	The process of liquid turning into gas	

Thinking Log:  
Unit 1

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**Name:**  
.....

**Date:**  
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The Thinking Log is a place for you to track and reflect on your understanding of the sustainability of water and water management. Each entry in your Thinking Log will ask you to explain your current understanding of this issue.

**Lesson 1: “Water Is Life”**

Based on what you know so far, why are we running out of fresh water?

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What are you wondering so far about the issue of running out of fresh water?

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Thinking Log:  
Unit 1

**Lesson 2: “Water Is Life” Paragraphs 1–5**

Based on Paragraphs 1–5 of “Water Is Life,” why is water sustainability an issue?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 1

**Lesson 3: “Water Is Life” Paragraphs 6–9**

Reread what you wrote in Lesson 2. Based on what you read today, how have you expanded your understanding of water sustainability?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 1

**Lesson 3: “Water Is Life” Paragraphs 6–9**

Reread what you wrote in Lesson 2. Based on what you read today, how have you expanded your understanding of water sustainability?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 1

**Lesson 4:** “Water Is Life” Paragraphs 10–14 and “Why Care about Water?”

Reread what you wrote in Lesson 3. Based on what you read and watched today, how have you expanded your understanding of water sustainability?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 1

**Lesson 6:** *The Big Thirst* Pages 1–5

Reread what you wrote in Lesson 4. Based on what you read today, how have you expanded your understanding of water sustainability?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 1

**Lesson 8:** *The Big Thirst* Pages 12–15 and “The Future of Water”

How did today’s video and reading help clarify your thinking about the issue of water sustainability?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 1

**Lesson 9:** *The Big Thirst* Pages 12–15 and “The Future of Water”

In class, you revisited the Gallery Walk from the beginning of the unit. How has revisiting the resources in the Gallery Walk clarified your thinking about the issue of water sustainability and water management?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 2

**Lesson 1:** *The Big Thirst* and “Water Is Life”

Using the analysis you have just completed in this lesson, decide which set of evidence (Fishman or Kingsolver) you think is stronger, and give one reason why.

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Thinking Log:  
Unit 2

**Lesson 5:** *The Big Thirst* Paragraphs 112–116

Based on what you read for homework, how have you expanded your understanding of water sustainability?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 2

**Lesson 6:** *The Big Thirst* Paragraphs 112–116

Based on what you read for homework, how have you expanded your understanding of water sustainability?

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What else are you wondering about water sustainability?

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Thinking Log:  
Unit 2

**Lesson 15:** End of Unit 2 Assessment: Part 1

How did the Fishbowls clarify your thinking about better ways to manage the agriculture and industrial use of water more sustainably?

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EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 1: Lesson 2**

## **Close Reading: Paragraphs 1–5 of “Water Is Life”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the development of central ideas in a text. (RI.7.2)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)

I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4)

**Supporting Learning Targets**

- I can analyze the development of central ideas in “Water Is Life.”
- I can determine the meaning of figurative language in “Water Is Life.”
- I can analyze the impact of word choice on meaning in “Water Is Life.”

**Ongoing Assessment**

- Reader’s Notes “Water Is Life” Paragraphs 1–5 (from homework)
- Answers to Paragraphs 1–5 text-dependent questions





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Defining “Sustainable”: Frayer Model (15 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Introducing Domain-Specific Vocabulary Anchor Chart (5 minutes)</li><li>B. Text-Dependent Questions on Paragraphs 1-5 of “Water Is Life” (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Thinking Log: How Has Your Thinking about Water Management Been Clarified by Reading Paragraphs 1-5? (3 minutes)</li><li>B. Reviewing Learning Targets (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read Paragraphs 6-9 and complete the Reader’s Notes for Paragraphs 6-9 of “Water Is Life”</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students begin to define the key term sustainable through the use of a Frayer model. This vocabulary work is designed to support students as they build a deeper understanding of sustainable water management, the overarching theme of the module. Be sure students hold on to this handout to refer to in future lessons.</li><li>• Students begin to formally focus on key vocabulary through the use of the Domain-Specific Vocabulary anchor chart. The class will add to the chart throughout Units 1 and 2. Sometimes you will define words for students, and sometimes they will need to use context clues to build a working definition of important words.</li><li>• In this lesson, students continue to work with Paragraphs 1–5 of “Water Is Life.” They have already heard the entire article read aloud and have reread the first five paragraphs for homework (focusing on main ideas and details plus vocabulary). The close reading in this lesson guides students through text-dependent questions that focus on the central ideas of the first five paragraphs and the use of figurative language to affect the author’s meaning. Along the way, students add domain-specific words to the anchor chart.</li><li>• The homework focuses on RI.7.2 and also helps scaffold toward the skills necessary for SL.7.2, by having students practice using the same note-catcher that students will use when listening for main ideas and details.</li><li>• In advance: Create and cut out the guiding question strips (one strip per student); create the Domain-Specific Vocabulary anchor chart.</li><li>• Post: Guiding questions, learning targets.</li></ul>



Lesson Vocabulary	Materials
analyze, tone, characteristics, domain-specific vocabulary; sustainable, sustainability, aqueous, primordial (Paragraph 1), thrall, runnel, aquifer, irrigate, briny, saline (Paragraph 2), levees, grave (Paragraph 3), arid, evaporation, blighted, sodden, purchase (Paragraph 4), gale (Paragraph 5)	<ul style="list-style-type: none"><li>• Sustainable: Frayer Model (one per student and one to display)</li><li>• Document camera</li><li>• Sustainable: Frayer Model (for teacher reference)</li><li>• “What Is Sustainability?” quote (one to display)</li><li>• Domain-Specific Vocabulary anchor chart (new; teacher-created)</li><li>• Guiding question strips (one strip per student)</li><li>• Model Domain-Specific Vocabulary anchor chart (for teacher reference)</li><li>• “Water Is Life” by Barbara Kingsolver (from Lesson 1; one per student)</li><li>• Paragraphs 1–5 Text-Dependent Questions (one per student and one to display)</li><li>• Paragraphs 1–5 Close Reading Guide (for teacher reference)</li><li>• Thinking Log (begun in Lesson 1; one per student)</li><li>• Reader’s Notes “Water Is Life” Paragraphs 6–9 (one per student)</li><li>• Reader’s Notes</li><li>• “Water is Life” Paragraphs 6-9, Teacher’s Guide (for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Defining “Sustainable”: Frayer Model (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Sustainable: Frayer Model</b> handout and display it using the <b>document camera</b>. Orient students to each of the four boxes and explain that they will begin to develop a deeper understanding of what <i>sustainable</i> means over the course of the module, and they will use this Frayer model organizer to help them. Refer to <b>Sustainable: Frayer Model (for teacher reference)</b> as you guide students.</li><li>• Focus them on the lower left box, Examples. Ask:<ul style="list-style-type: none"><li>* “What might be done to create a sustainable environment?”</li></ul></li><li>• Let the students know that you will give them a list of examples to include in the Examples box:<ul style="list-style-type: none"><li>– A farmer harvests his corn, but instead of eating it all, he saves some to plant next year.</li><li>– A town gives out free rainwater collection barrels.</li><li>– A state creates tax breaks for businesses that install solar panels on their buildings.</li></ul></li><li>• Next, focus students on the Non-Examples box in the lower right-hand corner. Ask:<ul style="list-style-type: none"><li>* “What might a person do that’s the opposite of sustainable?”</li></ul></li><li>• Give them this list to record:<ul style="list-style-type: none"><li>– In Haiti, people have cut down so many of the trees for firewood that there are not enough trees to hold the soil in place.</li><li>– A country’s government places all of its energy funding into fossil fuels.</li><li>– A family throws all their garbage into one bin without sorting or recycling.</li></ul></li><li>• Draw students’ attention to the Definition box in the upper left-hand corner. Say:<ul style="list-style-type: none"><li>* “Using the examples I just gave you, write the definition of the word <i>sustainable</i> in your own words. Use your knowledge from the Gallery Walk as well.”</li></ul></li><li>• Give students 1 or 2 minutes to complete this.</li><li>• Using the document camera, project the <b>“What Is Sustainability?” quote</b> (one of the Gallery Walk items from Lesson 1). Ask students to read the quote silently and to use context clues to infer the meaning of the word <i>sustainable</i>.</li></ul>	<ul style="list-style-type: none"><li>• Guiding questions provide motivation for student engagement in the topic and give a purpose to reading a text closely.</li><li>• Consider creating a large poster of the “What Is Sustainability” quote to post throughout the module.</li><li>• Consider filling in the Frayer model Examples box ahead of time for students who may need visual or physical modifications.</li><li>• Consider selecting students ahead of time to take on the role of responder to the cold call. Students who need practice in oral response or extended processing time can be told the prompt before class begins and prepare for their participation. This also allows for a public experience of academic success for those who may struggle with on-demand questioning, or for struggling students in general.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask them to turn and talk to a partner:<ul style="list-style-type: none"><li>* “In your own words, what do you think <i>sustainability</i> or <i>sustainable</i> means?”</li></ul></li><li>• Cold call pairs of students to share their ideas.</li><li>• Together, create a class definition of the word <i>sustainability</i>. Listen for students to suggest things like “Having enough of something for the future,” or “Using natural resources in a responsible way.” Write the word and its definition on the <b>Domain-Specific Vocabulary anchor chart</b>. Let students know that you will explain the chart in detail in a few minutes.</li><li>• Again display the Frayer model. Draw the class’s attention to the Characteristics/Explanation box in the upper right-hand corner of the handout. Ask students to turn and talk with their partner:<ul style="list-style-type: none"><li>* “What characteristics or qualities does something that is <i>sustainable</i> have?”</li></ul></li><li>• Cold call several pairs to share. Listen for characteristics like: “thinking about the future,” “not using more of something than is needed so that there is still some in the future,” “keeping the earth healthy,” “using resources wisely and protecting future generations.”</li><li>• On the displayed copy of the Frayer model, write down some of the characteristics students suggested. Ask them to also write these characteristics down on their own copies of the Frayer model.</li><li>• Tell the students that now that they have a completed Frayer model for the word <i>sustainability</i>, they have only one more thing to add: one example of their own, in both the Examples and Non-Examples boxes. Ask students to turn and talk to a partner and discuss:<ul style="list-style-type: none"><li>* “What examples or non-examples of <i>sustainability</i> can you add?”</li></ul></li><li>• Cold call student pairs and record some of the examples. Listen for examples such as: “recycling plastics,” “turning down the thermostat,” “carbon taxes”; and non-examples like: “littering,” “non-local foods,” “leaky faucets,” “watering lawns with sprinklers that are not aimed properly,” “allowing cars to burn huge amounts of fossil fuel,” “dumping pollution into the ocean and rivers.”</li><li>• Tell students that they will be learning more about sustainability in the coming lessons and will need to refer to their Sustainable: Frayer Model handout.</li></ul>	<ul style="list-style-type: none"><li>• Whenever possible, have students who need physical activity take on the active roles of managing and writing on the anchor chart, handing out the materials, or perhaps even making the necessary notes on the teacher reference sheets under the document camera.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Introducing Domain-Specific Vocabulary Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>Formally introduce students to the Domain-Specific Vocabulary anchor chart. Remind students that domain-specific vocabulary includes words that are not necessarily common in everyday conversation. Instead, they would hear these words when talking about specific content, as in science or social studies class. Complex informational text often contains lots of domain-specific vocabulary words. Connect the purpose of the anchor chart to the first word you have placed on it: <i>sustainability</i>.</li><li>Ask students to read silently the vocabulary from their homework, the Reader’s Notes for Paragraphs 1–5.</li><li>Cold call students to share their definitions and how they determined them. Write the answers on the anchor chart and clarify as needed by referring to the <b>Model Domain-Specific Vocabulary anchor chart (for teacher reference)</b>. Tell students that they will continue to use this anchor chart throughout this module.</li></ul>	<ul style="list-style-type: none"><li>Teachers should guide this close reading as much as needed to help students gain the skills necessary to independently read closely when doing research in Unit 2. Close reading of informational texts requires perseverance and teacher support.</li></ul>
<p><b>B. Text-Dependent Questions on Paragraphs 1–5 of “Water Is Life” (20 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to retrieve their copies of “Water Is Life.” Distribute Paragraphs 1–5 Text-Dependent Questions. Use the Paragraphs 1–5 Close Reading Guide (for teacher reference) to help students work through this handout.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Thinking Log: How Has Your Thinking about Water Management Been Clarified by Reading Paragraphs 1–5? (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their <b>Thinking Logs</b>. Read the prompt aloud:<ul style="list-style-type: none"><li>* “Reread what you wrote in Lesson 1. Based on what we did today, how</li></ul></li><li>• Distribute <b>Reader’s Notes “Water Is Life” Paragraphs 6–9</b>. Explain that students may not find the main idea or key supporting details of “Water Is Life” in single sentences in the text. Instead, encourage them to read the entire section first before trying to identify the main ideas and details.</li></ul>	
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can analyze the development of central ideas in ‘Water Is Life.’”</li><li>* “I can determine the meaning of figurative language in ‘Water Is Life.’”</li><li>* “I can analyze the impact of word choice on meaning in ‘Water Is Life.’”</li></ul></li><li>• Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What is figurative language? How might it affect the meaning of a passage?”</li></ul></li><li>• Cold call a few students to share what their partner said. Listen for something like: “language that is not literal but helps build a picture of what the author is writing about.” Clarify if needed.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Read Paragraphs 6–9 and complete the Reader’s Notes “Water Is Life” Paragraphs 6–9.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 1: Lesson 2

## Supporting Materials



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**Sustainable:**  
Frayer Model

.....  
**Name:**

.....  
**Date:**

<b>Definition</b>	<b>Characteristics/Explanation</b>
<div data-bbox="548 1144 1075 1381"><p><b>Sustainable</b></p></div>	
<b>Examples</b>	<b>Non-Examples</b>





**Sustainable:**  
Frayer Model

Definition	Characteristics/Explanation
<p><i>Sustainable</i> means to meet the needs of the present without changing the ability of future generations to meet their own needs.</p> <p>Sustainable water management is using only the freshwater that is needed so that future generations have enough.</p>	<p>Sustainable has the characteristics of:</p> <ul style="list-style-type: none"> <li>• thinking about the future</li> <li>• not using more of something than is needed so that there is still some in the future</li> <li>• keeping the earth healthy</li> <li>• global and local perspective</li> <li>• using resources wisely</li> <li>• evaluating risks</li> <li>• encouraging innovation</li> </ul>
Examples	Non-Examples
<ul style="list-style-type: none"> <li>• A farmer harvests his corn, but instead of eating it all, he saves some to plant next year.</li> <li>• A town gives out free rainwater collection barrels.</li> <li>• A state creates tax breaks for businesses that install solar panels on their buildings.</li> <li>• recycling</li> <li>• composting</li> <li>• reusing items</li> <li>• inventing new technologies</li> <li>• harvesting rainwater</li> </ul>	<ul style="list-style-type: none"> <li>• In Haiti, people have cut down so many of the trees for firewood that there are not enough trees to hold the soil in place.</li> <li>• A country's government places all of its energy funding into fossil fuels.</li> <li>• A family throws all their garbage into one bin without sorting or recycling.</li> <li>• littering</li> <li>• non-local foods</li> <li>• leaky faucets</li> <li>• watering lawns with sprinklers that are not aimed properly</li> <li>• allowing cars and industries to burn huge amounts of fossil fuel</li> </ul>



## What is Sustainability?

**Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic, and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have the water, materials, and resources to protect human health and our environment.**

<http://www.epa.gov/sustainability/basicinfo.htm>



Domain-Specific Vocabulary Anchor Chart

Word	Definition



Guiding Question Strips

How can we balance the needs of people and the environment?

How can we meet basic human needs for water in a *sustainable* system?

How does human activity influence the availability of water resources?

How should humans manage water resources in a way that is equitable and *sustainable*?





Model Domain-Specific Vocabulary Anchor Chart  
(For Teacher Reference)

Word	Definition
sustainability	being aware of and responsible with our natural resources.
aqueous (Paragraph 1)	made of, by, or with water
runnel (Paragraph 2)	a tiny river or stream
aquifer (Paragraph 2)	a water-bearing layer of rock, sand, or gravel capable of absorbing water
saline (Paragraph 2)	consisting of or containing salt
arid (Paragraph 4)	very dry; <i>especially</i> : not having enough rainfall to support agriculture
evaporation (Paragraph 4)	the process of passing off or causing to pass off into vapor from a liquid state



Paragraphs 1-5 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>1. In Paragraph 1, Barbara Kingsolver describes the wonders that she and her daughter experience. Underline in the text the four specific wonders you see.</p> <p>2. In Paragraph 1, Kingsolver uses really powerful descriptive language. For each of the wonders you underlined, what is the picture you see in your head? Describe it.</p> <p>3. Kingsolver compares a “spider web drooping with dew” to a “rhinestone necklace.” How does the simile affect the meaning of the sentence?</p>	



Paragraphs 1-5 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>4. In Paragraph 2, Kingsolver says, “... water changes the face of the land, splitting open rock desert like a peach, leaving mile-deep gashes of infinite hue.” What does “infinite hue” mean?</p> <p>5. What image do you see when Kingsolver describes “mile-deep gashes of infinite hue”?</p> <p>6. What is responsible for “splitting open rock desert like a peach, leaving mile-deep gashes of infinite hue”?</p> <p>7. What famous landmark is Kingsolver describing?</p>	
<p>8. Kingsolver writes in Paragraph 2, “But such is the inclination to take water as a birthright that public fountains still may bubble in Arizona’s town squares and farmers there raise thirsty crops.” What examples does Kingsolver include to show that humans are not using water in a sustainable way?</p>	



Paragraphs 1-5 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>9. In Paragraph 3, Kingsolver writes that “humans understand in our bones that she is the boss.” Who is “she,” and why does Kingsolver say she is the boss?</p> <p>10. Based on her use of the words “Mother Water” and “boss” to describe water, what does Kingsolver see as humans’ relationship to water?</p>	





Paragraphs 1-5 Close-Reading Guide  
(For Teacher Reference)

**Time:** 20 minutes

Questions	Notes
<ol style="list-style-type: none"><li>1. In Paragraph 1, Barbara Kingsolver describes the wonders that she and her daughter experience. Underline in the text the four specific wonders you see.</li><li>2. In Paragraph 1, Kingsolver uses really powerful descriptive language. For each of the wonders you underlined, what is the picture you see in your head? Describe it.</li><li>3. Kingsolver compares a “spider web drooping with dew” to a “rhinestone necklace.” How does the simile affect the meaning of the sentence?</li></ol>	<p>(10 minutes)</p> <p>Explain to students that today they are reading closely to examine how the author uses word choice, specifically the use of figurative words and phrases, to affect the meaning and tone of her writing and to convey the central ideas of the text.</p> <p>Point out that Kingsolver sometimes uses <i>figurative language</i> in this essay and remind them that figurative language is not meant to be taken literally. She also uses <i>technical language</i> that is specifically related to science.</p> <p>Explain that authors often use figurative language to help their readers “see” what they want them to see in vivid or imaginative ways.</p> <p>Tell students that one way to make meaning of text that is filled with metaphors and images is to explore the meaning more deeply. For example, let’s take a look at Paragraph 1.</p> <p>Ask the questions one at a time. For each question, ask students to think individually and then raise their hands when they know the answer. When most of the class has a hand up, cold call several students to share out.</p> <p>Listen for students to say:</p> <ol style="list-style-type: none"><li>1. <i>spider web, heron, frogs, turtle</i></li><li>2. <i>descriptions of the spider web, the heron, the frogs, the turtle</i></li><li>3. <i>It makes an ordinary thing like a spider web seem like a beautiful, precious thing.</i></li></ol>



Paragraphs 1-5 Close-Reading Guide  
(For Teacher Reference)

Questions	Notes
<p>4. In Paragraph 2, Kingsolver says, “... water changes the face of the land, splitting open rock desert like a peach, leaving mile-deep gashes of infinite hue.” What does “infinite hue” mean?</p> <p>5. What image do you see when Kingsolver describes “mile-deep gashes of infinite hue”?</p> <p>6. What is responsible for “splitting open rock desert like a peach, leaving mile-deep gashes of infinite hue”?</p> <p>7. What famous landmark is Kingsolver describing?</p>	<p>(5 minutes)</p> <p>Listen for students to say:</p> <p><i>4. many colors, many shades of the same color</i></p> <p><i>5. a canyon with rocks that are many different shades</i></p> <p><i>6. water, or a river</i></p> <p><i>7. the Grand Canyon. Students may not know this, so consider being prepared with a photograph to show the Grand Canyon.</i></p>
<p>8. Kingsolver writes in Paragraph 2, “But such is the inclination to take water as a birthright that public fountains still may bubble in Arizona’s town squares and farmers there raise thirsty crops.” What examples does Kingsolver include to show that humans are not using water in a sustainable way?</p>	<p>(2 minutes)</p> <p><i>8. using clean water for public fountains, raising crops in the desert that need a lot of water</i></p>



Paragraphs 1-5 Close-Reading Guide  
(For Teacher Reference)

Questions	Notes
<p>9. In Paragraph 3, Kingsolver writes that “humans understand in our bones that she is the boss.” Who is “she,” and why does Kingsolver say she is the boss?</p> <p>10. Based on her use of the words “Mother Water” and “boss” to describe water, what does Kingsolver see as humans’ relationship to water?</p>	<p>(3 minutes)</p> <p>9. <i>“She” is Mother Water, or water in general.</i></p> <p>10. <i>a parent who takes care of us, an authority figure, someone who takes control; we need water; humans are obedient to water</i></p>



**Reader's Notes:**  
"Water Is Life" Paragraphs 6-9

.....  
**Name:**  
.....

**Date:**  
.....

**Directions:** Use this note-catcher to get the gist of the reading. Remember that the main idea and supporting details are often not just a single sentence of the text; rather, they may involve multiple sentences.

Main idea:	
Supporting detail:	Supporting detail:
Supporting detail:	Supporting detail:
Supporting detail:	Supporting detail:
Supporting detail:	Supporting detail:



Reader's Notes:  
"Water Is Life" Paragraphs 6-9

Name:

Date:

### Vocabulary

	Definition	Context clues: How did you figure out this word?
endemic (Paragraph 5)		
holocene (Paragraph 6)	a geological time period that began about 12,000 years ago and continues to the present day	
El Niño (Paragraph 6)	a climate pattern in which warm air develops over the Pacific. It can affect weather throughout North and South America, as well as other parts of the world.	
desertification (Paragraph 7)		
exhumed (Paragraph 8)		
beleaguered (Paragraph 8)		



**Reader's Notes:**

"Water Is Life" Paragraphs 6-9  
(For Teacher Reference)

**Directions:** Use this note-catcher to get the gist of the reading. Remember that the main idea and supporting details are often not just a single sentence of the text; rather, they may involve multiple sentences.

<b>Main idea:</b> <b>Bajo Piura is an example of a place that doesn't have enough water.</b>	
<b>Supporting detail: It is a very dry region (arid), getting only a few inches of rain a year.</b>	<b>Supporting detail: People came there because the land was free, but their presence has caused more desertification (because they cut down trees for firewood).</b>
<b>Supporting detail: People who live there have to walk 8 hours a day to collect water.</b>	<b>Supporting detail: People who live there are trying to dig wells for water, but it isn't working.</b>



**Reader's Notes:**  
"Water Is Life" Paragraphs 6-9  
(For Teacher Reference)

**Vocabulary**

<b>Word</b>	<b>Definition</b>	<b>Context clues: How did you figure out this word?</b>
endemic (Paragraph 5)	originating or growing or found especially or only in a certain area	a type of (thorny) life
holocene (Paragraph 6)	a geological time period that began about 12,000 years ago and continues to the present day	a type of sand
El Niño (Paragraph 6)	a climate pattern in which warm air develops over the Pacific. It can affect weather throughout North and South America, as well as other parts of the world.	affects the amount of rainfall
desertification (Paragraph 7)	the process of becoming desert (as from land mismanagement or climate change)	something that happens when people cut down trees, and by looking at the word, I see "desert"
exhumed (Paragraph 8)	removed from a place of burial	what the men are doing with the sand as they remove it to dig for the well—taking it out
beleaguered (Paragraph 8)	harassed; subjected to troublesome forces	used to describe people who are tired after building a well



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 1: Lesson 3**

## **Analyzing Text Structure: “Water Is Life”**

### **Paragraphs**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

**Supporting Learning Targets**

- I can determine the meaning of figurative and technical language in “Water Is Life.”
- I can analyze how a major section of “Water Is Life” contributes to the development of ideas.

**Ongoing Assessment**

- Paragraphs 6–9 text-dependent questions
- Thinking Log



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Text-Dependent Questions on Paragraphs 6-9 of “Water Is Life” (15 minutes)</li><li>B. Analyze Text Structure (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Thinking Log (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread Paragraphs 10-14 of “Water Is Life” and complete the Reader’s Notes for Paragraphs 10-14.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students analyze how different sections of “Water Is Life” contribute to the overall meaning of the text. “Water Is Life,” unlike some informational texts, does not mark sections with headers or breaks. Instead, the text is organized around different ideas; sections are signaled by transitions.</li><li>• The opening of this lesson asks students to make connections between “Water Is Life” and <i>A Long Walk to Water</i>, the central text of Module 1. In Work Time B, students revisit analysis of juxtaposition. If just a few students in your class did not complete Module 1, give them the alternate entry task provided in the supporting materials. If your class did not read <i>A Long Walk to Water</i>, consider using the alternate entry task for all the students.</li><li>• The alternate entry task asks students to look at juxtaposition in photographs to develop an understanding of what juxtaposition is (taught in Module 1). Students need to view two images along with the alternate entry task. The images suggested are used in Module 1, Unit 2, Lesson 4, when students are first introduced to the concept of juxtaposition. Review that lesson in advance, particularly if you did not teach Module 1.</li><li>• If using the alternate entry task, choose two images to print or display from <a href="http://www.dpreview.com/challenges/Entry.aspx?ID=672430&amp;View=Results&amp;Rows=4">http://www.dpreview.com/challenges/Entry.aspx?ID=672430&amp;View=Results&amp;Rows=4</a> (images 2 and 4 are particularly helpful).</li><li>• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• In advance: Decide how you would like to pair students in Work Time B.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
figurative language, technical language; holocene, endemic, El Niño (Paragraph 6), exacerbate, desertification (Paragraph 7), exhumed, beleaguered (Paragraph 8), microcosm, homing in, natal (Paragraph 9)	<ul style="list-style-type: none"><li>• Entry task (one per student)</li><li>• Alternate entry task (optional; see Teaching Note)</li><li>• “Water Is Life” by Barbara Kingsolver (from Lesson 1; one per student)</li><li>• Paragraphs 6–9 Text-Dependent Questions (one per student)</li><li>• Document camera</li><li>• Paragraphs 6–9 Close Reading Guide (for teacher reference)</li><li>• Analyzing Juxtaposition recording form (one per student)</li><li>• Thinking Log (begun in Lesson 1; one per student)</li><li>• Reader’s Notes “Water Is Life” Paragraphs 10–14 (one per student)</li><li>• Reader’s Notes: “Water Is Life” Paragraphs 10–14, Teacher’s Guide (for teacher reference)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Entry Task (10 minutes)</b> (See teaching note regarding <b>alternate entry task</b>)</p> <ul style="list-style-type: none"><li>As students enter, distribute the <b>entry task</b>.<ul style="list-style-type: none"><li>“Think back to <i>A Long Walk to Water</i>, the story of Salva and Nya that you read in Module 1. What connections can you make between <i>A Long Walk to Water</i> and Paragraphs 6–9 of “Water Is Life”?</li></ul></li><li>Give students 3 or 4 minutes to write their responses. Cold call several to share their answers. Listen for: “Nya had to walk many hours each day to get water, and so do the people in Baja Piura,” “In ‘Water Is Life,’ the people of the village are digging a well. In Nya’s village, they dig a well also,” or “In both texts, the girls and women are the ones who walk to collect the water.”</li><li>Read the learning targets aloud:<ul style="list-style-type: none"><li>“I can determine the meaning of figurative and technical language in ‘Water Is Life.’”</li><li>“I can analyze how a major section of ‘Water Is Life’ contributes to the development of ideas.”</li></ul></li><li>Ask students to turn and talk with a partner about what a “major section” of a text might be. Cold call pairs and listen for: “A major section can be a paragraph or several paragraphs of a text.” Clarify if needed. Explain that in this lesson, students will analyze a major section of “Water Is Life”: Paragraphs 6–9.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Text-Dependent Questions on Paragraphs 6-9 of “Water Is Life” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out their “<b>Water Is Life</b>” article. Distribute <b>Paragraphs 6–9 Text-Dependent Questions</b> and display a copy on a <b>document camera</b>. Work through this handout in concert with the <b>Paragraphs 6–9 Close Reading Guide (for teacher reference)</b>.</li> </ul>	
<p><b>B. Analyzing Structure (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that <i>juxtapose</i> means to put things next to each other, especially for the purpose of comparing them and to support the author’s central idea. If the students did Module 1, prompt them to remember how author Linda Sue Park juxtaposes the perspectives of Salva and Nya in <i>A Long Walk to Water</i>. Explain that in this lesson, they will analyze juxtaposition in “Water Is Life” and how this juxtaposition contributes to the overall meaning of the text.</li> <li>Pair students up. Assign each pair to reread either Paragraphs 1–5 or Paragraphs 6–9 of “Water Is Life.”</li> <li>Tell students that as they reread with their partners, they should underline words and phrases that describe what the environment is like. Give a brief example: <ul style="list-style-type: none"> <li>* “In the first paragraph, Kingsolver describes what she and her daughter see in the morning as they walk to the school bus: ‘a spider web drooping with dew.’ That describes something about the setting in that section of the text.”</li> </ul> </li> <li>Invite students to begin. As they work, distribute the <b>Analyzing Juxtaposition</b> recording form. Ask them to write the words that they underlined in the appropriate column.</li> <li>Once pairs have finished the paragraphs they are assigned, form groups of four made up of one pair who focused on Paragraphs 1–5 and another who focused on Paragraphs 6–9.</li> <li>Give directions for these new groups of four: <ol style="list-style-type: none"> <li>The pair that read Paragraphs 1–5 shares the words and phrases that they underlined.</li> <li>The other pair adds these words to their Analyzing Juxtaposition recording form.</li> <li>Pairs switch roles. The pair that read Paragraphs 6–9 shares their words while the other pair adds the words to their recording forms.</li> <li>Everyone in each group should have words and phrases written in both columns.</li> </ol> </li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Prompt groups to work together to answer the questions:<ul style="list-style-type: none"><li>* “What is the setting of the essay like in Paragraph 1?”</li><li>* “What is the setting of the essay like in Paragraph 6?”</li><li>* “Why might Kingsolver juxtapose these settings? How does this help her make the point that water sustainability is important for everyone to care about?”</li></ul></li><li>• When students are finished, refocus them whole group. Cold call groups to share their answers to the three questions. Listen for:<ol style="list-style-type: none"><li>1. “The setting of Paragraph 1 is very wet. Kingsolver uses words like ‘aqueous’ and ‘rainy.’”</li><li>2. “In Paragraph 6, the setting is the Baja Piura desert, which is very dry. Kingsolver uses ‘driest Holocene sands,’ ‘thorny life,’ ‘eye-burning valleys’ and ‘arid-adapted tree.’ Life is not easy there.”</li><li>3. “Kingsolver juxtaposes these to show how important water is. She makes the point that even though we might live where water is plentiful, there are many people who live in places where water is scarce, so water sustainability is important for everyone to care about.”</li></ol></li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Thinking Log(5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their <b>Thinking Log</b>. Read the prompt aloud:<ul style="list-style-type: none"><li>* “Reread what you wrote in Lesson 2. Based on what you read today, how have you expanded your understanding of water sustainability? What else are you wondering about water sustainability?”</li></ul></li><li>• When students are finished, collect their Thinking Logs to informally assess. Emphasize to students that their thinking will continue to grow and change as they learn more about the topic.</li></ul>	<ul style="list-style-type: none"><li>• Checking in with learning targets helps students self-assess their learning.</li></ul>
<p><b>B. Distribute Homework and Review Learning Targets ( 5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Reader’s Notes “Water Is Life” Paragraphs 10–14</b>. Preview the homework, pointing out that students will continue working with this text and similar learning targets.</li><li>• Read the first learning target aloud:<ul style="list-style-type: none"><li>* “I can determine the meaning of figurative and technical language in ‘Water Is Life.’”</li></ul></li><li>• Ask students to give a thumbs-up if they think they have mastered that learning target or a thumbs-down if they still need to work on it.</li><li>• Repeat with the second learning target:<ul style="list-style-type: none"><li>* “I can analyze how a major section of ‘Water Is Life’ contributes to the development of ideas.”</li></ul></li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread Paragraphs 10–14 of “Water Is Life” and complete the Reader’s Notes for Paragraphs 10–14.</li></ul> <p><i>Note: Review the Thinking Logs for students’ ability to explain how new information has added to their understanding of the issue of water sustainability. This is the scaffolding to support the development of students’ ability to clarify their thinking about an issue (SL.7.2). Be prepared to return these to students in Lesson 4.</i></p> <p><i>In Lessons 4 and 5, the class will watch short videos. Make sure you have a projector and speakers ready.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 1: Lesson 3

## Supporting Materials



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Entry Task

.....  
**Name:**

.....  
**Date:**

Think back to *A Long Walk to Water*, the story of Salva and Nya that you read in Module 1. What connections can you make between *A Long Walk to Water* and Paragraphs 6–9 of “Water Is Life”?

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Alternate Entry Task

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**Name:**

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**Date:**

Look at the two pictures. They use **juxtaposition**. Juxtaposition means “to put things next to each other, especially for the purpose of comparing them.” Choose one of the images and identify what two things the photographer is comparing. What point might the photographer be trying to make by comparing those two things?

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Paragraphs 6-9 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>In Paragraph 6, Kingsolver writes, “For hours we passed through white-crustured fields ruined by years of irrigation and then into eye-burning valleys beyond the limits of endurance for anything but sparse stands of the deep-rooted <i>Prosopis pallida</i>, arguably nature’s most arid-adapted tree. And remarkably, some scattered families of <i>Homo sapiens</i>.”</p> <p>1. What does Kingsolver mean by “eye-burning valleys”?</p> <p>2. What does it mean that the tree <i>Prosopis pallida</i> is “arid-adapted”?</p> <p>3. What are <i>Homo sapiens</i>? Why might Kingsolver use this term?</p>	



Paragraphs 6-9 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
4. Reread the first sentence of Paragraph 7. Why do people live in Baja Piura?	
5. Kingsolver says that the “fragile drylands pay their own price too.” What does she mean by that?	
6. Kingsolver came to the desert to learn about “an innovative reforestation project.” What was the purpose of the project? Why do you think reforestation in a desert is innovative?	
7. Explain what Kingsolver means when she writes, “I climbed....” Why do you think Kingsolver had tears in her eyes? What experiences has she shared in earlier parts of the text that might make her feel sad for the people living in the desert?	



Paragraphs 6-9 Text-Dependent Questions  
(For Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>In Paragraph 6, Kingsolver writes, “For hours we passed through white-crusted fields ruined by years of irrigation and then into eye-burning valleys beyond the limits of endurance for anything but sparse stands of the deep-rooted <i>Prosopis pallida</i>, arguably nature’s most arid-adapted tree. And remarkably, some scattered families of <i>Homo sapiens</i>.”</p> <p>1. What does Kingsolver mean by “eye-burning valleys”?</p> <p>2. What does it mean that the tree <i>Prosopis pallida</i> is “arid-adapted”?</p>	<p>(10 minutes)</p> <p>Say to students: * “Please read in your heads while I read along with you aloud.”</p> <p>Read Paragraphs 6–9 without pausing for questions. When you are finished, pause.</p> <p>Point out that Kingsolver sometimes uses <i>figurative language</i> in this essay and remind students that figurative language is not meant to be taken literally. She also uses <i>technical language</i> that is specifically related to science.</p> <p>Ask the questions one at a time. For each question, ask students to think individually and then raise their hands when they know the answer. When most of the class has a hand up, cold call several students to share out.</p> <p>Listen for:</p> <p>1. “<i>The land was white and the sun was bright, so it was hard to look at. This is figurative language—the valleys don’t literally burn eyes.</i>”</p> <p>2. “<i>The tree is able to live in a very dry place. This is technical language—Prosopis pallida is the scientific name of a specific tree.</i>”</p>



Paragraphs 6-9 Text-Dependent Questions  
(For Teacher Reference)

Questions	Notes
3. What are <i>Homo sapiens</i> ? Why might Kingsolver use this term?	3. “ <i>Homo sapiens are people. Kingsolver might have used this term because it is scientific, just like calling the trees Prosopis pallida instead of by their common name. It makes it clear that humans are part of nature too. This is technical language; it is the scientific name for humans.</i> ”



Paragraphs 6-9 Text-Dependent Questions  
(For Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>4. Reread the first sentence of Paragraph 7. Why do people live in Baja Piura?</p> <p>5. Kingsolver says that the “fragile drylands pay their own price too.” What does she mean by that?</p> <p>6. Kingsolver came to the desert to learn about “an innovative reforestation project.” What was the purpose of the project? Why do you think reforestation in a desert is innovative?</p> <p>7. Explain what Kingsolver means when she writes, “I climbed....” Why do you think Kingsolver had tears in her eyes? What experiences has she shared in earlier parts of the text that might make her feel sad for the people living in the desert?</p>	<p>(10 minutes)</p> <ol style="list-style-type: none"><li>1. <i>“People live in Baja Piura because they don’t have to pay much to live there.”</i></li><li>2. <i>“Kingsolver means that the people who live there cut down trees for firewood. That has a negative effect on the land—it makes it even more like a desert.”</i></li><li>3. <i>“Innovative means a new way of thinking. The purpose of the project is to help more tress grow in the desert. It’s innovative because it doesn’t seem like it would be necessary, since not many trees grow in the desert anyway.”</i></li><li>4. <i>“Kingsolver means she was upset that people lived in a place where they had to work so hard to survive. She admires their perseverance. Her tears are unprofessional because she is a journalist, so she is there doing a job to report on the reforestation project.”</i></li></ol> <p>Before moving on to the next part of the lesson, invite students to turn and talk to a partner about the meaning of Paragraphs 6–9 to solidify their understanding.</p>



Analyzing Juxtaposition

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Words and Phrases that Describe the Setting Paragraph 1 of “Water is Life”	Words and Phrases that Describe the Setting Paragraph 6 of “Water Is Life”

1. What is the setting of the essay like in Paragraph 1?
2. What is the setting of the essay like in Paragraph 6?
3. Why might Kingsolver juxtapose these settings? How does this help her make the point that water sustainability is important for everyone to care about?





**Reader's Notes:**  
"Water Is Life" Paragraphs 10-12

.....  
**Name:**  
.....

**Date:**  
.....

**Directions:** Use this note-catcher to get the gist of the reading. Remember that the main idea and supporting details are often not just a single sentence of the text; rather, they may involve multiple sentences.

Main idea:	
Supporting detail:	Supporting detail:
Supporting detail:	Supporting detail:
Supporting detail:	Supporting detail:
Supporting detail:	Supporting detail:



**Reader's Notes:**  
"Water Is Life" Paragraphs 10-12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
self-imposed (Paragraph 12)		
commons (Paragraph 13)		
watershed (Paragraph 13)		
relic (Paragraph 14)	something old that has survived until today	
quarantined (Paragraph 14)		
firmament (Paragraph 14)	the sky or the heavens	

Reader's Notes: "Water Is Life" Paragraphs 10-12  
(for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Use this note-catcher to get the gist of the reading. Remember that the main idea and supporting details are often not just a single sentence of the text; rather, they may involve multiple sentences.

Main idea: <b>People need to change how they think about and use water.</b>	
Supporting detail: <b>Humans have treated water like it will always be available to us.</b>	Supporting detail: <b>Humans need to think of the Tragedy of the Commons, where an ecologist pointed out that if farmers using a common pasture each increased their cattle herd by one cow, then there wouldn't be enough pasture left to feed any of them.</b>
Supporting detail: <b>Water is also a common resource, so we need to protect it.</b>	Supporting detail: <b>Ecuador has put the rights of nature into its constitution.</b>
Supporting detail: <b>Water will always exist on Earth, unlike gas or oil.</b>	Supporting detail: <b>Humans have to live within the limits of water.</b>
Supporting detail: <b>Humans need to look at water differently.</b>	Supporting detail:



**Reader's Notes:** "Water Is Life" Paragraphs 10-12  
(for Teacher Reference)

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
self-imposed (Paragraph 12)	Something you require of yourself (and not someone else making you do something)	
commons (Paragraph 13)	A resource that everyone shares	
watershed (Paragraph 13)	The area where the water in a river or lake comes from	
relic (Paragraph 14)	something old that has survived until today	
quarantined (Paragraph 14)	Kept separate	
firmament (Paragraph 14)	the sky or the heavens	



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 1: Lesson 4**

## **Analyzing Main Ideas and Details: Why Care about Water?**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)

I can explain how ideas presented in different media and formats clarify a topic, text, or issue. (SL.7.2)

**Supporting Learning Targets**

- I can analyze how a major section of “Water Is Life” contributes to the development of ideas.
- I can analyze the main ideas and supporting details in the video “Why Care about Water?”
- I can articulate how a text and a video clarify my thinking on the issues of water sustainability and water management.

**Ongoing Assessment**

- Reader’s Notes “Water Is Life” Paragraphs 10–14 (from homework)
- Reader’s Notes “Water Is Life” Paragraphs 6–9 (from Lesson 2 homework)
- Answers to Paragraphs 10–12 text-dependent questions
- Main Ideas and Details note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Text-Dependent Questions on Paragraphs 10-12 of “Water Is Life”. (20 minutes)</li><li>B. Analyzing Main Ideas and Supporting Details in “Why Care about Water?”(15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Thinking Log(5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread Paragraphs 13 and 14 and complete Paragraphs 13-14 Text-Dependent Questions.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students answer text-dependent questions on Paragraphs 10–12 of “Water Is Life.” The homework assignment on Paragraphs 13 and 14 is a continuation of this close reading, so it is intentionally included on the same handout. Note, however, that the Teacher’s Guide for the homework, is a separate supporting materials following to Close Reading Guide.</li><li>• By now, students are familiar with the structure of Main Ideas and Details note-catcher from the Reader’s Notes. In this lesson, they use is on its own as they watch “Why Care about Water?” to practice the skill of listening for main ideas and supporting details (SL.7.2).</li><li>• In advance: Consider how you would like to pair students for this lesson; set up a projector and speakers to play the video; cue up “Why Care about Water?” (see link in supporting materials); review Paragraphs 10–12 of “Water Is Life.”</li><li>• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
water sustainability, water management; folklore (Paragraph 10), water table (Paragraph 11), relic (Paragraph 14) hydrosphere, myriad, agriculture (video)	<ul style="list-style-type: none"><li>• Domain-Specific Vocabulary anchor chart (begun in Lesson 1)</li><li>• “Water Is Life” by Barbara Kingsolver (from Lesson 1; one per student)</li><li>• Document camera</li><li>• Paragraphs 10–12 Text-Dependent Questions (one per student)</li><li>• Paragraphs 10–12 Close Reading Guide (for teacher reference)</li><li>• Homework: Paragraphs 13–14 Text-Dependent Questions, Teacher’s Guide (for teacher reference)</li><li>• Video: “Why Care about Water”</li><li>• Main Idea and Details note-catcher (one per student)</li><li>• Main Idea and Details note-catcher (for teacher reference)</li><li>• Thinking Log (begun in Lesson 1; one per student)</li></ul>





Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, direct them to sit with a partner. Invite them to compare their definitions from their homework, Reader's Notes "Water Is Life" Paragraphs 10–14, as well as from the previous Reader's Notes homework on Paragraphs 6–9.</li><li>• After 2 minutes, refocus whole class. Ask students to put stars by words that are domain-specific.</li><li>• Cold call pairs to share their domain-specific words and definitions. Add these words to the <b>Domain-Specific Vocabulary anchor chart</b> as students share. Clarify terms as needed.</li><li>• Read the learning targets aloud:<ul style="list-style-type: none"><li>* "I can analyze how a major section of 'Water Is Life' contributes to the development of ideas."</li><li>* "I can analyze the main ideas and supporting details in the video 'Why Care about Water?'"</li><li>* "I can articulate how a text and a video clarify my thinking on the issues of water sustainability and water management."</li></ul></li><li>• Ask:<ul style="list-style-type: none"><li>* "What note-catcher do you think you will use to analyze the main ideas and details in a video?"</li></ul></li><li>• Wait a moment, then cold call a student. Listen for: "the main ideas and details note-catcher that we use as a part of our Reader's Notes for homework."</li></ul>	

Work Time	Meeting Students' Needs
<p><b>A. Text-Dependent Questions on Paragraphs 10-12 of "Water Is Life" (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to retrieve their copy of "Water Is Life." Display (using a document camera) and distribute Paragraphs 10–12 Text-Dependent Questions. Work through this handout in concert with the Paragraphs 10–12 Close Reading Guide (for teacher reference).</li></ul>	<ul style="list-style-type: none"><li>• While students are working in pairs, consider checking in with those who struggle reading complex texts.</li><li>• Paragraph 12 has some challenging concepts, such as "sin" and "moral." Consider providing concrete examples for students who struggle with abstract thinking.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyzing Main Idea and Supporting Details in “Why Care about Water?” (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that you will play a short video from the National Geographic website called “Why Care about Water?” that is about the management and sustainability of water.</li><li>• Distribute <b>Main Idea and Details note-catcher</b>. Let students know that they will watch the video three times. The first time through, they should listen for the main idea.</li><li>• Play the short video: “<b>Why Care about Water</b>” once:</li><li>• Ask students to write down what they think the main idea is on their note-catchers. Cold call one or two to share the main idea. Listen for them to say the main idea is that we need to change the way we use water.</li><li>• Explain that students will watch the video two more times, just as they would reread a text. As they watch again, ask them to write down the details that support the main idea.</li><li>• Play the video a second time.</li><li>• Then give students about 2 minutes to add to their Main Idea and Details note-catcher.</li><li>• Play the video a third time, again giving students a few minutes to add to their notes. Point out that close listening, like close reading, means that you often notice more details and deepen your understanding each time you watch a video like this.</li><li>• After students have finished writing, ask them to form groups of three and compare their work. Encourage them to talk about any discrepancies in their answers and revise their work accordingly.</li><li>• Cold call students to share the supporting details. Refer to <b>Main Idea and Details note-catcher (for teacher reference)</b> for possible responses.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Thinking Log (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their Thinking Logs. Read the prompt aloud:<ul style="list-style-type: none"><li>* “Reread what you wrote in Lesson 3. Based on what you read and watched today, how have you expanded your understanding of water sustainability? What else are you wondering about water sustainability?”</li></ul></li><li>• Point out to students that the homework is a continuation of the work they did in class. Remind them to take their copy of “Water Is Life” home with them to complete it.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread Paragraphs 13 and 14 and complete Paragraphs 13–14 Text-Dependent Questions</li></ul>	



EXPEDITIONARY  
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# Grade 7: Module 4B: Unit 1: Lesson 4

## Supporting Materials



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Domain-Specific Vocabulary Anchor Chart  
(for Teacher Reference)

Word	Definition
sustainability	being aware of and responsible with our natural resources.
aqueous (Paragraph 1)	made of, by, or with water
runnel (Paragraph 2)	a tiny river or stream
aquifer (Paragraph 2)	a water-bearing layer of rock, sand, or gravel capable of absorbing water
saline (Paragraph 2)	consisting of or containing salt
arid (Paragraph 4)	very dry; <i>especially</i> : not having enough rainfall to support agriculture
evaporation (Paragraph 4)	
holocene (Paragraph 6)	the process of passing off or causing to pass off into vapor from a liquid state
El Niño (Paragraph 6)	The current geological era
desertification (Paragraph 7)	A warm ocean current that flows along the equator and affect weather.
watershed (Paragraph 13)	The process of becoming a desert
	The area where water flows into a particular river or body of water



Paragraphs 10-12 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
1. What is the <i>folklore</i> that Kingsolver writes about in Paragraph 10?	
2. What does Kingsolver mean when she says, “Astronomers believed it for centuries, but a few of them eventually thought to test it and had their illusions dashed by simple observation”?	
3. According to Kingsolver, what other myth do people still believe?	
4. A <i>water table</i> is the level of water in the ground in a particular place. Kingsolver writes, “Now water tables plummet in countries harboring more than half the world’s population.” Put that sentence into your own words.	



Paragraphs 10-12 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
5. Passenger pigeons were common birds that are extinct because of overhunting and destruction of habitat. What does Kingsolver mean when she writes, “Surely it was no sin, once upon a time, to shoot and make pies of passenger pigeons”?	
6. Kingsolver writes about “The Tragedy of the Commons,” which claims that some “problems can be solved only by ‘a change in human values or ideas of morality.’” Explain what “human values or ideas of morality” means.	
7. In Paragraph 12, what is Kingsolver comparing the destruction of a cattle pasture to? How does this paragraph expand on the ideas in Paragraphs 10 and 11?	



Paragraphs 10-12 Close Reading Guide  
(for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<b>Homework: Paragraphs 13-14 Text-Dependent Questions</b>	
<p>Complete these text-dependent questions for homework.</p> <p>Reread Paragraph 13.</p> <p>1. What does Kingsolver mean when she writes, “Watercourses once seemed as boundless as those pigeons that darkened the sky overhead”?</p> <p>2. What was Ecuador the first country to do?</p>	





Paragraphs 10-12 Close Reading Guide  
(for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>Reread Paragraph 14.</p> <p>3. How does that relate to the ideas in Paragraph 12?</p> <p>4. A <i>relic</i> is something that has survived from another time. What is the “ancient, dazzling relic” in this paragraph?</p> <p>5. According to Kingsolver, what do humans need to do?</p>	



Paragraphs 10-12 Close Reading Guide  
(for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
1. What is the <i>folklore</i> that Kingsolver writes about in Paragraph 10?	(5 minutes) Invite students to read along silently while they listen to Paragraph 10 read aloud.  Direct them to work with their partner to answer Questions 1 and 2 on the Paragraphs 10–12 Text-Dependent Questions handout.
2. What does Kingsolver mean when she says, “Astronomers believed it for centuries, but a few of them eventually thought to test it and had their illusions dashed by simple observation”?	Circulate as pairs work. If students are confused, help clarify by saying things like: <ul style="list-style-type: none"><li>* “Another example of folklore is the tale of Johnny Appleseed.”</li><li>* “What are astronomers?”</li><li>* “What are illusions?”</li><li>* “What does it mean to have ‘illusions dashed’?”</li></ul> Once students have answered Questions 1 and 2, refocus them whole class. Cold call pairs to share their answers. Listen for: <ol style="list-style-type: none"><li>1. “<i>The folklore that Kingsolver mentions is the belief that if you are in a well, you can see the stars, no matter what time of day it is.</i>”</li><li>2. “<i>Kingsolver means that scientists believed that you could see stars from the bottom of a well, but when they tested their theory, they found out it was wrong.</i>”</li></ol>



Paragraphs 10-12 Close Reading Guide  
(for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>3. According to Kingsolver, what other myth do people still believe?</p> <p>4. A <i>water table</i> is the level of water in the ground in a particular place. Kingsolver writes, “Now water tables plummet in countries harboring more than half the world’s population.” Put that sentence into your own words.</p>	<p>Repeat the same steps as above, beginning with reading Paragraph 11 aloud.</p> <p>As students work in pairs, circulate. If they are confused, help clarify by asking:</p> <ul style="list-style-type: none"><li>* “What was the myth that Kingsolver focused on in Paragraph 10?”</li><li>* “What does <i>infinite</i> mean? What is <i>generosity</i>?”</li><li>* “Look at the context. What does <i>harboring</i> mean? What does <i>plummet</i> mean?”</li></ul> <p>Once students have answered Questions 3 and 4, refocus them whole class. Cold call pairs to share their answers. Listen for:</p> <p>3. “<i>The other myth is that people believe we will always have access to water.</i>”</p> <p>4. “<i>The level of groundwater has gone down in countries where more than half the people in the world live.</i>”</p>



Paragraphs 10-12 Close Reading Guide  
(for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<p>5. Passenger pigeons were common birds that are extinct because of overhunting and destruction of habitat. What does Kingsolver mean when she writes, “Surely it was no sin, once upon a time, to shoot and make pies of passenger pigeons”?</p> <p>6. Kingsolver writes about “The Tragedy of the Commons,” which claims that some “problems can be solved only by ‘a change in human values or ideas of morality.’” Explain what “human values or ideas of morality” means.</p>	<p>Repeat the same steps for Paragraph 12, Questions 5–7. If students are confused, clarify by saying things like:</p> <ul style="list-style-type: none"> <li>* “What is a ‘sin’?”</li> <li>* “An example of a human value is the belief that honesty is important.”</li> <li>* “An example of morality is the belief that humans should not kill each other.”</li> <li>* “Refer to your homework. What does <i>commons</i> mean?”</li> </ul> <p>Once students have answered Questions 5–7, refocus them whole class. Cold call pairs to share their answers. Listen for:</p> <p>5. “<i>Passenger pigeons were very common, so hunting them for food was acceptable. Now, it seems terrible that people hunted them so much because they are extinct.</i>”</p> <p>6. “<i>Human values or ideas of morality are some of the ways humans make decisions about how to behave and what is right and wrong.</i>”</p> <p>7. “<i>Kingsolver is comparing the destruction of a cattle pasture to the way humans are using water. It relates to the idea of water sustainability and that people think we can’t run out of water, but we will not have access to water if we overuse it, like the cattle overgrazing in the pasture.</i>”</p>



Paragraphs 10-12 Close Reading Guide  
(for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
7. In Paragraph 12, what is Kingsolver comparing the destruction of a cattle pasture to? How does this paragraph expand on the ideas in Paragraphs 10 and 11?	<p>Once the students have shared their answers, ask them to turn and talk to their partner:</p> <ul style="list-style-type: none"><li>* “How do you think this section of text contributed to the meaning of the essay overall?”</li></ul> <p>Cold call a pair to share their thinking. Listen for them to say: “Kingsolver uses the idea that water is a shared resource as another way to support the idea that we need to change the way we use water in our lives.”</p>



Paragraphs 10-12 Close Reading Guide  
(for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
<b>Homework: Paragraphs 13-14 Text-Dependent Questions</b>	
<p>Complete these text-dependent questions for homework. Reread Paragraph 13.</p> <ol style="list-style-type: none"> <li>1. What does Kingsolver mean when she writes, “Watercourses once seemed as boundless as those pigeons that darkened the sky overhead”?</li> <li>2. What was Ecuador the first country to do?</li> <li>3. How does that relate to the ideas in Paragraph 12?</li> </ol> <p>Reread Paragraph 14.</p> <ol style="list-style-type: none"> <li>4. A <i>relic</i> is something that has survived from another time. What is the “ancient, dazzling relic” in this paragraph?</li> <li>5. According to Kingsolver, what do humans need to do?</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Humans never expected passenger pigeons to become extinct, and humans don’t expect us to run out of water.</i></li> <li>2. <i>Ecuador was the first country to include the rights of nature in its constitution.</i></li> <li>3. <i>Since Ecuador has decided that nature has rights of its own, it is an example of what Kingsolver wrote in paragraph 12, where people need to think about nature differently and put limits on themselves.</i></li> <li>4. <i>The ‘ancient, dazzling relic’ is the water in Kingsolver’s glass.</i></li> <li>5. <i>Humans need to change the way we view and use water.</i></li> </ol>



“Why Care about Water?” Link

<http://video.nationalgeographic.com/video/environment/freshwater/env-freshwater-whycare/>



Main Idea and Details Note-catcher

Name:

Date:

Name of Text/Video: "Why Care about Water?"

Author or Speaker's Name: National Geographic

Main idea:

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:





Main Idea and Details Note-catcher  
(For Teacher Reference)

Name:

Date:

Name of Text/Video: "Why Care about Water?"

Author or Speaker's Name: National Geographic

Main idea:

**We need to change the way we use water.**

Supporting detail:

**Less than 1 percent of all water is available to use for drinking, agriculture, industry, and nature.**

Supporting detail:

**More than 1 billion people don't have access to safe drinking water.**

Supporting detail:

**All of our water resources are connected. Water that runs in the Ganges could end up in the Hudson River.**

Supporting detail:

**It takes twice the global average of water use to sustain the American lifestyle.**

Supporting detail:

**Seventy percent of our water use is for agriculture.**

Supporting detail:

**The Colorado River no longer runs to the sea.**



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 1: Lesson 5**

## **Mid-Unit Assessment: Listening for Main Ideas and Supporting Details**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)

I can explain how ideas presented in different media and formats clarify a topic, text, or issue. (SL.7.2)

Supporting Learning Targets

- I can analyze main ideas and supporting details in video clips featuring Charles Fishman.
- I can articulate how my thinking has been clarified on the issue of water sustainability.

Ongoing Assessment

- Analyzing Main Idea and Details note-catcher
- Mid-Unit 1 Assessment

Agenda

1. Opening
  - A. Entry Task: Introducing Vocabulary (3 minutes)
2. Work Time
  - A. Main Idea and Details in “Why College Students Should Start Paying Attention to Water” (15 minutes)
  - B. Mid-Unit 1 Assessment (22 minutes)
3. Closing and Assessment
  - A. Turn in Mid-Unit Assessment and Preview Homework (3 minutes)
4. Homework
  - A. Respond to the “Water Is Life” writing prompt.

Teaching Notes

- This lesson marks the end of close reading of “Water Is Life” and includes the Mid-Unit 1 Assessment. Students watch a video and analyze its main ideas and details and then show how those ideas clarified their thinking (SL.7.2). Work Time A give them an opportunity to hone their skills before they take the assessment.
- This lesson and the assessment rely on two short videos—both under 2 minutes—that feature author Charles Fishman, whose book students will begin in the Lesson 6. In this way, the lesson and assessment serve as an introduction to the topics and the author of the book.
- To perform well on the assessment, students must understand the words *global* and *crises*, as detailed on the entry task.
- In advance: Project or write on the board the two sentences with the new vocabulary words (see Opening); set up projector and speakers to play video, preview both videos, and cue up both videos.
- Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as [www.safeshare.tv](http://www.safeshare.tv), for actually viewing these links in the classroom.
- Post: Learning targets.



Lesson Vocabulary	Materials
global, crises	<ul style="list-style-type: none"><li>• Analyzing Main Idea and Details note-catcher (one per student)</li><li>• Projector and speakers for playing video clips</li><li>• Video: “Why College Students Should Start Paying Attention to Water”</li><li>• Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details (one per student)</li><li>• Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details (answers, for teacher reference)</li><li>• Video: “The Water Crisis Isn’t Global. It’s Local”</li><li>• “Water Is Life” writing prompt (one per student)</li><li>• Model Response: “Water Is Life” Writing Prompt</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Introducing Vocabulary (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to two sentences written on the board (or projected):             <ul style="list-style-type: none"> <li>* "There is no <i>global</i> water crisis. All water <i>crises</i> are local."</li> </ul> </li> <li>Explain that a crisis is a catastrophic or terrible event or situation.</li> <li>Ask students to turn to a partner and discuss:             <ul style="list-style-type: none"> <li>* "What does the word <i>global</i> mean?"</li> <li>* "What is the difference between <i>crisis</i> and <i>crises</i>?"</li> </ul> </li> <li>Cold call students to share their responses. Listen for them to define <i>global</i> as "worldwide" and <i>crises</i> as "more than one crisis." Clarify as needed.</li> <li>Tell students that these words will appear on their mid-unit assessment today. Write these definitions on the board so they can refer to them.</li> </ul>	<ul style="list-style-type: none"> <li>Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul>
<p><b>B. Reviewing Learning Targets(2 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the learning targets aloud:             <ul style="list-style-type: none"> <li>* "I can analyze main ideas and supporting details in video clips featuring Charles Fishman."</li> <li>* "I can articulate how my thinking has been clarified on the issue of water sustainability."</li> </ul> </li> <li>Remind students that as they learn more details about water usage and sustainability, they are clarifying and refining their understanding of the topic.</li> <li>Explain today's agenda:             <ul style="list-style-type: none"> <li>* "Today, you will watch another short clip about water to practice identifying the main idea and supporting details before you take your mid-unit assessment. The assessment will ask you to combine your skills of analyzing the main idea and details in a video, which you've been practicing, and then explaining how the new information has clarified your understanding of the topic of water sustainability."</li> </ul> </li> <li>Before moving on to Work Time, ask students if they have any questions.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Main Idea and Details in “Why College Students Should Start Paying Attention to Water” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Analyzing Main Idea and Details note-catcher</b> to each student.</li> <li>• Remind them that this is their final practice round with this organizer before it appears on their Mid-Unit 1 Assessment. This practice round is an opportunity for them to work together to make sure they have mastered this skill.</li> <li>• Explain that you will play a short video (only 1 minute and 14 seconds) of an author, Charles Fishman, as he gives a quick talk about water. Tell students that Fishman is the author of the book they will start reading in the next class, <i>The Big Thirst</i>.</li> <li>• Instruct students to take out something to write with and prepare to watch the video. Tell them that, as in the previous lesson, they will watch and listen to the video several times.</li> <li>• Set purpose: On their first viewing, they should listen for the main idea.</li> <li>• Play the <b>video: “Why College Students Should Start Paying Attention to Water”</b> (<a href="http://www.youtube.com/watch?v=XM7S0_Qi3B4">http://www.youtube.com/watch?v=XM7S0_Qi3B4</a>) once.</li> <li>• Ask students to write down what they think the main idea is on their note-catchers.</li> <li>• Tell students you will play the video two more times. On these rounds, ask them write down the details Fishman provides to support his main idea.</li> <li>• Play the video a second time, then pause to give students a few minutes to write.</li> <li>• Play the video a third time. Again, pause so students can take notes.</li> <li>• Direct them to bring their note-catchers, a book or folder to write on, and a pen or pencil as they stand up and find a partner who is not their usual seat partner.</li> <li>• Once students have a partner, ask them to stay standing as they share their main ideas with each other. Give them 30 seconds to do so.</li> <li>• Ask students to raise their hands if their answers were not the same as or similar to their partner’s answer. If any students have their hands raised, call on them to share their main idea so that you can offer clarification.</li> <li>• If no one raises a hand, cold call a student to share the main idea. Listen for: “College students will have to pay attention to water more than they ever have.”</li> </ul>	<ul style="list-style-type: none"> <li>• You may need to partner up with a student or a group of students to guide them and check understanding.</li> <li>• Consider providing transcripts of Charles Fishman’s videos for ELLs or students who struggle with auditory processing.</li> <li>• For English Language Learners, consider providing a vocabulary list of terms from the video that might be unfamiliar for them. Also, consider playing the video one or two more times in order for ELLs to have more chances at auditory comprehension.</li> <li>• If students receive additional accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Instruct students to write this idea down if they haven't already.</li><li>• Then have them turn around and quickly find a new partner who is standing near them.</li><li>• Invite partners to share their supporting details with each other for 2 minutes.</li><li>• Cold call students to share out details. Listen for: "Everything is related to water, from economic growth, to climate change, to whether lakes and rivers are swimmable," "The richer people get, the more water they use and need," and "The current generation is going to have to pay attention to something that previous generations didn't have to think about at all."</li><li>• Ask students to thank their partners, return to their seats, and put all their materials away except for a writing utensil.</li></ul>	
<p><b>B. Mid-Unit 1 Assessment (22 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Mid-Unit 1 Assessment: "The Water Crisis Isn't Global. It's Local": Listening for Main Ideas and Supporting Details.</b></li><li>• Explain that the assessment has four parts. Students should follow the directions for each part.</li><li>• Focus them on Part 1:<ul style="list-style-type: none"><li>* "In Part 1, please respond to the prompt about your current thinking about water sustainability."</li></ul></li><li>• Give students 3 minutes to complete Part 1 of the assessment as you set up <b>the video: "The Water Crisis Isn't Global. It's Local"</b> (<a href="http://www.youtube.com/watch?v=IzXVyIiPDsA">http://www.youtube.com/watch?v=IzXVyIiPDsA</a>).</li><li>• Give directions for Parts 2–4 of the assessment:<ol style="list-style-type: none"><li>1. You will view this short video three times. As you watch the video clip (it is 2 minutes long), fill out Part 2, the graphic organizer, just as we have been practicing.</li><li>2. After you have seen the video three times, you may move on to Parts 3 and 4 of the assessment.</li><li>3. When you are done, please turn in your assessment.</li></ol></li><li>• Play the video up to 1:54 and press stop.</li><li>• Allow students a minute to write before playing it again. Repeat, playing it a total of three times.</li><li>• Allow time for students to move on to Parts 3 and 4.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A.. Turn in Mid-Unit Assessment and Preview Homework (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Collect students' assessments.</li><li>• Preview the homework. Distribute the <b>“Water Is Life” writing prompt</b> and read it aloud to the class:<ul style="list-style-type: none"><li>* “In her article, Kingsolver states that ‘water is life.’ Based on your reading of Kingsolver’s article, as well as the videos you’ve watched, write a paragraph in which you explain what this statement means. In your paragraph, be sure to provide a main idea and three to five supporting details.”</li></ul></li><li>• Address any clarifying questions.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Respond to the “Water Is Life” writing prompt.</li></ul>	





EXPEDITIONARY  
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# Grade 7: Module 4B: Unit 1: Lesson 5

## Supporting Materials



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Analyzing Main Idea and Details Note-catcher

.....  
**Name:**

.....  
**Date:**

**Name of Text/Video: “Why College Students Should Start Paying Attention to Water”**

**Author or Speaker’s Name: Charles Fishman**

**Main idea:**

**Supporting detail:**

**Supporting detail:**

**Supporting detail:**

**Supporting detail:**

**Supporting detail:**

**Supporting detail:**



**Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”:**  
Listening for Main Ideas and Supporting Details

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

**Learning target:** I can analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **(SL.7. 2)**

**Part 1: My Current Thinking**

Do you think that water sustainability is a global issue? Explain your answer.

**Part 2: Informational Video Clip**

**DIRECTIONS:** Watch the video clip and fill out the graphic organizer below.

Name of Video: “The Water Crisis Isn’t Global. It’s Local”

Author or Speaker’s Name: Charles Fishman

Speaker’s main idea:

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:



**Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”:**

Listening for Main Ideas and Supporting Details

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

**Part 3: Multiple Choice**

**Circle the best answer for each question below:**

1. Why does Fishman say that there are a thousand, or ten thousand, local water crises?
  - a. to deny the fact that there is a water problem
  - b. to explain his point that there isn’t one global crisis, but many smaller local ones
  - c. to exaggerate his point that there is a global water crisis
  
2. Why does Fishman give the example of Ontario’s water problem?
  - a. to show that Canada’s water problems are connected to the United States’ water problems
  - b. to give a personal story of a place where he has spent a lot of time
  - c. to illustrate his point that water problems in one community cannot be affected by the actions of other communities
  
3. Why does Fishman think it’s a good thing that we do not need someone with “global powers” to solve our water problems?
  - a. It means that individuals can be empowered to solve problems in their communities.
  - b. It means that we do not actually have any water problems to solve.
  - c. It means that there are other ways to solve the global water crisis.

**Part 4: Clarifying My Thinking**

How did the video you watched today clarify your thinking about water sustainability across the globe?

**Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”:**

Listening for Main Ideas and Supporting Details  
(Answers, For Teacher Reference)

**Learning target:** I can analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7. 2)

**Part 1: My Current Thinking**

Do you think that water sustainability is a global issue? Explain your answer.

**Yes, I think that making water more sustainable is definitely a global issue. Water is something that affects everyone, everywhere. Because the amount of freshwater on the globe never changes—it just goes through its water cycle—water that is now in the United States could end up in Zambia, and vice versa. Therefore, we should care about the water everywhere on earth.**

**Part 2: Informational Video Clip**

**DIRECTIONS:** Watch the video clip and fill out the graphic organizer below.

Name of Video: “The Water Crisis Isn’t Global. It’s Local”

Author or Speaker’s Name: Charles Fishman

Speaker’s main idea:

**What we think about water is wrong. There is no global water crisis.**

Supporting detail: **There are 1,000—or 10,000—water crises.**

Supporting detail: **All water problems are local. They can be solved only where they are happening.**

Supporting detail: **Misbehavior by other people in different areas doesn’t affect water where you live.**

Supporting detail: **Companies like Google, Hershey’s, etc., are paying more attention to water.**

Supporting detail: **Water belongs to the community where the people reside.**

Supporting detail: **We can only solve our own local water problems.**

**Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”:**

Listening for Main Ideas and Supporting Details

(Answers, For Teacher Reference)

**Part 3: Multiple Choice**

**Circle the best answer for each question below:**

4. Why does Fishman say that there are a thousand, or ten thousand, local water crises?
  - a. to deny the fact that there is a water problem
  - b. to explain his point that there isn’t one global crisis, but many smaller local ones**
  - c. to exaggerate his point that there is a global water crisis
5. Why does Fishman give the example of Ontario’s water problem?
  - a. to show that Canada’s water problems are connected to the United States’ water problems
  - b. to give a personal story of a place where he has spent a lot of time
  - c. to illustrate his point that water problems in one community cannot be affected by the actions of other communities**
6. Why does Fishman think it’s a good thing that we do not need someone with “global powers” to solve our water problems?
  - a. It means that individuals can be empowered to solve problems in their communities.**
  - b. It means that we do not actually have any water problems to solve.
  - c. It means that there are other ways to solve the global water crisis.

**Part 4: Clarifying My Thinking**

How did the video you watched today clarify your thinking about water sustainability across the globe?

**I used to think that we needed to solve the whole world’s water problems. Now I realize that we need to act locally, within our own cities, to change our water management. If every local community worked to solve their own individual water crisis, we could solve the problem better than if we try to solve what we think is a “global water crisis.”**



**Homework:**  
“Water Is Life” Writing Prompt

In her article, Kingsolver states that “water is life.”

Based on your reading of Kingsolver’s article, as well as the videos you’ve watched, write a paragraph in which you explain what this statement means.

In your paragraph, be sure to provide a main idea and three to five supporting details.



**Model Response:**  
“Water Is Life” Writing Prompt

In her article, Kingsolver states that “water is life.”

Based on your reading of Kingsolver’s article, as well as the videos you’ve watched, write a paragraph in which you explain what this statement means.

In your paragraph, be sure to provide a main idea and three to five supporting details.

**When Barbara Kingsolver says that “water is life,” what she means is that humans can’t exist without water. In her article, Kingsolver points out that humans believe that they will always have unlimited access to water. For example, people who live in the Arizona desert use water to keep their lawns green. However, as the video “Why Care About Water?” pointed out, less than one percent of water is available to use for drinking, agriculture, industry, and nature. So human access to the water we need is limited. The actions that humans have taken have already led to problems. For instance, according to “Why Care About Water?”, the Colorado River no longer runs to the sea. Without water, humans can’t live. That’s why Kingsolver says that ‘water is life.’**





EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 1: Lesson 6**

## **Analyzing the Central Claim in *The Big Thirst***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) I can identify the argument and specific claims in a text. (RI.7.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can analyze the interaction between people and water in <i>The Big Thirst</i>.</li><li>• I can identify a central claim in pages 1–5 of <i>The Big Thirst</i>.</li></ul>	<ul style="list-style-type: none"><li>• <i>The Big Thirst</i> Pages 1–5 Text-Dependent Questions</li><li>• Thinking Log</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Entry Task: What Do the Words “Claim” and “Evidence” Mean? (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Introducing <i>The Big Thirst</i> (3 minutes)</li><li>Text-Dependent Questions on Page 1-5 of <i>The Big Thirst</i> (30 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Thinking Log (6 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read “Beyond Thirst: The Global Water Crisis” and write the gist on the bottom of the last page.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson introduces the text <i>The Big Thirst</i>, which students will work with across Units 1 and 2. The author, Charles Fishman, is the same person whom students saw in the videos during Lesson 5.</li><li>Students read the first few pages of Fishman’s book closely, using text-dependent questions to guide them. These questions mainly deal with concepts and vocabulary essential to understanding Fishman’s claim.</li><li>In Module 2, students learned about claims and evidence. Today’s lesson will pull on their background knowledge and review what they learned as they prepare for more in-depth analysis of a claim in the next lesson. This lesson includes enough review of the terms <i>claim</i> and <i>evidence</i> to catch up students who did not participate in Module 2.</li><li><i>The Big Thirst</i> contains a large number of words that will be unfamiliar to your students. Assure them that you will help them focus on the vocabulary words that relate to the topic of study: water use and sustainability. They should listen/look for context clues and try to figure out what the words mean as they read, but you will point out the words that are essential for their understanding of the most important parts of the text, both in the discussions you have and the handouts you give them.</li><li>The first three paragraphs of the text contain some interesting background information; however, they also contain some concepts you may wish to avoid in class (they mention the water needed to make “great beer” and a “shower for two”). If you wish to avoid those paragraphs, you can begin reading with Paragraph 4, “Water is both mythic and real.”</li><li>On the text-dependent question handout, Question 5 asks students to identify a central claim in the text. Since Fishman’s argument develops over the course of the book, some of his claims are embedded within the supporting evidence instead of clearly stated at the beginning. In some cases, the claims are not even explicitly stated. To support students in identifying the claims, this lesson focuses their attention on the key paragraphs and lines necessary for them to find the claim. The Reader’s Notes that they complete for homework will help them identify evidence that supports this claim. In Lesson 6, students will pull all this information together as they trace the argument.</li><li>In advance: Review the Fist to Five in Checking for Understanding Techniques (see Appendix).</li><li>Post: Learning targets</li></ul>



Lesson Vocabulary	Materials
claim, evidence; abundant, aquatic, inconspicuous (page 3), insulate (page 4)	<ul style="list-style-type: none"><li>• Entry task (one to display)</li><li>• Scrap paper (one piece per student)</li><li>• <i>The Big Thirst</i> (book; one per student)</li><li>• <i>The Big Thirst</i> Pages 1–5 Text-Dependent Questions (one per student)</li><li>• <i>The Big Thirst</i> Pages 1–5 Close Reading Guide (for teacher reference)</li><li>• “Beyond Thirst: The Global Water Crisis” (one per student)</li></ul>

Opening	Meeting Students’ Needs
<b>A. Entry Task: What Do the Words “Claim” and “Evidence” Mean? (2 minutes)</b> <ul style="list-style-type: none"><li>• Display the <b>entry task</b>. Ask students to write down their best understanding of what the words <i>claim</i> and <i>evidence</i> mean on a <b>scrap piece of paper</b>.</li><li>• As students are writing, collect their homework in order to provide feedback and informally assess.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>
<b>B. Reviewing Learning Targets (4 minutes)</b> <ul style="list-style-type: none"><li>• Read the learning targets out loud or invite a volunteer to do so:<ul style="list-style-type: none"><li>* “I can analyze the interaction between people and water in <i>The Big Thirst</i>.”</li><li>* “I can evaluate a central claim in pages 1–5 of <i>The Big Thirst</i>.”</li></ul></li><li>• Ask students to look back at their entry tasks. Use the Fist to Five protocol to ask how well they can explain what a claim is.</li><li>• Call on a student holding up a five to explain to the class what a claim is. Listen for: “A claim is a statement that a writer or speaker makes that presents an opinion, not necessarily a fact.”</li><li>• Ask students to show you how well they can explain what <i>evidence</i> means using the Fist to Five protocol.</li><li>• Call on a student holding up a five to share with the class. Listen for: “Evidence is the proof or the facts that support the writer’s opinion or claim.”</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Introducing <i>The Big Thirst</i> (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that they watched a short video clip of Charles Fishman, the author of the book <i>The Big Thirst</i>, during their mid-unit assessment.</li><li>• Distribute students' texts, <i>The Big Thirst</i>. Ask them to examine the front cover and table of contents. Ask:<ul style="list-style-type: none"><li>* "What do you notice about the book, and what do you wonder?"</li></ul></li><li>• Cold call a few students to share.</li><li>• Explain that this book is about the general topic of water sustainability around the globe. It goes into more depth with some of the same points that Kingsolver makes in her article.</li><li>• Tell students that you will read excerpts from this text, but not the whole thing. Explain that the book has many advanced vocabulary words, and that you will point out the ones that are the most important for them to understand and add them to the Domain-Specific Vocabulary anchor chart you started earlier in the unit.</li></ul>	<ul style="list-style-type: none"><li>• You may want to assign partners for this activity to encourage students to work with new partners with whom they'll stay focused and engaged.</li><li>• Some students may benefit from being privately prompted before they are called upon in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Text-Dependent Questions on Pages 1-5 of <i>The Big Thirst</i> (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Build up the interest for this text without giving much away: Fishman is a highly regarded author who has been investigating issues of water and water sustainability.</li><li>• Distribute <b><i>The Big Thirst</i> Pages 1–5 Text-Dependent Questions</b> to each student. Lead the class through these questions in concert with <b><i>The Big Thirst</i> Pages 1–5 Close Reading Guide (for teacher reference)</b>.</li></ul>	<ul style="list-style-type: none"><li>• Text-dependent questions keep students engaged in the reading process by giving a purpose to reading a text closely. Consider allowing students who have difficulty with handwriting or have slower processing speed to discuss their answers with a partner.</li><li>• <i>The Big Thirst</i> is complex, often using both first- and third-person voice, parenthetical and hyphenated clauses, and detailed statistics. It will be essential for students to read along with the teacher, and for the teacher to read clearly and with appropriate emotion and expression. Consider practicing reading this text aloud before “performing” it for students. Also, consider making the audio version of the text available to students with emergent literacy, and/or using the audio version in class.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Thinking Log (6 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to open their <b>Thinking Logs</b> and read the prompt for Lesson 6:<ul style="list-style-type: none"><li>* “Reread what you wrote in Lesson 4. Based on what you read today, how have you expanded your understanding of water sustainability?”</li></ul></li><li>• Allow 5 minutes for students to write in their Thinking Logs.</li><li>• Review homework and distribute <b>“Beyond Thirst: The Global Water Crisis”</b> before students exit.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read “Beyond Thirst: The Global Water Crisis” and write the gist of each paragraph in the margin next to it.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 1: Lesson 6

## Supporting Materials



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Entry Task

.....  
**Name:**

.....  
**Date:**

What does the word ***claim*** mean? What does ***evidence*** mean? Write down your best definitions for these two words that show your understanding of them.

**Claim:**

.....

.....

.....

.....

**Evidence:**

.....

.....

.....

.....



*The Big Thirst* Pages 1-5 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
1. What are some of the examples the author gives about how water is important to our lives? Review the section we just read and find at least three. Write them down here.	
2. On page 3, Fishman states, “We’ve spent the last hundred years in a kind of aquatic paradise: Our water has been abundant, safe, and cheap.”  Given that <i>abundant</i> means “in large quantities and easily accessible,” what does Fishman mean when he says that abundant, safe, and cheap water has made the last hundred years an “aquatic paradise”?	
3. Using context clues, determine what <i>inconspicuous</i> means on the bottom of page 3. Write down your definition and how you figured it out.	



*The Big Thirst* Pages 1-5 Text-Dependent Questions

.....  
**Name:**

.....  
**Date:**

Questions	Notes
4. Reread the three paragraphs in the middle of page 3, starting with “Given that water ...” and continuing until “... for almost no cost.” What do you think is the author’s central claim here?	
5. On page 4, Fishman says, “For Americans, flushing the toilet is the main way we use water. We use more water flushing toilets than bathing or cooking or washing our hands, dishes, or our clothes.” Where do you see evidence he gives for this claim? Find at least two examples.	



*The Big Thirst* Pages 1-5 Close Reading Guide  
(For Teacher Reference)

Questions	Notes
1. What are some of the examples the author gives about how water is important to our lives? Review the section we just read and find at least three. Write them down here.	<p>(7 minutes)</p> <p>Say: * “Please read in your heads while I read along with you aloud.”</p> <p>Read page 1 to page 2, stopping after the first full paragraph with the words “indispensable practicality.”</p> <p>After you have read these pages, pause.</p> <p>Tell students that the author is giving some background information about his topic by describing ways that water is used and perceived by people. Explain that he is building up to his central claim.</p> <p>Remind students that a central claim in a text is the overall statement or opinion the author is trying to prove.</p> <p>Continue reading until the middle of page 3, stopping at “requires neurons filled with water.”</p> <p>Direct students to Question 1. Ask them to write down their answer and then raise their hands when they have finished.</p> <p>Question 1 has numerous potential answers. Call on at least four students to try to generate a variety of answers.</p> <p>Listen for: “<i>Water drives our weather and shapes our geography.</i>” “<i>Electricity uses water.</i>” “<i>Computer chips use water.</i>” “<i>We amuse ourselves with water.</i>” “<i>We use water in our expressions and phrases.</i>” “<i>We are made of water.</i>”</p> <p>If students say something unrelated to these ideas, clarify by asking a question such as: * “Where in the text did you see that?”</p>



*The Big Thirst* Pages 1-5 Close Reading Guide  
(For Teacher Reference)

Questions	Notes
<p>2. On page 3, Fishman states, “We’ve spent the last hundred years in a kind of aquatic paradise: Our water has been abundant, safe, and cheap.”</p> <p>Given that <i>abundant</i> means “in large quantities and easily accessible,” what does Fishman mean when he says that abundant, safe, and cheap water has made the last hundred years an “aquatic paradise”?</p> <p>3. Using context clues, determine what <i>inconspicuous</i> means on the bottom of page 3. Write down your definition and how you figured it out.</p>	<p>(10 minutes)</p> <p>Say: * “Please read silently in your heads as I read aloud.”</p> <p>Read from where you stopped on the middle of page 3 to the end of the first full paragraph on page 4, “... to deliver that water.”</p> <p>For this set of questions, invite students to work with their seat partners to discuss and write down their answers.</p> <p>When they are finished, ask them to raise their hands.</p> <p>Cold call different pairs to share out, making sure to refine their definitions if needed.</p> <p>Listen for:</p> <p>2. “a ‘water’ paradise where we haven’t had to think about water use”</p> <p>3. “hidden, invisible, unnoticeable”</p>



*The Big Thirst* Pages 1-5 Close Reading Guide  
(For Teacher Reference)

Questions	Notes
4. Reread the three paragraphs in the middle of page 3, starting with “Given that water ...” and continuing until “... for almost no cost.” What do you think is the author’s central claim here?	<p>(8 minutes)</p> <p>Direct students to Question 4.</p> <p>This question asks about one of the central claims of the text, which you will return to in the next lesson.</p> <p>Ask students to read, think, and discuss with their seat partners, but not to write down the claim just yet.</p> <p>When they are finished discussing, ask them to raise their hands. When most of the class has a hand up, cold call one or two pairs to share out.</p> <p>Listen for: <i>“The central claim is that water seems invisible to us although we rely on it.”</i></p> <p>Instruct students to write down the claim. Explain that you will return to this claim in the next lesson.</p> <p>Probing and scaffolding for Question 5 (for students who are stuck):</p> <p>* “Read the sentence, ‘But water has achieved an invisibility in our lives that is only more remarkable given how central it is.’”</p>



*The Big Thirst* Pages 1-5 Close Reading Guide  
(For Teacher Reference)

Questions	Notes
5. On page 4, Fishman says, “For Americans, flushing the toilet is the main way we use water. We use more water flushing toilets than bathing or cooking or washing our hands, dishes, or our clothes.” Where do you see evidence he gives for this claim? Find at least two examples.	<p>(5 minutes)</p> <p>Say:</p> <p>* “Please read silently in your heads as I read aloud.” Read from where you stopped in the middle of page 4 and continue to the middle of page 5, “Or, at least, we like to.”</p> <p>Ask students to write down their answers and raise their hands when they have two pieces of evidence written down. When most of the class has a hand up, cold call several students to share out.</p> <p>Listen for: <i>“The typical American flushes the toilet five times a day and uses 18.5 gallons of water,” “Americans put 5.7 billion gallons of clean drinking water down the toilet,” and “We flush more water down the toilets than 95 million Brits and Canadians use.”</i></p>

## Beyond Thirst: The Global Water Crisis

Most of us think nothing about grabbing a cold glass of water. In 2008, though, flooding caused a drinking water shortage in Cedar Rapids, Iowa. Meanwhile, North Carolina, Georgia, and California suffered serious droughts. Yet these problems seem small compared to the world's water crisis.

Every day, 1.2 billion people don't get enough safe drinking water for their basic needs. That's nearly one-sixth of the world's people. More than a third--roughly 2.6 billion people--lack safe sanitation. Left unchecked, the crisis will only worsen.

### **A Scarce Resource**

While water covers 70 percent of Earth's surface, 97 percent is undrinkable seawater. With two-thirds of all fresh water locked in polar ice caps, only 1 percent of the world's water is potentially available for people.

"Water is a precious, vital resource," stresses Meena Palaniappan at the Pacific Institute in California.

When poor sanitation and other practices pollute water, less is available for basic needs.

"Climate change is going to have a dramatic impact on water resources," adds Palaniappan. For many areas, rainfall will occur in a shorter period of time. Meanwhile, drought periods will lengthen.

Population growth will further stress water resources.

The World Health Organization (WHO) says each person needs at least 20 liters (a little more than 5 gallons) per day. But not everyone has equal access, especially in developing countries. When well-to-do people have water pumped into their homes, they get water at low per-unit costs. However, poor people in the same cities may pay up to 10 times as much per liter for water from tank trucks. Rural people may have to fetch water themselves. "It's a huge inequity," says Palaniappan.

### **Disease, Poverty, and Other Problems**

Lack of safe water and sanitation is deadly. Contaminated water kills 1.8 million children every year with diarrhea. Parasites, bacteria, and viruses cause many other illnesses. At any moment, nearly half the people in developing countries suffer from some water-related sickness.

"These people have no choice," notes Sally Edwards at the Pan American Health Organization/World Health Organization. "They know it leads to disease, but there is no other water."



## Beyond Thirst: The Global Water Crisis

Girls and women suffer most. "Many girls who would otherwise be in school are spending hours each day walking to distant sources to collect water," notes Nicole Wickenhauser at WaterPartners International in Missouri.

Girls who do attend school often drop out as teens if schools lack separate toilets. Outside school, girls and women may risk attack just by going to the bathroom.

Adults can't earn as much when they spend hours fetching water of questionable quality. Water-related sickness makes them miss more work. As a result, families can't escape a cycle of disease and poverty.

Water shortages affect food supplies, too. According to WHO, growing one day's food for a family of four can take as much water as an Olympic-size swimming pool. Insecurity about water can also cause political and economic conflicts--both within countries and internationally.

In short, addressing the water crisis won't just improve health. It will let people build better, more secure lives.

### Addressing the Crisis

In 2000, the United Nations announced a Millennium Development Goal (MDG) of halving the proportion of people without safe drinking water by 2015. While we are still far from that goal, progress is occurring.

"The technology exists to provide water and sanitation to all," stresses Edwards. The most successful water and sanitation projects involve communities in decision-making. They also teach people about hygiene and system upkeep, so safe water supplies are sustainable.

Technologies vary based on geography, but they don't need to be elaborate. One area might use a rainwater harvesting system. Another community might benefit from a deep borehole well.

"All of our projects use as simple a technology as possible, and we use local materials," says Wickenhauser. "It's easier to operate and maintain."

Solving the global water crisis will cost billions of dollars. Yet WHO says meeting its MDG for safe water would cost less than five days' worth of global military spending. On a smaller scale, WaterPartners International says \$25 can bring safe water to someone for life. Just \$ 1 50 can meet a whole family's water needs.



## Beyond Thirst: The Global Water Crisis

### What Can You Do?

Start by saving water at home and elsewhere. Ask others to protect this precious resource, too. Recent water shortages in the United States show that we shouldn't waste water. Conservation can also help the environment.

Beyond this, spread the word about the world's water crisis. Some schools have hand-raisers to educate people and raise money for water projects. Speak out to elected officials, too. Tell them you want the world to have safe drinking water and sanitation for everyone.

"We know how to bring people safe water," stresses Wickenhauser. "It's a problem we can solve together."



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 1: Lesson 7

## Evaluating an Argument in *The Big Thirst*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can identify the argument and specific claims in a text. (RI.7.8) I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can evaluate an argument's use of evidence and reasoning in "Beyond Thirst: The Global Water Crisis."</li><li>• I can identify a main claim on page 9 of <i>The Big Thirst</i>.</li></ul>	<ul style="list-style-type: none"><li>• Tracing an Argument note-catcher</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (1 minutes)</li><li>B. Evaluating a Flawed Argument: Argument A (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (20 minutes)</li><li>B. Tracing an Argument Note-catcher for “Beyond Thirst: The Global Water Crisis”(15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Finding a Claim on Page 9 of <i>The Big Thirst</i> (4 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread the excerpt on page 9 of <i>The Big Thirst</i> and complete the Reader’s Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson draws upon students’ understanding of claims and evidence from the previous lesson as well as what makes evidence relevant, which they learned in Module 2. It offers a review for all students, which will help any who may not have been present in Module 2. It also develops further understanding by adding the concepts of sufficient evidence and sound reasoning, as students begin to trace an argument and identify and evaluate claims and evidence in different informational texts and <i>The Big Thirst</i>.</li><li>• In Work Time B, students use the criteria they build for evaluating evidence to trace a central claim and the use of evidence in the article they read for homework, “Beyond Thirst: The Global Water Crisis.” This skill will be reinforced throughout the next several lessons. They will use this form of note-catcher repeatedly to trace and evaluate arguments in both texts and videos throughout the unit. They will start by using easy-to-access texts with clear claims and evidence. As they develop their skills, the texts will increase in complexity, culminating in the End of Unit 1 Assessment.</li><li>• The Reader’s Notes for page 9 of <i>The Big Thirst</i> use a different format than the Reader’s Notes from previous modules. These Reader’s Notes have been constructed to support students’ comprehension of this complex informational text by focusing on vocabulary and text-dependent questions that guide them to understand the most important concepts from the reading. You may want to point out to students that they are still notes and questions to help them understand the text more deeply, though they look a bit different.</li><li>• In advance: Create a blank Evaluating an Argument anchor chart (see supporting materials); review the Fist to Five in Checking for Understanding Techniques (see Appendix).</li><li>• Post: Learning targets</li></ul>



Lesson Vocabulary	Materials
evaluate, sound reasoning, unsound reasoning, relevant, sufficient, logical; golden age, scarcity	<ul style="list-style-type: none"> <li>• Argument A (one to display)</li> <li>• Projector or document camera</li> <li>• Argument B (one to display)</li> <li>• Evaluating an Argument anchor chart (new; co-created with students in Work Time A)</li> <li>• Evaluating an Argument anchor chart (model, for teacher reference)</li> <li>• Tracing an Argument note-catcher (one per student)</li> <li>• Tracing an Argument note-catcher (answers, for teacher reference)</li> <li>• <i>The Big Thirst</i> (book; one per student)</li> <li>• Reader's Notes <i>The Big Thirst</i> Page 9 (one per student)</li> <li>• Reader's Notes</li> <li>• <i>The Big Thirst</i> Page 9, Teacher's Guide (for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (1 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the learning targets or invite a volunteer to do so:             <ul style="list-style-type: none"> <li>* "I can evaluate an argument's use of evidence and reasoning in 'Beyond Thirst: The Global Water Crisis.'"</li> <li>* "I can identify a main claim on page 9 of <i>The Big Thirst</i>."</li> </ul> </li> <li>• Tell students that today's lesson will build off of the work with claims and evidence in Lesson 6 as they learn to trace and <i>evaluate</i> arguments. Explain that when we evaluate an argument, we assess whether it is strong and successful at proving its claim.</li> </ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Evaluating a Flawed Argument: Argument A (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Project Argument A with a projector or document camera.</li> <li>• Invite students to evaluate this argument as you read it aloud:             <ul style="list-style-type: none"> <li>* “I should not have to turn the water off while I brush my teeth. First, I hate having to brush my teeth. Plus, it’s annoying to have to turn the water off when I’m brushing my teeth. Everyone else in my family turns the water off when they brush their teeth, so it shouldn’t matter if I do or not, since I’m only one person. How much water can I really waste?”</li> </ul> </li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What is the claim?”</li> </ul> </li> <li>• Cold call a different student. Listen for: “The claim is that the writer shouldn’t have to turn off the water when he brushes his teeth.”</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What reasons does the writer give?”</li> </ul> </li> <li>• Cold call different students. Listen for: “He hates brushing his teeth,” “It’s annoying to turn off the water,” and “Everybody else in his family turns the water off, so he shouldn’t have to.”</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What is the problem with these reasons?”</li> </ul> </li> <li>• Listen for: “The reasons are based on his feelings and don’t have to do with facts or evidence.”</li> <li>• If students struggle to see this, you can probe their thinking by asking:             <ul style="list-style-type: none"> <li>* “Does he give solid evidence for his reasons? What are his reasons based on?”</li> </ul> </li> <li>• Then ask:             <ul style="list-style-type: none"> <li>* “What is wrong with this argument? Does it make sense overall?”</li> </ul> </li> <li>• Cold call different students. Listen for something like: “It’s based on his feelings but not evidence,” “It has unrelated supporting details,” or “It isn’t logical.”</li> <li>• Explain that the proper use of reasons in an argument is called the argument’s <i>reasoning</i>. If an argument makes sense, it is considered <i>sound</i>. If an argument does not have solid reasons and evidence to support the claim, or if it uses reasons and evidence that do not make sense, it has <i>unsound</i> reasoning. Remind the class that the prefix <i>un-</i> means “not.”</li> </ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to turn to their partners and discuss the reasoning given in the argument:<ul style="list-style-type: none"><li>* “Do you think the reasoning in this argument is sound or unsound?”</li></ul></li><li>• Give students 30 seconds to discuss, and then get their attention and cold call a pair to share out. Listen for: “The argument is unsound.”</li><li>• Ask students to discuss with their partners for 30 seconds:<ul style="list-style-type: none"><li>* “Does this argument provide any evidence?”</li></ul></li><li>• Cold call a different pair. Listen for: “It offers statements that could be considered evidence, but they’re all based on feelings, and none of them are facts” or “There is very little supporting evidence, if any.”</li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students:           <ul style="list-style-type: none"> <li>* “Now we will look at an argument that is stronger. As we analyze it, I want you to think about why this argument is stronger than the first one.”</li> </ul> </li> <li>Project Argument B with a projector or document camera.</li> <li>Invite students to follow along as you read it aloud:           <ul style="list-style-type: none"> <li>* “You really need to start turning the faucet off when you brush your teeth. First, leaving the water running is pointless, because as you’re brushing your teeth, you’re not using the water. Also, by turning the water off, you could save up to 8 gallons of water a day, because the average faucet uses 2 gallons of water a minute. If you turned the water off while you brushed your teeth, you would help conserve water in our town, which needs it, because it rains so little here.”</li> </ul> </li> <li>Ask students to identify the claim. Cold call a new student. Listen for: “The claim is that her little brother needs to turn the water off when he brushes his teeth.”</li> <li>Ask:           <ul style="list-style-type: none"> <li>* “What reasons does the writer give?”</li> </ul> </li> <li>Listen for: “Running the water is pointless,” “You can save lots of water,” and “It will help our town, which needs the water.”</li> <li>Ask:           <ul style="list-style-type: none"> <li>* “Does the writer give any specific evidence to support those reasons?”</li> </ul> </li> <li>Listen for: “Yes. You could save up to 8 gallons a day” and “It rains so little in our town.”</li> <li>Then ask students to turn to a partner and discuss:           <ul style="list-style-type: none"> <li>* “What does relevant evidence mean?”</li> </ul> </li> <li>Cold call on a student to share her ideas. Listen for: “Relevant evidence is something that relates to the claim and helps to prove it.”</li> </ul>	<ul style="list-style-type: none"> <li>Consider assigning partners for the discussions in Work Time A and B so students have the opportunity to work with new classmates and are sure to stay focused.</li> <li>Anchor charts offer students a visual cue about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</li> <li>For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up these instructions for students to have in hand.</li> <li>Graphic organizers and note-catchers engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>When reviewing the note-catcher, consider using a document camera to display it for students who struggle with auditory processing.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Use the Fist to Five checking for understanding technique to have students rate the relevance of the evidence given in this argument. Look for students to hold up 4s or 5s. If any have 3s or lower, ask them to explain their reasoning so you can clarify their understanding.</li><li>• Define the term sufficient for students. Explain that sufficient evidence is both high in quality and quantity. For there to be sufficient evidence for a claim, there needs to be enough supporting pieces of evidence to convince the reader.</li><li>• Prompt the students:<ul style="list-style-type: none"><li>* “Discuss with your partners whether or not the evidence provided here is sufficient to prove the claim.”</li></ul></li><li>• After a minute, cold call some students who have not yet spoken. Listen for: “The writer provides different reasons and pieces of evidence, which all support the claim, so that is sufficient.”</li><li>• Next, tell students to look at the reasoning, or logic, provided in the argument. Ask them to look for sound reasoning, or solid logic in which the reasons and evidence connect and work together to prove the claim.</li><li>• Ask:<ul style="list-style-type: none"><li>* “Can you find any examples of sound reasoning in this argument?”</li></ul></li><li>• Cold call students and listen for them to point out the lines: “As you’re brushing your teeth, you’re not using the water,” “You could save up to 8 gallons of water a day, because the average faucet uses 2 gallons of water a minute,” and “You would help conserve water in our town, which needs it, because it rains so little here.”</li><li>• If students struggle to understand the concept of “sound reasoning,” you can explain it further as a way of organizing one’s reasons and use of evidence in a logical and connected way so that, after taking into account everything the writer/speaker has presented, you accept the claim.</li><li>• Post the blank Evaluating an Argument anchor chart. Introduce it to students and explain that they will help you build the descriptors for each term. Chart student responses as you progress through the next few questions:<ul style="list-style-type: none"><li>* “Now that you have seen some examples of irrelevant and relevant evidence, how can we capture what ‘relevant evidence’ means for our chart?”</li><li>* “How can we describe what ‘sufficient evidence’ means on our chart?”</li><li>* “How can we explain what ‘sound reasoning’ means on our chart?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• For students needing additional supports, you may want to provide a partially filled-in note-catcher (see supporting materials for a completed one).</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Guide and prompt students as you fill out the anchor chart with appropriate descriptors, referring to the Evaluating an Argument anchor chart (model, for teacher reference) as needed.</li> <li>• Explain that if an argument has relevant and sufficient evidence and sound reasoning, it often successfully proves a claim.</li> <li>• Invite students to look over this chart and tell them that they will refer back to it throughout this lesson and in future lessons.</li> </ul>	
<p><b>B. Tracing an Argument Note-catcher for “Beyond Thirst: The Global Water Crisis” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now they will apply what they’ve just learned about analyzing claims to their reading for homework last night, “Beyond Thirst: The Global Water Crisis.”</li> <li>• Ask students to take out their copies of “Beyond Thirst: The Global Water Crisis” as you distribute the <b>Tracing an Argument note-catcher</b>.</li> <li>• Give directions:             <ul style="list-style-type: none"> <li>– Put your name at the top of this new note-catcher.</li> <li>– Fill out the title of the text in the appropriate section.</li> <li>– Write “Kathiann Kowalski” under Author’s Name.</li> <li>– Think about what the claim of the article is.</li> </ul> </li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What was the author’s central claim?”</li> </ul> </li> <li>• Cold call a student, or several, to get a sense of what they thought the claim was. Listen for something like: “Safe water availability is a crisis, and will become worse in coming decades.”</li> <li>• Ask students to write the claim in the appropriate spot on the Tracing an Argument note-catcher.</li> <li>• Then prompt students to discuss with an elbow partner:             <ul style="list-style-type: none"> <li>* “What evidence did the author use to support the claim?”</li> </ul> </li> <li>• Give pairs a couple of minutes to discuss the evidence. Invite them to text-code the evidence they see on their papers with the letter “E.”</li> <li>• Then, cold call new students to share out what they discussed.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Listen for something like: “Over 70 percent of the surface of the earth is covered by water, but only 3 percent is freshwater.” Refer to the Tracing an Argument Note-catcher (answers, for teacher reference) for other pieces of evidence.</li><li>• Ask students to write their evidence on the note-catcher and decide whether it is relevant (in this case, all the evidence presented is relevant).</li><li>• Circulate as students are filling out their evidence, providing support as needed.</li><li>• Then ask students to discuss with a new elbow partner:<ul style="list-style-type: none"><li>* “Was the evidence presented by the author sufficient? Why or why not?”</li></ul></li><li>• Direct students to the Evaluating an Argument anchor chart as a guide.</li><li>• Cold call new students and listen for: “The writer has many reasons, and each reason has several pieces of evidence to back it up, including examples and statistics” and “There was enough evidence to prove the claim.” Refer again to the Tracing an Argument Note-catcher (for teacher reference).</li><li>• Ask:<ul style="list-style-type: none"><li>* “Can you find any examples of sound reasoning in this argument?”</li></ul></li><li>• Cold call students from different pairs and listen for: “The reasoning was logical when the author gave evidence that freshwater is already scarce and one solution could be to increase access to water-cleaning technologies” or “The author logically explained how lack of water can cause a cycle of sickness and lack of education that makes it hard for families to break the cycle of poverty” or “The different reasons, like climate change, and the evidence used were all logically connected and proved the claim.”</li><li>• Allow students to finish filling out the note-catcher.</li><li>• When they are finished, ask them to turn the note-catchers in to you. Before the next class, review them to check that all students have filled theirs out completely. Provide feedback if any students seem confused.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Finding a Claim on Page 9 of <i>The Big Thirst</i> (4 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they now will transition back to reading <i>The Big Thirst</i>, looking in particular at the claims and evidence Fishman uses.</li> <li>• Direct students to open up their books to page 9 and follow along as you read another section, which contains a new claim that they should listen for. Read from “But the golden age of water ...” to the page break on page 9 where it says, “... the revenge of water.”</li> <li>• After reading, ask students to turn to their seat partner and share what they think “the golden age of water” and “water scarcity” could mean.</li> <li>• Cold call students to share out. Listen for them to say that golden age means “a time period where there is a large quantity of something” or that it means “richness,” “abundance,” or “wealth.” Listen for them to define scarcity as “a lack of something” or “when supplies have run out.”</li> <li>• Listen for students to note that a golden age and scarcity are like opposites. If they do not come to this conclusion on their own, point this out to them.</li> <li>• Then ask them to identify Fishman’s central claim in this piece of the text and share with their seat partners.</li> <li>• Ask students to raise their hands if they think they have figured out the claim. When most of the class has a hand raised, cold call someone to answer.</li> <li>• Listen for: “We are at the end of the golden age of water” or “We are entering an era when water will be more scarce.” If students struggle to identify this claim, tell them what it is.</li> <li>• Explain that their homework will go into more depth to help them understand the claim further.</li> <li>• Distribute <b>Reader’s Notes <i>The Big Thirst</i> Page 9.</b></li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Reread the excerpt on page 9 of <i>The Big Thirst</i> and complete the Reader’s Notes.</li> </ul> <p><i>Note: You will need a projector and speakers for Lesson 9.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 1: Lesson 7

## Supporting Materials



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Argument A

*Consider this argument, given by a middle school student to his parents:*

I should not have to turn the water off while I brush my teeth. First, I hate having to brush my teeth. Plus, it's annoying to have to turn the water off when I'm brushing my teeth. Everyone else in my family turns the water off when they brush their teeth, so it shouldn't matter if I do or not, since I'm only one person. How much water can I really waste?



Argument B

*Now consider this argument, given by a middle school student to her little brother:*

You really need to start turning the faucet off when you brush your teeth. First, leaving the water running is pointless, because as you're brushing your teeth, you're not using the water. Also, by turning the water off, you could save up to 8 gallons of water a day, because the average faucet uses 2 gallons of water a minute. If you turned the water off while you brushed your teeth, you would help conserve water in our town, which needs it, because it rains so little here.





**Evaluating an Argument Anchor Chart:**  
(Model for Teacher Reference)

Relevant Evidence	Sufficient Evidence	Sound Reasoning
<ul style="list-style-type: none"><li>• Related to the claim</li><li>• Proves the point</li><li>• Supports the argument</li><li>• Can be facts, statistics, or examples</li><li>• Not just personal opinions</li></ul>	<ul style="list-style-type: none"><li>• Enough evidence to prove the claim</li><li>• More than one piece of evidence</li><li>• Might give several supporting pieces of evidence or just really strong evidence</li><li>• Can be high-quality evidence or quantity of evidence</li></ul>	<ul style="list-style-type: none"><li>• Logical argument</li><li>• Based in facts, not just feelings</li><li>• Hard to disagree with once you read/hear it</li><li>• Makes sense</li><li>• No gaps or holes in the argument</li><li>• Ideas connect to one another logically</li><li>• Can't find exceptions</li></ul>



Tracing an Argument Note-Catcher

Name:

Date:

<b>Name of Text/Excerpt/Clip:</b> <i>Beyond Thirst</i>		
<b>Author/ Speaker's Name:</b>		
<b>Claim:</b>		
<b>Supporting Evidence 1</b>	<b>Supporting Evidence 2</b>	<b>Supporting Evidence 3</b>
<b>Is this evidence relevant?</b>  Yes / No  <b>Explain why this evidence is or is not relevant to the claim:</b>	<b>Is this evidence relevant?</b>  Yes / No  <b>Explain why this evidence is or is not relevant to the claim:</b>	<b>Is this evidence relevant?</b>  Yes / No  <b>Explain why this evidence is or is not relevant to the claim:</b>



Tracing an Argument Note-Catcher

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>	<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>	<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>
<b>Did the author provide sufficient evidence? Explain why or why not.</b>		
<b>Was the reasoning sound? Explain why or why not.</b>		
<b>Overall, does the author successfully prove the claim? Why or why not? Refer to what you wrote above about relevant and sufficient evidence and sound reasoning.</b>		



Tracing an Argument Note-Catcher  
(Answers, for Teacher Reference)

<b>Name of Text/Excerpt/Clip:</b> “Beyond Thirst: The Global Water Crisis”		
<b>Author/ Speaker’s Name:</b> Kathiann Kowalski		
<b>Claim: (something like)</b> Safe water availability is a crisis, and will become worse in coming decades.		
<b>Supporting Evidence 1</b>	<b>Supporting Evidence 2</b>	<b>Supporting Evidence 3</b>
<b>While water covers 70 percent of Earth's surface, 97 percent is undrinkable seawater.</b>	<b>When poor sanitation and other practices pollute water, less is available for basic needs.</b>	<b>Climate change is going to have a dramatic impact on water resources.</b>
<b>Is this evidence relevant?</b>  <b>Yes / No</b>	<b>Is this evidence relevant?</b>  <b>Yes / No</b>	<b>Is this evidence relevant?</b>  <b>Yes / No</b>
<b>Explain why this evidence is or is not relevant to the claim:</b> <i>This evidence shows that there is only a very small amount of freshwater to be had on the planet.</i>	<b>Explain why this evidence is or is not relevant to the claim:</b> <i>This evidence shows that how we use water also reduces how much clean water we have.</i>	<b>Explain why this evidence is or is not relevant to the claim:</b> <i>This evidence shows that climate change is an additional factor that will reduce access to clean, safe water.</i>

Tracing an Argument Note-Catcher  
(Answers, for Teacher Reference)

<b>Supporting Evidence 4</b>	<b>Supporting Evidence 5</b>	<b>Supporting Evidence 6</b>
------------------------------	------------------------------	------------------------------



<b>Not everyone has equal access to clean water, especially in developing countries.</b>	<b>Contaminated water kills 1.8 million children every year with diarrhea.</b>	<b>Families can't escape a cycle of disease and poverty if they don't have access to clean water.</b>
<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>This evidence shows that the access to safe water is not guaranteed for all people.</i>	<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>This shows that unsafe water is responsible for many deaths every year.</i>	<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>This shows that clean water is necessary for people to be able to escape poverty.</i>

**Tracing an Argument Note-Catcher**  
(Answers, for Teacher Reference)

<b>Did the author provide sufficient evidence? Explain why or why not.</b>  <i>The author provided multiple facts and expert testimony to support her claim.</i>
<b>Was the reasoning sound? Explain why or why not.</b>  <i>Yes. Her reasons and evidence connected logically with the claim.</i>
<b>Overall, does the author successfully prove the claim? Why or why not? Refer to what you wrote above about relevant and sufficient evidence and sound reasoning.</b>  <i>Because the author provided sufficient, sound reasons and evidence, she did successfully prove her claim.</i>



Reader's Notes  
*The Big Thirst* Page 9

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Reread the excerpt from page 9 that begins “But the golden age of water ...” and ends at the page break with “... the revenge of water.” Fill in the chart and answer the questions below.

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
conditioned (page 9)		
era (page 9)		
revolution (page 9)		
Blasé (page 9)		



**Text-dependent questions**

1. On page 9, Fishman writes, “The last century has conditioned us to think that water is naturally abundant, safe and cheap—that it should be, that it will be.” What does he mean by this?

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2. When Fishman writes, “ We are entering a new era of water scarcity—not just in traditionally dry or hard-pressed places like the U.S. Southwest and the Middle East, but in places we think of as water-wealthy, like Atlanta and Melbourne,” what does he mean by “water scarcity” and “water-wealthy”?

I think “water scarcity” means:

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I think “water-wealthy” means:

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---

3. On page 9, at the end of the paragraph that begins with “We are entering a new era ...,” Fishman describes what the future will look like in terms of water. What are two things he says about water in this new era?

1)

---

2)

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4. What does it mean for us to “go directly from the golden age of water to the revenge of water?”
- 
- 
-





Reader's Notes  
*The Big Thirst* Page 9

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Reread the excerpt from page 9 that begins “But the golden age of water ...” and ends at the page break with “... the revenge of water.” Fill in the chart and answer the questions below.

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
conditioned (page 9)		
era (page 9)		
revolution (page 9)		
Blasé (page 9)		

**Text-dependent questions**

1. On page 9, Fishman writes, “The last century has conditioned us to think that water is naturally abundant, safe and cheap—that it should be, that it will be.” What does he mean by this?

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Reader's Notes  
*The Big Thirst* Page 9

2. When Fishman writes, “We are entering a new era of water scarcity—not just in traditionally dry or hard-pressed places like the U.S. Southwest and the Middle East, but in places we think of as water-wealthy, like Atlanta and Melbourne,” what does he mean by “water scarcity” and “water-wealthy”?

I think “water scarcity” means:

---

---

I think “water-wealthy” means:

---

---

3. On page 9, at the end of the paragraph that begins with “We are entering a new era ...,” Fishman describes what the future will look like in terms of water. What are two things he says about water in this new era?

1)

---

2)

---

4. What does it mean for us to “go directly from the golden age of water to the revenge of water?”
- 
- 
-



Reader's Notes

*The Big Thirst* Page 9, Teacher's Guide  
(For Teacher Reference)

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
conditioned (page 9)	Trained	
era (page 9)	A period of time in history	
revolution (page 9)	A major change	
Blasé (page 9)	unconcerned	

**Text-dependent questions**

1. On page 9, Fishman writes, “The last century has conditioned us to think that water is naturally abundant, safe and cheap—that it should be, that it will be.” What does he mean by this?

**The way that we have used water for the last one hundred years has trained us to think that water will always be cheap, clean and available for us to use.**

2. When Fishman writes, “ We are entering a new era of water scarcity—not just in traditionally dry or hard-pressed places like the U.S. Southwest and the Middle East, but in places we think of as water-wealthy, like Atlanta and Melbourne,” what does he mean by “water scarcity” and “water-wealthy”?

I think “water scarcity” means: **“Water scarcity” means not having enough water.**

I think “water-wealthy” means:

**Water-wealthy” means having plenty of water or more than enough water.**



Reader's Notes

*The Big Thirst* Page 9, Teacher's Guide  
(For Teacher Reference)

3. On page 9, at the end of the paragraph that begins with “We are entering a new era ...,” Fishman describes what the future will look like in terms of water. What are two things he says about water in this new era?

**1) We may have enough water, but it will be water that is not clean. It will be water that is reused.**

**2) We will have access to drinking water, but it will be more expensive than it is now.**

4. What does it mean for us to “go directly from the golden age of water to the revenge of water?”

**It means that humans will go from having as much access to water as they want to quickly not having that kind of access to water.**



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 1: Lesson 8**

## **Tracing and Evaluating Arguments: “The Future of Water” and *The Big Thirst***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can outline a speaker’s argument and specific claims. (SL.7.3)

I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)

I can identify and then evaluate an argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)

Supporting Learning Targets

- I can evaluate the argument in “The Future of Water” and in pages 12–15 of *The Big Thirst*.

Ongoing Assessment

- Reader’s Notes *The Big Thirst* Page 9 (from homework)
- Tracing an Argument note-catcher
- Text-dependent questions
- Thinking Log



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task Vocabulary Review (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Tracing an Argument in “The Future of Water” (13 minutes)</li><li>B. Read-Aloud, Pages 12-15 with Text-Dependent Questions and Tracing an Argument (23 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Distributing and Explaining Homework (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Fill out your Thinking Log for Lesson 8. How did today’s video and reading help clarify your thinking about the issue of water sustainability?</li><li>B. Using the maps provided, scan through your readings in <i>The Big Thirst</i> so far and mark each place that is mentioned.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson continues the implementation of the Tracing an Argument note-catcher, which students will use two times in class to evaluate a new video and one of Fishman’s arguments.</li><li>• At this point, students work more independently to fill out the note-catcher and should begin to feel more confident in the process as they prepare to demonstrate their mastery of it in the End of Unit 1 Assessment (in Lesson 10).</li><li>• Students will turn in their note-catchers for the video “The Future of Water” so you can review them and provide feedback. This is an opportunity to discover whether any students are struggling and check in with them the following day to address their questions before the end of unit assessment.</li><li>• Work Time B gives students another opportunity to practice using the note-catcher on Fishman’s <i>The Big Thirst</i>. In this section of the reading, Fishman uses reasons and evidence to support his claim that we are no longer in the golden age of water. This section provides one of his clearest arguments and thus a perfect opportunity to trace it.</li><li>• It is important for students to store their note-catchers on pages 12–15 of <i>The Big Thirst</i> in a safe place, as they will refer back to these in Unit 2, Lesson 1. You may want to collect them in the next lesson and hold on to them until Unit 2.</li><li>• In advance: Set up the projector and speakers. Cue the video.</li><li>• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• Post: Learning target.</li></ul>



Lesson Vocabulary	Materials
conditioned, era, revolution, blasé (from homework)	<ul style="list-style-type: none"><li>• Entry task (one to display)</li><li>• Document camera</li><li>• Details in “The Future of Water” note-catcher (one per student)</li><li>• Tracing an Argument note-catcher (from Lesson 7; two new blank copies per student)</li><li>• Video: “The Future of Water” <a href="http://video.nationalgeographic.com/video/environment/freshwater/env-freshwater-whycafe/">http://video.nationalgeographic.com/video/environment/freshwater/env-freshwater-whycafe/</a></li><li>• <i>The Big Thirst</i> (book; one per student)</li><li>• <i>The Big Thirst</i> Pages 12–15 Text-Dependent Questions (one to project)</li><li>• <i>The Big Thirst</i> Pages 12–15 Close Reading Guide (for teacher reference)</li><li>• Homework Directions: Unit 1, Lesson 8 (one per student)</li><li>• Blank Map: <i>The Big Thirst</i> USA (one per student)</li><li>• Blank Map: <i>The Big Thirst</i> Europe/Asia/Australia (one per student)</li><li>• Master Map: <i>The Big Thirst</i> USA (for teacher reference)</li><li>• Master Map: <i>The Big Thirst</i> Europe/Asia/Australia (for teacher reference)</li></ul>





Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Vocabulary Review (2 minutes)</b></p> <ul style="list-style-type: none"><li>As students enter, display the <b>entry task</b> with a <b>document camera</b>. Direct them to sit with a partner and compare vocabulary definitions from last night’s homework (see supporting materials).</li></ul>	<ul style="list-style-type: none"><li>You may want to assign partners so students have the opportunity to work with someone new with whom they can focus.</li><li>Use this partner work time as an opportunity to check in with students who may be struggling with the reading and provide them with additional support.</li></ul>
<p><b>B. Reviewing Homework and Learning Target (5 minutes)</b></p> <ul style="list-style-type: none"><li>Invite students to bring their homework, Reader’s Notes <i>The Big Thirst</i> Page 9, with them as they work with a new partner.</li><li>Ask them to check their vocabulary and answers to Questions 1–4 with their partners. If they disagree on answers, partners should try to convince each other that their answer is correct and use the text as proof.</li><li>If students cannot agree, ask them to raise their hands.</li><li>Circulate to students who raise their hands and help to clarify. If there are any general misunderstandings throughout the class, get everyone’s attention and clarify for the whole group.</li><li>When the class is finished reviewing homework, invite students to return to their original seats.</li><li>Ask for volunteers to read today’s learning target out loud:<ul style="list-style-type: none"><li>* “I can evaluate the argument in ‘The Future of Water’ and in pages 12–15 of <i>The Big Thirst</i>.”</li></ul></li><li>Explain that students will continue to work with the Tracing an Argument note-catcher as they evaluate a new video and then Fishman’s claim in pages 12–15.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Tracing an Argument in “The Future of Water” (13 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>Details in “The Future of Water” note-catcher</b> and two blank copies of the <b>Tracing an Argument note-catcher</b> to each student. Tell them that they will fill these out one at a time—the first is for a video they will watch, and the second is for <i>The Big Thirst</i>.</li> <li>Explain that students will first watch a video and capture the important details on one note-catcher and then use that to fill in a Tracing an Argument note-catcher to evaluate the argument. Tell students you will play the video three times to allow them a chance to process all of its information.</li> <li>Invite them to watch the <b>video: “The Future of Water”</b> once through just for gist.</li> <li>Then, ask students write down the details they hear on the Details in “The Future of Water” note-catcher as you play the video again. Pause in the middle and then at the end to give students time to finish writing.</li> <li>Ask students to think about what claim the video is making and to write it down on a blank Tracing an Argument note-catcher, along with the title of the video.</li> <li>Explain that students can add to their details or the claim as they watch the video a third time. Play it once more.</li> <li>Then ask students to use their Details in “The Future of Water” note-catchers to fill out the evidence section of the Tracing an Argument note-catcher.</li> <li>Instruct them to fill out the remaining sections of the Tracing an Argument note-catcher and then turn it in to you.</li> <li>Collect the Tracing an Argument note-catchers and give feedback before the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Whenever possible, invite students who would benefit from physical activity to help you distribute materials.</li> <li>Consider giving students who struggle to see the projector or to stay focused a printed version of the text-dependent questions for pages 12–15 of <i>The Big Thirst</i>.</li> </ul>
<p><b>B. Read-Aloud, Pages 12-15 with Text-Dependent Questions and Tracing an Argument (23 minutes)</b></p> <ul style="list-style-type: none"> <li>Be sure students have their text, <i>The Big Thirst</i>. Remind them that their homework, which they reviewed at the beginning of class, dealt with the main claim that Fishman is making on pages 12–15 of the text.</li> <li>Project <b><i>The Big Thirst</i> Pages 12–15 Text-Dependent Questions</b> with a document camera as you guide students through the reading using <b><i>The Big Thirst</i> Pages 12–15 Close Reading Guide (for teacher reference)</b>.</li> </ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Distributing and Explaining Homework (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that students have two homework assignments. Direct them to take home their <b>Thinking Logs</b> and to fill in the section for Lesson 8.</li><li>• Distribute the <b>Homework Directions: Unit 1, Lesson 8, Blank Map: <i>The Big Thirst</i> USA</b> and <b>Blank Map: <i>The Big Thirst</i> Europe/Asia/Australia</b>. Explain that students should review the pages they’ve read in <i>The Big Thirst</i> so far (1–5, 9, 12–15) and locate the places mentioned around the globe on the maps, marking them with an “X” or coloring them in (invite them to be creative).</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Fill out your Thinking Log for Lesson 8: How did today’s video and reading help clarify your thinking about the issue of water sustainability?</li><li>• Using pages 1–5, 9, and 12–15 of <i>The Big Thirst</i>, mark the geographic locations mentioned in the text on the maps provided. You may use any atlas, map, or online geographic source to help you fill in the map accurately. Two blank maps have been provided to assist you: one of the United States and Canada, the other of Europe, Asia, and Australia. Be creative!</li></ul>	<ul style="list-style-type: none"><li>• Consider modifying this assignment by allowing students to use technological platforms, such as Google Earth or Google Maps, to complete it.</li></ul>



EXPEDITIONARY  
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# Grade 7: Module 4B: Unit 1: Lesson 8

## Supporting Materials



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Entry Task

.....  
**Name:**

.....  
**Date:**

Take out your homework from last night, Reader's Notes *The Big Thirst* Page 9. With a partner, review your definitions to see if they are similar. If there is a big difference between yours and your partner's definition, look the word up and write down what you think is the correct definition.



Details in “The Future of Water” Note-Catcher:

.....  
**Name:**

.....  
**Date:**

Detail 1	Detail 2	Detail 3
Detail 4	Detail 5	Detail 6
I think the claim of the video is:		



Tracing an Argument Note-Catcher for “The Future of Water”

Name:

Date:

<b>Name of Text/Excerpt/Clip:</b> “The Future of Water”		
<b>Author/ Speaker’s Name:</b> N/A		
<b>Claim:</b> We are using water in unsustainable ways.		
<b>Supporting Evidence 1</b>	<b>Supporting Evidence 2</b>	<b>Supporting Evidence 3</b>
Bottled water is a grotesque illustration of this.	One billion people have to search for their water.	Millions of women spend several hours a day fetching the water they need.
<b>Is this evidence relevant?</b>  <p style="text-align: center;"><b>Yes / No</b></p> <b>Explain why this evidence is or is not relevant to the claim:</b>  It is an example of how we are using water in unsustainable ways.	<b>Is this evidence relevant?</b>  <p style="text-align: center;"><b>Yes / No</b></p> <b>Explain why this evidence is or is not relevant to the claim:</b>  This provides a statistic about how we are not managing water properly.	<b>Is this evidence relevant?</b>  <p style="text-align: center;"><b>Yes / No</b></p> <b>Explain why this evidence is or is not relevant to the claim:</b>  This is an example of how some people have to work hard for water; it proves the claim that we are not using it properly.



Tracing an Argument Note-Catcher for “The Future of Water”

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
Contaminated water kills many children each day.	There is enough water for everyone. Who should pay for it, how much, to whom?	A majority of the world’s population lives in cities—soon there will be 30 cities with a population of more than 10 million. This will lead to social conflicts, like in Johannesburg.
<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  This is a side-effect of the claim. It is a statistic or example of the claim.	<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  This is more of a question we need to ask after we believe the claim.	<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  This uses statistics and facts to project that we are going to have a real problem with water in the near future.





Tracing an Argument Note-Catcher for “The Future of Water”

**Did the author provide sufficient evidence? Explain why or why not.**

Yes, the speaker gave at least six pieces of evidence, using a balance of statistics and facts to prove his claim.

**Was the reasoning sound? Explain why or why not.**

The reasoning was sound and logical. All of the evidence supported the idea that we need to be concerned about the future of our water.

**Overall, does the author successfully prove the claim? Why or why not? Refer to what you wrote above about relevant and sufficient evidence and sound reasoning.**

Yes, the author does prove the claim that we are using water in unsustainable ways by showing the problems with access to water around the globe and how those problems are only going to get worse. Using statistics and facts, the speaker supports and provides relevant evidence and sound reasoning to prove his claim.



*The Big Thirst* Pages 12-15 Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
1. After explaining how the world does not have enough freshwater to sustain its current population, Fishman writes, “Even if those were our only problems with water, and if those problems were static, we’d have a water crisis.” <i>Static</i> , in this instance, means “unchanging.” How does this statement support the claim he made on page 9?	
2. Where on page 13 is there evidence that we do not have enough water across the globe? Discuss with your seat partner and raise your hands when you have found two pieces of evidence.	
3. Fishman writes on page 14, “So between now and forty years from now, more new people will join the total population than were alive worldwide in 1900. They will be thirsty.” What does he mean by “They will be thirsty?”	



*The Big Thirst* Pages 12-15 Text-Dependent Questions

Questions	Notes
4. Fishman writes, “In fact, during the golden age of water, during the last hundred years, the population of the world has gone up by a factor of four; our total water consumption has gone up by a factor of seven.” When something goes up by a factor of a number, it is multiplied by that number. In this line, what problem is he pointing out? How does it support his central claim? Turn and talk to your partners.	
5. What do these three examples have in common?  a. “Lake Mead is the source of water for 20 million people, and it is half-empty.”  b. “The rainfall-change map shows that two-thirds of India’s land will actually receive less rain.”  “Australia is struggling to quickly adapt its economy and lifestyle ... to a completely new, and much reduced water budget.”	



*The Big Thirst* Pages 12-15 Text-Dependent Questions

Questions	Notes
<p>6. Review the evidence you've written down and scan Fishman's argument on these pages again.</p> <p>a. Can you find three reasons Fishman uses to support his claim that we are running out of water? What are they?</p> <p>b. Does he use sound reasoning? Explain.</p>	



*The Big Thirst* Pages 12-15 Text-Dependent Questions  
(For Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
1. After explaining how the world does not have enough freshwater to sustain its current population, Fishman writes, “Even if those were our only problems with water, and if those problems were static, we’d have a water crisis.” <i>Static</i> , in this instance, means “unchanging.” How does this statement support the claim he made on page 9?	<p>(5 minutes)</p> <p>Say: * “Please read in your heads while I read along with you aloud.”</p> <p>Read from the bottom of page 12, starting with “The big numbers are so big,” and stop at the top of page 14 at “They will be thirsty.” After you have read these pages, pause.</p> <p>Read aloud Question 1. Ask students to consider this question individually and then turn and share with a partner. Cold call a student to share out.</p> <p>Listen for: <i>“It’s about how we’re running out of water” or “It’s about how we’re no longer in the golden age of water.”</i></p> <p>Direct students to write the claim in their own words on their Tracing an Argument note-catcher (see sample note-catcher in supporting materials).</p>



*The Big Thirst* Pages 12-15 Text-Dependent Questions  
(For Teacher Reference)

Questions	Notes
2. Where on page 13 is there evidence that we do not have enough water across the globe? Discuss with your seat partner and raise your hands when you have found two pieces of evidence.	<p>(3 minutes) Project and ask Question 2.</p> <p>Wait for students to write in their note-catchers and for the majority of hands to go up. Cold call students with their hands up to share their pieces of evidence.</p> <p>Listen for: <i>“1.1 billion of us don’t have access to clean, safe drinking water,” “1.8 billion people don’t have access to water in their home or yard,” “At least 40 percent of the world doesn’t have good access to water,” and “1.8 million children die from lack of water or from diseases they got from drinking tainted water.”</i></p> <p>If any students’ answers seem unrelated, ask them to point out where in the text they saw that evidence in order to clarify their understanding.</p>
3. Fishman writes on page 14, “So between now and forty years from now, more new people will join the total population than were alive worldwide in 1900. They will be thirsty.” What does he mean by “They will be thirsty?”	<p>(3 minutes) Project and read aloud Question 3.</p> <p>Ask students to raise their hands when they have an answer. Call on a volunteer.</p> <p>Listen for: <i>“They will be thirsty because water will not be easily accessible. We won’t have enough water for all the people.”</i></p>



*The Big Thirst* Pages 12-15 Text-Dependent Questions  
(For Teacher Reference)

Questions	Notes
4. Fishman writes, “In fact, during the golden age of water, during the last hundred years, the population of the world has gone up by a factor of four; our total water consumption has gone up by a factor of seven.” When something goes up by a factor of a number, it is multiplied by that number. In this line, what problem is he pointing out? How does it support his central claim? Turn and talk to your partners.	<p>(3 minutes)</p> <p>Say:</p> <p>* “Please read in your heads again while I read along with you aloud.”</p> <p>Read from where you left off on the top of page 14 to the top of page 15 where it says, “Water problems now literally circle the globe.”</p> <p>Project and read aloud Question 4.</p> <p>Give students a minute to turn and talk to their partners. Cold call a pair to share out what they discussed.</p> <p>Listen for: <i>“The problem is that we are using even more water as our population grows” or “This problem supports the claim because it is evidence that we are using more and more water as our population is growing.”</i></p> <p>Tell students to add this piece of evidence to their note-catchers.</p>



*The Big Thirst Pages 12-15 Text-Dependent Questions*  
(For Teacher Reference)

Questions	Notes
<p>5. What do these three examples have in common?</p> <p>a. “Lake Mead is the source of water for 20 million people, and it is half-empty.”</p> <p>b. “The rainfall-change map shows that two-thirds of India’s land will actually receive less rain.”</p> <p>“Australia is struggling to quickly adapt its economy and lifestyle ... to a completely new, and much reduced water budget.”</p>	<p>(3 minutes)</p> <p>Project and read aloud Question 5. Give students a minute or two to think in their heads, and then ask them to share their thoughts with their partners.</p> <p>Cold call a pair.</p> <p>Listen for: <i>“They are examples around the globe of how different places are running out of water.”</i></p> <p>Direct students to add this as evidence on their note-catchers.</p> <p>Explain that even though the note-catcher has space for six pieces of evidence, not every text they read or video they watch will have exactly that amount. For this excerpt, they do not have to have six pieces of evidence—four or five are perfectly acceptable.</p>





*The Big Thirst* Pages 12-15 Text-Dependent Questions  
(For Teacher Reference)

Questions	Notes
<p>6. Review the evidence you've written down and scan Fishman's argument on these pages again.</p> <p>a. Can you find three reasons Fishman uses to support his claim that we are running out of water? What are they?</p> <p>b. Does he use sound reasoning? Explain.</p>	<p>(4 minutes)</p> <p>Project and read Question 6 aloud to the students and invite them to discuss with their partners.</p> <p>After 1 minute, cold call some students.</p> <p>Listen for:</p> <p>a. <i>"His reasons are lack of access to clean water, population growth, and climate change."</i></p> <p>b. <i>"Yes, he uses sound reasoning. He gives reasons that are all logically connected and supported by evidence. Each reason proves the claim."</i></p> <p>Ask students to answer the question about sound reasoning on their note-catchers.</p> <p>Invite them to answer the rest of the questions on the note-catcher about sufficient and relevant evidence.</p> <p>Have students store their note-catchers in a safe place or collect them and hold on to them until Unit 2, Lesson 1.</p>



Tracing an Argument Note-Catcher for *The Big Thirst* (Pages 12-15)  
(For Teacher Reference)

Name:

Date:

<b>Name of Text/Excerpt/Clip:</b> <i>The Big Thirst</i> pages 12–15		
<b>Author/ Speaker's Name:</b> Charles Fishman		
<b>Claim:</b> We are at the end of the “golden age of water”; we are running out of water across the globe.		
<b>Supporting Evidence 1</b>	<b>Supporting Evidence 2</b>	<b>Supporting Evidence 3</b>
<b>1.1 billion people don't have access to clean, safe drinking water.</b>	<b>1.8 billion people don't have access to water in their home or yard.</b>	<b>At least 40 percent of the world doesn't have good access to water.</b>
<b>Is this evidence relevant?</b>  <p style="text-align: center;">Yes / No</p> <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>It gives a specific statistic that proves the claim that we don't have enough water across the globe.</i>	<b>Is this evidence relevant?</b>  <p style="text-align: center;">Yes / No</p> <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>another statistic that proves the claim that we don't have enough water across the globe</i>	<b>Is this evidence relevant?</b>  <p style="text-align: center;">Yes / No</p> <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>another statistic that proves the claim that we don't have enough water across the globe</i>



Tracing an Argument Note-Catcher for *The Big Thirst* (Pages 12-15)  
(For Teacher Reference)

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
<b>1.8 million children die from lack of water or from diseases they got from drinking tainted water.</b>	<b>The population of the world has gone up by a factor of four; our total water consumption has gone up by a factor of seven.</b>	<b>Lake Mead, India, and Australia are all examples of places that are running out of the water they are used to having.</b>
<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>another statistic that proves the claim that we don't have enough water across the globe</i>	<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>It shows that we are using up more and more water at a faster rate, and as our population grows, this rate will keep going up.</i>	<b>Is this evidence relevant?</b>  <b>Yes / No</b>  <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>These are all specific examples of places that are used to having more water than they do now. It's a logical conclusion that we are running out of water in these places.</i>



Tracing an Argument Note-Catcher for *The Big Thirst* (Pages 12-15)  
(For Teacher Reference)

**Did the author provide sufficient evidence? Explain why or why not.**

**Yes. Fishman gives at least five pieces of evidence that all prove the claim. He gives a balance of statistics and specific examples that all support the idea that we are running out of water.**

**Was the reasoning sound? Explain why or why not.**

**Yes, his reasoning was sound. He gave specific reasons—lack of access, population growth, and climate change—which he then supported with evidence. He used sound reasoning because these three reasons all affect each other and the available freshwater around the globe. After reading his reasons (and evidence), you have to accept his claim that we are running out of water.**

**Overall, does the author successfully prove the claim? Why or why not? Refer to what you wrote above about relevant and sufficient evidence and sound reasoning.**

**Yes, Fishman proves his claim. He uses specific statistics and several examples to provide sufficient evidence to support his claim. All of his evidence and reasoning make sense.**



## Homework Directions

Using pages 1–5, 9, and 12–15 of *The Big Thirst*, mark the geographic locations mentioned in the text on the maps provided.

You may use any atlas, map, or online geographic source to help you fill in the map accurately.

Two blank maps have been provided to assist you: one of the United States and Canada, the other of Europe, Asia, and Australia.

Be creative!



**Blank Map:**  
*The Big Thirst USA*





**Blank Map:**  
*The Big Thirst Europe/Asia/Africa*







**Master Map:**  
*The Big Thirst USA*







**Master Map:**  
*The Big Thirst Europe/Asia/Africa*





EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 1: Lesson 9**

## **Clarifying Thinking on Water Management: Revisiting the Gallery Walk**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain how ideas clarify a topic, text, or issue. (SL.7.2)

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

Supporting Learning Targets

- I can explain how the video “The Future of Water” and excerpts from *The Big Thirst* clarified my thinking on the issue of water sustainability.
- I can cite several pieces of text-based evidence to find places on a map.
- I can analyze photos, videos, and quotes to find a main idea.

Ongoing Assessment

- Thinking Log
- World maps (from homework)
- Notices and Wonders note-catcher

Agenda

1. Opening
  - A. Entry Task: Defining Vocabulary Words from Unit 1 (2 minutes)
  - B. Sharing Unit 1 Vocabulary (6 minutes)
  - C. Reviewing Learning Targets (2 minutes)
2. Work Time
  - A. Reviewing thinking Log and World Map Homework (15 minutes)
  - B. Reviewing Gallery Walk (15 minutes)
3. Closing and Assessment
  - A. Thinking Log (5 minutes)
4. Homework
  - A. Read the article “Wringing Dry” and complete the Tracing an Argument note-catcher

Teaching Notes

- This lesson continues to draw upon students’ use of video and text to clarify the issue of water sustainability. In addition, students review their homework and check their thinking based on text-based evidence.
- Students revisit the Gallery Walk from Lesson 1 to think about what they now know and what they still would like to understand better. This reflective process helps them build on new understandings. A self-monitoring or metacognitive approach can help students develop the ability to take control of their own learning, define learning goals, and monitor their progress.
- As in the Gallery Walk in Lesson 1, item 1 is a short video, which students can watch on a computer in the classroom. Cue up the Web page before class starts so that students can click “play” as they get to the station. Choose whether students will use headphones or listen at the station in small groups, quietly so that it will not disrupt others.
- In advance: Prepare Quiz-Quiz-Trade cards (see supporting materials); decide how best to group students into triads for Work Time B; review the Quiz-Quiz-Trade and Gallery Walk protocols (see Appendix), and cue up the video.
- Post: Domain-Specific Vocabulary anchor chart, Gallery Walk items from Lesson 1, learning targets.



Lesson Vocabulary	Materials
synthetic, imminent (Paragraph 1), intensive (Paragraph 5), nitrate, phosphate (Paragraph 6), brackish (Paragraph 8), calibrated (Paragraph 9)	<ul style="list-style-type: none"><li>• Unit Vocabulary Quiz-Quiz-Trade Cards</li><li>• Domain-Specific Vocabulary anchor chart (begun in Lesson 2)</li><li>• Notices and Wonders note-catcher (from Lesson 1; students' completed copies)</li><li>• Suggested Gallery Walk items (from Lesson 1)</li><li>• “Wringing Dry” (one per student)</li><li>• Tracing an Argument note-catcher (from Lesson 7; one new blank copy per student)</li><li>• Tracing an Argument note-catcher on “Wringing Dry,” Teacher’s Guide (for teacher reference)</li></ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Defining Vocabulary Words from Unit 1 (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute one vocabulary card for each student from the <b>Unit Vocabulary Quiz-Quiz-Trade Cards</b>.</li><li>• Ask students to write the definition of the word on the back of the card. Remind them that they can use their prior Reader’s Notes to define the word.</li></ul>	<ul style="list-style-type: none"><li>• If students need help defining the word, prompt them to look at their Reader’s Notes from Unit 1, the Domain-Specific Vocabulary anchor chart or other classroom resources.</li><li>• Consider allowing students to choose from multiple representations (words, pictures, etc.) on the back of the card to help define the word.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Sharing Unit 1 Vocabulary (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Let students know that they will be doing the Quiz-Quiz-Trade protocol. Briefly review the directions:</li> <li>• When prompted, find a partner and show him or her the vocabulary word on your card.</li> <li>• Your partner will use his or her resources to try to define your word.</li> <li>• Then the process repeats, with you defining your partner's word.</li> <li>• After both of you have tried to determine the meaning of the words, share the correct definitions, then trade cards and find new partners.</li> <li>• Clarify directions as needed, and then invite the class to begin. Circulate to guide students and to listen in on their understanding of the words.</li> <li>• Once students have partnered up four times, ask them to return to their seats.</li> <li>• Ask students to examine their vocabulary from their homework and place a star next to those words that are domain-specific. Cold call students and add these words to the <b>Domain-Specific Vocabulary anchor chart</b>.</li> </ul>	
<p><b>C. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the day's learning targets aloud or ask a volunteer to do so: <ul style="list-style-type: none"> <li>* "I can explain how the video 'The Future of Water' and excerpts from <i>The Big Thirst</i> clarified my thinking on the issue of water sustainability."</li> <li>* "I can cite several pieces of text-based evidence to find places on a map."</li> <li>* "I can analyze photos, videos, and quotes to find a main idea."</li> </ul> </li> <li>• Remind students of the Fist to Five checking for understanding technique (introduced in Module 1).</li> <li>• Cold call a few students to provide evidence for the rating they gave themselves.</li> <li>• Tell students that today they will review the homework in preparation for their end of unit assessment (in Lesson 10), during which they will need to identify and evaluate arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</li> <li>• Allowing students to discuss with a partner before writing or sharing with the whole class is a low-stress strategy to help them process in a risk-free situation.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Reviewing Thinking Log and World Map Homework (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to locate and silently review their homework: their Thinking Log and world maps.</li><li>• Ask them to turn and talk to a partner and share their thinking:<ul style="list-style-type: none"><li>* “How were your ideas clarified by the video and reading from the previous lesson?”</li></ul></li><li>• Cold call several students to share their ideas with the whole group.</li><li>• Place students in triads. Tell them they will work with their triad to share the places they found on the maps. Give directions:<ol style="list-style-type: none"><li>1. In your triad, number yourselves off, student 1, 2, and 3.</li><li>2. Student 1, share a place and the place in the book that it was mentioned.</li><li>3. Students 2 and 3, check whether you also have that place. If not, add it.</li><li>4. Student 2, share a place. Students 1 and 3, check whether you also have that place. If not, add it.</li><li>5. Student 3, share a place. Students 1 and 2, check whether you also have that place. If not, add it.</li><li>6. Continue taking turns until your triad has listed all the places you found in the text.</li></ol></li></ul>	
<p><b>B. Revisiting Gallery Walk (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute students' Notices and Wonders note-catcher from Lesson 1.</li><li>• Tell students that they will re-examine the <b>Gallery Walk items from Lesson 1</b>, including quotes, images, and the video. Some of the information will now seem familiar, but some might still be new and interesting; students should add anything they observe, or that is still new or interesting, in the Notices column. They also may still find some of the information surprising or may have additional questions that are not answered in the image or quote. They can add any questions in the Wonders column.</li><li>• Review the Gallery Walk protocol as needed and get students in small groups with their note-catchers to begin.</li><li>• Ask them to silently wander to each image, quote, or the video and write down what they notice and what they wonder for about 8 minutes. They may linger at any item and not worry about getting to all the items. Invite students to play the video, already on the class computer screen. Tell them the video runs about 2 minutes, but they do not have to stay for the whole time. Remind students of the norms for moving calmly around the room and moving to those images, quotes, or video where there are fewer classmates.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to begin the Gallery Walk. Consider participating in this step and writing your own Notices and Wonders. Or circulate to listen in and clarify procedures as needed.</li><li>• After 8 minutes, invite students to sit and finish writing their thoughts, especially adding to their thinking at the bottom of the handout. Starting with Notices, allow students to “popcorn” discuss any of the ideas they have written down. Next, invite them to “popcorn” discuss the questions that they still have after the Gallery Walk. Tell them that their questions may become research questions for Unit 2. Collect the Notices and Wonders note-catchers.</li><li>• Congratulate students on how much they have learned about water since Lesson 1. Point out specific learning that students didn’t know in the first Gallery Walk but did know in the second, as well as deeper and/or different questions formed based on increasing understanding of water sustainability and water management.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Thinking Log (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to pair up and discuss this question before writing:<ul style="list-style-type: none"><li>* “How has revisiting the resources in the Gallery Walk clarified your thinking about the issues of water sustainability and water management?”</li></ul></li><li>• Then have students respond in their <b>Thinking Log</b>.</li><li>• Cold call students to share their current thinking.</li><li>• Preview the homework and distribute the homework text and note-catcher.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read the article “<b>Wringing Dry</b>” and complete the <b>Tracing an Argument note-catcher</b>.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 1: Lesson 9

## Supporting Materials



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**Unit Vocabulary Quiz:**  
Quiz Trading Cards

**abundance**

**agriculture**

**aquatic**

**aqueous**

**aquifer**



Unit Vocabulary Quiz:  
Quiz Trading Cards

**beleaguered**

**blasé**

**blighted**

**brackish**

**briny**

**calibrated**

**claim**

**conditioned**



**Unit Vocabulary Quiz:**  
Quiz Trading Cards

**crisis/crises**

**desertification**

**endemic**

**evaporation**

**imminent**

**irrigate**

**levees**

**saline**



**Unit Vocabulary Quiz:**  
Quiz Trading Cards

**water management**

**sustainability**

**industry**

**potable**



## Wringing Dry

Ready to give up long showers, water parks, and unlimited water gushing out of your faucets? Well, you don't have to just yet, unless world leaders can't resolve the world's worsening water shortage. The oceans are full, of course. But the liquid most important to human life--fresh, clean water for drinking and watering crops--is in short supply in many parts of the world. Rivers are running low, lakes are shrinking, streams have stopped flowing, and groundwater is being pumped dry.

Drought conditions are spreading in Africa, causing crop failures, malnutrition, and starvation.

Millions of people in Africa and Asia have turned to drinking and washing with contaminated water, leading to the spread of diseases. Infectious water-borne diseases, such as typhus and cholera, are now responsible for 80 percent of illnesses and deaths in poor countries. Many of those affected are children. If the trends continue, one-third of the world population will face a severe water shortage by 2025.

### World Water Forum

That's part of a sobering assessment by the World Water Forum, which meets every three years. This year, 25,000 delegates from 100 countries convened in Istanbul, Turkey, to figure out a solution to solve the world's water crisis.

"There are several rivers that don't reach the sea anymore," Mark Smith, head of the water program for the International Union for the Conservation of Nature, told the BBC. "The Yellow River [Huang River in China] is one, the Murray-Darling [river system in Australia] is nearly another--they have to dredge the mouth of the river every year to make sure it doesn't dry up. The Aral Sea [in west-central Asia] and Lake Chad [in Africa] have shrunk because the rivers that feed them have been largely dried out."

Smith says small streams and rivers, especially in Africa, are drying up for at least part of the year, leading to even less usable water for small communities.

When streams and lakes dry up, people look underground. In parts of Africa and Asia, deep tube wells have replaced streams and rivers for farm irrigation and for drinking water. But because of the need to produce more and more crops, even the deepest wells are going dry. In rural western India, says Fred Pearce, author of *When the Rivers Run Dry*, "half the traditional wells and millions of tube wells have dried up."



## Wringing Dry

"For nearly 3 billion people, access to a [water and] sanitation system comparable to that of ancient Rome would be a significant improvement," scientist Peter Gleick told *Public Works* magazine.

In 2008, lack of water led China to try to lease or purchase land in southern Africa to grow crops to help feed China's population. South Korea, which is experiencing its own drought, is looking to lease land in Madagascar, an island nation off eastern Africa, to grow food. Other countries in Asia, including Saudi Arabia, are considering similar moves.

"In general, we see drying...from southern Europe across to Kazakhstan and from north Africa to Iran," Martin Parry, of the Intergovernmental Panel on Climate Change, told the BBC. "And the drying extends westward into Central America [as well as into southern Africa and Australia]." Since 2002, Australia has been in the grip of its worst drought in history.

The United States also has been hit hard. In 2007, Lake Superior, one of the world's largest freshwater lakes, dropped to its lowest level in 80 years. California has a 20-year supply of freshwater left. New Mexico has 10 years' worth. Since 2000, the Colorado River, which provides water for seven U.S. states, has carried less water than at any time in its known history. Experts say those problems represent more than a temporary drought. In fact, the Environmental Protection Agency warns that if current water use continues unchecked, 36 states will suffer water shortages within the next five years.

### Causes and Solutions

What is causing the crisis? Experts say it is a complex combination of climate change and rapid population growth. Areas that once received a lot of rain now get less rain; areas that got little rain now get more rain. When areas experience less or no rain, and rivers, streams, and lakes dry up, crops fail and hunger increases. According to the Intergovernmental Panel on Climate Change, the area of Earth's land that is classified as "very dry" has doubled since 1970, and the trend is expected to grow.

The world population today is about 6.7 billion people, and it is expected to grow to more than 9 billion by 2050, according to United Nations projections. Much of the growth is expected to take place in countries that are already water poor, putting further stress on a dwindling water supply.



## Wringing Dry

One partial answer to the world water shortage, at least for countries near the sea, is to build more desalination plants that convert seawater to freshwater. A new desalination plant has been built in drought-struck Australia, and several are planned for California. Another suggested solution is for water-rich countries, such as Canada, to sell water to water-poor countries. A third suggestion is for countries to adopt ways of increasing the freshwater supply, such as teaching farmers in Africa methods of capturing clean rainwater.

Delegates to last month's Istanbul conference discussed those and other ways to help solve the water crisis. Nearly everyone agreed that the amount of water on our planet can't be changed, but the way we use it can be if more people realized the problem.

"We're waking up," Gleick told Time magazine about the growing awareness of the world water shortage. "But not fast enough."

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Tracing an Argument Note-Catcher for “Wringing Dry”

Teacher’s Guide (For Teacher Reference)

Name:

Date:

<b>Name of Text/Excerpt/Clip:</b> Wringing Dry		
<b>Author/ Speaker’s Name:</b> Weekly Reader		
<b>Claim:</b>  <b>We are running out of freshwater, and we must do something about it.</b>		
<b>Supporting Evidence 1</b>	<b>Supporting Evidence 2</b>	<b>Supporting Evidence 3</b>
<b>One-third of the world population will face a severe water shortage by 2025.</b>	<b>Small streams and rivers, especially in Africa, are drying up for at least part of the year, leading to even less usable water for small communities.</b>	<b>In rural western India, says Fred Pearce, author of <i>When the Rivers Run Dry</i>, "half the traditional wells and millions of tube wells have dried up.</b>
<b>Is this evidence relevant?</b>  <p style="text-align: center;"><b>Yes / No</b></p> <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>This evidence demonstrates the worldwide nature of the lack of water.</i>	<b>Is this evidence relevant?</b>  <p style="text-align: center;"><b>Yes / No</b></p> <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>This evidence shows how water access from streams and rivers is decreasing.</i>	<b>Is this evidence relevant?</b>  <p style="text-align: center;"><b>Yes / No</b></p> <b>Explain why this evidence is or is not relevant to the claim:</b>  <i>This evidence shows how even underground water is decreasing in some parts of the world.</i>





Tracing an Argument Note-Catcher for “Wringing Dry”

Teacher’s Guide (For Teacher Reference)

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
<p><b>Since 2002, Australia has been in the grip of its worst drought in history.</b></p>	<p><b>If current water use continues unchecked, 36 states will suffer water shortages within the next five years.</b></p>	<p><b>According to the Intergovernmental Panel on Climate Change, the area of Earth's land that is classified as "very dry" has doubled since 1970, and the trend is expected to grow.</b></p>
<p>Is this evidence relevant?</p> <p><b>Yes / No</b></p> <p>Explain why this evidence is or is not relevant to the claim:</p> <p><i>This evidence gives a specific example of a country which is experiencing lack of water.</i></p>	<p>Is this evidence relevant?</p> <p><b>Yes / No</b></p> <p>Explain why this evidence is or is not relevant to the claim:</p> <p><i>This evidence gives a specific example of a country (the US) which may experience lack of water due to our usage.</i></p>	<p>Is this evidence relevant?</p> <p><b>Yes / No</b></p> <p>Explain why this evidence is or is not relevant to the claim:</p> <p><i>This evidence shows how climate change has contributed to the water decrease.</i></p>
<p><b>Did the author provide sufficient evidence? Explain why or why not.</b></p> <p><b>Yes. The author used facts and expert testimony to support the claim.</b></p>		
<p><b>Was the reasoning sound? Explain why or why not.</b></p> <p><b>Yes. The author gave two main reasons for lack of water and supported them with connected evidence, and also gave evidence that logically demonstrated a water crisis.</b></p>		



Tracing an Argument Note-Catcher for “Wringing Dry”

Teacher’s Guide (For Teacher Reference)

**Overall, does the author successfully prove the claim? Why or why not? Refer to what you wrote above about relevant and sufficient evidence and sound reasoning.**

**The author proved the claim by providing sufficient and sound evidence within the article.**



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 1: Lesson 10**

## **End of Unit Assessment: Tracing and Evaluating Arguments**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can identify the argument and specific claims in a text. (RI.7.8)</p> <p>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</p> <p>I can outline a speaker's argument and specific claims. (SL.7.3)</p> <p>I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify the argument and specific claims in the text "Water in Agriculture: Improving Resource Management."</li><li>• I can evaluate the argument and specific claims in the text "Water in Agriculture: Improving Resource Management."</li><li>• I can outline the argument and specific claims in the video "Corporations Need to Pay More Attention to Water: Charles Fishman."</li><li>• I can evaluate the argument and specific claims in the video "Corporations Need to Pay More Attention to Water: Charles Fishman."</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 1 Assessment</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Evaluating an Argument I Have, Who Has? (5 minutes)</li><li>B. Reviewing the Learning Targets (3 minutes)</li><li>C. Introducing End of Unit 1 Assessment (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 1 Assessment (30 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Thinking Log (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread “Water Is Life” and complete the Tracing an Argument note-catcher.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students independently complete a Tracing an Argument note-catcher for both a text and a video in an end of unit assessment. This task calls upon students to employ the task of tracing an argument that they have been practicing in the last four lessons.</li><li>• In advance: Cue up the video, “Corporations Need to Pay More Attention to Water: Charles Fishman” (<a href="http://www.youtube.com/watch?v=8uWzIDMuM_U">http://www.youtube.com/watch?v=8uWzIDMuM_U</a>)</li><li>• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
consummate, commodities, diverted, seepage, harbored, cultivation, ecosystems, biodiversity, reclamation, eutrophication, depletion	<ul style="list-style-type: none"><li>• Evaluating an Argument I Have, Who Has? set of 6 (one set per triad)</li><li>• End of Unit 1 Assessment: We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video (one per student)</li><li>• Video: “Corporations Need to Pay More Attention to Water: Charles Fishman”</li><li>• “Agriculture and Environment: Cotton” (one per student)</li><li>• End of Unit 1 Assessment: We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video (answers, for teacher reference)</li><li>• “Water Is Life” (from Lesson 1; one per student)</li><li>• Thinking Logs for Lesson 10</li><li>• Tracing an Argument note-catcher (from Lesson 7; one new blank copy per student)</li><li>• Tracing an Argument Note-catcher on “Water is Life,” Teacher’s Guide (for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Evaluating an Argument I Have, Who Has (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Group students in triads and hand out two cards from the set of <b>Evaluating an Argument I Have, Who Has</b> to each student. Make sure each group has a full set of six cards. Ask students to stand facing their group with their cards in hand. Tell them that the student whose card starts with “I have the first card” will read aloud that card first, and then whoever has the “answer” to the first card will read theirs next, continuing until the last card. Then ask students to return to their seats.</li> </ul>	<ul style="list-style-type: none"> <li>Taking time to ask for students’ ideas about other tasks they can complete while their classmates are working can greatly enhance student buy-in for setting clear expectations for focused work time.</li> </ul>
<p><b>B. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Share the learning targets:               <ul style="list-style-type: none"> <li>* “I can identify the argument and specific claims in the text ‘Water in Agriculture: Improving Resource Management.’”</li> <li>* “I can evaluate the argument and specific claims in the text ‘Water in Agriculture: Improving Resource Management.’”</li> <li>* “I can outline the argument and specific claims in the video ‘Corporations Need to Pay More Attention to Water: Charles Fishman.’”</li> <li>* “I can evaluate the argument and specific claims in the video ‘Corporations Need to Pay More Attention to Water: Charles Fishman.’”</li> </ul> </li> <li>Ask students to turn to a partner and take turns sharing one strategy that they use to evaluate an argument. Cold call students to share their strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</li> <li>Allowing students to discuss with a partner before writing or sharing with the whole class is a low-stress strategy to help them process in a risk-free situation.</li> </ul>
<p><b>C. Introducing the End of Unit 1 Assessment (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that today they get to demonstrate their progress on these learning targets in the end of unit assessment.</li> <li>Write on the board, “If you finish early, you can ...” and prompt students to suggest appropriate silent activities that they can complete. This list should include rereading the “Water Is Life” article and reading The Big Thirst. This list could also include: “Complete homework for other classes” or “Continue reading your independent reading book.”</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment (30 minutes )</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 1 Assessment: We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video.</b></li><li>• To complete Part 1, play the <b>video: “Corporations Need to Pay More Attention to Water”</b> once, allow time for students to respond, and then play it two more times.</li><li>• After students have completed Part 1, hand out the text “Water in Agriculture: Improving Resource Management.” Point out that some of the vocabulary words are defined for them and are in italics in the article. Ask students to read the article and then complete Part II.</li><li>• Instruct students to remain silent until all classmates are finished with their work, and prompt students to begin.</li><li>• If they complete their assessment, encourage students to stay seated and complete one of the tasks listed on the board.</li><li>• Collect students' assessments.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Thinking Log (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to add to their <b>Thinking Logs</b> for Lesson 10:<ul style="list-style-type: none"><li>– “How did today’s reading and video help clarify your thinking about the issue of water sustainability?”</li></ul></li><li>• Distribute the <b>Tracing an Argument note-catcher</b> and explain that for homework, students will reread “Water is Life” and fill in the note-catcher based on Kingsolver’s argument.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread “<b>Water Is Life</b>” by Barbara Kingsolver and complete the Tracing an Argument note-catcher.</li></ul>	





EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 1: Lesson 10

## Supporting Materials



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Entry Task: Evaluating an Argument I Have, Who Has?

<p>I have the first card ...</p> <p>Who has <b>a statement in an argument that something is true?</b></p>	<p>I have <b>a claim.</b></p> <p>Who has <b>evidence that relates to the claim, proves the point, and supports an argument?</b></p>
<p>I have <b>relevant evidence.</b></p> <p>Who has <b>how to evaluate an argument?</b></p>	<p>I have <b>assess whether it is strong and successful at proving its claim.</b></p> <p>Who has <b>enough evidence to prove the claim?</b></p>
<p>I have <b>sufficient evidence.</b></p> <p>Who has <b>reasoning that makes sense and is logical?</b></p>	<p>I have <b>sound reasoning.</b></p> <p>Who has the first card?</p>



**End of Unit 1 Assessment:** We Need to Pay More Attention to Water:  
Tracing and Evaluating Arguments in Text and Video

.....  
**Name:**  
.....

**Date:**  
.....

**Part I: Delineating and Evaluating a Speaker's Argument**

1. Watch the video two times and checkmark any interesting details it mentions.
  - ☐ Even if corporations try to save water, it won't make much of a difference.
  - ☐ Water is a huge risk to the operation of a corporation.
  - ☐ Corporations rely on water more than they realize.
  - ☐ Corporations need to help their employees use less water.
  - ☐ The smartest companies are trying to use less water.
  - ☐ When corporations use less water, they use less energy.
  - ☐ Until agriculture uses less water, little can be done.
  - ☐ Saving water gives corporations a competitive advantage.
  - ☐ Water problems are solvable.
  - ☐ Companies must plan for smart water use now.
2. Watch the video again and write the central claim that you think the author is trying to make and support with evidence.

**Claim:**



**End of Unit 1 Assessment:** We Need to Pay More Attention to Water:  
Tracing and Evaluating Arguments in Text and Video

3. Write three pieces of evidence the author uses. Then respond to whether that particular piece of evidence is relevant to the claim and why or why not.

Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
Evidence 1 relevant? Why or Why not?	Evidence 2 relevant? Why or Why not?	Evidence 3 relevant? Why or Why not?



**End of Unit 1 Assessment:** We Need to Pay More Attention to Water:  
Tracing and Evaluating Arguments in Text and Video

4. Does the author provide sufficient evidence? Explain why or why not.

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5. Was the reasoning sound? Explain why or why not.

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**Part II: Delineating and Evaluating a Writer's Argument**

Text: "Agriculture and Environment: Cotton" by Jason Clay

6. Read and think closely about the text. Then, mark the central claim that you think the author is trying to make and support with evidence.

- ☐ People should not wear clothes made of cotton.
- ☐ Growing cotton is not a sustainable use of water.
- ☐ Growing cotton ruins the soil so nothing else can grow.
- ☐ In countries that grow cotton, there is not enough water for drinking.



**End of Unit 1 Assessment: We Need to Pay More Attention to Water:**  
Tracing and Evaluating Arguments in Text and Video

7. Write three pieces of evidence the author uses to support his claim and tell whether the evidence is relevant and sufficient and whether the argument is sound.

Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
Evidence 1 relevant? Why or Why not?	Evidence 2 relevant? Why or Why not?	Evidence 3 relevant? Why or Why not?



**End of Unit 1 Assessment:** We Need to Pay More Attention to Water:  
Tracing and Evaluating Arguments in Text and Video

8. Does the author provide sufficient evidence? Explain why or why not.

---

---

9. Was the reasoning sound? Explain why or why not.

---

---

Agricultural and Environment: Cotton Environmental  
Impacts of Production: Water Use By Jason Clay

Cotton uses a tremendous amount of water both to produce and process.

**Cotton production requires 550 to 950 litres per square meter of area planted. Put another way, 7,000 to 29,000 litres of water are required for each kilogram of cotton produced (Soth 1999).**

**A *consumate*<sup>1</sup> consumer of water**

Some estimates indicate that it is the largest user of water among all agricultural *commodities*<sup>2</sup>. Estimates indicate that cotton represents more than half of the irrigated agricultural land in the world. Cotton production and processing are also a major source of pollution of freshwater (Soth 1999).

**Inefficient water management**

In many cotton-producing areas, surface waters are *diverted*<sup>3</sup> to irrigate cotton. Most cotton irrigation systems rely on traditional flooding techniques. Freshwater is taken from its source (e.g., river, lake, reservoir, or underground) and transported via a series of even smaller, open canals to the area to be irrigated.

Freshwater losses occur through evaporation, *seepage*<sup>4</sup>, and inefficient water management. Globally, irrigation efficiency of all types is lower than 40 percent (Gleick 1993). This means that 60 percent of the water used in irrigation never makes it to the targeted plant.

**Substantial damages in the Aral Sea basin**

The continuous *cultivation*<sup>5</sup> of cotton in the Aral Sea basin of Uzbekistan has caused a tremendous decrease in the surface area of the sea—it has shrunk by almost half. The reason is that two of the rivers that formerly fed the Aral Sea (the Amu Darya River and Syr Darya River) were *diverted*<sup>3</sup> for cotton production.

Once the world's fourth largest lake, the Aral Sea formerly *harboured*<sup>6</sup> many fish; today there are few. In addition, some 20 of its 24 native fish species are now extinct there, including the sturgeon that produced world-famous caviar. In China's Yellow River Valley, where cotton is grown under both irrigated and rain-fed conditions, a shortage of irrigation water due to falling water tables has also been reported (Gillham 1995).





## Agricultural and Environment: Cotton Environmental Impacts of Production: Water Use By Jason Clay

### Wide ranging impacts

The main activities associated with cotton production that affect freshwater *ecosystems*<sup>7</sup> and *biodiversity*<sup>8</sup> include runoff from fields, drainage, pesticide application, water withdrawal for irrigation, extensive irrigation, dam construction, and *land reclamation*<sup>9</sup>. These activities result in a range of impacts from *eutrophication*<sup>10</sup> and pollution to loss of soil and other biodiversity.

### Groundwater depletion<sup>11</sup>

Groundwater *depletion*<sup>11</sup> is another environmental problem associated with cotton *cultivation*<sup>5</sup>. In many areas groundwater is pumped to irrigate cotton. In essence this water is mined from underground reserves. In ossified aquifers, which are aquifers with solid caps that do not allow the water to be replenished from surface runoff, water is a non-renewable resource. Even in other types of aquifers, groundwater systems can take hundreds or even thousands of years to be refilled once they have been drained.

According to a recent World Wildlife Fund report on cotton (Soth 1999), the impact of cotton on total freshwater supplies is probably much greater than the irrigation data shows. Even with irrigated cotton, some 60 percent of water demand is provided by rainfall (Klohn 1998). The total global freshwater demand for cotton production is between 50 and 210 cubic kilometers per year. This is between 1 percent and 6 percent of total global freshwater withdrawal (Soth 1999).

Excerpts from "World Agriculture & Environment" by Jason Clay

[http://wwf.panda.org/what\\_we\\_do/how\\_we\\_work/businesses/transforming\\_markets/solutions/bettermarkets/farming/cotton/environmental\\_impacts/water\\_use/](http://wwf.panda.org/what_we_do/how_we_work/businesses/transforming_markets/solutions/bettermarkets/farming/cotton/environmental_impacts/water_use/)

Creative Commons

### Vocabulary list:

1. consummate: perfect; complete
2. commodities: products that are bought and sold
3. diverted: turned away from something; made something go in a different direction
4. seepage: leakage; leaking from something
5. cultivation: making the land so it can grow plants
6. harboured: provided shelter or safety
7. ecosystems: communities of living things, together with their environment
8. biodiversity: the different types of life forms
9. reclamation: making poor-quality land useful again
10. eutrophication: when a body of water has too many nutrients and too many plants grow; this causes all the animals in the water to die
11. depletion: to make less



**End of Unit 1 Assessment:** We Need to Pay More Attention to Water:  
Tracing and Evaluating Arguments in Text and Video  
(Answers, for Teacher Reference)

.....  
**Name:**

.....  
**Date:**

**Part I: Delineating and Evaluating a Speaker's Argument**

1. Watch the video two times and checkmark any interesting details it mentions.
  - ☐ Even if corporations try to save water, it won't make much of a difference.
  - ✓ **Water is a huge risk to the operation of a corporation.**
  - ✓ **Corporations rely on water more than they realize.**
  - ☐ Corporations need to help their employees use less water.
  - ✓ **The smartest companies are trying to use less water.**
  - ✓ **When corporations use less water, they use less energy.**
  - ☐ Until agriculture uses less water, little can be done.
  - ✓ **Saving water gives corporations a competitive advantage.**
  - ✓ **Water problems are solvable.**
  - ✓ **Companies must plan for smart water use now.**
2. Watch the video again and write the central claim that you think the author is trying to make and support with evidence.

**Claim:**

**Corporations need to pay more attention to water.**



**End of Unit 1 Assessment:** We Need to Pay More Attention to Water:  
Tracing and Evaluating Arguments in Text and Video  
(Answers, for Teacher Reference)

3. Write three pieces of evidence the author uses. Then respond to whether that particular piece of evidence is relevant to the claim and why or why not. **(For teacher reference, there are more than three below, but any three are correct.)**

Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3	Supporting Evidence 4
<b>It takes a lot of water to do even little things (Google search).</b>	<b>Smart businesses are already thinking about water risk and trying to use less water.</b>	<b>Saving money on water means you also are saving energy and electricity.</b>	<b>Being creative about water use gives a competitive advantage.</b>
Evidence 1 relevant? Why or why not?  <b>Yes, because most people, or corporations, don't realize how much water they use, so it is wasted.</b>	Evidence 2 relevant? Why or why not?  <b>Yes, because most companies want to be smart companies.</b>	Evidence 3 relevant? Why or why not?  <b>Yes, because corporations want to save money on water and anything else they can if it doesn't hurt their product.</b>	Evidence 4 relevant? Why or why not?  <b>Yes, because most companies want to have a competitive advantage.</b>

4. Does the author provide sufficient evidence? Explain why or why not.

**Yes. There could be more, but in this short clip and for his purpose (to get corporations' attention), there are several pieces of evidence that are high quality.**

5. Was the reasoning sound? Explain why or why not.

**Yes, he convinced me. His reasons and evidence were logical and, when you look at the argument overall, it was supported and made sense.**

**End of Unit 1 Assessment:** We Need to Pay More Attention to Water:  
Tracing and Evaluating Arguments in Text and Video  
(Answers, for Teacher Reference)

**Part II: Delineating and Evaluating a Writer's Argument**

Text: "Agriculture and Environment: Cotton" by Jason Clay

6. Read and think closely about the text. Then, mark the central claim that you think the author is trying to make and support with evidence.
- ☐ People should not wear clothes made of cotton.
  - ✓ **Growing cotton is not a sustainable use of water.**
  - ☐ Growing cotton ruins the soil so nothing else can grow.
  - ☐ In countries that grow cotton, there is not enough water for drinking.
7. Write three pieces of evidence the author uses to support his claim and tell whether the evidence is relevant and sufficient and whether the argument is sound. **(For teacher reference, there are more than three below, but any three are correct.)**

Supporting Evidence	Supporting Evidence	Supporting Evidence
<b>Cotton uses a lot of water to produce—550–950 liters per square meter.</b>	<b>Cotton is the largest user of water among all agricultural commodities.</b>	<b>Cotton represents more than half the irrigated agricultural land of the world.</b>
<b>Cotton production and processing are also a major source of freshwater pollution.</b>	<b>Many times, surface waters are diverted to irrigate cotton—the land is flooded.</b>	<b>Water often leaks from the pipes as it is diverted.</b>
<b>Growing cotton has decreased the size of the Aral Sea because two rivers that fed the sea have been diverted to cotton fields.</b>	<b>Often, groundwater is being depleted because water is pumped from underground to irrigate the cotton.</b>	



**End of Unit 1 Assessment:** We Need to Pay More Attention to Water:  
Tracing and Evaluating Arguments in Text and Video  
(Answers, for Teacher Reference)

8. Does the author provide sufficient evidence? Explain why or why not.

**The author uses lots of evidence, especially facts and statistics to support each of his reasons, so his evidence is sufficient.**

9. Was the reasoning sound? Explain why or why not.

**Yes, he does. The author claims that cotton used a lot of water. Then he lists reasons he believes that (like inefficient water management) and backs up his reasons with evidence. It's easy to see the connections between the evidence, the reasons and the claim, so his reasoning is sound.**



Tracing an Argument Note-catcher on “Water is Life”  
Teacher’s Guide (for Teacher Reference)

Name:

Date:

**Name of Text/Excerpt/Clip:** “Water is Life”

**Author/ Speaker’s Name:** Barbara Kingsolver

**Claim:**  
**We need to use water more sustainably**

**Supporting Evidence 1**

**“But such is the human inclination to take water as a birthright that public fountains still may bubble in Arizona’s town squares and farmers there raise thirsty crops.”**

**Supporting Evidence 2**

**“We’ve lately raised the Earth’s average temperature by .74°C (1.3°F), a number that sounds inconsequential. But these words do not: flood, drought, hurricane, rising sea levels, bursting levees.”**

**Supporting Evidence 3**

**“The results are in plain sight along pummeled coasts from Louisiana to the Philippines as superwarmed air above the ocean brews superstorms, the likes of which we have never known. In arid places the same physics amplify evaporation and drought, visible in the dust-dry farms of the Murray-Darling River Basin in Australia.”**

Tracing an Argument Note-catcher on “Water is Life”  
Teacher’s Guide (for Teacher Reference)

<p><b>Is this evidence relevant?</b></p> <p><b>Yes / No</b></p> <p><b>Explain why this evidence is or is not relevant to the claim:</b></p> <p><i>This evidence shows how people are currently using water in an unsustainable way—fountains and green lawns don’t make sense in the desert.</i></p>	<p><b>Is this evidence relevant?</b></p> <p><b>Yes / No</b></p> <p><b>Explain why this evidence is or is not relevant to the claim:</b></p> <p><i>This evidence shows another side to humans acting in an unsustainable way. Climate change, brought on by humans, has also caused changes to water, including horrible natural disasters like floods, droughts and hurricanes.</i></p>	<p><b>Is this evidence relevant?</b></p> <p><b>Yes / No</b></p> <p><b>Explain why this evidence is or is not relevant to the claim:</b></p> <p><i>This evidence shows that the whole world, from Louisiana to the Philippines to Australia is suffering from the changes to water.</i></p>
<p><b>Supporting Evidence 4</b></p> <p><b>“Their husbands were digging a well nearby. They worked with hand trowels, a plywood form for lining the shaft with concrete, inch by inch, and a sturdy hand-built crank for lowering a man to the bottom and sending up buckets of sand. A dozen hopeful men in stained straw hats stood back to let me inspect their work, which so far had yielded only a mountain of exhumed sand, dry as dust.”</b></p>	<p><b>Supporting Evidence 5</b></p> <p><b>“Forty percent of the households in sub-Saharan Africa are more than a half hour from the nearest water, and that distance is growing.”</b></p>	<p><b>Supporting Evidence 6</b></p> <p><b>“Agreeing to self-imposed limits instead, unthinkable at first, will become the right thing to do. While our laws imply that morality is fixed, Hardin made the point that “the morality of an act is a function of the state of the system at the time it is performed.” Surely it was no sin, once upon a time, to shoot and make pies of passenger pigeons.”</b></p>



Tracing an Argument Note-catcher on “Water is Life”  
Teacher’s Guide (for Teacher Reference)

<p><b>Is this evidence relevant?</b></p> <p><b>Yes / No</b></p> <p><b>Explain why this evidence is or is not relevant to the claim:</b></p> <p><i>This evidence shows that some people already have a difficult time getting water. If arid places are getting drier, then the people of Bajo Piura will have even more trouble accessing water.</i></p>	<p><b>Is this evidence relevant?</b></p> <p><b>Yes / No</b></p> <p><b>Explain why this evidence is or is not relevant to the claim:</b></p> <p><i>Again, this is another piece of evidence that shows that many people struggle to get water every day and that will only get worse if we don't use water more sustainably.</i></p>	<p><b>Is this evidence relevant?</b></p> <p><b>Yes / No</b></p> <p><b>Explain why this evidence is or is not relevant to the claim:</b></p> <p><i>This evidence shows that just like humans over-hunted passenger pigeons into extinction, if we abuse our water supply, we'll run out of that too.</i></p>
<p><b>Did the author provide sufficient evidence? Explain why or why not.</b>  <i>Yes, the author used lots of different kinds of evidence and she used evidence in every paragraph. The evidence that she used supported her claim well.</i></p>		
<p><b>Was the reasoning sound? Explain why or why not.</b>  <i>Yes, the reasoning was sound. Kingsolver made clear connections between the evidence and what the evidence shows. For instance, when she says “Agreeing to self-imposed limits instead, unthinkable at first, will become the right thing to do. While our laws imply that morality is fixed, Hardin made the point that “the morality of an act is a function of the state of the system at the time it is performed.” Surely it was no sin, once upon a time, to shoot and make pies of passenger pigeons,” it is logical to make that comparison. Since we over-used a natural resource before, we can do it again. So we should make sure to avoid making the same mistake.</i></p>		
<p><b>Overall, does the author successfully prove the claim? Why or why not? Refer to what you wrote above about relevant and sufficient evidence and sound reasoning.</b>  <i>Yes, she successfully proves her claim by using relevant, sufficient evidence and using logical reasoning. It is easy to see why humans should use water more sustainably now.</i></p>		





EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 2: Overview



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## Unit 2: Research Study: Industrial and Agricultural Water Management

In this unit, students continue to conduct close readings and engage in independent research into the ways that both industry and agriculture currently use fresh water resources and how sustainable water management could be improved. Students keep a researcher's notebook in which they document their research findings, generate supporting research questions, and analyze the credibility of their sources as they determine how different authors use evidence to prove their points. In the mid-unit assessment, students engage in a simulated research task focused on water management strategies (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d). The assessment will incorporate selected response and short constructed response questions in order to assess students' ability to research.

After the mid-unit assessment, students engage in a structured decision-making process to address the question: Which category of water management would be a good place to begin to make the way we manage water more sustainable? The process guides students to consider the information they gathered while researching, as well as the consequences and impact on stakeholders of each possible position. This leads students to the two-part end of unit assessment. In Part 1, students engage in a Fishbowl discussion about the possible positions they can take (SL.7.1). In Part 2, students will formally present their position (SL.7.4, SL.7.5, SL.7.6).

### Guiding Questions and Big Ideas

- **How can I use the research process to answer questions and generate more?**
- **How do I best determine what sources to use while researching?**
- **How do I make an informed decision?**
- **What are the consequences of how industry and agriculture use water?**
- **What are the first steps of managing water more sustainably?**
- *More sustainable agricultural and industrial water management can have a big impact on the planet's fresh water.*
- *Research requires finding high-quality sources and relevant information.*
- *Making informed decisions includes weighing evidence and considering personal values.*



Mid-Unit 2 Assessment	<p><b>Simulated Research Task: Water Management Strategies</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d. For this assessment, students will read an excerpt of <i>The Big Thirst</i> before the assessment and the article “Get the Salt Out” during the assessment itself as part of a simulated research task. Then students will answer selected response and short constructed response questions about the two texts and the research process.</p>
End of Unit 2 Assessment	<p><b>Making a Claim about Water Management</b></p> <p>This assessment has two parts. In the first part, students engage in a Fishbowl discussion of the two possible answers to the question: Which category of water management would be a good place to begin to make the way we manage water more sustainable? Part 1 of the assessment centers on NYSP12 ELA CCLS SL.7.1, SL.7.1a, and SL.7.1e. In Part 2, students orally present their position in answer to the same question. The second part of the assessment centers on NYSP12 ELA CCLS SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9.</p>



### Content Connections

This module is designed to address English Language Arts standards as students read informational texts about water management and sustainability. However, the module intentionally incorporates Science concepts and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

**Big ideas and guiding questions are informed by the Next Generation Science Standards:**

Influence of Engineering, Technology, and Science on Society and the Natural World

All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment.

**The Roles of Water in Earth's Surface Processes**

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land (MS-ESS2-4).

**Earth and Human Activity**

- Construct an argument supported by evidence for how increases in human population and per-capital consumption of natural resources impact earth's systems.

### Central Texts

1. Barbara Kingsolver, "Water Is Life," in *National Geographic* (April 2010), <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>.
2. Charles Fishman, *The Big Thirst: The Secret Life and Turbulent Future of Water* (New York: Free Press, 2012), ISBN: 978-1-4391-0208-4.
3. Daniel C. Edelson, Adam Tarnoff, Kathleen Schwille, Meridith Bruozas, and Anna Switzer, "Learning to Make Systematic Decisions," in *The Science Teacher* (Vol. 73, Issue 4), 2006.
4. Various research sources (beginning in Lesson 7).



**This unit is approximately 3.5 weeks or 17 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Contrasting Evidence: “Water Is Life” and <i>The Big Thirst</i>	<ul style="list-style-type: none"> <li>I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can contrast how Barbara Kingsolver and Charles Fishman use different evidence to prove similar claims.</li> </ul>	<ul style="list-style-type: none"> <li>Tracing the Argument note-catcher (Kingsolver) (from Unit 1, Lesson 10)</li> <li>Tracing the Argument note-catcher (Fishman) (from Unit 1, Lesson 8)</li> <li>Venn diagram and Venn diagram reflection questions</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>
<b>Lesson 2</b>	Analyzing Interaction: Categories of Water Management in <i>The Big Thirst</i>	<ul style="list-style-type: none"> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can evaluate the credibility and accuracy of each source. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can use close reading strategies to determine the multiple uses of water in society.</li> <li>I can apply the meanings of “personal,” “agricultural,” and “industrial” to examples of water use in my text.</li> <li>I can evaluate the credibility and accuracy of <i>The Big Thirst</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader’s Notes for pages 20, 21, and 24 of <i>The Big Thirst</i> (from homework)</li> <li>Excerpts from <i>The Big Thirst</i> Pages 20, 21, and 24 Text-Dependent Questions</li> <li>Thinking Log</li> </ul>	<ul style="list-style-type: none"> <li>Parking Lot-type (optional)</li> <li>Domain-Specific Vocabulary</li> </ul>
<b>Lesson 3</b>	Finding Relevant Information and Asking Research Questions: <i>The Big Thirst</i>	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question. (W.7.7)</li> <li>I can generate additional questions for further research. (W.7.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can generate strong supporting research questions.</li> <li>I can gather relevant evidence from <i>The Big Thirst</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader’s Notes for pages 123–125 of <i>The Big Thirst</i> (from homework)</li> <li>Researcher’s notebook</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Paraphrasing and Evaluating Sources: Pages 112–116 of <i>The Big Thirst</i>	<ul style="list-style-type: none"> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can gather relevant information from a variety of sources. (W.7.8)</li> <li>I can evaluate the credibility and accuracy of each source. (W.7.8)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can consult a dictionary to determine or clarify the meaning of a word.</li> <li>I can correctly paraphrase information I gather from <i>The Big Thirst</i>.</li> <li>I can evaluate the credibility and accuracy of a source.</li> </ul>	<ul style="list-style-type: none"> <li>Pages 112–116 of The Big Thirst Text-Dependent Questions</li> <li>Exit Ticket: Practicing Paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>
<b>Lesson 5</b>	Contrasting Authors' Use of Evidence: Bottled Water	<ul style="list-style-type: none"> <li>I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)</li> <li>I can gather relevant information from a variety of sources. (W.7.8)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can contrast how two authors interpret facts about bottled water differently.</li> <li>I can gather relevant information from <i>The Big Thirst</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Log</li> <li>Pages 183–186 of The Big Thirst Text-Dependent Questions Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating an Argument</li> <li>Domain-Specific Vocabulary</li> </ul>
<b>Lesson 6</b>	Using Effective Search Terms: Researching Water Management	<ul style="list-style-type: none"> <li>I can gather relevant information from a variety of sources. (W.7.8)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> <li>I can use search terms effectively. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can use search terms effectively to gather relevant information about water management.</li> <li>I can gather relevant information from <i>The Big Thirst</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Log</li> <li>Pages 186–187 of The Big Thirst Text-Dependent Questions</li> <li>Researcher's Notebook</li> <li>Exit ticket: Search Terms</li> </ul>	
<b>Lesson 7</b>	Gathering Information about Water Management: Assessing and Reading Internet Sources, Day 1	<ul style="list-style-type: none"> <li>I can gather relevant information from a variety of sources. (W.7.8)</li> <li>I can use search terms effectively. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can use search terms effectively to gather relevant information about water management.</li> <li>I can evaluate a source's accuracy and credibility.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Gathering Information about Water Management: Assessing and Reading Internet Sources, Day 2	<ul style="list-style-type: none"> <li>I can gather relevant information from a variety of sources. (W.7.8)</li> <li>I can use search terms effectively. (W.7.8)</li> <li>I can evaluate the credibility and accuracy of each source. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can use search terms effectively to gather information about water management.</li> <li>I can evaluate a source's accuracy and credibility.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Assessing Sources document</li> <li>Exit Ticket: Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>
<b>Lesson 9</b>	Gathering Information about Water Management: Assessing and Reading Internet Sources, Day 3	<ul style="list-style-type: none"> <li>I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)</li> <li>I can gather relevant information from a variety of sources. (W.7.8)</li> <li>I can use search terms effectively. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can contrast how two authors emphasize different evidence on the topic of water management in agriculture.</li> <li>I can use search terms effectively to gather relevant information about water management.</li> <li>I can evaluate a source's accuracy and credibility.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> <li>Evaluating an Argument</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 10</b>	Mid-Unit 2 Assessment: Research Task: Comparing and Contrasting Texts	<ul style="list-style-type: none"> <li>I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)</li> <li>I can conduct short research projects to answer a question. (W.7.7)</li> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can gather relevant information from a variety of sources. (W.7.8)</li> <li>I can use search terms effectively. (W.7.8)</li> <li>I can evaluate the credibility and accuracy of each source. (W.7.8)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can contrast how two authors emphasize different evidence on the topic of desalination.</li> <li>I can gather relevant information from sources.</li> <li>I can correctly paraphrase information I gather from "Get the Salt Out."</li> <li>I can generate strong supporting research questions.</li> <li>I can use search terms effectively to gather relevant information about water management.</li> <li>I can evaluate a source's accuracy and credibility.</li> <li>I can consult a dictionary to determine or clarify the meaning of a word.</li> <li>I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment</li> </ul>	
<b>Lesson 11</b>	Forming a Research-Based Claim: Cascading Consequences Charts	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a Cascading Consequences chart based on industrial management of water, using my researcher's notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Cascading Consequences chart for industrial management of water</li> </ul>	<ul style="list-style-type: none"> <li>Academic Vocabulary</li> </ul>





Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 12</b>	Forming a Research-Based Claim: Stakeholder Chart on Better Industrial Water Management	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a Stakeholder chart based on industrial management of water, using my industrial management of water Cascading Consequences chart and researcher's notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Cascading Consequences chart: agricultural management of water (from homework)</li> <li>Cascading Consequences chart: industrial management of water</li> <li>Stakeholder chart: industrial management of water</li> <li>Researcher's notebooks</li> </ul>	
<b>Lesson 13</b>	Forming a Research-Based Claim: Stakeholder Chart on Better Agricultural Water Management	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> <li>I can use my experience and knowledge of language and logic to address problems and advocate persuasively. (RI.7.9a, SL.7.2a)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a Stakeholder chart based on agricultural management of water, using my Cascading Consequences chart for agricultural management of water and researcher's notebook.</li> <li>I can use my knowledge of industrial and agricultural management of water to advocate persuasively for one side or another.</li> <li>I can practice the skills and expectations of a Fishbowl discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder chart for industrial management of water (from homework)</li> <li>Stakeholder chart for agricultural management of water</li> <li>Industrial/Agricultural Fishbowl graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>World Café protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 14</b>	End of Unit 2 Assessment, Part 1A: Fishbowl on Better Use of Water in Agriculture	<ul style="list-style-type: none"> <li>I can present claims and findings with descriptions, facts, details, and examples, using effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)</li> <li>I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)</li> <li>I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)</li> <li>I can self-select a text based on personal preferences and read it independently. (RI.7.11a)</li> </ul>	<ul style="list-style-type: none"> <li>I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.</li> <li>I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.</li> <li>I can self-select a text based on personal preferences and read it independently.</li> </ul>	<ul style="list-style-type: none"> <li>Ticket to Enter</li> <li>End of Unit 2 Assessment; Part 1A: Fishbowl</li> </ul>	<ul style="list-style-type: none"> <li>Fishbowl protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 15</b>	End of Unit 2 Assessment, Part 1B: Fishbowl on Better Use of Water in Industry	<ul style="list-style-type: none"> <li>I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)</li> <li>I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)</li> <li>I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)</li> <li>I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)</li> </ul>	<ul style="list-style-type: none"> <li>I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.</li> <li>I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment, Part 1B: Fishbowl</li> <li>Thinking Log</li> </ul>	<ul style="list-style-type: none"> <li>Fishbowl protocol</li> </ul>
<b>Lesson 16</b>	Using Multimedia in Presentations: Presenting Claims	<ul style="list-style-type: none"> <li>I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)</li> <li>I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)</li> <li>I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a visual display to clarify the claim in my presentation.</li> <li>I can speak clearly, with appropriate eye contact and adequate volume.</li> </ul>	<ul style="list-style-type: none"> <li>Visual display</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 17</b>	End of Unit 2 Assessment, Part 2: Presenting a Claim	<ul style="list-style-type: none"> <li>I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)</li> <li>I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)</li> <li>I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)</li> <li>I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.7.6)</li> <li>I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)</li> </ul>	<ul style="list-style-type: none"> <li>I can present my claim about water management using facts, reasons, details, and examples.</li> <li>I can use effective speaking techniques in my presentation.</li> <li>I can include a multimedia visual display in my presentation to clarify my claim and add emphasis.</li> <li>I can use formal English in my presentation.</li> <li>I can use my experience and knowledge of language and logic to advocate persuasively.</li> </ul>	<ul style="list-style-type: none"> <li>Visual display</li> <li>End of Unit 2 Assessment, Part 2</li> <li>Exit ticket</li> </ul>	



Optional: Experts, Fieldwork, And Service

**Experts:**

- Invite someone with water management expertise from a local business, farm, or government office to contribute to the students' understanding of agricultural and industrial water management.

**Fieldwork:**

- Visit a farm or business that has implemented sustainable water management.

**Service:**

- Prepare students to share their findings with community stakeholders such as local farmers, business people, or government officials with a goal of educating their community about more sustainable water management.

Optional: Extensions

- Students can make formal speeches based on their position. Consider providing an outside audience as well: parents, community members, or students from other schools.



## Preparation and Materials

**This unit includes a couple of routines that involve stand-alone documents.**

### 1. Reader's Notes

Students will occasionally continue to read or reread a section of *The Big Thirst* for homework. Along with the reading, students will complete the Reader's Notes for that section.

The Reader's Notes are formatted differently depending on the section of text and the purpose for reading. Often, they will use the Main Ideas and Details note-catcher to support students as they read for the gist. Then there will often be room for vocabulary work and/or text-dependent questions to support students' understanding of these complex texts.

Set up a place for students to keep their completed Reader's Notes (such as a folder) so that they can return to them as needed for comprehension purposes.

### 2. Research

This unit serves as students' opportunity to engage in an extended research process. The skills that students will practice in this unit include generating supporting research questions, gathering information from multiple credible sources, and paraphrasing to avoid plagiarism (W.7.7 and W.7.8).

Notice that students begin their research by gathering information from *The Big Thirst*. The purpose of this is to scaffold the research skills for students using a common text. After that, students use their skills to locate sources independently to gather more information.



### 3. Researcher's Notebook

The researcher's notebook will be used consistently throughout this unit. It is designed with two purposes in mind: 1) to scaffold research skills for students; and 2) to provide students an organized system to record their research notes, questions, and vocabulary. In many instances, students will add to their researcher's notebooks for homework. Consider how to support students in terms of organization, so that they will have access to their researcher's notebook throughout Units 2 and 3. The entire notebook is included in the supporting materials of Lesson 3 and is intended to be a packet that students use for the rest of the module. In the same lesson, a teacher's guide of the researcher's notebook is included. It is meant to provide a model of the information, questions, and vocabulary students might incorporate based on *The Big Thirst*, although students' research will vary. The teacher's guide does not provide modeling for the research that students do independently; therefore, be prepared to informally assess students' researcher's notebooks as they collect information to be sure they are taking accurate notes.

### 3. Researcher's Notebook

The researcher's notebook will be used consistently throughout this unit. It is designed with two purposes in mind: 1) to scaffold research skills for students; and 2) to provide students an organized system to record their research notes, questions, and vocabulary. In many instances, students will add to their researcher's notebooks for homework. Consider how to support students in terms of organization, so that they will have access to their researcher's notebook throughout Units 2 and 3. The entire notebook is included in the supporting materials of Lesson 3 and is intended to be a packet that students use for the rest of the module. In the same lesson, a teacher's guide of the researcher's notebook is included. It is meant to provide a model of the information, questions, and vocabulary students might incorporate based on *The Big Thirst*, although students' research will vary. The teacher's guide does not provide modeling for the research that students do independently; therefore, be prepared to informally assess students' researcher's notebooks as they collect information to be sure they are taking accurate notes.

### 4. Stakeholders Consequences Decision-Making Process

This module focuses on a "science and society" topic, engaging students in reading compelling informational text about a current issue. To help students grapple with this issue, the module introduces students to a decision-making process that will help them understand the implications of various choices. It will scaffold their ability to discern what they themselves believe can and should happen. In advance, read the article about the SCDM (Stakeholder Consequences Decision-Making) process to build your own background knowledge about it. You can download the article, "Learning to Make Systematic Decisions," at the following URL:  
[http://education.nationalgeographic.com/education/media/learning-make-systematicdecisions/?ar\\_a=1](http://education.nationalgeographic.com/education/media/learning-make-systematicdecisions/?ar_a=1).

This article is not used with students during the module, but it provides some examples of how students have used this process in a science curriculum. Also, note that in this module students are not using the entire SCDM process; they will be learning only the Cascading Consequences and Stakeholders charts.



### 5. Independent Reading

This unit assumes that you have launched an independent reading program with your students. Often the homework assignment in this unit is reading independent reading books, and the plans include time in class to check in on independent reading. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about  $\frac{1}{2}$  class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 2 includes time to maintain the independent reading routine (calendared into the lessons) but does not set a particular routine. As you support students in setting and meeting independent reading goals, encourage them to be done with their books by Unit 3, Lesson 5. Students who have chosen longer books should set a goal part-way through their books, and do the culminating project (in Unit 3) based on part of the book.





EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 1**

## **Contrasting Evidence: “Water Is Life” and The Big Thirst**



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can contrast how Barbara Kingsolver and Charles Fishman use different evidence to prove similar claims.</li></ul>	<ul style="list-style-type: none"><li>Tracing the Argument note-catcher (Kingsolver) (from Unit 1, Lesson 10)</li><li>Tracing the Argument note-catcher (Fishman) (from Unit 1, Lesson 8)</li><li>Venn diagram and Venn diagram reflection questions</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Defining Contrast and Reviewing Learning Targets (4 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Introducing/Reviewing Venn Diagram and Common Claim (1 minute)</li><li>B. Contrasting Tracing the Argument Note-catcher (Kingsolver) with Tracing the Argument Note-catcher (Fishman) Using Venn Diagram (8 minutes)</li><li>C. Analyzing Evidence on the Venn Diagram and Reflection Questions (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Thinking Log, Read-aloud, and Reviewing Learning Targets (12 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read pages 20, 21, and 24 of <i>The Big Thirst</i> and answer the Reader’s Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• The purpose of this lesson is to give students a sense of how differing arguments can support the same claim. In categorizing the types of evidence the authors use, the students will begin to see how authors choose both the quality and the quantity of their evidence carefully, with attention to the differing effects that certain types of evidence have upon the audience.</li><li>• Engaging students in a discussion about what types of evidence are the most powerful, under which circumstances, can be a compelling corollary to the academic work of this lesson. Consider discussing, for example, that Barbara Kingsolver is primarily known for her fiction, and Charles Fishman’s background is in journalism. How might this affect their use of evidence in these texts?</li><li>• This lesson requires using several organizers and note sheets simultaneously. As the lesson proceeds, consider modeling how to set up these papers physically in the student workspace for the most efficient use.</li><li>• Encourage students to return to the original Fishman text at any point for any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.</li><li>• Venn diagrams are used in this lesson and in previous modules. However, students may not have used one or may not have participated in prior Expeditionary Learning modules. The lesson is written specifically to address those who may not have used this type of graphic organizer before; as always, use your professional judgment to determine whether any part of the lesson needs to be modified for students who may not be familiar with certain classroom materials, protocols, or routines.</li><li>• The Venn diagram asks for “evidence” from both Fishman and Kingsolver. This evidence may involve the water crisis or its potential solution; both types are acceptable.</li><li>• Evidence from both texts may also overlap categorization. An anecdote from Fishman, for example, will necessarily include facts. Expert testimony may also include facts or anecdotes. As long as students are categorizing their evidence accurately, their interpretations are acceptable, even if they differ from one another. It might be useful to point this out to students.</li><li>• It is assumed that students will have noted evidence on the Venn diagram in order of appearance in both texts; it may be beneficial to remind them to order their notes in this fashion before they begin. The Thinking Log used in the Closing is the same as the one used throughout Unit 1. Its use will continue through Unit 2.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Note that the Venn diagram is for the purposes of comparing and contrasting types of evidence only. If it is useful, it is possible to expand the conversation around the diagram to include claims, reasons, and reasoning, but it is not required at this juncture.</li><li>• In advance: The evidence Kingsolver and Fishman use is very detailed in both texts. A sample is included (see supporting materials), but it may be beneficial to read and annotate both texts ahead of time to familiarize yourself with the types of evidence used and the reasons that ground the use of these examples.</li><li>• Post: Learning target.</li></ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Entry Task (one per student)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1)</li><li>• Venn diagram (one per student and one to display)</li><li>• Document camera</li><li>• Tracing the Argument note-catcher (Kingsolver) (completed for homework)</li><li>• Tracing the Argument note-catcher (Fishman) (from Lesson 8)</li><li>• Venn diagram (for teacher reference)</li><li>• Four Types of Evidence/Identify the Evidence note-catcher (one per student)</li><li>• Identify the Evidence Mini-Game (answers, for teacher reference).</li><li>• Highlighters (one per student)</li><li>• Venn diagram reflection questions (one per student)</li><li>• Venn diagram reflection questions (answers, for teacher reference)</li><li>• Thinking Logs (distributed in Unit 1)</li><li>• <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student)</li><li>• Reader’s Notes for pages 20, 21, and 24 of <i>The Big Thirst</i> (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Defining Contrast and Reviewing Learning Targets (4 minutes)</b></p> <ul style="list-style-type: none"><li>As students enter the room, have them fill in the <b>entry task</b>:<ul style="list-style-type: none"><li>“Complete the following statement in your own words: When you <i>contrast</i> two things, it means that you are ...”</li></ul></li><li>Cold call three or four students for their answers. Based on their wording, create a class definition for the word <i>contrast</i> and place this word and the definition on the <b>Domain-Specific Vocabulary anchor chart</b>. The class definition of <i>contrast</i> will necessarily change depending on how students respond on their entry task slip. As a baseline, however, the definition should include the idea that “to contrast” means “to compare two people or things so as to show the differences between them.”</li><li>Direct students to the learning target and have them read it aloud with you:<ul style="list-style-type: none"><li>“I can contrast how Barbara Kingsolver and Charles Fishman use different evidence to prove similar claims.”</li></ul></li><li>Then ask students how they would rewrite the learning target, based on the definition of <i>contrast</i> they have just created.</li><li>Give them 30 seconds to discuss their answer with an elbow partner. Cold call two or three students for their answers.</li></ul>	<ul style="list-style-type: none"><li>Wherever possible, have students who need physical activity take on the active roles of managing and writing on the anchor chart or handing out the materials.</li><li>Consider selecting students ahead of time to respond to cold calls. Students who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for those who may struggle with on-demand questioning, or for struggling students in general.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Introducing/Reviewing Venn Diagram and Common Claim (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Hand out the <b>Venn diagram</b> and ask students to raise their hand if they have seen or worked with a Venn diagram before. Make note of those who are not familiar with a Venn diagram so you can check to see whether they need additional support as they work.</li> <li>• Using the <b>document camera</b>, quickly review how a Venn diagram works (items common to both texts go in the overlapping middle space; differences go in the appropriately labeled circles on the left and right).</li> <li>• Explain that today students will use their homework and past classwork to compare the arguments of Fishman and Kingsolver. Note that both authors are making a similar claim, which is written above the Venn diagram. Have a volunteer read the common claim aloud: <ul style="list-style-type: none"> <li>* “It is critical that our global water supply be sustainable. For that to happen, we need to better manage the world’s water.”</li> </ul> </li> <li>• Briefly review the meaning of <i>sustainable</i>: <ul style="list-style-type: none"> <li>* “Sustainability is important to making sure that we have and will continue to have the water, materials, and resources to protect human health and our environment.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Keep in mind that this lesson requires visual comparison and written transferral of information. If students are visually or physically challenged, this process might be modified for them ahead of time so they are not unnecessarily impeded in categorizing and analyzing the evidence. Possible modifications include partially completed Venn diagrams, creating a Venn diagram on chart paper and/or lined paper instead of 8-by-11 paper, or giving them items from the readings on sticky notes to physically sort on the Venn diagram.</li> </ul>
<p><b>B. Contrasting Tracing the Argument Note-catcher (Kingsolver) with Tracing the Argument Note-catcher (Fishman) Using Venn Diagram (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students set aside (but not put away) the Venn diagram and take out their homework: <b>Tracing the Argument note-catcher (Kingsolver)</b>. With a different elbow partner than in the Opening, have the students discuss the supporting evidence they recorded on the note-catcher. Ask: <ul style="list-style-type: none"> <li>* “What evidence did you find? Was it relevant to the claim? Why or why not?”</li> </ul> </li> <li>• Point out how these questions correlate to the elements of the note-catcher (that each question is exactly the same as those listed in the second row of boxes in the note-catcher).</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson hinges on the accurate and full completion of two note-catchers. Think ahead to whether any previous modifications to these materials for students with special needs will require related modifications in this lesson. Also, if students have had challenges in gathering information on note-catchers, consider pairing them with a proficient partner or offering examples from the text on sticky notes.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Have students take out their previous note-catchers from Lesson 8: <b>Tracing the Argument note-catcher (Fishman)</b> and place it next to the Tracing the Argument note-catcher (Kingsolver) in their workspaces. Remind them that the authors are making a similar claim, noted at the top of the Venn diagram. Explain that now students will <i>contrast</i> the evidence the authors use to support the common claim.</li><li>• Ask them to predict how a Venn diagram would look if someone is focusing on contrasting evidence. Listen for: “The circles to the right and left should be filled out.”</li><li>• Reassure students that if they find evidence that is the same in both texts, they can record it in the middle overlapping section; however, they should be most mindful today of the contrasting, different evidence the authors use. Students should feel free to talk through any points of confusion with an elbow partner.</li><li>• Clarify that “evidence” can be either evidence that proves the existence of a problem (the water crisis) or that involves potential solutions; both types of evidence are acceptable.</li><li>• Circulate as students complete the Venn diagram, giving individual assistance where needed and referring to the <b>Venn diagram (for teacher reference)</b> as needed. Check in with those who are unfamiliar with the Venn diagram first to make sure they understand how to use one.</li><li>• When finished, have the students put away both note-catchers. From this point on in the lesson, they will work primarily with the Venn diagram and their texts.</li></ul>	<ul style="list-style-type: none"><li>• About halfway through Work Time C, if needed, you are strongly encouraged to conduct a brief “mop-up model” using the document camera for the benefit of students who need more support. Ask volunteers to provide you with an example of contrasting evidence from both texts. Discuss how each piece supports the claim and model recording it on the Venn diagram. Also consider doing this for a piece of evidence that is shared between the texts.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>C. Analyzing Evidence on the Venn Diagram and Reflection Questions (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Four Types of Evidence/Identify the Evidence note-catcher</b>. Focus students on Side A. Ask for volunteers to read each type aloud. Follow along, using the document camera. As each of the types is defined, include each word (<i>anecdote, testimony, analogy/metaphor, statistic/fact</i>) on the Domain-Specific Vocabulary anchor chart. Point out that the most powerful arguments ground themselves in multiple types of evidence.</li> <li>• Have students individually complete the fill-in-the-blank Identify the Evidence mini-game on side B of the note-catcher.</li> <li>• Go over the answers as a class and have students correct their papers as you reveal the correct answers via the document camera using the <b>Identify the Evidence Mini-Game (answers, for teacher reference)</b>.</li> <li>• Distribute <b>highlighters</b> to the class.</li> <li>• As a class, decide which of the four colors of highlighter will correspond to each of the four types of evidence. Note the colors on your teacher reference version and have students do the same on their note sheets.</li> <li>• Using the blank version of the Venn diagram under the document camera, briefly model using the highlighters to code one or two pieces of evidence.</li> <li>• Next, ask students to use the colored highlighters and their note sheets to code the types of evidence they have recorded on the Venn diagram. They may consult with an elbow partner if they have a question.</li> <li>• Circulate as they complete the color coding, giving individual assistance where needed.</li> <li>• When students are finished, direct their attention to the <b>Venn diagram reflection questions</b>. Give them 3 minutes to complete these silently and individually.</li> <li>• Ask for volunteers to share their answers to each question. After each shared answer, ask students to raise their hand if they wrote a similar answer. Discuss any patterns that emerge.</li> <li>• Follow up each shared answer with the questions on the Venn diagram: <ul style="list-style-type: none"> <li>* “Why do you think the author chose to arrange the evidence this way? Does it strengthen or weaken the author’s argument? Why?”</li> </ul> </li> <li>• Note all correct answers on the blank version under the document camera, referring to the <b>Venn diagram reflection questions (answers, for teacher reference)</b> as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• About halfway through Work Time C, if needed, you are strongly encouraged to conduct a brief “mop-up model” using the document camera for the benefit of students who need more support. Ask volunteers to provide you with an example of contrasting evidence from both texts. Discuss how each piece supports the claim and model recording it on the Venn diagram. Also consider doing this for a piece of evidence that is shared between the texts.</li> <li>• The Venn diagrams will not be assessed. However, they may be collected at your discretion for review to determine if students have achieved the learning targets.</li> <li>• Should a student work more efficiently without color coding for some reason, or should highlighters not be available, an alternative is labeling each piece of evidence with a letter or brief code indicating its type.</li> </ul>





Closing and Assessment	Meeting Students’ Needs
<p><b>A. Thinking Log, Read-aloud, and Reviewing Learning Targets (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students take out their <b>Thinking Logs</b> and refer them to the Unit 2, Lesson 1 prompt: “Using the analysis you have just completed, decide which set of evidence (Fishman or Kingsolver) you think is stronger and give one reason why. If you feel the arguments are equally strong, that’s fine, but also be prepared to give one reason why.”</li><li>• If time, ask students to raise their hands in a vote to see which argument the majority thought was stronger. Discuss the results as a class (5 minutes).</li><li>• Ask students to open <b><i>The Big Thirst</i></b> to page 20. Starting with the line “Our own water problems ...” in the second full paragraph, read aloud until the bottom of page 21. Then, read from the top of page 24 until the end of the chapter (6 minutes).</li><li>• Direct students’ attention to the learning target one last time:<ul style="list-style-type: none"><li>* “I can contrast how Barbara Kingsolver and Charles Fishman use different evidence to prove similar claims.”</li></ul></li><li>• Have students give a thumbs-up or thumbs-down, depending on how well they think they achieved the learning targets today.</li><li>• Distribute the homework for this lesson: <b>Reader’s Notes for pages 20, 21, and 24 of <i>The Big Thirst</i>.</b></li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Read pages 20, 21, and 24 of <i>The Big Thirst</i> and answer the Reader’s Notes.</li></ul> <p><i>Note: The researcher’s roadmap and researcher’s notebook are introduced in Lesson 3. These are multipage documents, so think about making copies in advance.</i></p>	<ul style="list-style-type: none"><li>• Academically talented students may benefit from an extended exploration of how different types of evidence affect the audience differently (see Teaching Notes). Consider giving them the noted articles and asking them to reflect on how they might connect to the academic work in class today.</li><li>• Consider giving ELLs or struggling students pictures illustrating the four uses of water mentioned in the homework.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 2: Lesson 1

## Supporting Materials



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Entry Task

**Complete the following statement in your own words:**

When you contrast two things, it means that you are ...

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Venn Diagram

Name: \_\_\_\_\_

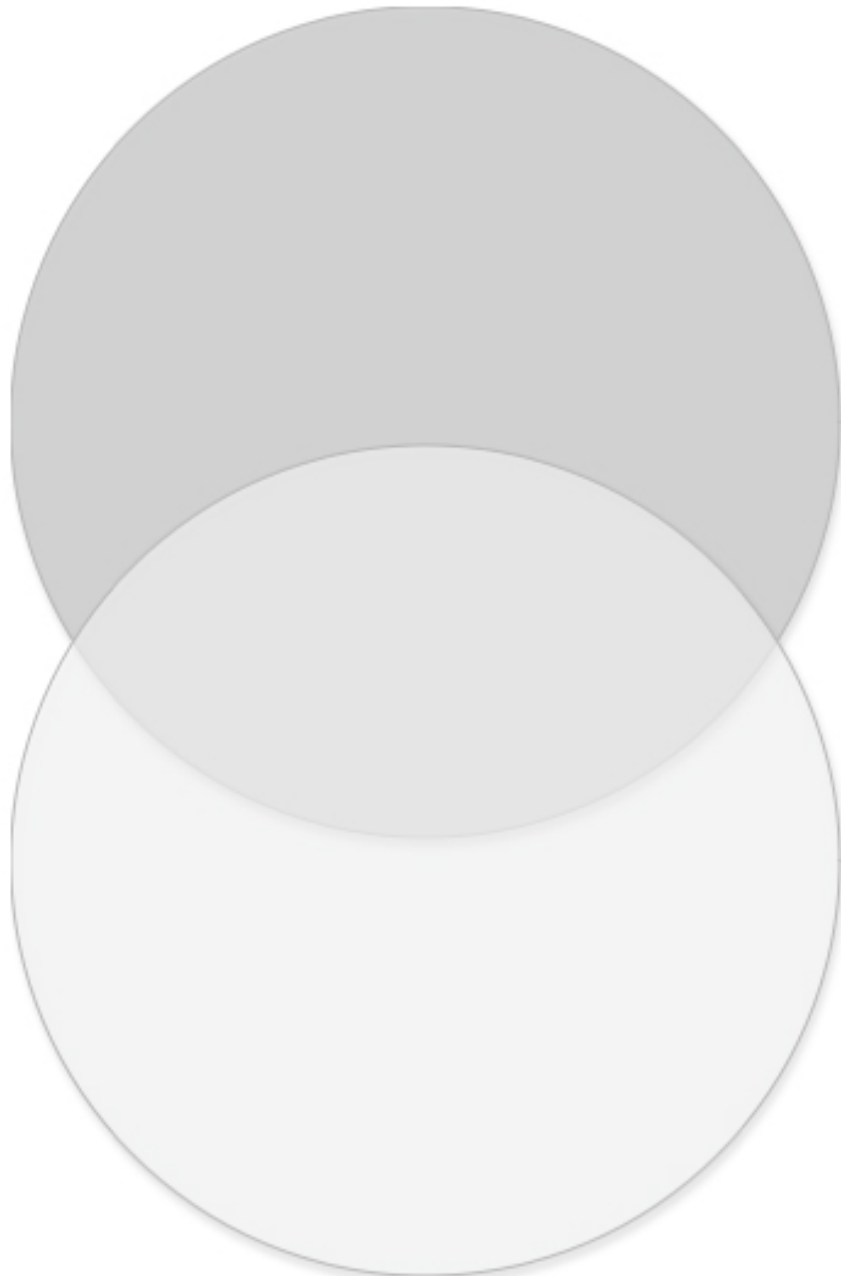
Date: \_\_\_\_\_

**Common claim:** It is critical that our global water supply be sustainable. For that to happen, we need to better manage the world's water.

Evidence ONLY from Fishman's  
*The Big Thirst*

Evidence in BOTH  
*The Big Thirst* and  
"Water Is Life"

Evidence ONLY from  
Kingsolver's "Water Is Life"



**Venn Diagram**  
For Teacher Reference

**Common claim:** It is critical that our global water supply be sustainable. For that to happen, we need to better manage the world's water.

**Evidence ONLY from Fishman's *The Big Thirst***

**Evidence in BOTH *The Big Thirst* and Kingsolver's "Water Is Life"**

**Evidence ONLY from Kingsolver's "Water Is Life"**



**Note:** The evidence and answers listed here are a sample only; Fishman and Kingsolver use multiple types of evidence in their texts, and students may respond in a number of ways that are accurate and thoughtful.



Four Types of Evidence/Identify the Evidence

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Type of Evidence	Definition	Example
<b>anecdote</b>	a brief story about something interesting or funny in life that may give an example of the author's claim or serve as evidence for a claim.	<i>"We keep an eye out for wonders, my daughter and I ... and wherever we find them, they reflect the magic of water." (Kingsolver)</i>
<b>analogy/metaphor</b>	a comparison between two things that allows the reader to understand the author's evidence or claim in a clear way.	<i>"Cities there function like space stations, importing every ounce of fresh water from distant rivers or fossil aquifers." (Kingsolver)</i>
<b>fact/statistic</b>	a piece of information about something, presented as true and accurate, that supports the author's claim. A <i>statistic</i> specifically counts something by number.	<i>"Chinese soldiers were dispatched in early 2010 to help deliver water in Southwest China." (Fishman, 15)</i>
<b>expert testimony</b>	a statement that supports the author's claim, made by a person with special skill or knowledge.	<i>"Miguel Angel Fraile, secretary general of the Catalan Federation of Commerce, said, 'You can understand a boat bringing water to an island, but not to a continent.'" (Fishman, 10)</i>



**Four Types of Evidence/Identify the Evidence**

Side B: Identify the Evidence Mini-Game

.....  
**Name:**

.....  
**Date:**

**Below are four examples of evidence. Label each with the correct type.**

1. “Even while we take Mother Water for granted, humans understand in our bones that she is the boss.” (Kingsolver)

.....

.....

2. “Their husbands were digging a well nearby. They worked with hand trowels, a plywood form for lining the shaft with concrete, inch by inch, and a sturdy hand-built crank. ... I looked down that black hole and then turned and climbed the sand mound to hide my unprofessional tears.” (Kingsolver)

.....

.....

3. “So at least 40 percent of the world either doesn’t have good access to water, or has to walk to get it.” (Fishman, 13)

.....

.....

4. “I think our relationship to water is going to be one of the deciding things of the next century. I don’t think water’s in any trouble. But we might be.” (Fishman, 28)

.....

.....



Identify the Evidence Mini-Game  
Answers For Teacher Reference

**Below are four examples of evidence. Label each with the correct type.**

1. “Even while we take Mother Water for granted, humans understand in our bones that she is the boss.” (Kingsolver)

**analogy/metaphor**

2. “Their husbands were digging a well nearby. They worked with hand trowels, a plywood form for lining the shaft with concrete, inch by inch, and a sturdy hand-built crank. ... I looked down that black hole and then turned and climbed the sand mound to hide my unprofessional tears.” (Kingsolver)

**anecdote**

3. “So at least 40 percent of the world either doesn’t have good access to water, or has to walk to get it.” (Fishman, 13)

**fact/statistic**

4. “I think our relationship to water is going to be one of the deciding things of the next century. I don’t think water’s in any trouble. But we might be.” (Fishman, 28)

**expert testimony**





Venn Diagram  
Reflection Questions

.....  
**Name:**

.....  
**Date:**

Question	Fishman Text	Kingsolver Text
What types of evidence are used the most?		
What types of evidence are used the least?		
Do you see any other patterns in the types of evidence used?		
Why do you think the author chose the evidence he/she did? What reasons does it support?		



Venn Diagram Reflection Questions  
Answers for Teacher Reference

Question	Fishman Text	Kingsolver Text
What types of evidence are used the most?	<b>facts, statistics</b>	<b>anecdote, analogy/metaphor</b>
What types of evidence are used the least?	<b>analogy/metaphor</b>	<b>expert testimony</b>
Do you see any other patterns in the types of evidence used?	<b>Fishman likes to use numbers and to rapidly present facts one after the other.</b>	<b>Kingsolver likes to use facts only after she has established her metaphor or her anecdote.</b>
Why do you think the author chose the evidence he/she did? What reasons does the evidence support?	<b>Fishman is trying to support his argument very strongly through a variety of facts and statistics, but also to entertain the reader. He's trying to demonstrate that we and water are in trouble because of a number of factors.</b>	<b>Kingsolver is trying to get the reader to relate personally to the issues of water use by relying heavily on story and analogy; she's trying to communicate how important water is personally to our lives.</b>



Reader's Notes for *The Big Thirst*

Pages 20, 21, and 24

Name: \_\_\_\_\_

Date: \_\_\_\_\_

There are four main categories in which water is used in a society, listed below. Keep these in mind as you read and answer the questions.

Category	Definition	Examples
personal	water used by individuals	taking a shower; washing dishes
agricultural	water used to grow crops or raise animals	washing down milking machines in dairies; watering wheat fields
industrial	water used in the production of goods	creating and bottling soft drinks; manufacturing computer chips
municipal	water used by the government to maintain communities	providing clean water to homes; maintaining public green spaces such as parks

1. Fishman writes on page 20 that “[Water] problems are local, but the consequences, the damage, and the costs are anything but local.” Read the paragraph that follows this statement and use it to fill in the chart below.



Reader's Notes for *The Big Thirst*

Pages 20, 21, and 24

<b>Claim: “The idea that all water problems are local isn’t quite so simple.”</b>	<b>Reason: “The problems are local, but the consequences, the damage, and the costs are anything but local.”</b>
<b>Evidence:</b>	<b>How the evidence connects to the claim (reasoning):</b>
<b>Evidence:</b>	<b>How the evidence connects to the claim (reasoning):</b>
<b>Evidence:</b>	<b>How the evidence connects to the claim (reasoning):</b>



Reader's Notes for *The Big Thirst*

Pages 20, 21, and 24

2. Take a look again at the two examples you used to answer Question 1. In what **water category** would you place your first example (personal, agricultural, industrial, or municipal)? Explain your answer.

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3. The author concludes the chapter by stating, “It is one of the ironies of our relationship to water that the moment it becomes unavailable, the moment it really disappears—that’s when water becomes the most urgently visible.”

*Irony* means “a reversal of expectations in a situation.” How does Fishman’s statement show us a reversal of expectations? In other words, why is it *ironic*?

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EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 2**

## **Analyzing Interaction: Categories of Water Management in *The Big Thirst***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</p> <p>I can evaluate the credibility and accuracy of each source. (W.7.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can use close reading strategies to determine the multiple uses of water in society.</li><li>• I can apply the meanings of “personal,” “agricultural,” and “industrial” to examples of water use in my text.</li><li>• I can evaluate the credibility and accuracy of <i>The Big Thirst</i>.</li></ul>	<ul style="list-style-type: none"><li>• Reader’s Notes for pages 20, 21, and 24 of <i>The Big Thirst</i> (from homework)</li><li>• Excerpts from <i>The Big Thirst</i> Pages 20, 21, and 24 Text-Dependent Questions</li><li>• Thinking Log</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Recording Vocabulary and Collecting Homework (6 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Example Sort and Jigsaw Part I: Managements of Water (6 minutes)</li> <li>B. Mini Lesson: Credible Sources (5 minutes)</li> <li>C. Close Read: Excerpts of <i>The Big Thirst</i>, Pages 20, 21, and 24 (15 minutes)</li> <li>D. Jigsaw Part II: Sharing Knowledge (8 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Read-aloud; Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read pages 123–125 of <i>The Big Thirst</i> and complete the Reader's Notes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This is the first lesson in a full unit arc that scaffolds background knowledge, research skills, and note-taking toward a final product in which students will write about and present a position on the best strategies for agricultural and industrial water management (Lessons 11–17). The students begin by using their homework from Lesson 1, paired with this lesson's close reading of excerpts from <i>The Big Thirst</i>, to solidify and apply definitions of the four main uses of water.</li> <li>• <i>The Big Thirst</i> is a dense informational text. This lesson, along with the ones that follow, builds in at least three supported reads of each piece of text to ensure that students understand the gist of the text, important supporting details, necessary inferences, essential vocabulary, and the writer's craft and purpose. For example, students will read pages 123–125 out loud in class, a second time for homework, and a third time in Lesson 3. Informational texts of this nature should be reread multiple times by students as a matter of course.</li> <li>• The homework and the Opening have students understanding and applying four main uses of water, but the Work Time reduces these to three (personal, industrial, and agricultural). The absence of the fourth use (municipal) is intentional, as it overlaps with the other three categories in a way that may be confusing for the purposes of this project. However, <i>The Big Thirst</i> often addresses the issues of municipal/governmental management of water, and there is room within extension activities to further address this aspect. When students have conversations or make comments that verge on the municipal management of water, consider acknowledging them as such and set them aside—perhaps in a Parking Lot-type anchor chart—for further exploration and discussion later.</li> <li>• Encourage students to return to the original Fishman text at any point for any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.</li> <li>• In this lesson, students are introduced to the Assessing Sources document. This serves as a guide as they locate and gather information from Internet sources. Consider keeping extra copies on hand for those who would benefit from using it as a concrete checklist.</li> </ul> <p>In advance: Prepare the Jigsaw materials. Each note-catcher for each type of water management (three total) should be printed on a different color paper. Group them by threes, including one of each type of water management. Post: Learning targets; poster-size Assessing Sources document.</p>





Lesson Vocabulary	Materials
personal, agricultural, industrial, municipal, irony, credible source, squander, startling, vulnerability	<ul style="list-style-type: none"><li>• Thinking Log (distributed in Unit 1)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1)</li><li>• Water Management Example Cards (one set per triad and one for display, if needed)</li><li>• Tape dispenser (one per triad)</li><li>• Water Management note-catchers (industrial, agricultural, personal) (one set per triad)</li><li>• Water Management Example Cards (answers, for teacher reference)</li><li>• Assessing Sources document (one per student and one poster-size to display)</li><li>• <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student)</li><li>• Excerpts from <i>The Big Thirst</i> Pages 20, 21, and 24 Text-Dependent Questions (one per student and one to display)</li><li>• Excerpts from <i>The Big Thirst</i> Pages 20, 21, and 24 Close Reading Guide (for teacher reference)</li><li>• Document camera</li><li>• Reader's Notes for pages 123–125 of <i>The Big Thirst</i> (one per student)</li><li>• Reader's Notes for pages 123–125 of <i>The Big Thirst</i> (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Recording Vocabulary and Collecting Homework (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students get out their homework (Reader's Notes for pages 20, 21, and 24 of <i>The Big Thirst</i>). Draw their attention to the four vocabulary words provided on the Reader's Notes: <i>personal</i>, <i>agricultural</i>, <i>industrial</i>, <i>municipal</i>.</li> <li>• Have them read each word along with you. Repeat with corrected pronunciation if needed. Ask:             <ul style="list-style-type: none"> <li>* "What part of speech are all of these words?"</li> </ul> </li> <li>• Listen for: "adjective" and/or "describing word."</li> <li>• Point out the repetition of these words in the learning targets for today. Have the students turn to an elbow partner and discuss briefly:             <ul style="list-style-type: none"> <li>* "How will these four words help me achieve the targets today?"</li> </ul> </li> <li>• Cold call two or three students for their ideas. Listen for answers that connect the vocabulary specifically with the learning targets; for example, "These are all examples of how we use water," or "People and water interact in each of these vocabulary words."</li> <li>• Refer students to the last question of the Reader's Notes:             <ul style="list-style-type: none"> <li>* "The author concludes the chapter by stating, 'It is one of the <i>ironies</i> of our relationship to water that the moment it becomes unavailable, the moment it really disappears—that's when water becomes the most urgently visible.' Explain this statement and why it is ironic."</li> </ul> </li> <li>• Ask students to share their thoughts on the answer. Reiterate the definition of <i>irony</i> if needed ("a reversal of what is expected in a situation"). Listen for: "When we really need water and there isn't any, it becomes the most important thing to our survival," "It's all we can think about when we really need it," or "If it goes away, you might think that we wouldn't care about it anymore, but it is so important that the opposite happens."</li> <li>• Emphasize to students that this statement is an important summary of author Charles Fishman's claim in <i>The Big Thirst</i>.</li> <li>• Have students record parts of speech and definitions for <i>personal</i>, <i>agricultural</i>, <i>industrial</i>, and <i>municipal</i> in their <b>Thinking Log</b>. Record the same on the class <b>Domain-Specific Vocabulary anchor chart</b>. Note that students will use these words consistently throughout the rest of the unit.</li> <li>• Collect the Reader's Notes for pages 20, 21 and 24 of <i>The Big Thirst</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Whenever possible, have students who need physical activity take on the active roles of managing and writing on the anchor chart, handing out materials, etc.</li> <li>• Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Example Sort and Jigsaw Part I: Managements of Water (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange the students into groups of three.</li> <li>• Give each triad one set of <b>Water Management Example Cards</b>, one <b>tape dispenser</b>, and one set of color-coded <b>Water Management note-catchers</b>. Have students spread the cards out and give one note-catcher to each student.</li> <li>• Explain that each student in the group is now going to be the “Master” of a particular use of water: the Industrial Master, the Agricultural Master, and so on. As the Master, that student is responsible for collecting and maintaining on the note-catcher an active list of the examples he or she hears and sees in class today of that particular use of water. Explain that groups will not have a Municipal Master to keep things simple during their upcoming research. Each Master will begin work by looking at the Water Management Example Cards and determining which ones belong to their area of water use. Give them 4 minutes for this work.</li> <li>• Cold call various Masters to explain the reasoning behind their choices. Be sure to discuss both correct and incorrect answers, referring to the <b>Water Management Example Cards (answers, for teacher reference)</b> as needed. Solicit incorrect answers respectfully and celebrate those students who respond, along these lines: <ul style="list-style-type: none"> <li>* “We need one or two brave students to volunteer to discuss an answer they sorted incorrectly, so we can learn from their thinking. Remember that mistakes are necessary; they mean you’re persevering and growing. Thank you so much.”</li> </ul> </li> <li>• Should students feel shy about volunteering incorrect answers, use this incorrect example: “A batch of T-shirts being dyed is a personal use of water, because I know lots of my friends tie-dye their shirts for fun.”</li> <li>• Once correct answers have been verified, students should tape the correct cards to the top of their note-catcher.</li> </ul>	<ul style="list-style-type: none"> <li>• When time allows, take a glance through the homework from Lesson 1, the Reader’s Notes for pages 20, 21, and 24 of <i>The Big Thirst</i>. Sort students into three general groups: struggling students, proficient students, and students at mastery level. Keep the three lists at hand as you proceed through the unit. Use it to support differentiation of oral/individual support during class, heterogeneous grouping, extended or modified homework, or extra assistance outside of class hours. Also, as evidence accumulates throughout the unit, consider making these groupings fluid.</li> <li>• The “incorrect answer discussion” does not need to be prolonged (one or two answers will do). It is written specifically to address any misconceptions that might arise and also to honor and celebrate the <i>effort</i> of students, as well as their achievement. If you have a struggling student who may need this kind of positive reinforcement, call on him or her here.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mini Lesson: Credible Sources (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Speak to students about the importance of using credible sources to build up their background knowledge and conduct research. On the Domain-Specific Vocabulary anchor chart, briefly create a class definition of a <i>credible source</i>, including but not limited to: “, uses a significant amount of verifiable evidence, and is as unbiased as possible.”</li> <li>• Hand out the <b>Assessing Sources document</b>. Briefly review its contents with the class.</li> <li>• Refer back to the definition of a credible source on the Domain-Specific Vocabulary anchor chart. Ask students to have a 30-second discussion with a partner about one thing they would change, keep, or modify about the definition, now that they have reviewed the Assessing Sources document.</li> <li>• Cold call two or three students for their answers. Make the changes suggested on the anchor chart. If students do not cover a key point of determining a credible source or incorrectly identify a change, model adding it or modifying it on the anchor chart for the class.</li> <li>• Direct students' attention to the poster-size Assessing Sources document and remind them that this will be posted for the remainder of the unit for their reference.</li> </ul>	
<p><b>C. Close Read: Excerpts of <i>The Big Thirst</i>, Pages 20, 21, and 24 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their text, <i>The Big Thirst</i>. Distribute the <b>Excerpts from <i>The Big Thirst</i> Pages 20, 21, and 24 Text-Dependent Questions</b>.</li> <li>• Tell students that now they will individually engage in close reading strategies with you, using excerpts from pages 20, 21, and 24.</li> <li>• Refer to the learning targets. Explain that the purpose of the close reading today is to continue to build their background knowledge on the three main types of water management, as the learning targets indicate.</li> <li>• Let them know that in the next lesson, they will begin to see how this all fits into a larger research project they will conduct during this unit.</li> <li>• Remind students that they will discuss the reliability of <i>The Big Thirst</i> during the close reading lesson.</li> <li>• Use the <b>Excerpts from <i>The Big Thirst</i> Pages 20, 21, and 24 Close Reading Guide (for teacher reference)</b> to guide students through their text-dependent questions document. Display these questions using a <b>document camera</b> as you work.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>D. Jigsaw Part II: Sharing Knowledge (8 minutes)</b></p> <ul style="list-style-type: none"><li>• After completing the close reading lesson, have students (refer to them as “Masters”) get up and take a quick stretch. Congratulate them on their hard work.</li><li>• Ask them to gather in groups of three with other Masters of their type, using their color-coded note-catchers to assist them. Groups should be of homogeneous colors.</li><li>• Homogeneous Masters Groups should now spend 4 minutes comparing, contrasting, adding to, and revising their notes on water use.</li><li>• Have students return to their original groups. Masters should now share their list with their group for 4 minutes.</li><li>• Remind the Masters to keep these lists in a safe place because they will be used in the next class.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Read-aloud; Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to open <i>The Big Thirst</i> to page 123. Starting with the line “In the last decade ...” read aloud and have them follow along until the section break on page 125.</li><li>• Direct students’ attention to the learning targets one last time:<ul style="list-style-type: none"><li>* “I can use close reading strategies to determine the multiple uses of water in society.”</li><li>* “I can apply the meanings of “personal,” “agricultural,” and “industrial” to examples of water use in my text.”</li><li>* “I can evaluate the credibility and accuracy of <i>The Big Thirst</i>.”</li></ul></li><li>• Ask them to turn and talk with an elbow partner:<ul style="list-style-type: none"><li>* “Did I hit my learning targets today? If I didn’t, what action can I take to help me hit them by the next lesson?”</li></ul></li><li>• Distribute the homework for this lesson: <b>Reader’s Notes for pages 123–125 of <i>The Big Thirst</i>.</b></li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 123–125 of <i>The Big Thirst</i> and complete the Reader’s Notes.</li></ul> <p><i>Note: In the next lesson, students will need to look up definitions in a dictionary or on the internet. You may need to make arrangements to have a class set of dictionaries or computers available.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 2: Lesson 2

## Supporting Materials



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Water Management  
Example Cards

Name: \_\_\_\_\_

Date: \_\_\_\_\_

A field of soybeans is irrigated by a network of ditches connected to the nearest river.

A man fills the bathroom sink with water to help him shave.

The floor of a slaughterhouse is washed down every evening.

A batch of white T-shirts is dipped into several vats of commercial dye in a factory.

Parts of an airplane are cast out of metal, then placed in baths of water to cool.

A family car is washed in the driveway on a hot summer day.

A refrigerator uses a special mechanism to make ice.

Apple trees on a farm are sprayed with liquid pesticide.

A soft drink is mixed using carbonated water as a base, then bottled in a bottling plant.





Industrial Management of Water  
Note-catcher

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Tape the appropriate Water Management Example Cards here.**

**What other examples of industrial water management have you seen or heard in the text of *The Big Thirst*, pages 20, 21, and 24?**



**Agricultural Management of Water**  
Note-catcher

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Tape the appropriate Water Management Example Cards here.**

**What other examples of agricultural water management have you seen or heard in the text of *The Big Thirst*, pages 20, 21, and 24?**



Personal Management of Water  
Note-catcher

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Tape the appropriate Water Management Example Cards here.**

**What other examples of personal water management have you seen or heard in the text of *The Big Thirst*, pages 20, 21, and 24?**



Water Management Example Cards  
Answers for Teacher Reference

A field of soybeans is irrigated by a network of ditches connected to the nearest river.	<b>agricultural</b>
A man fills the bathroom sink with water to help him shave.	<b>personal</b>
The floor of a slaughterhouse is washed down every evening.	<b>agricultural</b>
A batch of white T-shirts is dipped into several vats of commercial dye in a factory.	<b>industrial</b>
Parts of an airplane are cast out of metal, then placed in baths of water to cool.	<b>industrial</b>
A family car is washed in the driveway on a hot summer day.	<b>personal</b>
A refrigerator uses a special mechanism to make ice.	<b>personal (arguments can be made for both industrial and agricultural, however—this card is deliberately vague)</b>
Apple trees on a farm are sprayed with liquid pesticide.	<b>agricultural</b>
A soft drink is mixed using carbonated water as a base, then bottled in a bottling plant.	<b>industrial</b>

## Assessing Sources

Name: \_\_\_\_\_

Date: \_\_\_\_\_

When you find a text you think you might use for research, you first need to assess it by asking these questions.

### 1. Assess the Text's Accessibility

- Am I able to read and comprehend the text easily?
- Do I have adequate background knowledge to understand the terminology, information, and ideas in the text?

### 2. Assess the Text's Credibility and Accuracy

- Is the author an expert on the topic?
- Is the purpose to inform or to persuade/sell?
- When was the text first published?
- How current is the information on the topic?
- Does the text have specific facts and details to support the ideas?
- Does the information in this text expand on or contradict what I already know about the topic?

### 3. Assess the Text's Relevance

- Does the text have information that helps me answer my research questions? Is it information that I don't have already?
- How does the information in the text relate to other texts I have found?

Informed by "Assessing Sources," designed by Odell Education



Excerpts from *The Big Thirst* Pages 20, 21, and 24  
Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	
<p>1. At the bottom of page 20, a sentence says, “Poor farming practices around the world <i>squander</i> huge quantities of water.” What do you think the word <i>squander</i> might mean?</p> <p>What word in that sentence gives you the best clue to the meaning of <i>squander</i>?</p>	
<p>2. Talk about a fact about water that jumped out at you while reading this excerpt. Which of the three uses of water we have studied today relates the most closely to that fact?</p>	
<p>3. In this passage, there are three footnotes. How does this relate to the idea that <i>The Big Thirst</i> is a <b>credible source</b>?</p>	



Excerpts from *The Big Thirst* Pages 20, 21, and 24  
Text-Dependent Questions

Questions	
<p>4. The passage reads, “Meanwhile, we haven’t yet really tried to get Americans to install water-efficient fixtures at home.” What do you think a <i>water-efficient</i> fixture is? What does <i>efficient</i> mean? How do you know? Give an example of a context clue from the text.</p>	
<p>5. In the previous lesson, we discussed how the evidence of facts and statistics helps to make a strong argument. What facts does the author choose to discuss in the excerpt, and what claims and reasons do they support?</p>	



Excerpts from *The Big Thirst* Pages 20, 21, and 24  
Text-Dependent Questions

Questions:	
<p>6. Does the author believe that technology assists with water problems or makes them worse? Use at least one example from the text to support your answer.</p> <p>7. Where would “technology” cause a problem in the three categories of water use we have studied, and why? Use examples from the text to support your answer.</p>	





Excerpts from *The Big Thirst* Pages 20, 21, and 24  
Close Reading Guide For Teacher Reference

Questions	Teacher Guide
<p>1. At the bottom of page 20, a sentence says, “Poor farming practices around the world <i>squander</i> huge quantities of water.” What do you think the word <i>squander</i> might mean?</p> <p>What word in that sentence gives you the best clue to the meaning of <i>squander</i>?</p> <p>2. Talk about a fact about water that jumped out at you while reading this excerpt. Which of the three uses of water we have studied today relates the most closely to that fact?</p> <p>3. In this passage, there are three footnotes. How does this relate to the idea that <i>The Big Thirst</i> is a <b>credible source</b>?</p>	<p>Say: * “Please read along in your heads while I read aloud.”</p> <p>Begin reading on page 20, from “But the idea ...” and continue to page 21, “... a 70% larger harvest,” without pausing for questions. Let the class hear the whole text without interruption.</p> <p>After you have read these two pages, pause.</p> <p>Ask the questions one at a time. For each question, ask students to think individually and then raise their hands when they know their answer. When most of the class has a hand up, call on several students to share out.</p> <p>After each text-dependent question, ask Masters to check, add to, or revise their lists of examples of water management based on what they read in the preceding excerpt.</p> <p>1) Listen for: <i>Squander</i> means “waste,” “abuse,” or “misuse.” The word “poor” lets students know that the farming being discussed wastes water.</p> <p>2) Listen for students to bring up specific facts and interpret them directly through the lens of personal, agricultural, or industrial use of water. Probe for explicit, text-based explanations.</p> <p>3) Listen for students to draw a connection between the footnotes and naming one’s sources, as well as using many sources, to be credible.</p>



Excerpts from *The Big Thirst* Pages 20, 21, and 24  
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
<p>4. The passage reads, “Meanwhile, we haven’t yet really tried to get Americans to install water-efficient fixtures at home.” What do you think a <i>water-efficient</i> fixture is? What does <i>efficient</i> mean? How do you know? Give an example of a context clue from the text.</p> <p>5. In the previous lesson, we discussed how the evidence of facts and statistics helps to make a strong argument. What facts does the author choose to discuss in the excerpt, and what claims and reasons do they support?</p>	<p>Say: * “Please read silently in your heads as I read aloud.” Read on page 21 from “And the water revolution ...” to the bottom of the last paragraph.</p> <p>4) Listen for students to talk about turning off the water or using water thoughtfully as clues to the meaning of <i>efficient</i>. Students may also reference parts of the text not included in the excerpt.</p> <p>5) Listen for students to bring up the fact that companies are tracking water use to support the author’s claim that the water revolution is beginning in the economy, for the reason that companies in general are examining and reimagining water use; and also for the reason that that we haven’t tried very hard to get Americans to cut down on their personal use of water (50% of water for Florida lawns).</p>



Excerpts from *The Big Thirst* Pages 20, 21, and 24  
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
<p>6. Does the author believe that technology assists with water problems or makes them worse? Use at least one example from the text to support your answer.</p> <p>7. Where would “technology” cause a problem in the three categories of water use we have studied, and why? Use examples from the text to support your answer.</p>	<p>Say: * “Please read silently in your heads as I read aloud.” Read from the top of page 24 to the end of the second paragraph.</p> <p>The last two questions relate to the excerpt as a whole.</p> <p>6) Listen for students to say that the author believes both statements. They should say that the author believes technology can solve most water problems, but that other technologies, such as fracking, are causing new problems with water.</p> <p>7) Listen for students to connect personal, industrial, and agricultural uses of water to technology. Examples could include but are not limited to: the use of water in making personal computers; fertilizer runoff; modern plumbing making it easier to overuse water personally.</p>



Reader's Notes

Pages 123–125 of *The Big Thirst*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use this Main Idea and Supporting Details graphic organizer to get the gist of the reading.

**Main idea: “In the last decade, business has discovered water as both a startling vulnerability and an opportunity to reduce costs and turn water itself into a business” (123).**

**startling: surprising; frightening**

**vulnerability: a weakness open to attack or damage**

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:

Supporting detail:

Why would water be regarded by business as a “startling vulnerability”? Use at least one of the supporting details above to support your answer.



Vocabulary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Some definitions have been provided for you. For words without definitions, create a definition from the context and fill out the Context Clues column. Then, check your definition against a dictionary to see if you were correct.

Word	Definition	Context clues: How did you figure out this word?
painstaking (123)		
inevitable (123)	impossible to avoid	X
potable (123)	suitable for drinking	X
desalination (123/124)		
culinary (124)		
prosaic (124)	being dull, ordinary, or uninteresting	X
trivial (125)		



Reader's Notes Pages 123–125 of *The Big Thirst*  
Answers for Teacher Reference

Use this Main Idea and Supporting Details graphic organizer to get the gist of the reading.

<b>Main idea:</b> “In the last decade, business has discovered water as both a <i>startling vulnerability</i> and an opportunity to reduce costs and turn water itself into a business” (123).  <b>startling:</b> surprising; frightening  <b>vulnerability:</b> a weakness open to attack or damage	
<b>Supporting detail:</b>  <b>Berkshire Hathaway’s new investment in water management</b>	<b>Supporting detail:</b>  <b>“Royal Caribbean has eliminated a whole category of water use.”</b>
<b>Supporting detail:</b>  <b>Using superchilled river rock on cruise ships</b>	<b>Supporting detail:</b>  <b>Nalco has \$4 billion in revenue.</b>
<b>Supporting detail:</b>  <b>Levi’s water life cycle analysis</b>	<b>Supporting detail:</b>  <b>Levi asks outsourced companies to treat its wastewater.</b>
<p>Why would water be regarded by business as a “startling vulnerability”? Use at least one of the supporting details above to support your answer.</p> <p><b>If anything goes wrong with the water in a business, the whole business could shut down. For example, if there is no water to grow the cotton for Levi’s jeans, making the jeans becomes impossible.</b></p>	



Vocabulary  
Answers for Teacher Reference

Some definitions have been provided for you. For words without definitions, create a definition from the context and fill out the Context Clues column. Then, check your definition against a dictionary to see if you were correct.

Word	Definition	Context clues: How did you figure out this word?
painstaking (123)	taking or showing great care and effort	The description of the analysis is very detailed.
inevitable (123)	impossible to avoid	X
potable (123)	suitable for drinking	X
desalination (123/124)	taking the salt out of something	The sentence shows that the water is being treated somehow.
culinary (124)	of or relating to the kitchen or cooking	The sentence has lots of references to dining.
prosaic (124)	being dull, ordinary, or uninteresting	X
trivial (125)	of little worth or importance	The sentence next to it says, “On the other hand it is a stroke of genius,” so it must originally mean something boring or worthless.



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 3**

## **Finding Relevant Information and Asking Research Questions: *The Big Thirst***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can conduct short research projects to answer a question. (W.7.7) I can generate additional questions for further research. (W.7.7)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can generate strong supporting research questions.</li><li>• I can gather relevant evidence from <i>The Big Thirst</i>.</li></ul>	<ul style="list-style-type: none"><li>• Reader's Notes for pages 123–125 of <i>The Big Thirst</i> (from homework)</li><li>• Researcher's notebook</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: What Is a Consequence? (7 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Introducing the Overarching Research Question; Reviewing the Researcher's Roadmap and Notebook (10 minutes)</li> <li>B. Adding and Sharing Information: Pages 123–125 of <i>The Big Thirst</i> (10 minutes)</li> <li>C. Supporting Research Questions (8 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Read-aloud; Turn and Talk; Reviewing Learning Targets (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read pages 127–130 of <i>The Big Thirst</i> and complete Section III: Research Notes on Text in your researcher's notebook.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Today's lesson is students' introduction to the overarching research question of the unit: "How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?" The overarching research question serves as the "big idea" for students' research; it will serve as the lens through which the research is focused, as the focus questions have done in previous writing assignments. The overarching research question should be referred to regularly throughout instruction as a means of anchoring students' work.</li> <li>• In turn, students are responsible for generating original supporting research questions. These are smaller, specific questions that will direct their inquiry, and later their position paper and presentation.</li> <li>• The researcher's roadmap and researcher's notebook build from those used in a previous module (Module 2A, Unit 3, Lesson 1), and the lesson is written as a review of their use. However, if this is the first time your students have seen these materials, consider how the lesson might be adapted to become a full introduction to the roadmap and notebook.</li> <li>• For the first few lessons in the research arc, students will work specifically with <i>The Big Thirst</i> as their source as they hone their research skills. Later, they will have an opportunity to find and use other sources in their research.</li> <li>• Encourage students to return to the original Fishman text at any point for any clarification they require. Returning to the text consistently is a "habit of mind" that should be emphasized.</li> <li>• Note that at this point, students are using the researcher's notebook to develop a background level of knowledge, learning and capturing information about the issue. They are not yet gathering information to answer specific questions.</li> <li>• The Questions I Now Have section does not necessarily relate specifically to this text; the questions are sparked in some way by this reading, but not necessarily answerable by it.</li> <li>• For text selections 1–5 in the researcher's notebooks, a teacher guide has been provided for you in the supporting materials of this lesson. Once students transition to finding their own research texts, be sure to informally assess students' notebooks to be sure they are taking accurate notes.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• In advance: Review the researcher's roadmap and researcher's notebook and familiarize yourself with their contents, especially if your students are being introduced to these materials for the first time; consider how the researcher's notebook should be stored: in a binder, a folder, or other means of keeping multiple pages connected and organized.</li> <li>• Post: Learning targets; also post the overarching research question and the poster-size researcher's roadmap prominently in the classroom. Note that the overarching question will serve as the focusing lens for the research project in which students are about to engage, and that it will stay up in the classroom until the project is completed.</li> <li>• Review the Fist to Five in Checking for Understanding techniques (See Appendix).</li> </ul>

Lesson Vocabulary	Materials
consequence; overarching research question; supporting research questions	<ul style="list-style-type: none"> <li>• Entry task (one per student)</li> <li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1)</li> <li>• Overarching research question (one to display)</li> <li>• Researcher's roadmap (from Module 2A, Unit 3, Lesson 2; included in supporting materials for teacher reference; one per student and one poster-size to display)</li> <li>• Researcher's notebook (one per student and one to display)</li> <li>• Teacher's Guide: Researcher's Notebook, Text Selections 1–5 (for teacher reference)</li> <li>• Sticky notes (one pack per student)</li> <li>• Document camera</li> <li>• <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student)</li> <li>• Dictionaries (one per student)</li> <li>• Research Questions Selected Response (one to display)</li> <li>• Gist Fill-In (one to display)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: What Is a Consequence? (7 minutes)</b></p> <ul style="list-style-type: none"><li>Individually, have students answer the <b>entry task</b> question:<ul style="list-style-type: none"><li>“What is a <i>consequence</i>?”</li></ul></li><li>Together, on the <b>Domain-Specific Vocabulary anchor chart</b>, create a class definition of the word <i>consequence</i>. Listen for and include elements such as these: “a result,” “an effect,” and “what results from an action or a series of actions.”</li><li>Explain that today, students will begin to work on a research project on water management and that the word <i>consequence</i> will become very important within the research. Ask:<ul style="list-style-type: none"><li>“Can you give some predictions for how the word <i>consequence</i> might fit into the idea of water use?”</li></ul></li><li>Cold call several students to get their response.</li><li>Direct students' attention to the learning targets and have them read the targets aloud with you:<ul style="list-style-type: none"><li>“I can generate strong supporting research questions.”</li><li>“I can gather relevant evidence from <i>The Big Thirst</i>.”</li></ul></li><li>Ask students how the word <i>consequence</i> might fit into one or more of the learning targets. Cold call two or three for their answers. Listen for connections such as: “We will probably read about some consequences of water use” or “Maybe our research will end up talking about what consequences there are for saving or wasting water.”</li></ul>	<ul style="list-style-type: none"><li>Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li><li>Whenever possible, have students who need physical activity take on the active roles of managing and writing on the anchor chart, handing out the materials, or perhaps even making the necessary notes on the teacher reference materials under the document camera.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Introducing the Overarching Research Question: Reviewing the Researcher's Roadmap and Notebook (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the <b>overarching research question</b> posted in the classroom and read it aloud. Distribute the <b>researcher's roadmap</b>, <b>researcher's notebook</b>, and <b>sticky notes</b>. Remind students that these materials should look familiar to them, as they used them during Module 2. Give students 3 or 4 minutes to look over the materials individually to refresh their memories, using sticky note codes to flag places where they have questions or observations they want to share with the class.</li><li>• Share out questions and observations.</li><li>• Invite students to look at the researcher's roadmap (use the poster-size roadmap as a visual reference). Say:</li><li>• "You'll remember that the roadmap gives researchers specific steps to follow. What steps have we already accomplished as a class so far? Where do you think we need to go next?"</li><li>• Listen for students to identify that the class has set a purpose for the research through the overarching research question and that the class as a whole has been working on Step 2, using <i>The Big Thirst</i>. Clarify if needed that Step 3 is yet to arrive, but that soon students will be branching out into finding and using other resources.</li></ul>	<ul style="list-style-type: none"><li>• Think about how you might shape the brief presentation of the overarching research question to generate engagement and excitement. Students could rise and recite the question dramatically; technology may be used to create a visually engaging PowerPoint slide for display during the research; or you may have established classroom chants or response protocols that would work here.</li><li>• Sticky note codes are a way to mark up the text without obscuring the text itself with handwriting. Places where students have questions can be marked with a "?"; observations can be marked with a "!" or with a drawing of an eye or asterisk.</li><li>• Questions during Work Time A that the students want to discuss should serve to elucidate or clarify the materials only. Students can place larger questions about the project itself on a Parking Lot chart for future reference, or you may address them individually after class or during independent work time.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Adding and Sharing Information: Pages 123–125 of <i>The Big Thirst</i> (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their text, <b><i>The Big Thirst</i></b>. Ask students to get out their homework (Reader's Notes for pages 123–125 of <i>The Big Thirst</i>) and place it next to their researcher's notebook. Then, have students open their researcher's notebook to Section I: Research Notes on Text 1.</li><li>• Let them know that the homework provided a foundation for filling in this first section of the notebook, and they will be referring to it shortly.</li><li>• Ask students to put their finger on Text Selection 1 in Section I of the researcher's notebook so you are sure they have found the right section. Use the <b>document camera</b> to guide students visually.</li><li>• Next, have students transfer the main idea and ONE supporting detail from their homework to the My Notes from This Source section.</li><li>• Read pages 123–125 aloud one last time, with students following along. Before you read, instruct students to listen for industrial uses of water in the text and to take notes in the My Notes from This Source section. Students should fill in at least four bullets.</li><li>• Ask students to turn to an elbow partner and share one bullet that the elbow partner may not have, and then get a bullet from the elbow partner.</li><li>• Have students independently fill in the Vocabulary section. Circulate and offer individual assistance. Be sure that <b>dictionaries</b> (electronic or print) are easily accessible to all students as they complete this work.</li></ul>	<ul style="list-style-type: none"><li>• After stretches of intensive reading and writing during which physical movement is not built into the instruction, consider having students stand up for a quick “brain break” or a physical stretch at natural breaks in the work time (between Work Times A and B, for example). Research indicates that these breaks are important for neurological growth, especially for boys. Their cognitive processing requires more “rest times” away from the subject matter before re-engaging in learning.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Supporting Research Questions (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their hard work up to this point.</li><li>• Inform them that they are now going to draft some supporting research questions. Display the <b>Research Questions Selected Response</b> on the document camera. Ask which criteria they would choose. Listen for: a, c, and e. Lead a brief whole-class discussion on why b and d are not appropriate answers. Listen for: “Long and/or complicated questions actually bog the research process down and make it harder.”</li><li>• Cold call two or three students:<ul style="list-style-type: none"><li>* “Let us know the most interesting or important fact you came across in this part of the reading.”</li></ul></li><li>• Choose one of these answers to model writing a supporting research question under the document camera. For example:<ul style="list-style-type: none"><li>* “Royal Caribbean Cruise Lines saved a ton of water by switching out their buffet ice for chilled rocks—pretty simple move, but very powerful. It makes me wonder what other ‘simple’ solutions industry has put in place to save water. So I write: ‘What other simple solutions have companies come up with to save water?’ Then, I check: Is it specific? Is it relevant? Is it answerable?”</li></ul></li><li>• Have students complete drafts of at least one supporting research question individually, based on their notes. Circulate and offer assistance where needed.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Read-aloud; Turn and Talk; Reviewing Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to open <i>The Big Thirst</i> to page 127. Let them know that they are listening for <i>gist</i>: the general main idea of the excerpt. Starting at the top, read aloud and have students follow along until the middle of page 130, ending at the line "... it becomes critical to manage it better."</li><li>• Have students turn to an elbow partner and try to distill the basic idea of these pages into one sentence. Display the <b>Gist Fill-In</b> under the document camera to give students a skeleton with which to conduct this challenging thinking exercise.</li><li>• Together, create a class answer to the Fill-In and display it under the camera. Have students write it down in their researcher's notebook in Section III: Research Notes on Text.</li><li>• Invite the class to reread the learning targets with you:<ul style="list-style-type: none"><li>* "I can generate strong supporting research questions."</li><li>* "I can gather relevant evidence from <i>The Big Thirst</i>."</li></ul></li><li>• Ask students to do a Fist to Five to show how well they feel they have achieved the targets today.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 127–130 of <i>The Big Thirst</i> and complete Section III: Research Notes on Text in your researcher's notebook.</li></ul> <p><i>Note: For the next lesson, students will need to look up definitions in a dictionary or on the internet. You may need to make arrangements to have a class set of dictionaries or computers available for them.</i></p>	





EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 2: Lesson 3

## Supporting Materials



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Entry Task

.....  
**Name:**

.....  
**Date:**

**Answer these questions in a few brief sentences:**

What is a *consequence*?

.....

.....

When have you experienced a *consequence* in your life? What was it?

.....

.....



Overarching Research Question

Name:

Date:

How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?



## Researcher's Roadmap

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Good researchers stop often to look around and see where they are, check their maps, and set their course toward their final destination. They sometimes take side trips, but they use their route-finding tools to reach their destinations.

### INITIATING INQUIRY

**Step 1:** Set a purpose for research: What is the overarching research question? What information do you need to find? Why does this inquiry matter?

**Step 2:** Gather background information about your topic from a reliable source and generate supporting research questions.

- Relevant
- Specific
- Answerable

### GATHERING SOURCES

**Step 3:** Gather a variety of reliable and relevant sources.

### ANALYZING SOURCES

**Step 4:** Use your sources. For each source:

- Skim the source to see if it is useful for you.
- If it is useful, read it and mark parts of the text that are relevant to your research.
- On your note-taking sheet, record the source information and take notes in your own words on ideas and information that are relevant.

### EVALUATING RESEARCH

**Step 5:** After you are done reading a source, step back and evaluate:

- Which of my supporting research questions have I answered, either partially or completely?
- What additional supporting research questions did I generate?
- How thorough is my answer to the overarching research question?
- Which source might I use next?

### DEVELOPING AN EVIDENCE-BASED PERSPECTIVE

**Step 6:** When you have enough information, synthesize and share your findings.



Researcher's Notebook

Name:

Date:

This is your place to gather information, generate questions, and keep track of your findings as you complete this research project. This will help you practice for and write your position paper and demonstrate your progress toward these learning targets:

- I can conduct short research projects to answer a question. (W.7.7)
- I can generate additional questions for further research. (W.7.7)
- I can gather relevant information from a variety of sources. (W.7.8)
- I can evaluate the credibility and accuracy of each source. (W.7.8)
- I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

**RESEARCH QUESTION(S):** How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?

The following pages will help you organize your notes on your sources and your ideas about them.

**Researcher's Notebook**  
I. Research Notes on Text

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Text Selection 1</b></p> <p>This text will help you learn information about the management of water in industry. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>		
Title: The Big Thirst		Author: Charles Fishman
Print or Digital: Print	Source Type: Book	Credible: Yes
		Page # (s):
<p><b>My notes from this source:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p><b>Vocabulary:</b></p> <p>Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: _____</p> <p>What is your initial idea of its meaning?</p> <p>_____</p> <p>What strategy did you use to determine an initial meaning for this word?</p> <p>_____</p> <p>Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?</p> <p>_____</p>		



**Researcher's Notebook**  
I. Research Notes on Text

**Paragraph to sum up new information from this text about the use of water in industry:**

**Questions I now have (keep these relevant, specific, and answerable):**

- 
- 
- 
- 
-

Researcher's Notebook  
II. Paraphrasing Instructions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. **Read for gist.** Is this a source that is relevant to your topic and questions?
2. **Reread the text** to find **key vocabulary about how water is currently managed**. While you read, text-code important passages.
3. After you've read, **paraphrase the excerpt** by using one of these sentence stems:

According To	Source	Paraphrased Fact
	writes illustrates notes observes states reports claims	

**Example:**

*According to The New York Times, the ways we currently use water are unsustainable.*

*According to Fred Peace's interview, desalination is an expensive solution.*



Researcher's Notebook  
III. Research Notes on Text

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Text Selection 2</b></p> <p>This text will help you learn information about the management of water in industry. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>			
Title: The Big Thirst		Author: Charles Fishman	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s):
<p><b>Use the paraphrasing steps in Section II to help you paraphrase this source.</b></p>			
<p><b>Paraphrased information from this text about the current state of water management in industry:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			



**Researcher's Notebook**  
III. Research Notes on Text

<p><b>Vocabulary:</b> Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: _____</p> <p>What is your initial idea of its meaning? _____</p> <p>What strategy did you use to determine an initial meaning for this word? _____</p> <p>Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? _____ _____</p>	<p><b>Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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Researcher's Notebook  
IV. Research Notes on Text

Name:

Date:

<p><b>Text Selection 3</b></p> <p>This text will help you learn information about the management of water in industry. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>			
Title: The Big Thirst		Author: Charles Fishman	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s):
<p><b>Use the paraphrasing steps in Section II to help you paraphrase this source.</b></p>			
<p><b>Paraphrased information from this text about the current state of water management in industry:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			



Researcher's Notebook  
IV. Research Notes on Text

<p><b>Vocabulary:</b> Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: _____</p> <p>What is your initial idea of its meaning? _____</p> <p>What strategy did you use to determine an initial meaning for this word? _____</p> <p>Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? _____ _____</p>	<p>Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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Researcher's Notebook  
V. Research Notes on Text

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Text Selection 4</b>  This text will help you learn information about the management of water in agriculture. This will help you begin to generate relevant questions about your topic.  <b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b>			
Title: The Big Thirst	Author: Charles Fishman	Date:	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s):
<b>Use the paraphrasing steps in Section II to help you paraphrase this source.</b>			
<b>Paraphrased information from this text about the current state of water management in agriculture:</b>			
• • • • •			



**Researcher's Notebook**  
V. Research Notes on Text

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: \_\_\_\_\_

What is your initial idea of its meaning?

What strategy did you use to determine an initial meaning for this word?

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?

Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):

- 
- 
- 
- 
-

Researcher's Notebook  
VI. Research Notes on Text

Name:

Date:

<p><b>Text Selection 5</b></p> <p>This text will help you learn information about the management of water in agriculture. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>			
Title: The Big Thirst	Author: Charles Fishman	Date:	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s):
<p><b>Use the paraphrasing steps in Section II to help you paraphrase this source.</b></p>			
<p><b>Paraphrased information from this text about the current state of water management in agriculture:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			



Researcher's Notebook  
VI. Research Notes on Text

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: \_\_\_\_\_

What is your initial idea of its meaning?

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What strategy did you use to determine an initial meaning for this word?

---

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?

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Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):

- 
- 
- 
- 
-



Researcher's Notebook  
VII. Internet Research

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Website 1</b>  You will now use the internet to search for sources that answer the questions you have identified above in your notes.			
<b>Track bibliographic information here:</b>			
Title of Web Page:		Title of Website:	
Author of Article:		Credible Source?:	
Date of Website Creation:		Date I Accessed:	URL:
Use the paraphrasing steps in Section II to help you paraphrase this source.			
Paraphrased information from this text about the current state of water management in industry or agriculture: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			



Researcher's Notebook

VII. Internet Research

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: \_\_\_\_\_

What is your initial idea of its meaning?

What strategy did you use to determine an initial meaning for this word?

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?

Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):

- 
- 
- 
- 
-

Researcher's Notebook  
VIII. Internet Research

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Website 2</b>  You will now use the internet to search for sources.  <b>Track bibliographic information here:</b>			
Title of Web Page:		Title of Website:	
Author of Article:		Credible Source?:	
Date of Website Creation:		URL:	
Use the paraphrasing steps in Section II to help you paraphrase this source.			
Paraphrased information from this text about the current state of water management in industry or agriculture: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			



Researcher's Notebook

VIII. Internet Research

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: \_\_\_\_\_

What is your initial idea of its meaning?

What strategy did you use to determine an initial meaning for this word?

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?

Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):

- 
- 
- 
- 
-

Researcher's Notebook

IX. Internet Research

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Website 3</b>  You will now use the internet to search for sources.  <b>Track bibliographic information here:</b>			
Title of Web Page:		Title of Website:	
Author of Article:		Credible Source?:	
Date of Website Creation:		Date I Accessed:	URL:
Use the paraphrasing steps in Section II to help you paraphrase this source.			
Paraphrased information from this text about the current state of water management in industry or agriculture: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			



Researcher's Notebook

IX. Internet Research

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: \_\_\_\_\_

What is your initial idea of its meaning?

\_\_\_\_\_

What strategy did you use to determine an initial meaning for this word?

\_\_\_\_\_

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?

\_\_\_\_\_

\_\_\_\_\_

Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):

- 
- 
- 
- 
-

Researcher's Notebook  
X. Source from Assessment

Name:

Date:

<p><b>Text Selection 6</b></p> <p>Track the bibliographic information for this source.</p>			
Title:	Author:	Date:	
	Source Type:	Credible:	Page #(s):
Print or Digital:			
<p>Use the paraphrasing steps in Section II to help you paraphrase this source.</p>			
<p>Paraphrased information from this text about the current state of water management in agriculture:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			



Researcher's Notebook

X. Source from Assessment

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: \_\_\_\_\_

What is your initial idea of its meaning?

---

What strategy did you use to determine an initial meaning for this word?

---

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?

---

---



Researcher's Notebook  
XI. Source from Assessment

Name:

Date:

<b>Text Selection 7</b> Track the bibliographic information for this source.			
Title:	Author:	Date:	
	Source Type:	Credible:	Page #(s):
Print or Digital:			
Use the paraphrasing steps in Section II to help you paraphrase this source.			
Paraphrased information from this text about the current state of water management in agriculture: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			



Researcher's Notebook  
XI. Source from Assessment

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: \_\_\_\_\_

What is your initial idea of its meaning?  
\_\_\_\_\_

What strategy did you use to determine an initial meaning for this word?  
\_\_\_\_\_

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?  
\_\_\_\_\_  
\_\_\_\_\_

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

<p><b>Text Selection 1</b></p> <p>This text will help you learn information about the management of water in industry. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>			
Title: The Big Thirst		Author: Charles Fishman	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s): 123-125
<p><b>My notes from this source:</b></p> <ul style="list-style-type: none"> <li>• Main idea: For the first time, business is figuring out its true relationship to water, both the positives and the negatives.</li> <li>• One supporting detail: Levi Strauss determined that 909 gallons of water are used per pair of jeans.</li> <li>• Industrial use of water: Royal Caribbean Cruise Lines has saved water by subbing river stones for ice on its buffets.</li> <li>• Industrial use of water: The question is not just “How can we save water?” but “What are we using water for?”</li> </ul>			
<p><b>Vocabulary:</b></p> <p>Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: prodigious</p> <p>What is your initial idea of its meaning? huge</p> <p>What strategy did you use to determine an initial meaning for this word? The sentence goes on to talk about how many items of food are on the buffet (lots)</p> <p>Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? From Word Central: very big : HUGE</p>			

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

**Paragraph to sum up new information from this text about the use of water in industry:**

Industry is going to need to think about water in new ways in the coming years. Some companies, such as Levi Strauss and Royal Caribbean, are already beginning to do this. They are investigating how much water they use, and in what ways. By doing this, they are not only saving water, but also rethinking how they use water in the first place.

**Questions I now have (keep these relevant, specific, and answerable):**

- What are other companies doing to “think new” about their water use?
- Is industry where the most water is spent or used in our society?
- Are there companies that are resisting looking at their water use?

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

<p><b>Text Selection 2</b></p> <p>This text will help you learn information about the management of water in industry. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>			
Title: The Big Thirst		Author: Charles Fishman	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s): 127-130
Use the paraphrasing steps in Section II to help you paraphrase this source.			
<p><b>Paraphrased information from this text about the current state of water management in industry:</b></p> <ul style="list-style-type: none"> <li>• According to Eric Berliner, it is important to think about how much water use costs the company.</li> <li>• Janette Bombardier states that reforming water use gives her company a competitive edge.</li> <li>• According to Bombardier, IBM Burlington put several dozen actions in place to save the water it's saving now.</li> <li>• According to Fishman, it is a smart move for companies to help other companies manage water.</li> <li>• According to Fishman's The Big Thirst, IBM Burlington is saving millions of dollars by rethinking its water use.</li> </ul>			

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: daunting

What is your initial idea of its meaning? difficult

What strategy did you use to determine an initial meaning for this word? The sentence goes on to talk about how a computer is necessary to complete the task being discussed

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?  
From Word Central: to lessen the courage of : make afraid

**Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):**

- How difficult or easy is it for companies to reform their water use?
- Did the rest of IBM follow Burlington's example?
- Do other computer companies, like Apple, use similar amounts of water?
- Are other computer companies, like Apple, reforming their water use too?

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Text Selection 3</b></p> <p>This text will help you learn information about the management of water in industry. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>			
Title: The Big Thirst		Author: Charles Fishman	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s): 112-116
<p><b>Use the paraphrasing steps in Section II to help you paraphrase this source.</b></p>			
<p><b>Paraphrased information from this text about the current state of water management in industry:</b></p> <ul style="list-style-type: none"> <li>• According to Fishman, Michell Wool is now recycling “purple water” to help wash the wool.</li> <li>• According to Fishman, Michell Wool uses 15% of “purple water” that would have polluted the ocean otherwise.</li> <li>• According to Fishman, the town of Salisbury and Michell Wool have forged a partnership that addresses both their water needs.</li> </ul>			

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

**Vocabulary:**

Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: haute couture

What is your initial idea of its meaning? Something that uses wool.

What strategy did you use to determine an initial meaning for this word? This is in a list of things that use wool, but other than that., I don't have any other clues.

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? Wikipedia: the creation of high-end, fashionable clothing

**Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):**

- Are there other company/town water partnerships?
- What about partnerships in the US?
- Are there any partnerships like this close to me (locally)?
- Do other materials, like cotton, have the same water needs?



**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Text Selection 4</b></p> <p>This text will help you learn information about the management of water in agriculture. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>			
Title: The Big Thirst	Author: Charles Fishman	Date:	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s): 183-186
<p><b>Use the paraphrasing steps in Section II to help you paraphrase this source.</b></p>			
<p><b>Paraphrased information from this text about the current state of water management in agriculture:</b></p> <ul style="list-style-type: none"> <li>• Fishman asserts that the water shortage for rice farmers in Australia is a make-or-break situation.</li> <li>• Laurie Arthur claims that water is 90% of the assets of his rice business.</li> <li>• Australia's Murray River Basin is similar to Las Vegas in terms of its water needs.</li> <li>• Rice yields in the river basin, Arthur asserts, are the best on the planet.</li> <li>• Six gigaliters of water is comparable to giving every person on earth a bottle of expensive water, Fishman claims.</li> </ul>			

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

<p><b>Vocabulary:</b> Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: idle</p> <p>What is your initial idea of its mean? something negative</p> <p>What strategy did you use to determine an initial meaning for this word? “Bad news” indicates that the word has a negative connotation.</p> <p>Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? Word Central: not being used or employed</p>	<p><b>Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):</b></p> <ul style="list-style-type: none"> <li>• Who gets to make the decisions about water use in a desert community?</li> <li>• What other ways of providing water to deserts occur in the United States?</li> <li>• How much more water do desert communities use than water-rich communities?</li> </ul>
---	---

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Text Selection 5</b></p> <p>This text will help you learn information about the management of water in agriculture. This will help you begin to generate relevant questions about your topic.</p> <p><b>Track the bibliographic information for this source. The first entry has been mostly filled out for you, but you must add the date and page numbers:</b></p>			
Title: The Big Thirst	Author: Charles Fishman	Date:	
Print or Digital: Print	Source Type: Book	Credible: Yes	Page #(s): 186-187
<p><b>Use the paraphrasing steps in Section II to help you paraphrase this source.</b></p>			
<p><b>Paraphrased information from this text about the current state of water management in agriculture:</b></p> <ul style="list-style-type: none"> <li>• Questions about how much crop yield farmers have in deserts are important to answer.</li> <li>• Fishman claims that the conversation about water use in Arthur's town was personal, but also theoretical.</li> <li>• Arthur has been dealing with the consequences of drought for eight years.</li> <li>• Arthur wonders whether the days of plentiful rain are never returning.</li> <li>• Fishman notices that Arthur's town has shrunk because of the lack of water.</li> </ul>			

**Teacher's Guide:** Researcher's Notebook  
Text Selections 1–5 For Teacher Reference

<p><b>Vocabulary:</b> Identify a word from the text that is new to you, and whose meaning seems important to understanding this text: halcyon</p> <p>What is your initial idea of its meaning? Good? Lots of water?</p> <p>What strategy did you use to determine an initial meaning for this word? The next quote says that the “big water” days are gone, so I know they’re connected somehow.</p> <p>Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? Word Central: CALM, peaceful</p>	<p><b>Questions that will now guide my further research (remember to keep these relevant, specific, and answerable):</b></p> <ul style="list-style-type: none"> <li>• What other farmers farm in deserts?</li> <li>• How do farmers in deserts get their water other than from rivers?</li> <li>• What has happened to Toowoomba as of now (2013)?</li> </ul>
---	---



**Research Questions**

Selected Response

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Which of the following criteria do all good research questions have?**

- a. Relevant
- b. Long
- c. Specific
- d. Answerable
- e. Complicated
- f. Broad



**Gist Fill-In**

Pages 127–130 of *The Big Thirst*

.....  
**Name:**  
.....

**Date:**  
.....

1. The main idea of this excerpt of reading is that the IBM Co.

.....

2. This shows that water in industry

.....

and that

.....



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 4**

## **Paraphrasing and Evaluating Sources: Pages 112–116 of *The Big Thirst***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</p> <p>I can gather relevant information from a variety of sources. (W.7.8)</p> <p>I can evaluate the credibility and accuracy of each source. (W.7.8)</p> <p>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can consult a dictionary to determine or clarify the meaning of a word.</li><li>• I can correctly paraphrase information I gather from <i>The Big Thirst</i>.</li><li>• I can evaluate the credibility and accuracy of a source.</li></ul>	<ul style="list-style-type: none"><li>• Pages 112–116 of <i>The Big Thirst</i> Text-Dependent Questions</li><li>• Exit Ticket: Practicing Paraphrasing</li></ul>





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Dictionary Definitions (10 minutes)</li><li>B. Reviewing Learning Targets (1 minute)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Review: How to Paraphrase (5 minutes)</li><li>B. Read-Aloud of Pages 112–116 of <i>The Big Thirst</i> with Text-Dependent Questions (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket: Practicing Paraphrasing (4 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread pages 112–116 and fill out your Researcher's Notebook.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson offers a quick review of the skill of paraphrasing, which is taught in Module 2; in the event that students did not learn about it in Module 2, there is enough review here to give them a good foundation. During Work Time A, if you notice several students struggling with the meaning of “paraphrase,” then you may want to take some additional time to review this concept.</li><li>• This lesson also serves as a continuation of the launch of the researcher's notebook. Students will likely still be getting accustomed to using the researcher's notebook, so pay special attention to whether any students are facing any obstacles as they follow the steps of paraphrasing in this lesson. You may want to ask students to take out their researcher's notebook entries from the previous lesson so you can take a quick peek at them as you circulate during the entry task and exit tickets to see if there are any general patterns of confusion that you can address.</li><li>• In this lesson, you remind students to collect information about their sources in their researcher's notebooks. There will be a formal lesson on MLA citation in Unit 3; for now, continue to remind students to fill in the appropriate section of their researcher's notebooks.</li><li>• The Pages 112–116 of <i>The Big Thirst</i> Close Reading Guide asks you to introduce the concept of positive consequences of water management. In this unit, you will continue to discuss the idea of consequences of different types of water management as you scaffold students' understanding for Unit 3, when they will make a claim about the best ways to manage water, taking into account the consequences of different methods in both industry and agriculture.</li><li>• In advance: Have dictionaries or computers accessible for the entry task.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
agitated; paraphrase, credibility; sheared, grubby, scouring, prescient, virtuous, urban runoff, potable; positive consequence	<ul style="list-style-type: none"> <li>• Entry task (one per student)</li> <li>• Class set of dictionaries or computers with internet access</li> <li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1)</li> <li>• Researchers' Notebooks (distributed in Lesson 3)</li> <li>• Document camera</li> <li>• <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student)</li> <li>• Pages 112–116 of <i>The Big Thirst</i> Text-Dependent Questions (one per student and one to display)</li> <li>• Pages 112–116 of <i>The Big Thirst</i> Close Reading Guide (for teacher reference)</li> <li>• Exit ticket (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Dictionary Definitions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• As students enter the room, distribute the <b>entry task</b> and direct them to use the <b>class set of dictionaries or computers with Internet access</b> to follow the directions on the slip. Depending on numbers, students may need to share these resources.</li> <li>• Allow them 5 minutes to fill out their entry tasks. As they are writing, circulate and check which definition of <i>agitated</i> the students are writing down. Look for them to write down something like: “to shake or move briskly.”</li> <li>• When students are finished with the entry task, cold call someone who wrote down the correct definition to share it and why he or she chose it. Add the definition to the <b>Domain-Specific Vocabulary anchor chart</b>.</li> <li>• Listen for the student to say: “I chose this because I used the context clues of ‘washed,’ ‘wrung out,’ and ‘moved’ to help me realize they were talking about the cleaning process. The other definitions did not make sense in this context.”</li> <li>• If any students chose a different definition, discuss the other possibilities and why they do not fit in this context.</li> </ul>	<ul style="list-style-type: none"> <li>• When possible, have students who need physical activity take on the active role of managing the distribution and collection of materials.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain to students that, as they read complex text and complete their research, they will likely encounter several words they don't know. They should use the process they just experienced—thoughtfully guessing what the word means, looking it up, and using context clues to select the right definition—as they fill out their <b>Researcher's Notebooks</b>.</li><li>• Note to students that this process need not be enacted for every word that is unfamiliar. Instead, they should ask themselves whether the word seems important to overall meaning or the meaning of specific evidence.</li></ul>	
<p><b>B. Reviewing Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can consult a dictionary to determine or clarify the meaning of a word.”</li><li>* “I can correctly paraphrase information I gather from <i>The Big Thirst</i>.”</li><li>* “I can evaluate the credibility and accuracy of a source.”</li></ul></li><li>• Explain that students will be integrating the skill they've just practiced in their entry task—determining the correct definition of a word—as they read different sources, <i>paraphrase</i> the information within them, and assess the <i>credibility</i>, or value, of each source during this research project in their researcher's notebook. Tell them you will guide them through these learning targets step-by-step today.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Review: How to Paraphrase (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Write the word <i>paraphrase</i> on the board.</li><li>• Ask students to turn and talk to their seat partners about what <i>paraphrase</i> means for 1 minute.</li><li>• Cold call a pair of students to share out.</li><li>• Listen for: “Paraphrasing means to put an author’s ideas into your own words while still giving credit to the author in some way.” If students do not remember all these details, remind them why it’s important to paraphrase while doing research. Explain that we want to avoid putting our entire research paper in quotes, but we also cannot take the ideas of another writer word-for-word. Paraphrasing allows us to give credit to a writer’s ideas while writing things in our own words.</li><li>• In addition, explain that students often quote directly because they don’t understand the text well enough to paraphrase it. A benefit to paraphrasing is that it pushes them to understand what they’re talking about.</li><li>• Explain to students that they will continue to read excerpts from <i>The Big Thirst</i> and take notes in their researcher’s notebooks for the next few lessons as they think about the overarching research questions: “How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?” From now on, beginning with tonight’s homework, there will be a place in the researcher’s notebook asking them to paraphrase key ideas from Fishman’s text. They will continue to paraphrase other texts they read as well after they are finished with <i>The Big Thirst</i>.</li><li>• Remind students that, as they conduct their research, they must keep all their information about their sources so they can properly cite them later using the MLA format. They learned how to collect information about sources in Module 2. Explain that in this module, during Unit 3, you will teach them the MLA format. For now, they should just fill out all the blanks in their researcher’s notebook so they are ready for that step when the time comes.</li></ul>	<ul style="list-style-type: none"><li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Read-Aloud of Pages 112–116 of <i>The Big Thirst</i> with Text-Dependent Questions (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their text, <b><i>The Big Thirst</i></b>. Remind students that before they can paraphrase an author's key ideas, they need to understand what an excerpt of a text is saying overall. Then they can pull out key details and rewrite them in their own words. Tell them that you will help them through this process by spending time in today's lesson understanding an excerpt from pages 112–116 of <i>The Big Thirst</i>. Then, they will practice paraphrasing at the end of class and for homework.</li><li>• Display (using a <b>document camera</b>) and distribute <b>Pages 112–116 of <i>The Big Thirst</i> Text-Dependent Questions</b>. Guide students through this handout by using the <b>Pages 112–116 of <i>The Big Thirst</i> Close Reading Guide (for teacher reference)</b>.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Practice Paraphrasing (4 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute an <b>Exit Ticket</b> to each student.</li><li>• Circulate as students fill them out, providing guidance for any students who may be struggling.</li><li>• Collect and review Exit Tickets before the next class so you can clarify any confusion and identify students who may need additional support with paraphrasing.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread pages 112–116 of <i>The Big Thirst</i> and fill out your researcher's notebook for this excerpt under Text Selection 3.</li></ul> <p><i>Note: Consider bringing in a liter-size bottle of water or finding an image of one for students to visualize the reference in the reading in the next lesson of a liter bottle of Evian water.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 2: Lesson 4

## Supporting Materials



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Entry Task

Name:

Class/Section:

On page 113 of *The Big Thirst*, author Charles Fishman explains the process of cleaning wool used in Salisbury, Australia. He explains that the wool is “washed in cold water, lightly agitated, wrung out, and moved.”

1. What do you think the word *agitated* means in this context? Write your ideas below:

2. Now look up the word *agitate* in a dictionary. There will be several different definitions. Read all of them, then select what you think is the best definition for this context.

3. Write the definition you chose here:

4. Explain how you determined that this is the correct definition:



Pages 112–116 of *The Big Thirst*  
Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Reread the second paragraph on page 112, starting with “So when Australian sheep get sheared—and Australia is still the largest producer of wool in the world ...” Then, discuss with your partner what you think these words mean:
  - A. sheared
  - B. grubby
  - C. scouring
  
2. In the third paragraph on page 112, Fishman writes, “Salisbury uses a megaliter of water a day to wash wool,” and in the last paragraph of page 113, he states, “Salisbury gets just eighteen inches of rain a year.” What do you infer is the problem here?  
  
\_\_\_\_\_  
  
\_\_\_\_\_
  
3. Reread the last full sentence in the first paragraph on the top of page 114. Why is it absurd to be washing greasy wool in tap water?  
  
\_\_\_\_\_  
  
\_\_\_\_\_
  
4. The word *prescient* comes from the prefix *pre*, meaning “before,” and the root word for *science*, which means “to know.” Given that, in the third paragraph on page 114, what does the line “The tickle of water insecurity turned out to be almost scarily prescient” mean? How was this “tickle” a way of “pre-knowing”?  
  
\_\_\_\_\_  
  
\_\_\_\_\_





Pages 112–116 of *The Big Thirst*  
Text-Dependent Questions

5. Pause and discuss the gist of these paragraphs with your seat partner:
- A. Page 114, “As it happened ...”
  - B. Page 114, “And so the town ...”
  - C. Page 115, “The basic idea ...”
6. Considering the last four paragraphs, what was the problem and what was the solution that Salisbury found?
- 
- 
7. What are the purple pipes? Why do you think they are purple?
- 
- 
8. What are some of the benefits of Michell Wool using SA water (Salisbury, Australia’s purple pipe water)?
- 
- 
9. At the top of page 116, Fishman refers to a “virtuous water cycle.” Virtuous means “imparting virtue, or giving benefit.” This use of the word virtuous is often heard in the world of problems and solutions. How does the word virtuous fit into the water cycle as discussed here?
- 
-



Pages 112–116 of *The Big Thirst*  
Close Reading Guide For Teacher Reference

Time: 25 minutes

Questions	Teacher Guide
<p>1. Reread the second paragraph on page 112, starting with “So when Australian sheep get sheared—and Australia is still the largest producer of wool in the world ...” Then, discuss with your partner what you think these words mean:</p> <p>A. sheared</p> <p>B. grubby</p> <p>C. scouring</p>	<p><b>(3 minutes)</b></p> <p>Say:</p> <p>* “Read along in your heads while I read aloud.”</p> <p>Read the first two paragraphs of page 112. Then pause and reveal Question 1 using a document camera or projector. Try to project only the question students are working on, if possible, instead of projecting all of the questions at once. This will help them to focus on the question at hand.</p> <p>Ask students to discuss their answers with their seat partners and then cold call students after a minute or two. Listen for them to define <i>sheared</i> as “shaved,” <i>grubby</i> as “dirty,” and <i>scouring</i> as “scraping.”</p> <p>These words will be essential for them to understand what the text means.</p>
<p>2. In the third paragraph on page 112, Fishman writes, “Salisbury uses a megaliter of water a day to wash wool,” and in the last paragraph of page 113, he states, “Salisbury gets just eighteen inches of rain a year.” What do you infer is the problem here?</p>	<p><b>(6 minutes)</b></p> <p>Say:</p> <p>* “Read silently in your heads as I continue to read aloud.”</p> <p>Read from the third paragraph of page 112 to the end of the first paragraph that carries onto page 114, stopping at “... absurd to be washing greasy wool in tap water.”</p>



Pages 112–116 of *The Big Thirst*  
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
3. Reread the last full sentence in the first paragraph on the top of page 114. Why is it absurd to be washing greasy wool in tap water?	<p>Project and read aloud Question 2, pausing before moving on to Question 3. Direct students to think in their heads first about the answer to the question and to raise their hands when they have an answer. Call on different students to share their answers.</p> <p>For Question 2, listen for: “They are going to run out of water, since they have so little rainfall and they use so much just to wash wool.”</p> <p>For Question 3, listen for: “It’s absurd, or crazy, since that’s freshwater they could use for drinking and they are wasting it and making it really dirty.”</p>
4. The word prescient comes from the prefix pre, meaning “before,” and the root word for science, which means “to know.” Given that, in the third paragraph on page 114, what does the line “The tickle of water insecurity turned out to be almost scarily prescient” mean? How was this “tickle” a way of “pre-knowing”?	<p><b>(2 minutes)</b></p> <p>Say:</p> <p>* “Follow along in your books as I read the next two paragraphs aloud.”</p> <p>Read the next two paragraphs on page 114, stopping at “... almost scarily prescient.”</p> <p>Project and read aloud Question 4.</p> <p>Listen for: “The fear of water scarcity turned out to be correct; they knew it was going to happen, and then it did.”</p>



Pages 112–116 of *The Big Thirst*  
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
<p>5. Pause and discuss the gist of these paragraphs with your seat partner:</p> <p>A. Page 114, “As it happened ...”</p> <p>B. Page 114, “And so the town ...”</p> <p>C. Page 115, “The basic idea ...”</p>	<p><b>(4 minutes)</b></p> <p>Say:</p> <p>* “Read silently in your heads as I continue to read aloud.”</p> <p>Read from the second full paragraph on page 114 to the end of the second paragraph on page 115, stopping at “... potable water supply pipes.”</p> <p>Explain that <i>urban runoff</i> refers to rainwater that falls and collects in the city, on top of surfaces like roads and sidewalks, and it can be a hassle.</p> <p>Explain that <i>potable</i> means “drinkable.”</p> <p>Add <i>runoff</i> and <i>potable</i> to the Domain-Specific Vocabulary anchor chart.</p> <p>Project and read aloud Question 5. Direct students to discuss their thoughts with their partners and raise their hands when they are done. When the class is ready, call on different pairs to share their answers.</p> <p>Listen for:</p> <p>Salisbury had lots of runoff, or extra rainwater, to get rid of. The town directed its rainwater toward places that needed water, but not necessarily drinking water.</p> <p>The town came up with a solution that solved two problems at once.</p>



Pages 112–116 of *The Big Thirst*  
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
6. Considering the last four paragraphs, what was the problem and what was the solution that Salisbury found?	<p><b>(3 minutes)</b></p> <p>Project and read aloud Question 6.</p> <p>Direct students to discuss their thoughts with their partners and raise their hands when they are done. When the class is ready, call on different pairs to share their answers.</p> <p>Listen for: “They had too much runoff water in the wrong places and not enough water for things like irrigation and washing wool, so they reused their runoff water to meet their needs.”</p>
7. What are the purple pipes? Why do you think they are purple?	<p><b>(3 minutes)</b></p> <p>Project and read aloud Question 7. Direct students to think in their heads first about the answer to the question and to raise their hands when are ready. Call on different students to share their answers.</p> <p>Listen for: “Purple pipes are pipes that carry the reusable water, not the water that is drinkable. They are probably purple so people can tell them apart.”</p>



Pages 112–116 of *The Big Thirst*  
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
8. What are some of the benefits of Michell Wool using SA water (Salisbury, Australia’s purple pipe water)?	<p><b>(4 minutes)</b></p> <p>Read the rest of page 115 to the second full paragraph on page 116, stopping at “... cutting the cost of making hot water almost in half.”</p> <p>Project and read aloud Question 8. Direct students to discuss their thoughts with their partners and to raise their hands when they have an answer. Call on different students to share their answers.</p> <p>Listen for: “Michell Wool saved money, which allowed their business to improve, and they are saving hot water.”</p> <p>Explain that these benefits are a form of <i>positive consequences</i>, or good results or side-effects, of the choices that Michell Wool made to manage its water use better.</p> <p>Tell students that you will be returning to this idea of the consequences of different types of water management—both positive and negative—as they read more about water management and sustainability and begin their own research.</p>
9. At the top of page 116, Fishman refers to a “virtuous water cycle.” Virtuous means “imparting virtue, or giving benefit.” This use of the word virtuous is often heard in the world of problems and solutions. How does the word virtuous fit into the water cycle as discussed here?	<p>Listen for students to say that the Michell company has created benefits for itself in the water cycle by finding a cheaper way of using and recycling water.</p> <p>Point out that students will hear the phrase “virtuous water cycle” again as the unit continues.</p>



**Exit Ticket:**  
Practicing Paraphrasing

.....  
**Name:** .....

.....  
**Date:** .....

**Read the excerpt from *The Big Thirst* below. Then, on the lines below, paraphrase the excerpt in your own words.**

“Just-sheared wool arrives strapped into heavy, bulging bales, chest-high, bristling with grass, sticks, dirt, burrs. Raw wool is called greasy wool, because in addition to dirt, the wool is coated with the sheep’s natural protection, lanolin.”

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EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 5**

## **Contrasting Authors' Use of Evidence: Bottled Water**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)

I can gather relevant information from a variety of sources. (W.7.8)

I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

Supporting Learning Targets

- I can contrast how two authors interpret facts about bottled water differently.
- I can gather relevant information from *The Big Thirst*.

Ongoing Assessment

- Thinking Log
- Pages 183–186 of *The Big Thirst* Text-Dependent Questions Researcher's notebook



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Thinking Log (3 minutes)</li> <li>B. Researcher's Notebook: Questions and Answers (5 minutes)</li> <li>C. Reviewing Learning Targets (1 minute)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Contrasting Authors' Use of Evidence (10 minutes)</li> <li>B. Read-aloud of Pages 183–186 of <i>The Big Thirst</i> with Text-Dependent Questions (25 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Reviewing Domain-Specific Vocabulary Anchor Chart (1 minute)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread pages 183–186 and fill out your researcher's notebook under Text Selection 4.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson is a continuation and refinement of skills learned in previous lessons within this unit, particularly Lesson 1, when students contrasted different authors' use of evidence, and Lesson 4, when they interacted with the central ideas in <i>The Big Thirst</i> by answering text-dependent questions.</li> <li>• Work Time A incorporates a Venn diagram similar to that of Lesson 1. In this lesson, students read two excerpts about the issue of bottled water, a topic that is familiar to them (from the End of Unit 1 Assessment) but is not related to their current research question. The purpose behind this is to reinforce the discrete skill of contrasting authors' use of evidence. If time allows, consider asking students to assess the credibility of these sources.</li> <li>• In Work Time A, if you wish to add an extra emphasis on incorporating multimedia evidence, consider substituting one of the excerpts for one of the Charles Fishman video clips used in Unit 1, Lesson 5.</li> <li>• Later, students may use the information learned in this lesson to augment the Internet research they will conduct beginning in Lesson 7.</li> <li>• The reading from <i>The Big Thirst</i> and the corresponding text-dependent questions in this lesson introduce the idea of the consequences of decisions about agricultural water management and the nuanced complexity of growing crops in dry, yet fertile soil, far away from a water source, which will be further developed in Lesson 6.</li> <li>• In many ways, this lesson signals a shift from simply collecting information about the management of water to forming opinions about the potential mismanagement of water. You may notice students beginning to form opinions or conclusions about irrigation in Australia. Try not to encourage or discourage a particular opinion as students naturally begin to ask questions and become more critical in their thinking about this particular issue. Refer back consistently to the idea that complex problems have complex solutions, with many consequences; students will need to think and rethink about their judgments.</li> <li>• In advance: Review the Fist to Five in Checking for Understanding techniques (See Appendix).</li> <li>• Post: Learning targets and the Evaluating an Argument anchor chart.</li> </ul>



Lesson Vocabulary	Materials
basin, rangeland, irrigator, baron	<ul style="list-style-type: none"><li>• Researcher's notebook (begun in Lesson 3; one per student)</li><li>• Note Sheet: Four Types of Evidence (from Lesson 1; one per student)</li><li>• Evaluating an Argument anchor chart (begun in Unit 1, Lesson 7)</li><li>• Contrasting Evidence: Bottled Water (one per student)</li><li>• Venn diagram (one per student)</li><li>• Document camera</li><li>• Pages 183–186 of <i>The Big Thirst</i> Text-Dependent Questions (one per student and one to display)</li><li>• Pages 183–186 of <i>The Big Thirst</i> Close Reading Guide (for teacher reference)</li><li>• <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Thinking Log (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take out their Thinking Logs and respond to this prompt under Lesson 5: “Based on what you read for homework, how have you expanded your understanding of water sustainability?”</li> </ul>	<ul style="list-style-type: none"> <li>• When possible, have students who need physical activity take on the active role of handing out materials.</li> </ul>
<p><b>B. Researcher's Notebook: Questions and Answers (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students take out their <b>researcher's notebooks</b>. Ask them to hold up a Fist to Five about how comfortable and confident they feel with filling out its various sections—a fist meaning “I’m stuck!” and a five meaning “I understand it completely.” If you see a lot of fists to 3s, allow the next 5 minutes to answer any questions students may have.</li> <li>• If you see mostly 4s and 5s, ask students to compare their researcher's notebooks to their seat partner's and notice any discrepancies between the two. Circulate as they do this to look at different students' notebooks, keeping an eye out for any students who may be struggling. Stop the class and point out any common misunderstandings or sections of the researcher's notebooks where their entries need refinement.</li> </ul>	
<p><b>C. Reviewing Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Direct students to the learning targets and read them aloud: <ul style="list-style-type: none"> <li>* “I can contrast how two authors interpret facts about bottled water differently.”</li> <li>* “I can gather relevant information from <i>The Big Thirst</i>.”</li> </ul> </li> <li>• Explain that the first target is a new one, and the second is a continuation of the research process they have started. Specify that the students are taking “time out” from their research to compare and contrast evidence, giving them practice in understanding and identifying the different ways that sources develop and choose information.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Contrasting Authors' Use of Evidence (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will contrast two authors' use of evidence on the topic of bottled water, much like they did in Lesson 1 when they compared Fishman and Kingsolver. Students will use the <b>Note Sheet: Four Types of Evidence</b> from Lesson 1 and the <b>Evaluating an Argument anchor chart</b> from Unit 1 to help them analyze the evidence provided.</li><li>• Distribute <b>Contrasting Evidence: Bottled Water</b> and the <b>Venn diagram</b>.</li><li>• Ask students to read along with you as you read the excerpts aloud. Pause after each sentence to allow them time to fill in their Venn diagrams.</li><li>• Point out the sources for both the excerpts and ask students to discuss with a partner whether the source seems credible, and why.</li><li>• Allow students an additional 4 minutes to reread the excerpts to themselves and finish filling out their Venn diagrams and the accompanying reflection question.</li><li>• Invite students to turn to their elbow partners and share what they wrote.</li><li>• After about 2 minutes of discussion, cold call a couple of students to share out with the class.</li><li>• Listen for students to apply their knowledge of the four types of evidence. For example: "Excerpt 1 uses more facts and statistics" or "Excerpt 2 uses first person as a way of sounding like an expert."</li><li>• Ask students to put away their note sheets.</li></ul>	<ul style="list-style-type: none"><li>• Keep in mind that this lesson requires visual comparison and written transferal of information. If students are visually or physically challenged, this process might be modified for them ahead of time so they are not unnecessarily impeded in categorizing and analyzing the evidence. Possible modifications include partially filled-in Venn diagrams, creating a Venn diagram on chart paper and/or lined paper instead of 8-by-11 paper, or giving the students items from the readings on sticky notes to physically sort on the Venn diagram.</li><li>• This lesson hinges on the accurate and full completion of two documents. Think ahead to whether any previous modifications to these materials for students with special needs will require similar modifications in this lesson. If a student struggles with taking notes, consider pairing him or her with a proficient student or giving examples from the text on sticky notes.</li><li>• Consider giving ELLs or struggling students pictures illustrating dry, arid landscapes and irrigation channels.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Read-aloud of Pages 183–186 of <i>The Big Thirst</i> with Text-Dependent Questions (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Display (using the <b>document camera</b>) and distribute <b>Pages 183–186 of <i>The Big Thirst</i> Text-Dependent Questions</b>. Guide students through this handout by using the <b>Pages 183–186 of <i>The Big Thirst</i> Close Reading Guide (for teacher reference)</b>.</li></ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Domain-Specific Vocabulary Anchor Chart (1 minute)</b></p> <ul style="list-style-type: none"><li>• Ask students:<ul style="list-style-type: none"><li>* “What new words were in today’s reading that we should add to the <b>Domain-Specific Vocabulary anchor chart</b>?”</li></ul></li><li>• Cold call students and listen for them to provide today’s vocabulary words, such as <i>basin</i> and <i>irrigator</i>. Write those words on the chart.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread pages 183–186 and fill out your researcher’s notebook under Text Selection 4.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 2: Lesson 5

## Supporting Materials



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Contrasting Evidence: Bottled Water

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Excerpt 1:**

In theory, bottled water in the United States falls under the regulatory authority of the Food and Drug Administration. In practice, about 70 percent of bottled water never crosses state lines for sale, making it exempt from FDA oversight.

On the other hand, water systems in the developed world are well-regulated. In the U.S., for instance, municipal water falls under the purview of the Environmental Protection Agency, and is regularly inspected for bacteria and toxic chemicals. Want to know how your community scores? Check out the Environmental Working Group's National Tap Water Database.

While public safety groups correctly point out that many municipal\* water systems are aging and there remain hundreds of chemical contaminants for which no standards have been established, there's very little empirical\*\* evidence that suggests bottled water is any cleaner or better for you than its tap equivalent.

\* municipal—city-wide

\*\* empirical—observable, provable

Source: <http://www.mnn.com/food/healthy-eating/stories/5-reasons-not-to-drink-bottled-water>

(Mother Nature Network)

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Contrasting Evidence: Bottled Water

**Excerpt 2**

We think it's safer or more pure than tap water. Ironically, bottled water, in some cases, is the same water that comes from a tap, according to the film (Tapped), it just costs about 1,000 times more. In other cases, companies buy a parcel of land, pump the ground water and sell it in bottles. What if there's a drought or an enforced water restriction? Oh well. You and I can't water our lawns, but the water keeps a-pourin' into the plastic bottles at the factory.

So who regulates the safety of bottled water? The short answer is no one, according to the film. The FDA has jurisdiction only over bottled water that is sold in a different state in which it was pumped, but most water is sold in-state. Besides, the FDA is under-staffed. Quality tests are done by the companies that bottle and sell the water. Where I come from, we call this a conflict of interest.

On the other hand, municipal water distribution is highly regulated. The City of Columbia tests its water supply more than 4,000 times per year, or an average of 11 times per day. The water reports are public information, so any red flag is pounced upon by alert and thorough news reporters.

Source: [http://www.columbiatribune.com/arts\\_life/family\\_life/blogs/word\\_from\\_a\\_mother/bottled-water-the-biggest-waste-of-all-time/article\\_7c7c49ac-f92d-5fa2-8712-4b042d0ce0ac.html](http://www.columbiatribune.com/arts_life/family_life/blogs/word_from_a_mother/bottled-water-the-biggest-waste-of-all-time/article_7c7c49ac-f92d-5fa2-8712-4b042d0ce0ac.html) (Columbia Tribune)

Waters, Suzette. "Bottled Water: The Biggest Waste of all Time" Columbia Daily Tribune, Septmeber 1, 2011.  
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Venn Diagram

.....  
**Name:**

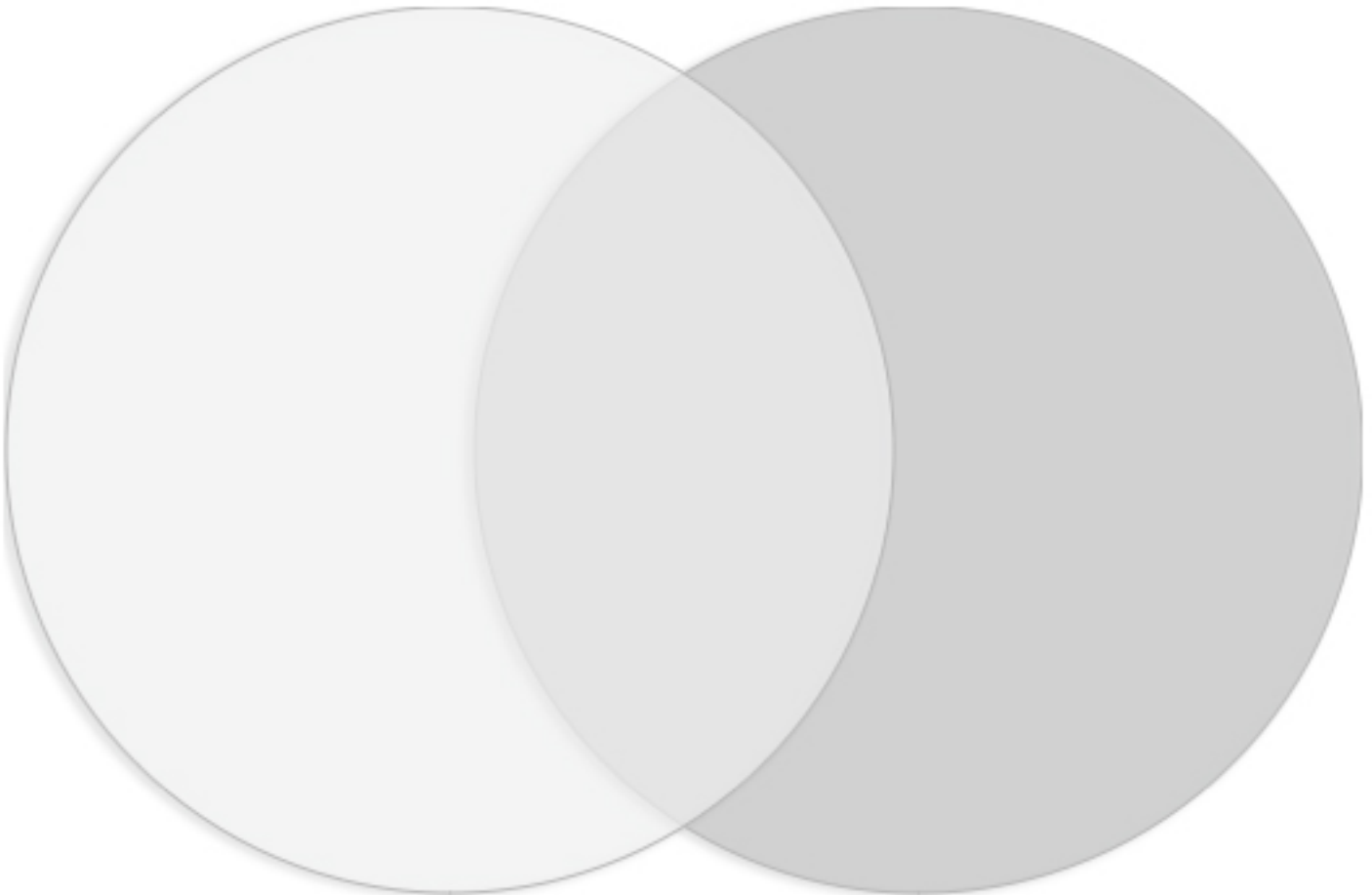
.....  
**Date:**

**Common Claim:**

**Evidence ONLY from Excerpt 1**

**Evidence in BOTH**

**Evidence ONLY from Excerpt 2**





Venn Diagram

Reflection Question

1. Which author made the most convincing argument, and why? Use the criteria from the Evaluating an Argument anchor chart and the Note Sheet: Four Types of Evidence to support your answer. If you think both arguments were equally strong, your answer should include reasons why each of them was convincing.

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Pages 183–186 of *The Big Thirst*  
Text-Dependent Questions

.....  
**Name:**

.....  
**Date:**

1. A *basin* is a bowl-shaped area of land. Reread the first sentence of the second paragraph on page 186.
  - a. Using context clues, determine what a *rangeland* is.
  - b. What clues did you use to figure it out?
2. What does the line “It is no place to underestimate nature” mean?
3. Why do you think Fishman calls Laurie Arthur’s fields “The Big Dry”?
4. Fishman says, “Arthur, like all the farmers for hundreds of miles around, is an irrigator.”
  - a. Based on the context around this sentence, what does *irrigator* mean?
  - b. Why do you think it’s a problem when farmers have to rely on irrigation channels to water their crops?



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Pages 183–186 of *The Big Thirst* Close  
Reading Guide For Teacher Reference

Time: 25 minutes

Questions	Teacher Guide
<p>1. A <i>basin</i> is a bowl-shaped area of land. Reread the first sentence of the second paragraph on page 186.</p> <p>a. Using context clues, determine what a <i>rangeland</i> is.</p> <p>b. What clues did you use to figure it out?</p>	<p><b>(5 minutes)</b></p> <p>Instruct students to open <i>The Big Thirst</i> to page 182.</p> <p>Say: * “Read along in your heads while I read aloud.”</p> <p>Read page 182. After you have read this page, pause and project Question 1. Read Part A and then B aloud.</p> <p>Ask the questions one at a time. For each question, ask students to think individually and then raise their hands when they know their answer. When most of the class has a hand up, call on several students to share out.</p> <p>Listen for: “It’s a large area of land.” “10,450 acres of field” and “wide-open”</p>



Pages 183–186 of *The Big Thirst Close*  
Reading Guide For Teacher Reference

Questions:	Teacher Guide:
8. What does the line “It is no place to underestimate nature” mean?	<p><b>(7 minutes)</b></p> <p>Say: * “Read silently in your heads as I continue to read aloud.”</p> <p>Read from the top of page 183 to the line about halfway down the page that says: “The irrigation canals are dry, the Murray River itself is dry.”</p> <p>Project and read aloud Question 2 and pause.</p> <p>Ask students to think individually and then raise their hand when they have an answer. Cold call a student or two to share.</p> <p>Listen for something like: “It’s a difficult place to live because it is so dry, so people have to respect nature.”</p> <p>You may have to define the word <i>underestimate</i> for students. You can break down the word by asking what <i>estimate</i> and <i>overestimate</i> mean first, and then asking students what they think the word, and the line it’s in, mean.</p>
9. Why do you think Fishman calls Laurie Arthur’s fields “The Big Dry”?	<p>Project and read aloud Question 3 and pause.</p> <p>Ask students to think individually and then raise their hand when they have an answer. Cold call a student or two to share.</p> <p>Listen for: “He calls it the Big Dry because the land has so little water.”</p>



Pages 183–186 of *The Big Thirst Close*  
Reading Guide For Teacher Reference

Questions:	Teacher Guide:
<p>10. Fishman says, “Arthur, like all the farmers for hundreds of miles around, is an irrigator.”</p> <p>a. Based on the context around this sentence, what does <i>irrigator</i> mean?</p> <p>b. Why do you think it’s a problem when farmers have to rely on irrigation channels to water their crops?</p>	<p><b>(3 minutes)</b></p> <p>Say: * “Read silently in your heads as I continue to read aloud.”</p> <p>Read from where you left off at the middle of page 184 to the middle of page 185, where it says: “Who in the world would imagine a quilt of emerald-green rice paddies here, in this semi-desert?”</p> <p>Project and read aloud Question 4, Parts A and B.</p> <p>Ask students to think individually and then raise their hand when they have an answer. Cold call a student or two to share.</p> <p>Listen for: “someone who uses water from one place in another place far away” “If there isn’t enough water in the original source, the farmers’ crops could die.”</p>





Pages 183–186 of *The Big Thirst Close*  
Reading Guide For Teacher Reference

Questions:	Teacher Guide:
<p>11. A <i>baron</i> is like a captain or ruler of a certain business or industry. What does Fishman mean when he says, “In the Big Dry, Laurie Arthur is both a water baron and water prisoner”?</p>	<p><b>(5 minutes)</b></p> <p>Say: * “Read silently in your heads as I continue to read aloud.”</p> <p>Read from where you left off at the middle of page 185 to the middle of page 186, where it says: “In the Big Dry, Laurie Arthur is both a water baron and water prisoner.”</p> <p>Project and read aloud Question 5.</p> <p>Ask students to think individually and then raise their hand when they have an answer. Cold call a student or two to share.</p> <p>Listen for: “He is both controlling lots of water and being controlled by how much water there is. He is in charge of water use, but he doesn’t get to choose how much water there is.”</p>
<p>12. Why does Fishman use juxtaposition in this sentence?</p>	<p>Remind students about juxtaposition, which they discussed when they read <i>Kingsolver</i>.</p> <p>Then project and read aloud Question 6.</p> <p>Ask students to think individually and then raise their hands when they have an answer. Cold call a student or two to share.</p> <p>Listen for: “He uses juxtaposition to highlight the contrast between controlling large amounts of water and being helpless about how much water he himself might get.”</p>



Pages 183–186 of *The Big Thirst Close*  
Reading Guide For Teacher Reference

Questions:	Teacher Guide:
13. According to Fishman, Arthur can grow enough food to feed 100,000 people for one year if he uses his six gigaliters of water, which is half the amount of water that the city of Toowoomba uses in a year. What do you think is the problem with this?	<p><b>(5 minutes)</b></p> <p>Say: * “Read silently in your heads as I continue to read aloud.”</p> <p>Read from where you left off through the first full paragraph on page 186, stopping where it says, “Arthur needs just 5.5 inches of water, his labor, and his land.”</p> <p>Consider showing a picture of a liter-size water bottle or bringing one in.</p> <p>Project and read aloud Question 7.</p> <p>Ask students to think individually and then raise their hand when they have an answer. Cold call a student or two to share.</p> <p>Listen for: “People need both food and water to live, so if he takes half the city’s water, even if he can feed them, he is creating a new problem because the city might run out of water.”</p>



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 6**

## **Using Effective Search Terms: Researching Water Management**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can gather relevant information from a variety of sources. (W.7.8)</p> <p>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</p> <p>I can use search terms effectively. (W.7.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can use search terms effectively to gather relevant information about water management.</li><li>• I can gather relevant information from <i>The Big Thirst</i>.</li></ul>	<ul style="list-style-type: none"><li>• Thinking Log</li><li>• Pages 186–187 of <i>The Big Thirst</i> Text-Dependent Questions Researcher's Notebook</li><li>• Exit ticket: Search Terms</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Thinking Log (4 minutes)</li><li>Reviewing Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Read-aloud of Pages 186–187 of <i>The Big Thirst</i> with Text-Dependent Questions (20 minutes)</li><li>Using Search Terms Effectively (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket: Search Terms (4 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread pages 186–187 of <i>The Big Thirst</i> and fill out your researcher's notebook under Text Selection 5.</li></ol></li></ol>	<ul style="list-style-type: none"><li>The excerpt students read in Work Time A is a continuation of the previous lesson about Laurie Arthur, the rice farmer in an arid region of Australia. In this particular snippet, students encounter larger and more abstract questions about who should make difficult decisions about water management and how to weigh one group's needs over another.</li><li>This lesson ties in with the concept of cascading consequences which will begin in Lesson 11, and it may be valuable to reference ideas from that lesson as you move through Pages 186–187 of <i>The Big Thirst</i> Text-Dependent Questions. In particular, consider having students discuss how the consequences in Question 3 are “cascading consequences” and asking students what the “cascading consequences” might be from the problems listed in Question 4.</li><li>This lesson marks the transition from using the text <i>The Big Thirst</i> as the primary source for students' research to preparing to use self-selected sources from the Internet. To do this successfully, students practice using search terms effectively in Work Time B. They also fill out an exit ticket that can serve as a formative assessment of this skill. You may want to provide feedback on the exit tickets and return them in the next lesson to make sure students are on track.</li><li>Consider that search results will change according to your school's access to the Internet. It might be helpful to run a “pilot” search on your own, to get a sense of what students' results might be. Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>In advance: set up a projector and computer (open to a search engine of your choosing) for a quick transition to Work Time B.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Researcher's Notebook (begun in Lesson 3; one per student)</li><li>• <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student)</li><li>• Document camera</li><li>• Pages 186–187 of <i>The Big Thirst</i> Text-Dependent Questions (one per student and one to display)</li><li>• Pages 186–187 of <i>The Big Thirst</i> Close Reading Guide (for teacher reference)</li><li>• Practice with Effective Search Terms (one per student)</li><li>• Exit ticket: Search Terms (one per student)</li></ul>

Opening	Meeting Students' Needs
<b>A. Thinking Log (4 minutes)</b> <ul style="list-style-type: none"><li>• Ask students to fill in the next entry in their Thinking Log for Lesson 6:<ul style="list-style-type: none"><li>* “Based on what you read for homework, how have you expanded your understanding of water sustainability? What else are you wondering about water sustainability?”</li></ul></li></ul>	
<b>B. Reviewing Learning Targets (2 minutes)</b> <ul style="list-style-type: none"><li>• Read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can use search terms effectively to gather relevant information about water management.”</li><li>* “I can gather relevant information from <i>The Big Thirst</i>.”</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Read-aloud of Pages 186–187 of <i>The Big Thirst</i> with Text-Dependent Questions (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their text, <i>The Big Thirst</i>. Display (using the <b>document camera</b>) and distribute <b>Pages 186–187 of <i>The Big Thirst</i> Text-Dependent Questions</b>. Guide students through the text and this handout by using the <b>Pages 186–187 of <i>The Big Thirst</i> Close Reading Guide (for teacher reference)</b>.</li></ul>	
<p><b>B. Using Search Terms Effectively (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>Practice with Effective Search Terms</b>.</li><li>• Instruct students to listen and underline key lines from the text as you read it aloud to them.</li><li>• Ask students to look over their underlining and write down the most important words from the article after you've read it aloud to them. This can include nouns, names, dates, and places.</li><li>• Cold call a couple of students to share out the words they selected. As they listen to each others' words, ask students to raise their hands if they wrote down the same word. Write the most common words on the board. Listen for words such as: "water," "bottles," "waste," and "recycling."</li><li>• Demonstrate how you would combine some of those words to run an Internet search (for example, water + bottle + waste).</li><li>• If possible, project your computer screen and type those search terms into a search engine. Review with students the websites that result, looking for the excerpted article on this handout (from the article "Water is Life.")</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Search Terms (4 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute an <b>exit ticket</b> to each student. Give them 2 to 3 minutes to fill it out and then collect them as they leave the room. Review their answers and, depending on whether they seem to identify appropriate search terms, you may want to return to this in the next lesson to clarify their understanding.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Reread pages 186–187 of <i>The Big Thirst</i> and fill out the Researcher's Notebook under Text Selection 5.</li></ul> <p><i>Note: From this point on, students will locate their own texts for research. Prepare to support students differently in the next few lessons. Consider creating a system for checking in with them and informally assessing their research as they collect it. One possibility might be to create a list of 5 to 10 students each class to check in with. Be sure to consider which students may need the most support and informally assess their work early and often.</i></p>	





EXPEDITIONARY  
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# Grade 7: Module 4B: Unit 2: Lesson 6

## Supporting Materials



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Pages 186–187 of *The Big Thirst*  
Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. When Fishman says, “A kangaroo peeing in the right place could have changed the productivity of his fields—if there had been any reason to plant them in the first place,” what point is he making?

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2. On page 186, the text says, “He is too much in touch with the daily rhythm of weather, sunshine, and dry dirt not to have an almost elegiac view of the future. ‘I do think the halcyon days are gone,’ he says. ‘I think the days of big water are gone.’”

A. Elegiac means “full of sorrow.” What do you think halcyon means?

B. Where in the text did you find context clues to help you figure this out?

3. What does Fishman mention as some of the consequences when farmers do not have enough water to do their work?

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4. Page 187 consists of several questions that Fishman wants his readers to think about. What is the general problem he is highlighting by asking these questions?

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Pages 186–187 of *The Big Thirst*  
Close Reading Guide for Teacher Reference

Time: 20 minutes

Questions	Teacher Guide
1. When Fishman says, “A kangaroo peeing in the right place could have changed the productivity of his fields—if there had been any reason to plant them in the first place,” what point is he making?	<p><b>(5 minutes)</b></p> <p>Instruct students to open <i>The Big Thirst</i> to page 186.</p> <p>Say:</p> <p>* “Read along in your heads while I read aloud.”</p> <p>Read page 186, from the second full paragraph to the line “... if there had been any reason to plant them in the first place.”</p> <p>Pause and project Question 1.</p> <p>Ask the questions one at a time. For each question, ask students to think individually and then raise their hand when they know their answer. When most of the class has a hand up, call on several students to share out.</p> <p>Listen for: “There was so little water that even a tiny amount could have made a big difference to his crops. Fishman is saying it might not make sense to grow crops here.”</p>



Pages 186–187 of *The Big Thirst*  
Close Reading Guide for Teacher Reference

Question:	Teacher Reference:
<p>2. On page 186, the text says, “He is too much in touch with the daily rhythm of weather, sunshine, and dry dirt not to have an almost elegiac view of the future. ‘I do think the halcyon days are gone,’ he says. ‘I think the days of big water are gone.’”</p> <p>A. <i>Elegiac</i> means “full of sorrow.” What do you think <i>halcyon</i> means?</p> <p>B. Where in the text did you find context clues to help you figure this out?</p>	<p><b>(10 minutes)</b></p> <p>Say: * “Read silently in your heads as I continue to read aloud.”</p> <p>Read from where you just left off to the top of page 187, stopping after the line “This is what happens when you do not have enough water to do your work.”</p> <p>Project and read aloud Question 2 and pause.</p> <p>Ask students to think individually and then raise their hand when they have an answer. Cold call a student or two to share.</p> <p>Listen for: “good,” “hopeful,” “plentiful” “days of big water are gone”</p>
<p>3. What does Fishman mention as some of the consequences when farmers do not have enough water to do their work?</p>	<p>Project and read aloud Question 3 and pause.</p> <p>Ask students to think individually and then raise their hand when they have an answer. Cold call a student or two to share.</p> <p>Listen for: “They sell their land or water rights, commit suicide, and close down related businesses.”</p>



Pages 186–187 of *The Big Thirst*  
Close Reading Guide for Teacher Reference

Question:	Teacher Guide:
4. Page 187 consists of several questions that Fishman wants his readers to think about. What is the general problem he is highlighting by asking these questions?	<p><b>(5 minutes)</b></p> <p>Say:</p> <p>* “Read silently in your heads as I continue to read aloud.”</p> <p>Read from where you left off on page 187 to the bottom of the page, stopping where it says, “And perhaps hardest of all, who decides?”</p> <p>Ask students to think individually and then raise their hand when they have an answer. Cold call a student or two to share.</p> <p>Listen for: “The problem is that there isn’t enough water to grow rice in this part of Australia, and it’s hard to balance the water needs of the city with the water needs of farmers who provide food for the people in the city.”</p>



Practice with Effective Search Terms

\_\_\_\_\_  
Name:

\_\_\_\_\_  
Date:

**The following is an excerpt from an article about one negative consequence of bottled water:**

**All Bottled Up**

By Jodie Mangor and Elizabeth Taft

Around the globe, people quench their thirst daily with bottled water. In the last 20 years, sales of bottled water in the United States have more than quadrupled.

Americans are currently the world's biggest consumer of bottled water, followed by China and Mexico, countries where tap water is scarce and often unsafe. It's estimated that the amount of water Americans bought in 2011 is equal to four bottles of water for every single person in the country-- every week! Compared to sugary, caffeinated soft drinks, bottled water seems a healthy choice. But is it a wise one?

**Water for One**

A single-serve water bottle offers great convenience. It can be bought almost anywhere, carried around for a while, and then thrown away. At times, bottled water is the best available option. Hurricanes, other natural disasters, and other emergency situations can negatively affect the safety of public water. Reliable water systems may not be in place in developing nations and war-torn countries. In these cases, bottled water can provide an important source of clean, safe drinking water.

The impact of bottled water on the environment, however, is staggering. Approximately 2.7 million tons of plastic are turned into disposable bottles each year. Just making the plastic requires large quantities of crude oil: researchers at the Pacific Institute found that about 2,000 times more energy is required to produce bottled water compared to the same amount of tap water. Transportation of bottled water in the United States each year produces the same amount of carbon dioxide as 2 million cars. And though the bottles can be recycled, only a fraction of them actually are.

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Exit Ticket:  
Search Terms

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**What search terms would you type in if you were researching this question: “How much water is used to grow grains in the United States?”**




EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 7**

## **Gathering Information about Water Management: Assessing and Reading Internet Sources, Day 1**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can gather relevant information from a variety of sources. (W.7.8)

I can use search terms effectively. (W.7.8)

**Supporting Learning Targets**

- I can use search terms effectively to gather relevant information about water management.
- I can evaluate a source's accuracy and credibility.

**Ongoing Assessment**

- Researcher's notebook



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Launch Independent Reading: Book Frenzy (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Preparing for Internet Research (5 minutes)</li><li>B. Internet Research (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Turn and Talk: Challenges of Online Research (2 minutes)</li><li>B. Previewing Homework (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book for this module.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Recall that in Module 2A/2B, students were introduced to the research process. They practiced generating supporting research questions, gathering information from multiple sources, and paraphrasing to avoid plagiarism (W.7.7. and W.7.8). They did not, however, find and evaluate sources, which is part of this module.</li><li>• In this lesson, students continue with independent reading with Book Frenzy. They will browse books that they will read during independent reading in this unit. Prepare for the Book Frenzy by laying out books from the recommended texts list on multiple tables so students can easily browse the selections. This lesson assumes that independent reading has been launched previously and that your structure is in place before this lesson. Please see two separate stand-alone documents on EngageNY.org: The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan, which together provide the rationale and practical guidance for a robust independent reading program. You may wish to spend time before this lesson reviewing the independent reading materials and the recommended texts so they can better meet their students' needs.</li><li>• In this lesson, students begin working to research supporting questions. This lesson is written assuming the use of computers to search the Internet and recommends the use of a student-friendly search engine, such as Sweet Search.</li><li>• If computer or Internet access is not possible in your classroom, consider arranging a visit to your school's library or computer lab or to a public library. You may wish to have a research specialist (such as a school or public librarian or social studies teacher) come in to talk about and teach Internet research skills.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
accuracy, credibility	<ul style="list-style-type: none"><li>• Independent reading books (various titles; one per student; see Teaching Note)</li><li>• Researcher's roadmap (from Lesson 3)</li><li>• Researcher's notebook (begun in Lesson 3; one per student)</li><li>• Assessing Sources document (from Lesson 2; one new copy per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Launch Independent Reading: Book Frenzy (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display an assortment of <b>independent reading books</b> for students to examine and choose from, ideally including some of the titles from the recommended reading lists for this module. Consider brief teacher book talks of those titles related to the module.</li><li>• Give students time to browse and “shop” for books and to select a few titles to test drive.</li></ul>	<ul style="list-style-type: none"><li>• Consider monitoring students' selections, using the Goldilocks handout from the Independent Reading Plan, conferring with students, or listing suggested books for students based on reading level, to make sure they select appropriate books.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Preparing for Internet Research (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to look at the displayed <b>Researcher's roadmap</b>. Orient them to where they are in the research process based on the roadmap. Ask students to turn and talk to a partner: <ul style="list-style-type: none"> <li>* "What steps have you already taken?"</li> <li>* "What steps have you already taken but will need to repeat?"</li> <li>* "What steps do you still need to do?"</li> </ul> </li> <li>• Listen for: "I have already initiated inquiry, have an overarching research question, and have gathered background information about the topic," "I have gathered some sources but will have to keep getting more information," "I have learned how to find sources using effective search terms," and "I have asked lots of questions, and I'll turn some of them into supporting research questions."</li> <li>• Ask students to look at their <b>Researcher's notebook</b> and read the overarching research questions aloud: <ul style="list-style-type: none"> <li>* "How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?"</li> </ul> </li> <li>• Tell students that effective research begins with asking a question. Remind them that they have already written many questions that they have about water management. Ask them to look through their researcher's notebook and star two questions that they may want to research further today. Give students 2 minutes to reread their questions. Then, ask them to turn and talk with a partner about their supporting research questions and identify one supporting research question they will try to understand during this class.</li> <li>• Some students may have, or may be having, difficulty with identifying or selecting an appropriate supporting research question. Consider how you might support these students: developing a bank of possible questions, sample/model questions, or perhaps assigning questions in extreme cases.</li> <li>• Call on a student to report the question he or she will research in class today. Ask students to turn and talk to a partner and discuss what might be effective search terms to use when searching for an answer to this question on the Internet. Cold call several students to share their answers.</li> <li>• Repeat this process with two or three students, asking them to explain why their search terms are effective. Listen for them to say that the words are "specific" or "unique" and "use context terms appropriately."</li> </ul>	<ul style="list-style-type: none"> <li>• When possible, have students who need physical activity take on the active role of managing the distribution and collection of materials.</li> <li>• Consider calling on students who struggle to report on their questions so the class can assist them in generating search terms.</li> <li>• If students struggle to write or select strong supporting research questions, consider providing question stems or model questions for them to modify for their research.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Internet Research (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they will have the next 25 minutes to find an article that answers their chosen research question. They should read the article and add information to their researcher's notebook.</li><li>• Distribute a new <b>Assessing Sources document</b> for today's work. Remind students that they have used this document before, and they will need to again evaluate their source(s) today based on this document.</li><li>• Read aloud the second learning target.<ul style="list-style-type: none"><li>* "I can evaluate a source's accuracy and credibility."</li></ul></li><li>• Ask students to turn and talk to a partner about what makes a source accurate and credible.</li><li>• Then ask the class to popcorn-share ideas that will help determine a source's accuracy and credibility.</li><li>• Remind students that they should paraphrase their reading and keep all the information about their source in their researcher's notebook so they can properly cite it later using the MLA format.</li></ul>	<ul style="list-style-type: none"><li>• During this work time, you may want to pull out a small group of students to support in finding and recording their resources for Internet research. Some students will need more guided practice before they are ready for independent work.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk: Challenges of Online Research (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to turn and talk: <ul style="list-style-type: none"> <li>* “What is challenging about research online?”</li> </ul> </li> <li>Cold call a few pairs to share their thoughts.</li> <li>Collect researcher’s notebooks for formative assessment. They will be given back to students in the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li> </ul>
<p><b>B. Previewing Homework (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Discuss with students how they will mark domain-specific vocabulary words that pertain to water management or sustainability in their independent reading books. Consider giving students two or three sticky notes to help them mark words that are unfamiliar to them.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Continue reading your independent reading book for this module.</li> </ul>	

There are no new supporting materials for this lesson.



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 2: Lesson 8**

## **Gathering Information about Water Management: Assessing and Reading Internet Sources, Day 2**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can gather relevant information from a variety of sources. (W.7.8)</p> <p>I can use search terms effectively. (W.7.8)</p> <p>I can evaluate the credibility and accuracy of each source. (W.7.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can use search terms effectively to gather information about water management.</li> <li>I can evaluate a source's accuracy and credibility.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Assessing Sources document</li> <li>Exit Ticket: Next Steps</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening             <ol style="list-style-type: none"> <li>Vocabulary Entry Task (5 minutes)</li> </ol> </li> <li>Work Time             <ol style="list-style-type: none"> <li>Setting Purpose for Research (5 minutes)</li> <li>Internet Research (30 minutes)</li> </ol> </li> <li>Closing and Assessment             <ol style="list-style-type: none"> <li>Exit Ticket: Next Steps (2 minutes)</li> <li>Previewing Homework (3 minutes)</li> </ol> </li> <li>Homework             <ol style="list-style-type: none"> <li>Continue reading your independent reading book for this module.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>This is students' second day of conducting independent Internet research. In this lesson, they continue working to research supporting questions. This lesson is written assuming the use of computers to search the Internet and recommends the use of a student-friendly search engine, such as Sweet Search.</li> <li>If computer or Internet access is not possible in your classroom, consider arranging a visit to your school's library or computer lab or a public library. You may wish to have a research specialist (such as a school or public librarian or social studies teacher) come in to talk about and teach Internet research skills.</li> <li>Post: Learning targets.</li> </ul>





Lesson Vocabulary	Materials
student-selected vocabulary	<ul style="list-style-type: none"><li>• Researcher's notebook (begun in Lesson 3; one per student)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1)</li><li>• Assessing Sources document (from Lesson 2; one new copy per student)</li><li>• Exit Ticket: Next Steps (one per student)</li><li>• Sticky notes (optional; three per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Vocabulary Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to look through their <b>researcher's notebook</b> to identify any domain-specific vocabulary words they have encountered. Invite them to raise their hand when they find a word that should be added to the <b>Domain-Specific Vocabulary anchor chart</b>. Encourage as many students as time allows to add to the anchor chart.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Setting Purpose for Research (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to turn their attention to their researcher's notebooks.</li> <li>• Remind them that they have already written many questions that they have about water management. Ask students to look through their researcher's notebook and star two questions that they may want to research further today. Give them 2 minutes to reread their questions. Then, ask them to turn and talk with a partner about their supporting research questions and choose one question they will try to understand during this class.</li> <li>• Call on a student to report the question he or she will research today. Ask the class to turn and talk to a partner and discuss what might be effective search terms to use when searching the Internet for an answer to their questions. Cold call several students to share their answers.</li> <li>• Repeat this process with two or three students, asking them to explain why their search terms are effective. Listen for them to say that the words are "specific" or "unique" and "use context terms appropriately."</li> <li>• Read aloud the first learning target: <ul style="list-style-type: none"> <li>* "I can use search terms effectively to gather information about water management."</li> </ul> </li> <li>• Ask students to use the Fist to Five protocol to evaluate how well they think they can use search terms.</li> <li>• Distribute a new <b>Assessing Sources</b> document for today's work. Remind students that they have used this document previously, and they will need to again evaluate their source(s) today based on this document.</li> <li>• Read aloud the second learning target: <ul style="list-style-type: none"> <li>* "I can evaluate a source's accuracy and credibility."</li> </ul> </li> <li>• Ask students to turn and talk to a partner about what makes a source accurate and credible.</li> <li>• Then ask the class to popcorn-share ideas that will help determine a source's accuracy and credibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider working individually with students who self-evaluate low during Fist to Five to help them use effective search terms.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Internet Research (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they will have the next 30 minutes to find an article that answers their chosen research question, to read the article, and to add information to their researcher's notebook.</li> <li>• Remind them that they should paraphrase their reading and keep all the information about their source in their researcher's notebook so they can properly cite it later using the MLA format.</li> </ul>	<ul style="list-style-type: none"> <li>• During this work time, you may want to pull out a small group of students to support in finding, assessing, and reading sources. Some students will need more guided practice before they are ready for independent work.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Next Steps (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the overarching research questions: <ul style="list-style-type: none"> <li>* "How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?"</li> </ul> </li> <li>• Ask students to fill out the <b>Exit Ticket: Next Steps</b>: <ul style="list-style-type: none"> <li>* "What information do you have that helps you answer the overarching research question? What kind of information do you still need?"</li> </ul> </li> <li>• Collect the exit ticket for review before the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Review students' responses on the exit tickets and consider what kind of individual support they might need on their last day of independent research.</li> </ul>
<p><b>B. Previewing Homework (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Discuss with students how they will mark domain-specific vocabulary words that pertain to water management or sustainability in their independent reading books. Consider giving them two or three <b>sticky notes</b> to help them mark words that are unfamiliar to them.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue reading your independent reading book for this module.</li> </ul>	



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# Grade 7: Module 4B: Unit 2: Lesson 8

## Supporting Materials



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Exit Ticket:  
Next Steps

.....  
**Name:**  
.....

**Date:**  
.....

**Consider the overarching research questions: “How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?”**

**What information do you have that helps you answer the overarching research questions?**

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**What kind of information do you still need?**

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EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 2: Lesson 9**

## **Gathering Information about Water Management: Assessing and Reading Internet Sources, Day 3**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)  
I can gather relevant information from a variety of sources. (W.7.8)  
I can use search terms effectively. (W.7.8)

Supporting Learning Targets

- I can contrast how two authors emphasize different evidence on the topic of water management in agriculture.
- I can use search terms effectively to gather relevant information about water management.
- I can evaluate a source's accuracy and credibility.

Ongoing Assessment

- Researcher's notebook

Agenda

1. Opening
  - A. Comparing and Contrasting Authors' Use of Evidence (15 minutes)
2. Work Time
  - A. Internet Research (20 minutes)
3. Closing and Assessment
  - A. Read-aloud of Pages 203–205 of *The Big Thirst* (10 minutes)
4. Homework
  - A. Read pages 203–205 and complete Reader's Notes for pages 203–205 of *The Big Thirst*.

Teaching Notes

- In this lesson, students prepare for the Mid-Unit 2 Assessment in Lesson 10 by focusing on contrasting the types of evidence different authors use to support a similar claim.
- This will be students' third day of conducting independent internet research. In this lesson, they continue working to research supporting questions. This lesson is written assuming the use of computers to search the internet and recommends the use of a student-friendly search engine, such as Sweet Search.
- If computer or internet access is not possible in your classroom, consider arranging a visit to your school's library or computer lab or a public library. You may wish to have a research specialist (such as a school or public librarian or social studies teacher) come in to talk about and teach internet research skills.
- For homework, students will answer text-dependent questions from pages 203–205 of *The Big Thirst*. Students will need to understand this reading in order to complete the Mid-Unit 2 Assessment in the next lesson. To that end, a read-aloud is built into the Closing of this lesson, as well as some partner work in the Opening of Lesson 10.
- Post: Learning targets.



Lesson Vocabulary	Materials
student-selected vocabulary; desalination	<ul style="list-style-type: none"> <li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1)</li> <li>• Four Types of Evidence note-catcher (from Lesson 1; one per student)</li> <li>• Authors' Use of Evidence about Water Management in Agriculture (one per student)</li> <li>• Researcher's notebook (begun in Lesson 3)</li> <li>• <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student)</li> <li>• Reader's Notes for pages 203–205 of <i>The Big Thirst</i> (one per student)</li> <li>• Teacher's Guide: Reader's Notes for pages 203–205 of <i>The Big Thirst</i> (for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Comparing and Contrasting Authors' Use of Evidence (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the first learning target to themselves and then call on someone to read the target aloud:             <ul style="list-style-type: none"> <li>* "I can contrast how two authors emphasize different evidence on the topic of water management in agriculture."</li> </ul> </li> <li>• Remind students that they have examined author evidence, in Lesson 1 and again in Lesson 5, and that this will also be part of the mid-unit assessment in the next lesson. Emphasize that research often requires working with two sources that need to be understood and sometimes compared to see which to use.</li> <li>• Ask students to refer to the <b>Domain-Specific Vocabulary anchor chart</b> to find the four types of evidence they added in Lesson 1. Remind them that in order to compare and contrast how authors use different evidence, they must identify first what kind of evidence the author uses. Tell students that they can use their <b>Four Types of Evidence note-catcher</b> from Lesson 1 to compare how authors use evidence. Distribute the <b>Authors' Use of Evidence about Water Management in Agriculture</b> handout</li> <li>• Ask students to read the first article in the handout and mark (either highlight or underline) the evidence the author uses to support the claim of the article: Agriculture should reduce the amount of water it uses. Note that this is an argumentative text, not just informative. Give students a few minutes to read and mark, then ask them to turn and talk to a partner about what they marked and what type of evidence they think the author used. Ask students to share with partners, then ask them to repeat the process for the next article.</li> </ul>	





Work Time	Meeting Students' Needs
<p><b>A. Internet Research (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they will have the next 20 minutes to find an article that answers their research question, to read the article, and to add information to their <b>researcher's notebook</b>.</li><li>• Remind them that they should paraphrase their reading and keep all the information about their source in their researcher's notebook so they can properly cite it later using the MLA format.</li></ul>	<ul style="list-style-type: none"><li>• During this time, consider working with a small group whose work on previous research days suggests they may need extra support with this skill.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Read-aloud of Pages 203–205 of <i>The Big Thirst</i> (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn to page 203 in <i>The Big Thirst</i> and invite them to read along in their books while you read aloud.</li><li>• Begin reading at “The politics of water was never far from the surface in Perth” (203) and continue until “... but that building it would increase greenhouse gas emissions and so ultimately make worse the very problem it was supposedly solving” (205). Do not pause or answer questions as you read.</li><li>• Point out the word <i>desalination</i>, which is first used on page 204. Ask students to raise their hand if they have inferred the definition of <i>desalination</i> from the reading. Call on one student. Listen for: “Desalination means taking salt out of water to make it freshwater.” Add this word to the Domain-Specific Vocabulary anchor chart.</li><li>• Ask students to turn and talk to a partner about the gist of the excerpt. Cold call pairs to share. Listen for: “The city of Perth needs more water. Officials are considering using desalination, but there could be negative consequences if they do.”</li><li>• Distribute <b>Reader's Notes for pages 203–205 of <i>The Big Thirst</i></b>. Let students know that their homework is to reread pages 203–205 and answer the text-dependent questions. Remind them that the Mid-Unit 2 Assessment is part of the next lesson, and the more carefully they do their homework, the better prepared they will be for the assessment. (Teacher's Guide is provided for teacher's use).</li></ul>	<ul style="list-style-type: none"><li>• Note students who self-assess low and consider giving suggestions for how each of them might feel more confident by Lesson 10.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 203–205 of <i>The Big Thirst</i> and complete the Reader's Notes.</li></ul>	



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# Grade 7: Module 4B: Unit 2: Lesson 9

## Supporting Materials



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Authors' Use of Evidence  
About Water Management in Agriculture

Name: \_\_\_\_\_

Date: \_\_\_\_\_

In the excerpts below, all authors have the same claim, that agriculture should reduce the amount of water it uses. As you read, mark (underline or highlight) the evidence the authors use to support their claim and decide what kind of evidence it is.

**Article 1: Tapped Out: How Will Cities Secure Their Water Future?**

*Posted by Brian Richter of the Nature Conservancy and University of Virginia in Water Currents on May 8, 2013*

Today, global demands for food, energy, and shelter are putting unprecedented pressure on the resources of the planet. Water is at the heart of this crisis.

In fact, more than half of the world's cities are already experiencing water shortages on a recurring basis—based on findings from a study that I published, along with 13 of my colleagues, this week in the *Water Policy* journal. It was not difficult to see why so many cities got into trouble with water.

The water sources they depend upon—rivers, lakes, and aquifers—have for decades been heavily used for irrigated agriculture. Since 1950, the consumption of water globally for irrigation has tripled in volume, a trend that played a large role in enabling food production to more than double over the same period.

The result: Water-stressed cities are trying to expand in places where most of the water is already being consumed by irrigated agriculture. In fact, more than 90% of the water being consumed from those shared water sources is going to growing crops.

Promising opportunities exist to free up the water presently used in agriculture through techniques such as reducing unproductive water consumption (e.g., stopping canal leakage, reducing soil and reservoir evaporation), changing crop types, introducing rotational fallowing, temporary fallowing during droughts, or the elimination of low-value farming.

Used with permission by Brian Richter



Authors' Use of Evidence  
About Water Management in Agriculture

**Article 2: Another View: When Every Drop Counts: The Need for Conservation and Improved Water Management in Agriculture**

*Oct 18, 2012*

*Written by Danielle Nierenberg and Sophie Wenzlau*

The 2012 drought has been the worst Iowa has experienced since 1936....

Fresh water is the planet's most essential and scarce resource. Although 75 percent of the Earth's surface is covered in water, we must rely on as little as 0.5 percent of the total water supply to meet all agricultural, industrial, domestic and ecological needs.

Water scarcity makes it painfully clear that farmers, businesses and consumers need to take concrete steps to conserve water and improve its productive use in our agricultural sector.

Let's reconsider the way we irrigate crops. Most Iowa farmers depend on Mother Nature to supply the water needed to grow their crops. And in times of drought, as Iowa farmers are well aware, crops dependent on rain will often fail.

Thankfully, there are a variety of promising techniques and technologies—such as drip irrigation—that could both conserve and increase the productive use of water in our agricultural sector while rendering Iowa's farms more resilient to the future uncertainty of our climate.

Drip irrigation is the precise application of water to plant roots via tiny holes in pipes that allow a controlled amount of water to drip onto the ground. This precise application avoids water loss due to evaporation, enables plants to absorb water at their roots (where they need it most), and allows farmers to water only those rows or crops they want to, in lieu of an entire field.



**Authors' Use of Evidence**  
About Water Management in Agriculture

Over the course of a season, drip irrigation enhances plant growth, boosts crop yield and improves plant nutritional quality. Although not a “one-size-fits-all” solution to water challenges (it is expensive, high maintenance and does not work well in sandy soil), drip irrigation is a low-waste irrigation method capable of significantly boosting crop yields when applied appropriately, is well-suited to row crops like corn and soybeans, and, with drip tape’s lifetime of 5 to 7 years, especially when laid below the surface, can be a wise long-term investment that is significantly more reliable than rain-fed agriculture in times of drought.

Nierenberg, Danielle, and Sophie Wenzlau. "Another View: When Every Drop Counts: The Need for Conservation and Improved Water Management in Agriculture." The Des Moines Register, Web. <[http://blogs.worldwatch.org/nourishingtheplanet/wp-content/uploads/2012/10/Another-View\\_When-Every-Drop-Counts\\_Des\\_Moines\\_Register.pdf](http://blogs.worldwatch.org/nourishingtheplanet/wp-content/uploads/2012/10/Another-View_When-Every-Drop-Counts_Des_Moines_Register.pdf)>



**Authors' Use of Evidence**  
About Water Management in Agriculture

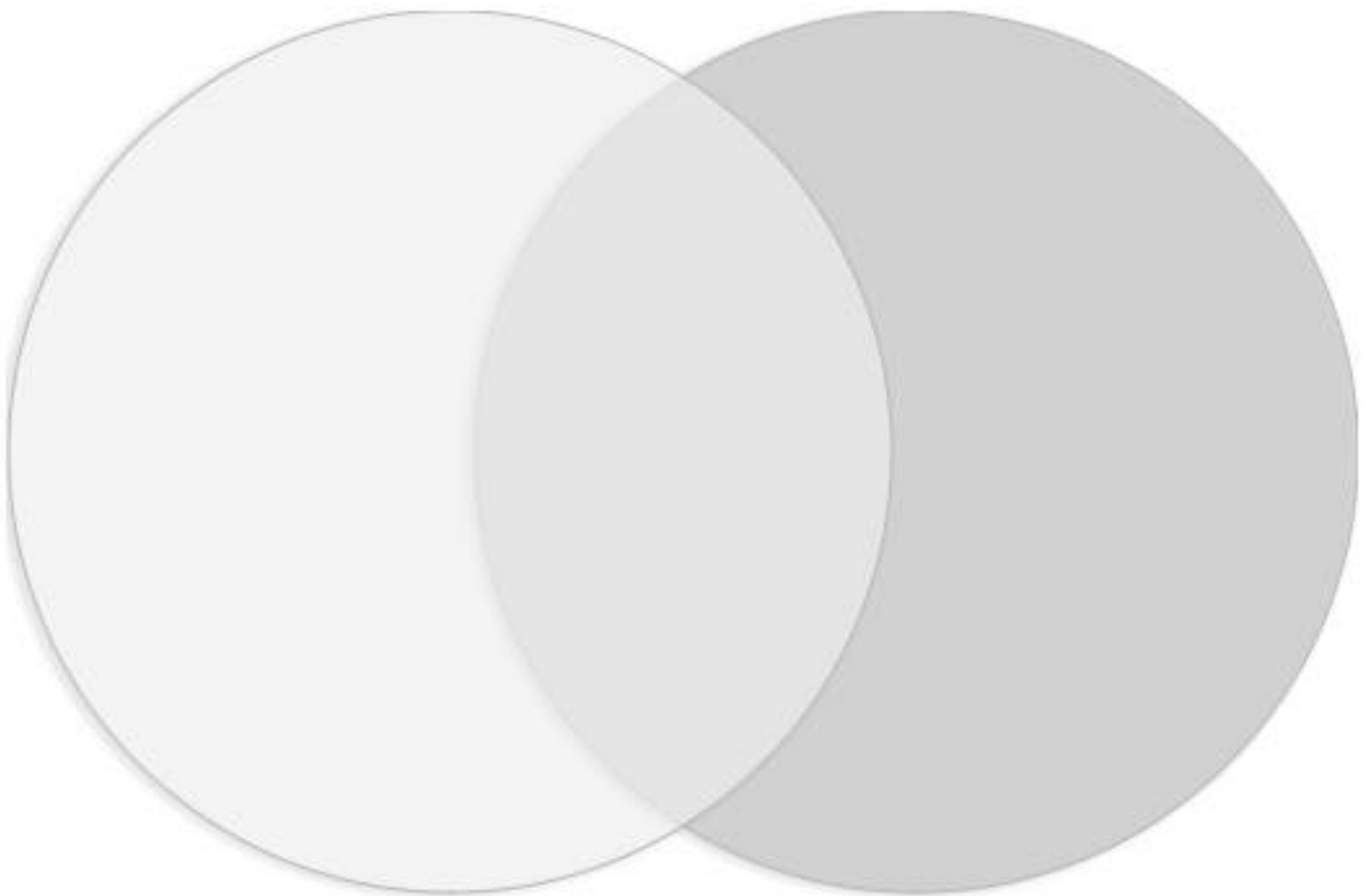
.....  
**Name:**

.....  
**Date:**

**Venn Diagram**

**Common Claim:**

**Evidence ONLY from Excerpt 1      Evidence in BOTH      Evidence ONLY from Excerpt 2**





## About Water Management in Agriculture – Venn Diagram

**Which author made the most convincing argument, and why? Use the criteria from the Evaluating an Argument anchor chart and the Note Sheet: Four Types of Evidence to support your answer. If you think both arguments were equally strong, your answer should include reasons why each of them was convincing.**



Reader's Notes for Pages 203–205  
of *The Big Thirst*

.....  
**Name:**  
.....

.....  
**Date:**  
.....

Questions	Notes
1. Reread the paragraph that begins with “Environmentalists were equally opposed ...” on page 204. What is <i>brine</i> ?	
2. What does <i>diluted</i> mean?	
3. What is the problem with desalination that Fishman describes in this paragraph?	
4. Reread the paragraph that begins with “The site of Perth’s proposed desalination plant ...” on page 205. What is a <i>bay</i> ?	





Reader's Notes for Pages 203–205  
of *The Big Thirst*

Question:	Teacher Guide:
<p>5. Fishman uses the term “desal plant” as a shorter form of “desalination plant.” According to Fishman, where would the brine from the desal plant go? Why is that a problem?</p> <p>6. Reread the paragraph that begins with “Desal faced opposition for another reason ...” on page 205. What do residents of Perth believe is the cause of their water shortage?</p> <p>7. According to Fishman, why might building a desal plant make this problem worse?</p>	



Reader's Notes for Pages 203–205  
of *The Big Thirst*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
1. Reread the paragraph that begins with “Environmentalists were equally opposed ...” on page 204. What is <i>brine</i> ?	1. <i>Brine</i> is salty water.
2. What does <i>diluted</i> mean?	2. <i>Diluted</i> means to mix with other water to make it less salty.
3. What is the problem with desalination that Fishman describes in this paragraph?	3. The problem is that when you desalinate water, the water that is left over still has all the original salt, so it is extremely salty. Releasing that very salty water back into the ocean has a negative effect on the environment.
4. Reread the paragraph that begins with “The site of Perth’s proposed desalination plant ...” on page 205. What is a <i>bay</i> ?	4. A <i>bay</i> is a partially enclosed part of the ocean.
5. Fishman uses the term “desal plant” as a shorter form of “desalination plant.” According to Fishman, where would the brine from the desal plant go? Why is that a problem?	5. According to Fishman, the brine would go into Cockburn Sound, a bay. That’s a problem because the amount of salt in the brine could kill all the natural life in the bay.



Reader's Notes for Pages 203–205  
of *The Big Thirst*

Question:	Teacher Guide:
6. Reread the paragraph that begins with “Desal faced opposition for another reason ...” on page 205. What do residents of Perth believe is the cause of their water shortage?	6. The cause of the water shortage is the lack of rainfall due to climate change.
7. According to Fishman, why might building a desal plant make this problem worse?	7. A desal plant uses lots of electricity, so it would emit lots of greenhouse gases, contributing to climate change.



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# **Grade 7: Module 4B: Unit 2: Lesson 10**

## **Mid-Unit 2 Assessment: Research Task:** **Comparing and Contrasting Texts**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)  
I can conduct short research projects to answer a question. (W.7.7)  
I can generate additional questions for further research. (W.7.7)  
I can gather relevant information from a variety of sources. (W.7.8)  
I can use search terms effectively. (W.7.8)  
I can evaluate the credibility and accuracy of each source. (W.7.8)  
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)  
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

**Supporting Learning Targets**

- I can contrast how two authors emphasize different evidence on the topic of desalination.
- I can gather relevant information from sources.
- I can correctly paraphrase information I gather from "Get the Salt Out."
- I can generate strong supporting research questions.
- I can use search terms effectively to gather relevant information about water management.
- I can evaluate a source's accuracy and credibility.
- I can consult a dictionary to determine or clarify the meaning of a word.
- I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase.

**Ongoing Assessment**

- Mid-Unit 2 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task (15 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 2 Assessment (28 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Collect Assessments (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading for this module.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson includes the Mid-Unit 2 Assessment, which assesses RI.7.9, W.7.7, W.7.8, and L.7.4. In this assessment, students will use two texts: pages 203–205 of <i>The Big Thirst</i> and an article, “Get the Salt Out,” both about desalination.</li><li>• Since <i>The Big Thirst</i> is such a complex text, students have the opportunity to work with a partner in the Opening to complete a Tracing the Argument note-catcher. This is to ground them well in one of the texts. The other text is part of the assessment and should be read and analyzed by students individually so they can be accurately assessed.</li><li>• Consider giving struggling students more time to complete the assessment.</li><li>• Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
desalination	<ul style="list-style-type: none"><li>• Tracing an Argument note-catcher (from Unit 1, Lesson 7; one new copy per student)</li><li>• Mid-Unit 2 Assessment: Simulated Research Task: Water Management Strategies (one per student)</li><li>• Mid-Unit 2 Assessment: Simulated Research Task: Water Management Strategies (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task (15 minutes)</b></p> <ul style="list-style-type: none"><li>As students enter, distribute a new <b>Tracing an Argument note-catcher</b>. Invite them to work with an elbow partner to fill out their note-catchers based on the reading they did for homework. Remind them that this will help them on the Mid-Unit 2 Assessment, so they should be as thorough as possible.</li><li>As students work, circulate to check that their homework is complete.</li><li>When they are finished, invite them to read the learning targets:<ul style="list-style-type: none"><li>* "I can contrast how two authors emphasize different evidence on the topic of desalination."</li><li>* "I can gather relevant information from sources."</li><li>* "I can correctly paraphrase information I gather from 'Get the Salt Out.'"</li><li>* "I can generate strong supporting research questions."</li><li>* "I can use search terms effectively to gather relevant information about water management."</li><li>* "I can evaluate a source's accuracy and credibility."</li><li>* "I can consult a dictionary to determine or clarify the meaning of a word."</li><li>* "I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase."</li></ul></li><li>Point out that students have been practicing all these skills in the previous lessons. Ask them to locate a learning target that they also practiced while using their researcher's notebook and raise their hand when they have found one. When most hands are up, cold call several students. Listen for them to name any of the learning targets, except the first one.</li><li>Ask students to reread the first learning target. Point out the word <i>desalination</i>. They read about desalination for homework. Encourage them to raise their hand if they can define desalination. Call on someone and listen for: "Desalination is a process that takes the salt out of water so that it's freshwater."</li></ul>	<ul style="list-style-type: none"><li>The purpose of the Opening is to provide students with a solid understanding of the excerpt of <i>The Big Thirst</i> before they compare it to the text in the assessment. Consider pairing students strategically during this time.</li><li>To be successful on the assessment, students need to understand the term <i>desalination</i>. Consider checking in with SPED students and ELLs before the assessment begins to make sure they understand it.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 2 Assessment (28 minutes)</b></p> <ul style="list-style-type: none"><li>Assure students that there are no tricks to this assessment; it follows what they have been doing in Lessons 1–9. Point out that there is another text, “Get the Salt Out,” on the assessment. They will read it and respond to it, and then they will need the Tracing the Argument note-catcher that they completed during the Opening to compare the two authors’ use of evidence.</li><li>Remind students that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is non-negotiable. Write on the board: “If you finish early, you can ...” and include suggestions they made in Module 1, Unit 1, Lesson 14.</li><li>Distribute the <b>Mid-Unit 2 Assessment: Simulated Research Task: Water Management Strategies</b> to each student. Remind them that they can and should refer to their texts as they complete the assessment. Tell them you will be concerned if you do not see them rereading as they complete the assessment.</li></ul>	<ul style="list-style-type: none"><li>Consider allowing SPED students and ELLs more time to complete their assessment.</li></ul>

Closing and Assessment	Meeting Students' Needs
<p><b>A. Collect Assessments (2 minutes)</b></p> <ul style="list-style-type: none"><li>Collect students’ assessments. Congratulate them on having completed it. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Continue reading your independent reading book for this module.</li></ul>	





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# Grade 7: Module 4B: Unit 2: Lesson 10

## Supporting Materials



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**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies

.....  
**Name:**

.....  
**Date:**

**Long-Term Learning Targets:**

- I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)
- I can conduct short research projects to answer a question. (W.7.7)
- I can generate additional questions for further research. (W.7.7)
- I can gather relevant information from a variety of sources. (W.7.8)
- I can use search terms effectively. (W.7.8)
- I can evaluate the credibility and accuracy of each source. (W.7.8)
- I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)



Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies

**Directions:** Read “Get the Salt Out” by Karen E. Lange and fill in the graphic organizer that follows.

**Get the Salt Out**

There’s no shortage of water on the blue planet—just a shortage of fresh water. New technologies may offer better ways to get the salt out.

Three hundred million people now get their water from the sea or from brackish groundwater that is too salty to drink. That’s double the number a decade ago. Desalination took off in the 1970s in the Middle East and has since spread to 150 countries. Within the next six years new desalination plants may add as much as 13 billion gallons a day to the global water supply, the equivalent of another Colorado River. The reason for the boom is simple: As populations grow and agriculture and industry expand, fresh water—especially clean fresh water—is getting scarcer. “The thing about water is, you gotta have it,” says Tom Pankratz, editor of the *Water Desalination Report*, a trade publication. “Desalination is not a cheap way to get water, but sometimes it’s the only way there is.”

And it’s much cheaper than it was two decades ago. The first desalination method—and still the most common, especially in oil-rich countries along the Persian Gulf—was brute-force distillation: Heat seawater until it turns to steam, leaving its salt behind, then condense it. The current state of the art, used, for example, at plants that opened recently in Tampa Bay, Florida, and Perth, Australia, is reverse osmosis, in which water is forced through a membrane that catches the salt. Pumping seawater to pressures of more than a thousand pounds per square inch takes less energy than boiling it—but it is still expensive.

Researchers are now working on at least three new technologies that could cut the energy required even further. The closest to commercialization, called forward osmosis, draws water through the **porous** membrane into a solution that contains even more salt than seawater, but a kind of salt that is easily evaporated. The other two approaches redesign the membrane itself—one by using carbon nanotubes as the pores, the other by using the same proteins that usher water molecules through the membranes of living cells.



**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies

None of the three will be a solution for all the world's water woes. Desalination inevitably leaves behind a concentrated brine, which can harm the environment and even the water supply itself. Brine discharges are especially tricky to dispose of at inland desalination plants, and they're also raising the salinity in parts of the shallow Persian Gulf. The saltier the water gets, the more expensive it becomes to desalinate.

What's more, none of the new technologies seem simple and cheap enough to offer much hope to the world's poor, says geologist Farouk El-Baz of Boston University. He recently attended a desalination-industry conference looking for ways to bring fresh water to the war-torn Sudanese region of Darfur. "I asked the engineers, 'What if you are in a tiny village of 3,000, and the water is a hundred feet underground and laden with salt, and there is no electricity?'" El-Baz says. "Their mouths just dropped." —*Karen E. Lange*

Lange, Karen E. "Get the Salt Out." National Geographic.com. 15 March 2010. <http://ngm.nationalgeographic.com/big-idea/09/desalination>



Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies

.....  
**Name:**

.....  
**Date:**

**Directions: Fill out the graphic organizer based on “Get the Salt Out.”**

<b>Name of Text:</b> Get the Salt Out		
<b>Author/Speaker’s Name:</b> Karen E. Lange		
<b>Claim:</b> Desalination is not a solution for our water problems.		
<b>Supporting Evidence 1</b>	<b>Supporting Evidence 2</b>	<b>Supporting Evidence 3</b>
<i>What type of evidence is this? (Circle one)</i>  anecdote  analogy/metaphor  fact/statistic  testimony	<i>What type of evidence is this? (Circle one)</i>  anecdote  analogy/metaphor  fact/statistic  testimony	<i>What type of evidence is this? (Circle one)</i>  anecdote  analogy/metaphor  fact/statistic  testimony



Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
<i>What type of evidence is this?</i> (Circle one)  anecdote  analogy/metaphor  fact/statistic  testimony	<i>What type of evidence is this?</i> (Circle one)  anecdote  analogy/metaphor  fact/statistic  testimony	<i>What type of evidence is this?</i> (Circle one)  anecdote  analogy/metaphor  fact/statistic  testimony

1. In “Get the Salt Out,” Lange uses which evidence to support her claim? (Circle all that apply.) (RI.7.9)
- A. Desalination will increase the freshwater available by 40 percent.
  - B. None of the new technologies will help the world’s poor.
  - C. Desalination is expensive.
  - D. Sometimes, desalination is the only way to get freshwater.



Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies

2. Briefly paraphrase this excerpt from “Get the Salt Out.” (W.7.8)

“Three hundred million people now get their water from the sea or from brackish groundwater that is too salty to drink. That’s double the number a decade ago.”

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3. Reread the following sentence from “Get the Salt Out,” then answer the questions that follow. (L.7.4) *“The closest to commercialization, called forward osmosis, draws water through the **porous** membrane into a solution that contains even more salt than seawater, but a kind of salt that is easily evaporated.”*

i. What is your initial idea of the meaning of the word <i>porous</i> ?	
ii. What strategy did you use to determine an initial meaning for this word?	
iii. Look this word up in a reference. What is the definition of this word?	



**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies

4. List two pieces of information from each source that would help you answer the question: “Should people rely on desalination to manage water better?” (W.7.8)

The Big Thirst	1.
	2.
“Get the Salt Out”	1.
	2.



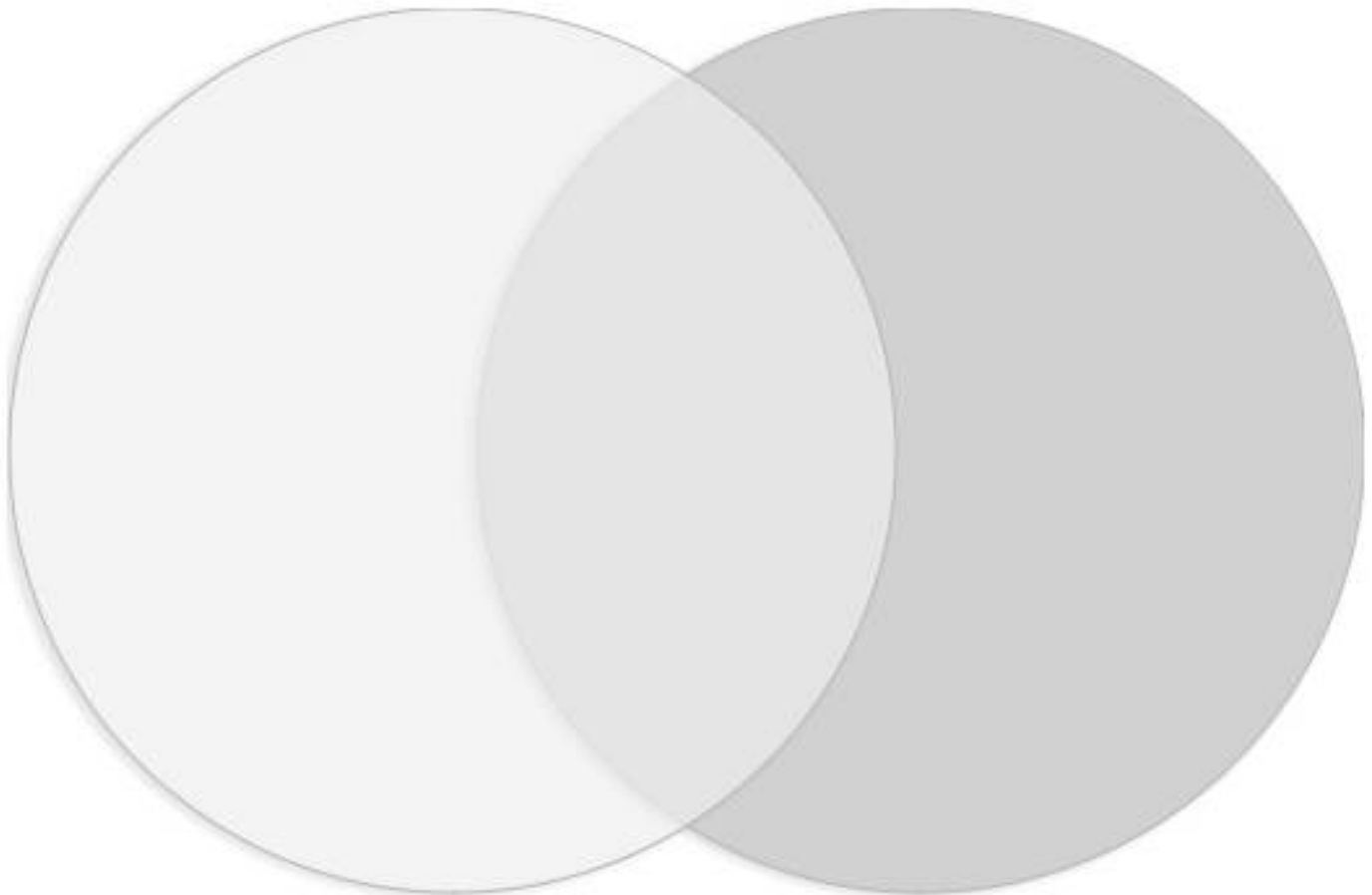


Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies

5. Use the Venn diagram below to compare and contrast how Fishman (from the homework) and Lange use evidence to support their claims about desalination. (RI.7.9)

***The Big Thirst***

**“Get the Salt Out”**





**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies

6. To find more information about desalination, which of these sources would most likely be accessible, credible, and relevant? (W.7.8)
- A. A blog about water written by a college student
  - B. b. A brochure published by a desalination company
  - C. An article from an educational magazine focused on environmental issues
  - D. A book published by a history professor

Please explain your choice, keeping in mind the likely accessibility, credibility, and relevancy of the source.

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7. To find more information to answer the question “Should people rely on desalination to manage water better?” which of these would be good search terms? (Circle all that apply.) (W.7.8)
- A. Desalination history
  - B. Water management brine
  - C. Problems of desalination
    - i. Saltwater
    - ii. Desalination advantages





**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies – Answers for Teacher Reference

.....  
**Name:**

.....  
**Date:**

**Long-Term Learning Targets:**

- I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)
- I can conduct short research projects to answer a question. (W.7.7)
- I can generate additional questions for further research. (W.7.7)
- I can gather relevant information from a variety of sources. (W.7.8)
- I can use search terms effectively. (W.7.8)
- I can evaluate the credibility and accuracy of each source. (W.7.8)
- I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)



Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies – Answers for Teacher Reference

**Directions:** Read “Get the Salt Out” by Karen E. Lange and fill in the graphic organizer that follows.

**Get the Salt Out**

There’s no shortage of water on the blue planet—just a shortage of fresh water. New technologies may offer better ways to get the salt out.

Three hundred million people now get their water from the sea or from brackish groundwater that is too salty to drink. That’s double the number a decade ago. Desalination took off in the 1970s in the Middle East and has since spread to 150 countries. Within the next six years new desalination plants may add as much as 13 billion gallons a day to the global water supply, the equivalent of another Colorado River. The reason for the boom is simple: As populations grow and agriculture and industry expand, fresh water—especially clean fresh water—is getting scarcer. “The thing about water is, you gotta have it,” says Tom Pankratz, editor of the *Water Desalination Report*, a trade publication. “Desalination is not a cheap way to get water, but sometimes it’s the only way there is.”

And it’s much cheaper than it was two decades ago. The first desalination method—and still the most common, especially in oil-rich countries along the Persian Gulf—was brute-force distillation: Heat seawater until it turns to steam, leaving its salt behind, then condense it. The current state of the art, used, for example, at plants that opened recently in Tampa Bay, Florida, and Perth, Australia, is reverse osmosis, in which water is forced through a membrane that catches the salt. Pumping seawater to pressures of more than a thousand pounds per square inch takes less energy than boiling it—but it is still expensive.

Researchers are now working on at least three new technologies that could cut the energy required even further. The closest to commercialization, called forward osmosis, draws water through the **porous** membrane into a solution that contains even more salt than seawater, but a kind of salt that is easily evaporated. The other two approaches redesign the membrane itself—one by using carbon nanotubes as the pores, the other by using the same proteins that usher water molecules through the membranes of living cells.



**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies – Answers for Teacher Reference

None of the three will be a solution for all the world's water woes. Desalination inevitably leaves behind a concentrated brine, which can harm the environment and even the water supply itself. Brine discharges are especially tricky to dispose of at inland desalination plants, and they're also raising the salinity in parts of the shallow Persian Gulf. The saltier the water gets, the more expensive it becomes to desalinate.

What's more, none of the new technologies seem simple and cheap enough to offer much hope to the world's poor, says geologist Farouk El-Baz of Boston University. He recently attended a desalination-industry conference looking for ways to bring fresh water to the war-torn Sudanese region of Darfur. "I asked the engineers, 'What if you are in a tiny village of 3,000, and the water is a hundred feet underground and laden with salt, and there is no electricity?'" El-Baz says. "Their mouths just dropped." —*Karen E. Lange*

Lange, Karen E. "Get the Salt Out." National Geographic.com. 15 March 2010. <http://ngm.nationalgeographic.com/big-idea/09/desalination>



Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies – Answers for Teacher Reference

**Directions:** Fill out the graphic organizer based on “Get the Salt Out.” NOTE: Answers may vary.

<b>Name of Text:</b> Get the Salt Out		
<b>Author/Speaker’s Name:</b> Karen E. Lange		
<b>Claim:</b> Desalination is not a solution for our water problems.		
Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
<b>“Desalination is not a cheap way to get water, but sometimes it’s the only way there is.”</b>	<b>Pumping seawater to pressures of more than a thousand pounds per square inch takes less energy than boiling it—but it is still expensive.</b>	<b>Desalination inevitably leaves behind a concentrated brine, which can harm the environment and even the water supply itself.</b>
<i>What type of evidence is this? (Circle one)</i>  anecdote  analogy/metaphor  fact/statistic  <b>testimony</b>	<i>What type of evidence is this? (Circle one)</i>  anecdote  analogy/metaphor  <b>fact/statistic</b>  testimony	<i>What type of evidence is this? (Circle one)</i>  anecdote  analogy/metaphor  <b>fact/statistic</b>  testimony



Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies – Answers for Teacher Reference

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
<b>They're also raising the salinity in parts of the shallow Persian Gulf.</b>	<b>The saltier the water gets, the more expensive it becomes to desalinate.</b>	<b>None of the new technologies seem simple and cheap enough to offer much hope to the world's poor, says geologist Farouk El-Baz of Boston University.</b>
<p><i>What type of evidence is this? (Circle one)</i></p> <p>anecdote</p> <p>analogy/metaphor</p> <p><b>fact/statistic</b></p> <p>testimony</p>	<p><i>What type of evidence is this? (Circle one)</i></p> <p>anecdote</p> <p>analogy/metaphor</p> <p><b>fact/statistic</b></p> <p>testimony</p>	<p><i>What type of evidence is this? (Circle one)</i></p> <p>anecdote</p> <p>analogy/metaphor</p> <p>fact/statistic</p> <p><b>testimony</b></p>

- In "Get the Salt Out," Lange uses which evidence to support her claim? (Circle all that apply.) (RI.7.9)
  - Desalination will increase the freshwater available by 40 percent.**
  - None of the new technologies will help the world's poor.**
  - Desalination is expensive.**
  - Sometimes, desalination is the only way to get freshwater.**





**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies – Answers for Teacher Reference

2. Briefly paraphrase this excerpt from “Get the Salt Out.” (W.7.8)

“Three hundred million people now get their water from the sea or from brackish groundwater that is too salty to drink. That’s double the number a decade ago.” NOTE: Answers may vary.

**The number of people who get freshwater from salty water has doubled in the last ten years to three hundred million people.**

3. Reread the following sentence from “Get the Salt Out,” then answer the questions that follow. (L.7.4) “The closest to commercialization, called forward osmosis, draws water through the **porous** membrane into a solution that contains even more salt than seawater, but a kind of salt that is easily evaporated.” NOTE: Answers will vary.

i. What is your initial idea of the meaning of the word <i>porous</i> ?	<b>Porous means “full of holes.”</b>
ii. What strategy did you use to determine an initial meaning for this word?	<b>I used context. If water can get through, there must be a way for that to happen.</b>
iii. Look this word up in a reference. What is the definition of this word?	<b>having minute holes through which liquid or air may pass</b>



**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies – Answers for Teacher Reference

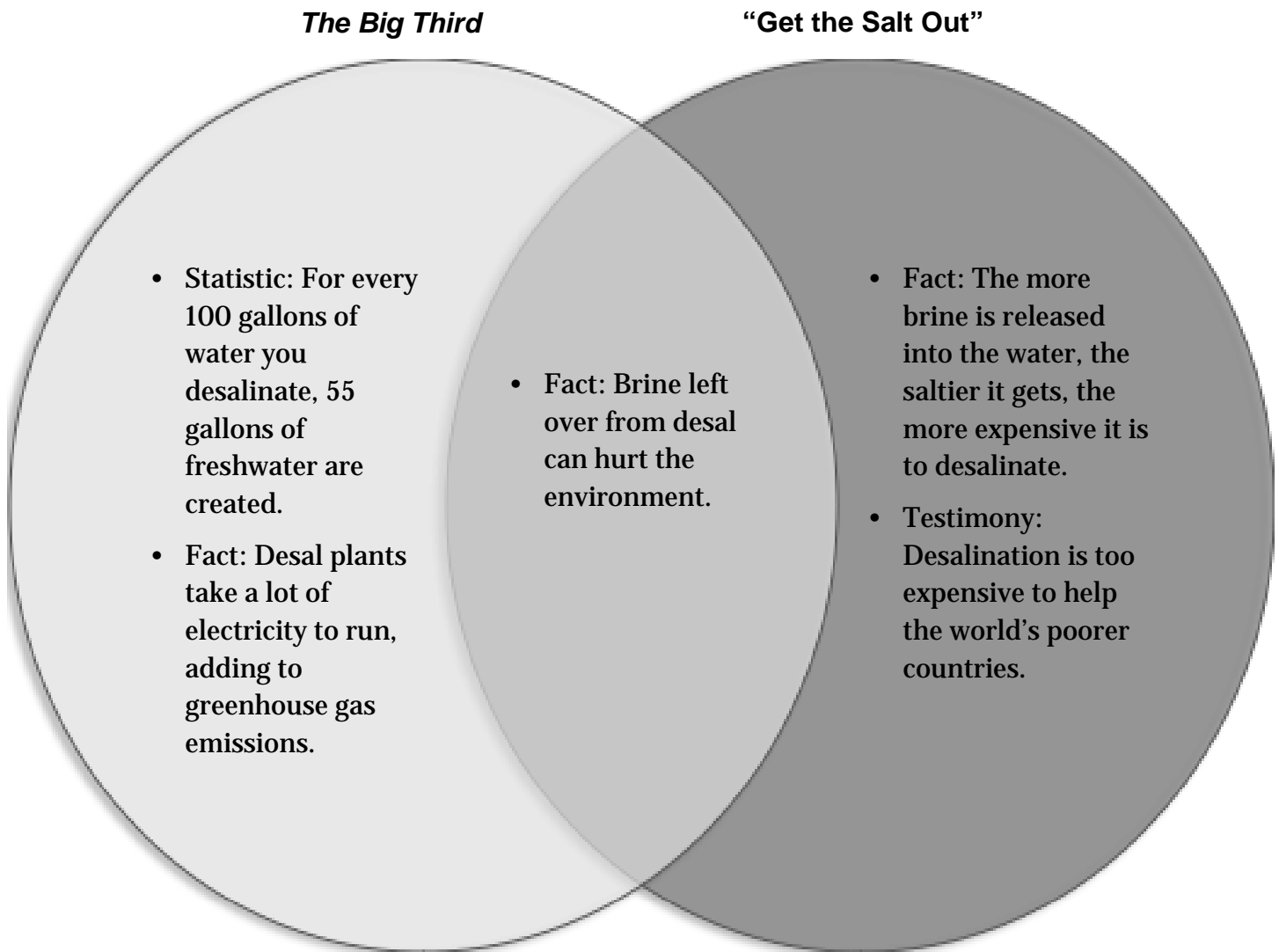
4. List two pieces of information from each source that would help you answer the question: “Should people rely on desalination to manage water better?” (W.7.8)

The Big Thirst	<b>1. The salty water left over after desalination can hurt the environment when it’s put back in the ocean.</b>
	<b>2. Desalination plants cause more climate change because they take a lot of electricity to run.</b>
“Get the Salt Out”	<b>1. Desalination isn’t the least expensive way to get freshwater, but sometimes it is the only way.</b>
	<b>2. Desalination isn’t cheap enough to help the world’s poorest populations.</b>



**Mid-Unit 2 Assessment: Simulated Research Task:**  
Water Management Strategies – Answers for Teacher Reference

5. Use the Venn diagram below to compare and contrast how Fishman (from the homework) and Lange use evidence to support their claims about desalination. (RI.7.9)





Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies

6. To find more information about desalination, which of these sources would most likely be accessible, credible, and relevant? (W.7.8)
- A. A blog about water written by a college student
  - B. A brochure published by a desalination company
  - C. **An article from an educational magazine focused on environmental issues**
  - D. **A book published by a history professor** (*Note: students could reasonably choose this if they can justify it well.*)

Please explain your choice, keeping in mind the likely accessibility, credibility, and relevancy of the source. *NOTE: Answers will vary.*

**An article from an educational magazine focused on environmental issues is accessible because it is aimed at students. It will be credible because the purpose of an educational magazine is to inform people, and they usually rely on experts, facts and statistics. It would also be relevant to my research because it is focused on environmental issues, and the mismanagement of freshwater is an environmental issue**

7. To find more information to answer the question “Should people rely on desalination to manage water better?” which of these would be good search terms? (Circle all that apply.) (W.7.8)
- A. Desalination history
  - B. Water management brine
  - C. **Problems of desalination**
  - D. Saltwater
  - E. **Desalination advantages**



Mid-Unit 2 Assessment: Simulated Research Task:  
Water Management Strategies

8. Based on the excerpts from *The Big Thirst* and “Get the Salt Out,” write two additional supporting research questions. (W.7.7)
- **What alternatives to desalination exist for places like Perth, Australia?**
  - **What is being done to make desalination more environmentally friendly?**
9. Based on these two texts, how would you answer the question: “Should people rely on desalination to manage water more sustainably?” Use evidence from the texts to support your answer. (W.7.7). (Score students’ responses using the NYS 2-Point Holistic Rubric).

**Based on *The Big Thirst* and “Get the Salt Out,” people should not rely on desalination to manage water more sustainably. According to Fishman, the process of desalination creates brine, very salty water, and that water is released back into the oceans. When that happens, the extra salt can hurt the ecosystem. As the author points out in “Get the Salt Out,” when you add brine back into the ocean, it becomes saltier, so it is harder to desalinate. The same author also points out how expensive desalination is, and that it won’t help in many of the places that may need it the most. Lastly, as it says in *The Big Thirst*, desalination plants use a lot of electricity, which only make climate change (the major reason for shifting weather patterns and lack of rain in some places) worse. That means that desalination could lead to more problems in the future. So, people should not rely on desalination to manage water more sustainably.**



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 11**

## **Forming a Research-Based Claim: Cascading Consequences Charts**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can create a Cascading Consequences chart based on industrial management of water, using my researcher's notebook.</li></ul>	<ul style="list-style-type: none"><li>Researcher's notebook</li><li>Cascading Consequences chart for industrial management of water</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Introducing Essay Prompt; Reviewing Learning Target (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Modeling Creating a Cascading Consequences Chart for Industrial Management of Water (10 minutes)</li><li>B. Cascading Consequences Chart for Industrial Management of Water (10 minutes)</li><li>C. Partner Work to Add to the Cascading Consequences Chart (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete a Cascading Consequences chart for the agricultural management of water. Continue reading your independent reading book for this module.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• As noted in the module overview, this module focuses on just two of the steps in the SCDM process. In this lesson, students are introduced to the Cascading Consequences chart, which provides a way for them to create a visual “map” of the consequences of a particular choice or course of action. Students will add consequences to the chart as they continue reading <i>The Big Thirst</i>, as well as those they learn about through their independent research. They will refer to this chart throughout the rest of the unit for several important reasons, including to determine who the stakeholders are for the issue they are learning about and to use as a reference for writing about their position on the issue.</li><li>• Students will create two Cascading Consequences charts to organize the information they gathered in their research. Once the charts are completed, they will be able to clearly see all the consequences (positive, negative, and neutral) of choosing to begin with reforms to either industrial or agricultural management of water. This will help them to answer the overarching research question: “How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?”</li><li>• In this lesson, the class begins a Cascading Consequences chart specifically for the notes they have taken in their researcher’s notebook. Since this is the first time students work with this type of chart, their work is highly scaffolded, with you modeling using notes from the researcher’s notebook. After the modeling, students have a chance to practice with the same notes and get immediate feedback. Then, they have time to work with a partner to add to the chart, using another section of the researcher’s notebook. For homework, they will finish a second Cascading Consequence chart on the agricultural management of water.</li><li>• The lessons on “cascading consequences” are among the most challenging of this unit. Feel free to modify and differentiate the lessons according to your professional judgment so that all students may reach the learning targets.</li><li>• Encourage students to return to their original texts at any point for any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.</li></ul>





Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• The next lesson will extend the scaffolded learning process, asking students to once again work with partners, and then individually, on a Stakeholder chart for the industrial management of water. These two charts (Cascading Consequences and Stakeholder) will form the basis for organizing the students' thoughts on the upcoming essay prompt, which they will develop and present in Unit 3: "Which category of water management would be a good place to begin to make the way we manage water more sustainable?"</li><li>• The homework for this lesson is detailed and challenging. Consider making advanced preparations within the next lesson in case students need extra assistance with the homework upon coming to class, and/or using the "Meeting Students' Needs" column to differentiate the homework ahead of time.</li><li>• In advance: Review the "Learning to Make Decisions Systematically" article (see Module Overview), which provides a concise explanation and useful student work examples of the research process the unit employs; review the sample Cascading Consequences charts in the supporting materials and the think-aloud portion of the lesson. Note especially that the think-aloud example provided here is one of specific consequences cascading from a specific situation; students may volunteer more wide-ranging examples from industrial water use and may work with wide-ranging examples in their own Cascading Consequences charts; find an image of a waterfall to display to illustrate the meaning of "cascading" when unpacking the learning targets; review the Fist to Five protocol (see Appendix).</li><li>• Post: Learning target, Unit 3 essay prompt.</li></ul>



Lesson Vocabulary	Materials
consequence; effect, result, or outcome; cascading	<ul style="list-style-type: none"><li>• Entry Task: Getting an iPad (one per student)</li><li>• Sample Cascading Consequences chart: Getting an iPad (one per student)</li><li>• Unit 3 essay prompt (one to display)</li><li>• Researcher's notebooks (begun in Lesson 3; one per student)</li><li>• Cascading Consequences chart for Industrial Management of Water (blank; one to display)</li><li>• Document camera</li><li>• Cascading Consequences chart for Industrial Management of Water (sample, for teacher reference)</li><li>• <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student)</li><li>• 8.5" by 14" (legal size) paper (two per student)</li><li>• Homework directions (one per student)</li><li>• Cascading Consequences chart for the Agricultural Management of Water (blank, for teacher reference; students create a similar chart using their Researcher's notebook; see Homework directions)</li></ul> <p><i>Note: Supporting materials are not in the order listed above, but they are all there.</i></p>



Opening	Meeting Students' Needs
<p><b>A. Introducing Essay Prompt; Reviewing Learning Target (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Entry Task: Getting an iPad</b> and give students 2 minutes to complete it.</li> <li>• After two minutes of thinking and writing, invite students to explain to a partner:             <ul style="list-style-type: none"> <li>* “What did you decide, and why?”</li> </ul> </li> <li>• Read the learning target:             <ul style="list-style-type: none"> <li>* “I can create a Cascading Consequences chart based on industrial management of water, using my researcher’s notebook.”</li> </ul> </li> <li>• Circle the word <i>consequences</i> on the posted learning target. Invite students to review with a partner what a consequence is. Remind them of their discussion of this word in Lesson 3.</li> <li>• Reiterate that a consequence is an “effect, result, or outcome” of something that occurred earlier. Add new information about the definition by pointing out that often when we use the word <i>consequence</i>, it has a negative connotation. For example, parents might say to a child that the consequence of not cleaning his room is that he can’t go to the movies with friends on Friday night. However, in some cases, the word <i>consequence</i> is neutral, without a negative or positive connotation. When we talk about cascading consequences, we are using consequence as a neutral word. Consider that some consequences are positive, for example. Refer to the “virtuous water cycle” on page 116 of <i>The Big Thirst</i>.</li> <li>• Circle the word <i>cascading</i> on the posted learning target.</li> <li>• Display an <b>image of a waterfall</b>.</li> <li>• Explain that <i>cascade</i> is another word for waterfall and that <i>cascading</i> can describe anything that resembles a waterfall. Cascading also means that one thing follows the next, like a chain of events. In a waterfall, one water drop follows the next.</li> <li>• Distribute the <b>Sample Cascading Consequences Chart: Getting an iPad</b>.</li> <li>• Invite students to discuss with their partner:             <ul style="list-style-type: none"> <li>* “What do you notice about this Cascading Consequences chart?”</li> <li>* “What do you wonder?”</li> <li>* “How is it similar or different from the entry task you just completed?”</li> </ul> </li> <li>• Circulate and listen for partners to say: “Some of the consequences on the chart are positive and some are negative,” and “It looks like a waterfall because everything is flowing from the center box.”</li> </ul>	<ul style="list-style-type: none"> <li>• When possible, have students who need physical activity take on the active roles of managing and writing on charts or handing out materials.</li> <li>• For all vocabulary, consider drawing or posting small pictures next to each word on anchor charts to activate as many sensory means of comprehension as possible. The waterfall displayed here, for example, could then be transferred in miniature to the Academic Vocabulary anchor chart. Consider having your artistically talented or motivated students take on this responsibility.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Have students look at the chart a second time:<ul style="list-style-type: none"><li>* “Where are the consequences on this chart? How do they relate to one another?”</li></ul></li><li>• Circulate and listen for partners to say: “The consequences flow from the decision to get an iPad, and then from each other. Consequences lead to other consequences.”</li><li>• Explain that creating a Cascading Consequences chart is one piece of the research process that they have already begun with their notes on <i>The Big Thirst</i> and their internet research in their researcher’s notebooks. Refer to the posted <b>Unit 3 essay prompt</b>:<ul style="list-style-type: none"><li>* “Which category of water management would be a good place to begin to make the way we manage water more sustainable?”</li></ul></li><li>• Have students turn to their partners and discuss for 1 minute what they “notice” and “wonder” about this prompt.</li><li>• Explain that they are going to learn to use a structured decision-making process so that each student decides how to best answer this question based on the evidence in <i>The Big Thirst</i> and on further research, rather than basing the decision on emotions or gut feelings.</li><li>• Explain that students will create a Cascading Consequences chart for both industrial and agricultural water management. These charts will help them collect evidence and analyze which category would be a good place to begin managing water for sustainability and will also help with the Unit 3 essay prompt. Note that students won’t decide on an answer for that question until the end of this unit. It’s important that they keep an open mind and understand all the reasons and evidence before they make a decision.</li><li>• Explain that today students will focus on industrial water management. In their homework, they will focus on agricultural water management.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Modeling Creating a Cascading Consequences Chart for Industrial Management of Water (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to turn to Section I in their <b>researcher's notebooks</b>: Research Notes on Text. As they do so, display the <b>Cascading Consequences chart for industrial management of water</b> with the <b>document camera</b>.</li> <li>• Ask students to refer to the bottom of Section I of their researcher's notebook, the section called "Paragraph to sum up new information from this text about the use of water in industry." Ask for a volunteer to name three consequences he or she sees based on the contents of this paragraph. Write these three consequences on the side of the Cascading Consequences chart for industrial management of water, but do not chart them yet.</li> <li>• Begin to think aloud about how to turn this list of consequences into a Cascading Consequences chart, referring to the <b>sample Cascading Consequences chart for industrial management of water (for teacher reference)</b> as needed. Your think-aloud should sound something like this: <ul style="list-style-type: none"> <li>* "Since this is a Cascading Consequences chart about industrial management of water, you can see that the central box is labeled with those words. Now, I'm going to use the chart to connect the three pieces of information you volunteered to the center of the chart with a 'cascade' of boxes: that is, a cascade of consequences. One consequence leads to another, which leads to another, just like on our sample Cascading Consequences chart for getting an iPad.</li> <li>* "<i>The Big Thirst</i> states that the Royal Caribbean company managed to save 2 gallons of water per passenger by swapping rocks for ice in cruise ship buffets. There are actually two consequences happening in this sentence: the rock-ice swap and the water savings. The rock-ice swap is a direct consequence of Royal Caribbean's management of water, so I'm going to draw a line directly from the center and label the attached box 'rock-ice swap.'</li> <li>* "Next, I'm going to draw a line from the 'rock-ice swap,' create another box, and label that '2 gallons per person water savings.' I'm doing this because the water savings was a cascading consequence of the rock-ice swap—the savings was a consequence of using rocks. So it belongs further out on the 'cascade.'"</li> </ul> </li> <li>• Conduct a similar think-aloud for the placement of the second consequence.</li> <li>• Ask students to work with a partner to verbally place the last consequence from the list on the chart. Encourage them to talk about why they are placing each consequence in a particular place on the chart.</li> <li>• After about 3 minutes, cold call students to share out where they placed each consequence and why.</li> <li>• Point out that there is not just one way to create a Cascading Consequences chart from notes. People may disagree as to the exact location of a consequence and whether or not it is a direct or an indirect "cascading consequence."</li> </ul>	<ul style="list-style-type: none"> <li>• Consider using the "Learning to Make Decisions Systematically" article and its contents as further exemplars of the process for students, either as further scaffolding or as extension material for academically talented students.</li> <li>• Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li> <li>• Think about modifying the materials to meet students' physical and mental needs. Whole sheets of chart paper could be used instead of the recommended 8.5" by 14" versions of the Cascading Consequences charts; charts could be partially or even wholly filled in; vocabulary words could be defined</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Cascading Consequences Chart for Industrial Management of Water (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute two <b>8.5" by 14" (legal size) pieces of paper</b> to each student.</li> <li>• Remind them of the steps you took to build the Cascading Consequences chart.</li> <li>• Ask students to read their notes and create a list of the consequences of the industrial management of water on the side of the paper.</li> <li>• Ask them to draw and label the center box and then add each consequence to the chart, deciding what is a direct consequence and what is not.</li> <li>• Invite students to work with their partner to add to the chart using researcher's notebook Sections I and III: Research Notes on Text. Point out that they can use all parts of their notes to help find consequences, not only the one you modeled.</li> <li>• As students work, circulate to observe and assist. Ask:             <ul style="list-style-type: none"> <li>* "Why did you place this consequence where you did?"</li> <li>* "How do you know this is a consequence of that?"</li> </ul> </li> <li>• After 6 minutes of work time, invite one partnership to explain what they added to their Cascading Consequences chart. Make these additions to the displayed chart as they speak. During the explanation, cold call other students to answer these questions:             <ul style="list-style-type: none"> <li>* "Did you identify the same consequence as the presenting partnership? Why or why not?"</li> <li>* "Would you make any changes to this? What would you change? Why?"</li> </ul> </li> <li>• Should the partnership volunteer an answer that is illogical or wrong, thank them for their hard work and record the answer as presented. Use the follow-up questions above to have peers guide the partnership to the correct answer, and make the necessary changes on the displayed chart.</li> <li>• After discussing the presenting partnership's additions to the chart, ask students to work with their own partner to revise their own charts.</li> <li>• Cold call two or three students to explain how they revised their chart and why.</li> </ul>	<ul style="list-style-type: none"> <li>• After stretches of intensive reading and writing during which physical movement is not built into the instruction, consider having students stand up for a quick "brain break" or a physical stretch at natural breaks in the work time (between Work Times A and B, for example). Research indicates that these breaks are important for neurological growth, especially for boys. Their cognitive processing requires more "rest times" away from the subject matter before re-engaging in learning.</li> <li>• Be sure to note, both here and in Work Time C, those students who struggle with creating the charts. Target them for individual, immediate, and/or increased assistance in the next lesson as they create their second chart.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Partner Work to Add to the Cascading Consequences Chart (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to continue to work with their partner on the chart, using the researcher's notebook Sections VII–IX, Internet Research. Remind them to use only those sections in which they explored a supporting research question that related to the industrial use of water.</li><li>• Circulate to assist individually, taking special note of whether students are working with supporting research questions that relate to the industrial use of water.</li><li>• After 7 or 8 minutes, invite students to take the consequences they have found so far and add them to their Cascading Consequences chart. They will share these additions during the debrief in a few minutes.</li></ul>	<ul style="list-style-type: none"><li>• Some students may finish earlier than others here, depending on what and how many supporting research questions on industrial use of water they explored in their research. They may also have chosen supporting research questions that do not directly involve cascading consequences. Check the charts of those who finish early for accuracy and thoroughness, and encourage them to go back to the Fishman text in particular if there is a shortage of cascading consequences in their notes.</li><li>• If the work is acceptable, ask these students to now become your “experts.” Direct them to circulate quietly among the other students, checking for accuracy, answering questions, giving positive feedback for interesting and thorough work, and letting you know if any of their peers seem stuck.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to find a new partner and follow these steps:<ol style="list-style-type: none"><li>1. Show your Cascading Consequences chart to your partner. Point out the parts that you just added.</li><li>2. Share with your partner one box that you feel very sure of. Explain why you are confident in this.</li><li>3. Return to your original partner, share new insights, and revise your Cascading Consequences chart if needed.</li></ol></li><li>• Review the learning target:<ul style="list-style-type: none"><li>* "I can create a Cascading Consequences chart based on industrial management of water, using my researcher's notebook."</li></ul></li><li>• Using the Fist to Five protocol, ask students to assess themselves on the target.</li><li>• Distribute the <b>homework directions</b> and let students know that their homework is to create another Cascading Consequences chart for the agricultural management of water.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete a Cascading Consequences chart for the agricultural management of water.</li><li>• Continue reading your independent reading book for this module.</li></ul>	<ul style="list-style-type: none"><li>• Depending on the effort and abilities of your students, consider differentiating this homework depending on their demonstrated level of need. Students who complete the chart in class may be given the "Learning to Make Decisions Systematically" article for further reading, for example (see Teaching Notes). Other students may be sent home with a specified manageable amount of "cascades" of consequences to develop on their chart; given a "starter" for a cascade; or, as a mental challenge, given a concluding consequence with blank boxes and asked to "backward-design" the cascade.</li></ul>





EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 2: Lesson 11

## Supporting Materials



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**Entry Task:**  
Getting an iPad

.....  
**Name:**

.....  
**Date:**

Imagine you are deciding whether to get an iPad for your personal use.

List all the consequences (effects) of this decision.

Based on these consequences, what would you decide?

Why would you make that decision?



Unit 3 Essay Prompt

.....  
Name:

.....  
Date:

**Which category of water management would be a good place to begin to make the way we manage water more sustainable?**

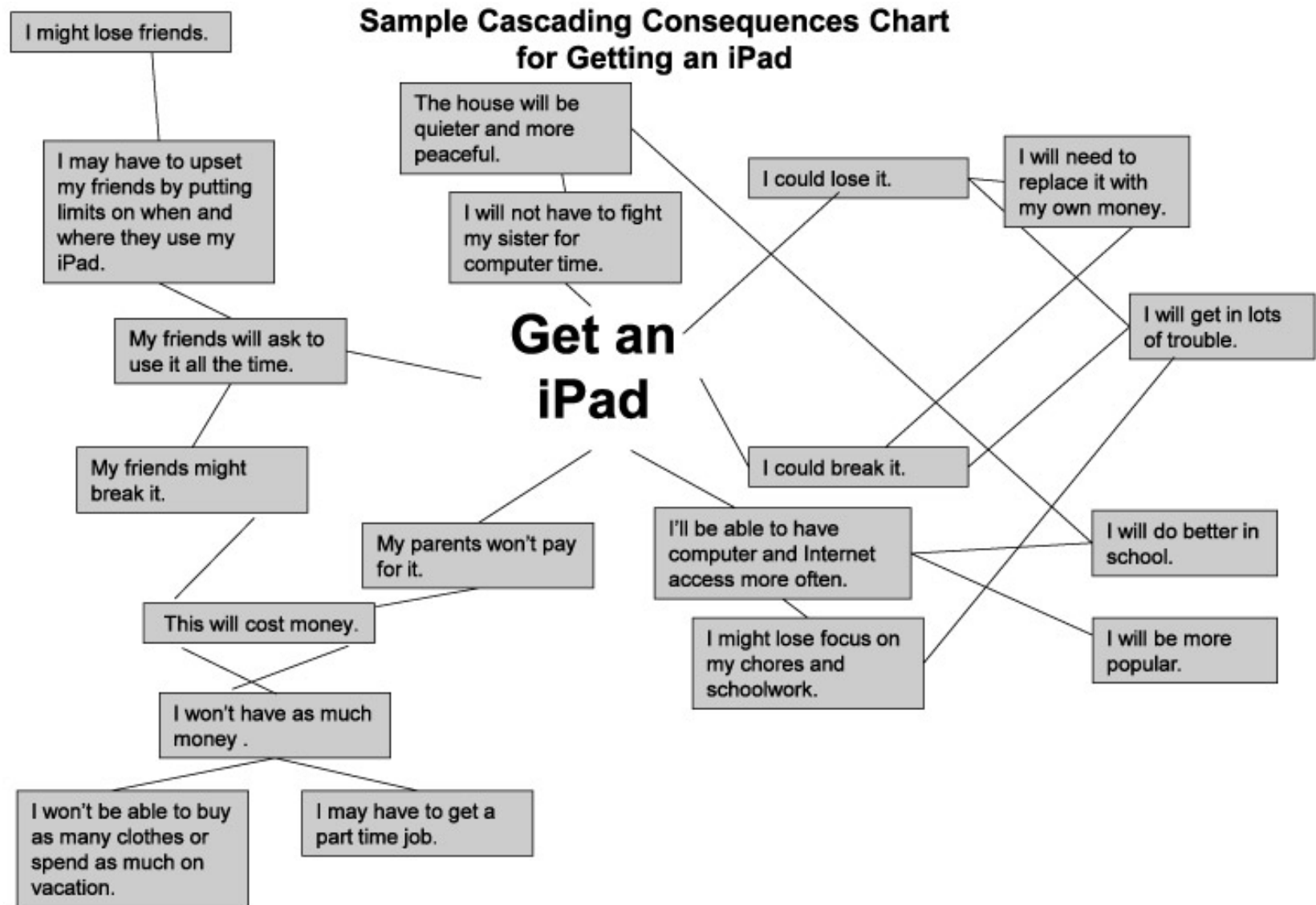


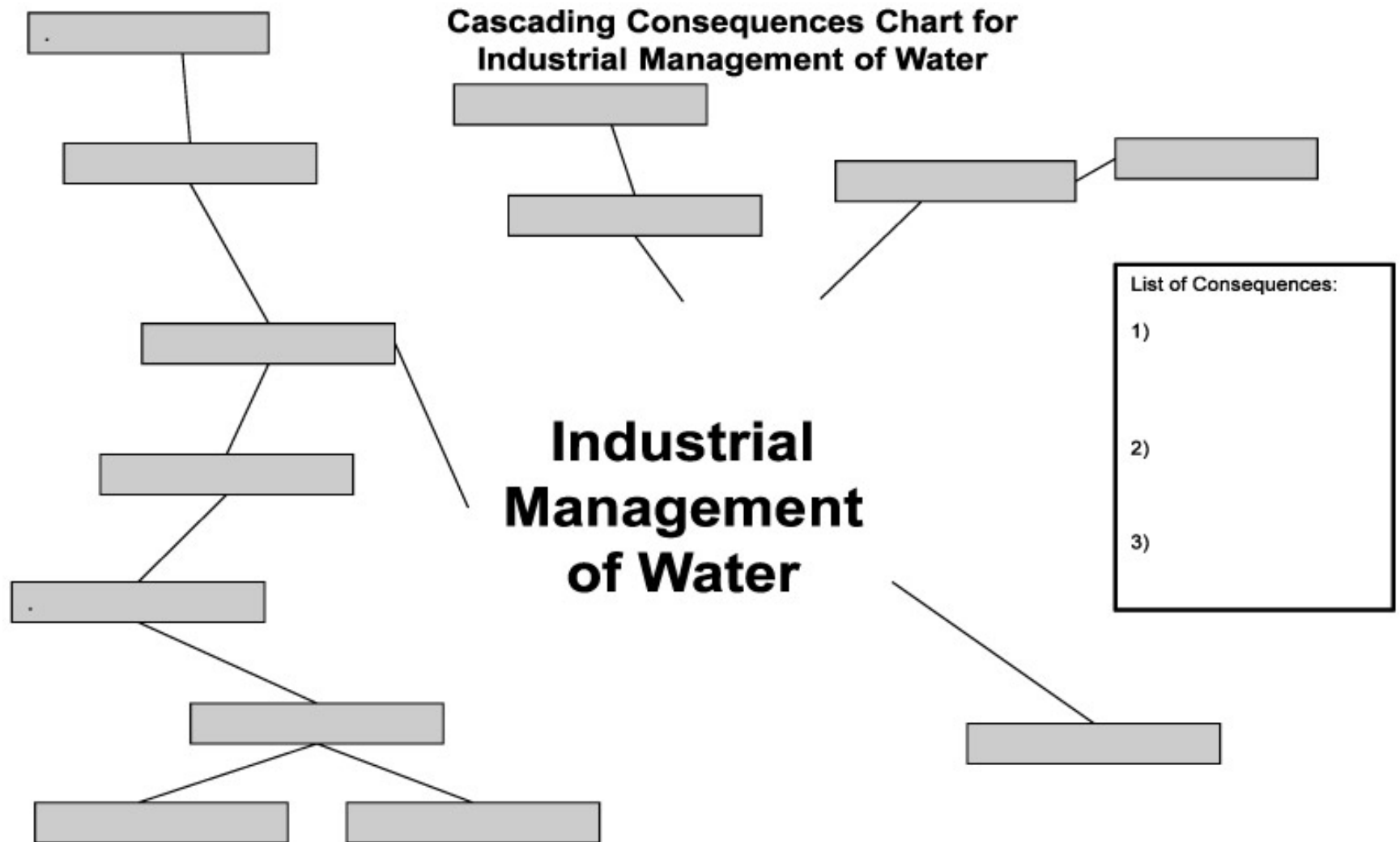
## Homework Directions

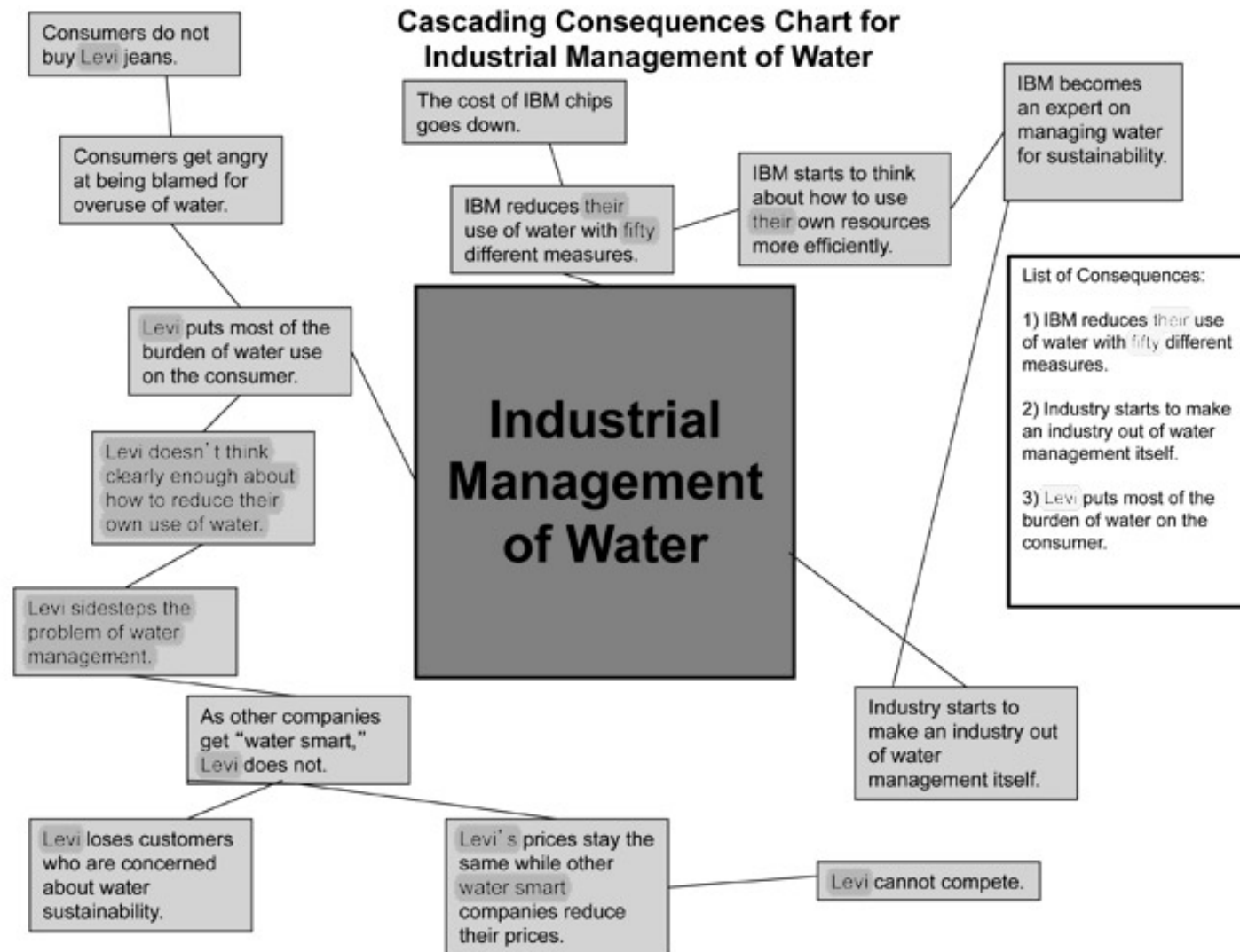
.....  
**Name:**

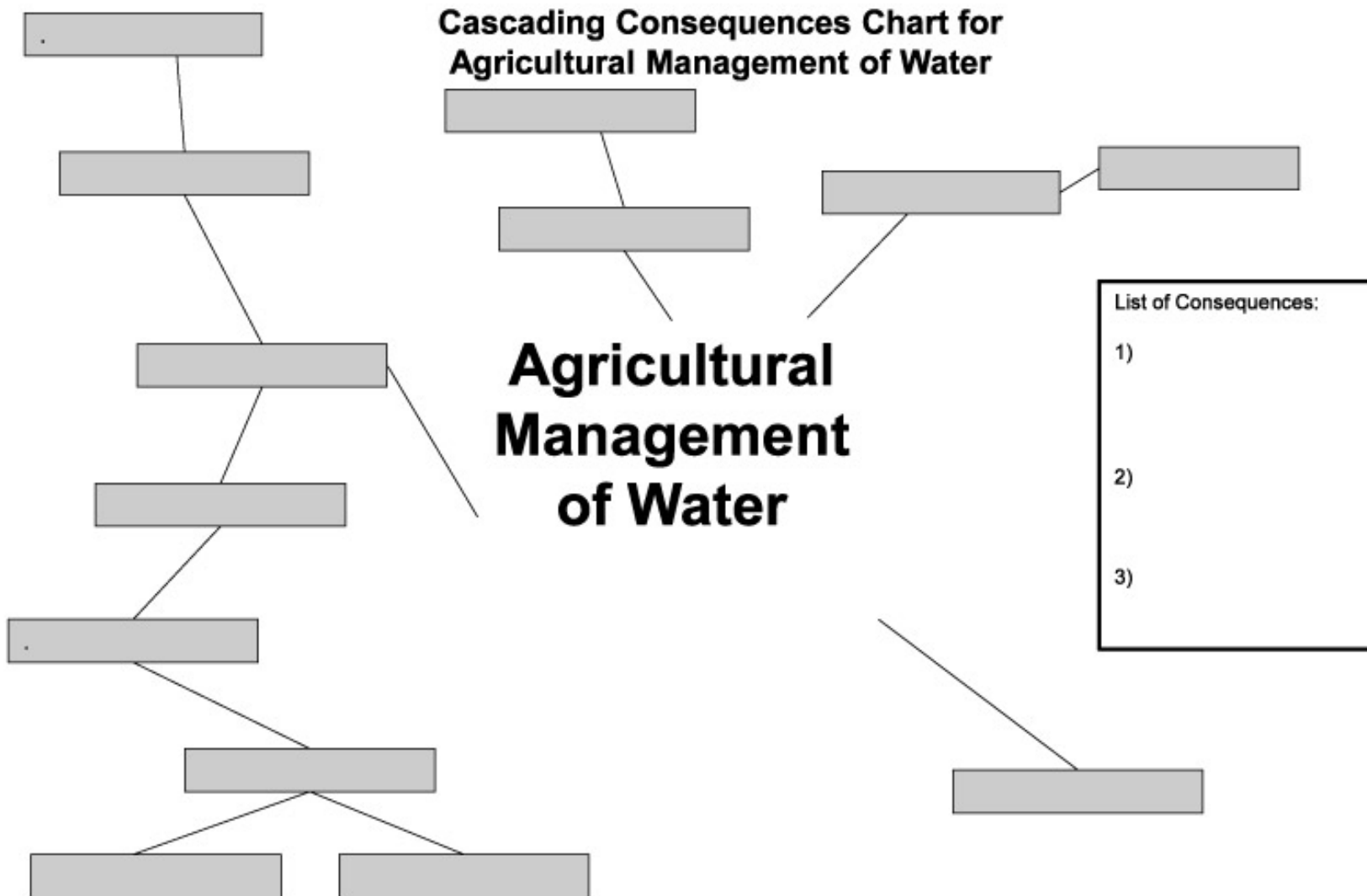
.....  
**Date:**

- Use the second piece of 8.5-by-14 paper to create a Cascading Consequences chart for the Agricultural Management of Water in your researcher's notebook.
- Use Sections IV–VI Research Notes from Text and Sections VII–IX internet Research.
- Use the Cascading Consequences chart for industrial management of water as your model and guide.
- You can use all parts of your researcher's notebook to find consequences.
- Remember to use only those sections in which you explored a supporting research question that related to the **agricultural** use of water.
- When finished, continue your independent reading.













EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 12**

## **Forming a Research-Based Claim: Stakeholder Chart on Better Industrial Water Management**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</p> <p>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</p>	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can create a Stakeholder chart based on industrial management of water, using my industrial management of water Cascading Consequences chart and researcher's notebook.</li></ul>	<ul style="list-style-type: none"><li>Cascading Consequences chart: agricultural management of water (from homework)</li><li>Cascading Consequences chart: industrial management of water</li><li>Stakeholder chart: industrial management of water</li><li>Researcher's notebooks</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Sharing Cascading Consequences Chart for Agricultural Management of Water from Homework; Reviewing Learning Target; Introducing Stakeholder Chart (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mini Lesson: Modeling Creating a Stakeholder Chart for Industrial Management of Water (10 minutes)</li> <li>B. Guided Practice: Creating the Stakeholder Chart for Industrial Management of Water (10 minutes)</li> <li>C. Application: Partner Work to Add to the Stakeholder Chart of the Industrial Management of Water Chart (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Finish the industrial Stakeholder chart using your industrial management of water Cascading Consequences chart and researcher's notebook.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students view the research they have organized in their Cascading Consequences charts through the lens of stakeholders: the people and places that will be affected by the potential answer to the Unit 3 essay prompt: “Which category of water management would be a good place to begin to make the way we manage water more sustainable?” To develop a researched-based claim that will answer this prompt, students use their industrial and agricultural Cascading Consequences charts and researcher’s notebooks to create Stakeholder charts.</li> <li>• Stakeholder charts will in turn form the basis for a Fishbowl discussion in Lessons 14 and 15, in which students will debate the merits of beginning with either industrial or agricultural management of water. The Fishbowl will then serve as the springboard into answering the Unit 3 essay prompt.</li> <li>• As with the Cascading Consequences charts, student work is highly scaffolded at first in this lesson, with you modeling using the Cascading Consequences chart to develop the Stakeholder chart. After the modeling, students have a chance to practice and get immediate feedback. Then, they have time to work with a partner to add to the chart. For homework, they will finish the chart. Note that this is similar to the way the Cascading Consequences charts were written; this is a deliberate design choice to make the lesson predictable and manageable for students while they work with complex information.</li> <li>• The next lesson will ask students to independently create the Stakeholder chart for the agricultural management of water, and then use both of the Stakeholders charts to begin to prepare for the Fishbowl.</li> <li>• This lesson requires using several organizers and pages of notes of simultaneously. As the lesson proceeds, consider modeling how to set up these papers physically in the student workspace for the most efficient use.</li> <li>• Encourage students to return to their original texts at any point for any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.</li> <li>• In advance: Review the Stakeholder chart template and samples and the think-aloud portion of the lesson; review the “Learning to Make Decisions Systematically” article to familiarize yourself with the connections between the Cascading Consequences chart and the Stakeholder chart. This article can be found in the Module Overview document.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• In advance: find a picture of an American pioneer literally “staking his claim”; that is, using a wooden stake to delineate the boundary of the land he was claiming; review the Fist to Five in Checking for Understanding techniques (see Appendix).</li><li>• Post: Learning target.</li></ul>

Lesson Vocabulary	Materials
stakeholder, intended, unintended, n/a (not applicable)	<ul style="list-style-type: none"><li>• Sample Stakeholder chart for free soda in the school lunchroom (one per student)</li><li>• Unit 3 essay prompt (from Lesson 11; one to display)</li><li>• Cascading Consequences chart for industrial management of water (from Lesson 11; one per student)</li><li>• Researcher’s notebooks (begun in Lesson 3; one per student)</li><li>• Stakeholder chart for industrial management of water (one per student and one to display)</li><li>• Document camera</li><li>• Sample Stakeholder chart for industrial management of water (for teacher reference)</li><li>• Sample Cascading Consequences chart for industrial management of water (from Lesson 11; one to display)</li><li>• “Learning to Make Decisions Systematically” article (optional; see Homework, Meeting Students’ Needs column)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Sharing Cascading Consequences Chart for Agricultural Management of Water from Homework; Reviewing Learning Target; Introducing Stakeholder Chart (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out their homework (the Cascading Consequences chart for agricultural management of water). Invite them to turn and talk with a partner:             <ul style="list-style-type: none"> <li>* “What is your strongest cascading consequence—the one you feel you understand the most clearly?”</li> <li>* “Do you have any questions about what you wrote last night?”</li> </ul> </li> <li>Students should copy their partner’s strongest cascading consequence onto their own chart. They should also attempt to clarify any questions their partners came across while doing the homework. Circulate during this discussion and provide answers if needed.</li> <li>Read the learning target aloud:             <ul style="list-style-type: none"> <li>* “I can create a Stakeholder chart based on industrial management of water, using my industrial management of water Cascading Consequences chart and researcher’s notebook.”</li> </ul> </li> <li>Circle the word <i>stakeholder</i> on the posted learning target. Ask if students have heard this word before, and if so, in what context. Cold call two or three for their answers.</li> <li>Display the picture of the pioneer stakeholder.</li> <li>Inform the class that the word <i>stakeholder</i> comes from many places, but the one they might remember best is related to American history. An American pioneer claiming land in the West would mark the boundary of his property with wooden stakes. It was his way of saying, “This land is mine, so what happens on this piece of land is very important to me.” Similarly, a stakeholder today is a person or group of people who are deeply affected by certain decisions.</li> <li>Ask students:             <ul style="list-style-type: none"> <li>* “Who is a stakeholder in this school? Why?”</li> </ul> </li> <li>Listen for: “parents,” “teachers,” “students,” “staff,” and “community members” and ask students to explain why decisions made about school affect each of those groups.</li> <li>Distribute the <b>sample Stakeholder chart for free soda in the school lunchroom</b>.</li> </ul>	<ul style="list-style-type: none"> <li>When possible, have students who need physical activity take on the active roles of managing and writing on charts or handing out materials.</li> <li>Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li> <li>For all vocabulary, consider drawing or posting small pictures next to each word on anchor charts to activate as many sensory means of comprehension as possible.</li> <li>Consider having your artistically talented or motivated students take on this responsibility.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to discuss with their partner:<ul style="list-style-type: none"><li>* “What do you notice about this Stakeholder chart?”</li><li>* “What do you wonder?”</li></ul></li><li>• Listen for: “It shows the viewpoint of everyone affected by the decision,” “It asks you to balance out the positives and the negatives,” and “It asks you to rank the stakeholders.”</li><li>• Explain that creating a Stakeholder chart is the second piece of the research process that they have already begun. Refer to the posted <b>Unit 3 essay prompt</b>:<ul style="list-style-type: none"><li>* “Which category of water management would be a good place to begin to make the way we manage water more sustainable?”</li></ul></li><li>• Reiterate that the class is using a structured decision-making process so that each student decides how to best answer this question based on the evidence in <i>The Big Thirst</i> and on further research, rather than basing the decision on emotions or gut feelings.</li><li>• Explain that it is important to “put yourself in the shoes” of the stakeholders involved in each of the potential decisions to be made. In this way, researchers understand the effects of their decision as accurately as possible <i>before</i> the decision is made. This allows researchers to anticipate problems and think about solutions ahead of time, as well as understand the viewpoints and opinions of all the people involved.</li><li>• Explain that today students will continue to focus on industrial water management. In the next lesson, they will focus their Stakeholder chart on agricultural water management.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Modeling Creating a Stakeholder Chart for Industrial Management of Water (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to put away their homework and take out their <b>Cascading Consequences chart for industrial management of water</b> and their <b>researcher's notebook</b>. As they do, place the <b>Stakeholder chart for industrial management of water</b> under the <b>document camera</b>.</li> <li>Ask students to volunteer a cascading consequence “chain” they included on their Cascading Consequences chart for industrial management of water. Write this consequence on the side of the Stakeholder chart for industrial management of water, but do not chart it yet.</li> <li>Begin to think aloud about how to turn this consequence into entries on the Stakeholder chart, referring as needed to the <b>sample Stakeholder chart for industrial management of water (for teacher reference)</b>. Your think-aloud should sound something like this: <ul style="list-style-type: none"> <li>* “Let’s revisit the rock versus ice swap of the Royal Caribbean company, which is the first cascade of consequences I wrote on the <b>sample Cascading Consequences chart for industrial management of water</b> in the previous lesson. I check my chart and see that the whole cascade of consequences goes like this: Royal Caribbean swapped out ice for rocks; it saved 2 gallons of water per passenger.” (Display the sample Cascading Consequences chart briefly to make this point and then switch the display back to the Stakeholder chart.)</li> <li>* “So let’s think now about who is affected by this particular cascade of consequences. Who are the stakeholders? Definitely the Royal Caribbean company, since it’s the one that made the decision in the first place. I’m going to write its name down on a Stakeholder line. I’m going to write ‘employees’ on the next line, since they are the ones who have to actually make the swap. Lastly, I’m going to write ‘passengers.’ They’re the folks who have to eat the food being chilled by rocks now.”</li> <li>* “Onto the next column—what way will they be affected? Well, the company will save water, and thus save money. I’m going to write that down in the first box. Note that I’m not writing full sentences here; I’m going to make sure I’m including all the facts, but I’m not going crazy with perfect grammar and punctuation. That will come later, when you write your essay.”</li> <li>* “The employees have to learn new routines. I’ll note that. But the routines are easier for rocks than for ice, so I’ll note that as well. The passengers don’t seem to be affected by the rock-ice swap at all, because the rocks do as good a job chilling the food. In fact, I see from my notes in the researcher’s notebook that the rocks did a <i>better</i> job, so the passengers actually have a better eating experience. I also wonder if the price of their ticket goes down because the company saves money. I’ll note both of those thoughts here.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>After stretches of intensive reading and writing during which physical movement is not built into the instruction, consider having students stand up for a quick “brain break” or a physical stretch at natural breaks in the work time (between Work Time A and B, for example). Research indicates that these breaks are important for neurological growth, especially for boys. Their cognitive processing requires more “rest times” away from the subject matter before re-engaging in learning.</li> <li>Consider reinforcing the idea of “intended,” “unintended,” and “not applicable” through pictures for ELLs or students with emerging literacy</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* “Next, I check through to see if each consequence is <i>intended</i> or <i>unintended</i>. That means that the consequence is either something that was meant to happen, or something that wasn’t meant to happen but did. Looking over these, it seems that each one was intended by the company, except, perhaps, the rocks doing a better job chilling the food than ice. The company discovered that along the way. So I’m going to mark that as an unintended consequence.”</li> <li>* “The next column asks: Were these consequences positive? Saving water and money, getting easier routines, and having better-chilled food all seem positive to me, so I’m going to mark that down. Some employees think that learning new routines is annoying, though, so I’ll mark that as negative. For the rest of the boxes, I’m going to use the abbreviation ‘N/A.’ That means ‘not applicable’; the consequences were positive, so the question doesn’t apply (it’s not applicable).”</li> <li>* “The next column asks you to look at only the negative consequences. For us, that’s the annoyed employees. The column asks: ‘If the consequence is negative, do you feel it is offset by greater good elsewhere?’ So is the saved money, easier routine, and better food worth having a few annoyed employees? I think so. I am going to write ‘yes’ here.”</li> <li>* “Last column: How important to you are the interests of this stakeholder? This is an interesting one, and there’s not one right answer. For example, if you are really concerned about the poor having better access to water, whether a cruise ship company can chill its food using less water may not seem very relevant to solving that problem. You might place a 3 in this box. On the other hand, you might think that the thousands of passengers who see that rocks work better than ice might go home and try it themselves and save lots of water. You might put a 1 in the box for passengers.”</li> <li>• Ask students to work with a partner to verbally place another stakeholder from their list on the chart. Encourage them to talk about why they are placing that stakeholder in a particular place on the chart.</li> <li>• After about 3 minutes, cold call pairs to share out what stakeholder they placed and why.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>





Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice: Creating the Stakeholder Chart for Industrial Management of Water (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the Stakeholder chart for industrial management of water to students.</li> <li>• Remind them of the steps you took to build the chart:             <ol style="list-style-type: none"> <li>1. Read the Cascading Consequences chart for industrial management of water, looking for consequences of the industrial management of water.</li> <li>2. Use these consequences to decide who the stakeholders are.</li> <li>3. Fill in the rest of the columns for each stakeholder.</li> <li>4. Refer to the researcher's notebook if necessary for clarification or ideas.</li> </ol> </li> <li>• Invite students to work with their partner to add to the chart. Be sure to indicate that they can use all parts of their notes, not just the one you modeled.</li> <li>• As students work, circulate to observe and assist. Ask them about each column; in particular, have them articulate the reasoning behind their choices of stakeholders.</li> <li>• After 6 minutes, invite one partnership to explain what they added to their chart. Make these additions to the display chart as they speak. During the explanation, cold call other students to answer these questions:             <ul style="list-style-type: none"> <li>* "Did you identify the same stakeholder as the presenting partnership? Why or why not?"</li> <li>* "Would you make any changes to this? What would you change? Why?"</li> </ul> </li> <li>• After discussing the presenting partnership's additions to the chart, ask students to work with their own partner to revise their Stakeholder chart.</li> <li>• Cold call two or three students to explain how they revised their chart and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep in mind that this lesson requires visual comparison and written transferral of information. If students are visually or physically challenged, this process might be modified for them ahead of time so they are not unnecessarily impeded in categorizing and analyzing the evidence. Possible modifications include partially filled-in Stakeholder charts; creating a Stakeholder chart on chart paper and/or lined paper; or giving the students items from the research notes on sticky notes to physically sort on the Stakeholder charts.</li> <li>• The lesson hinges on the accurate and full completion of the Cascading Consequences charts. Think ahead to whether any previous modifications to these materials for students with special needs should be replicated here. Also, if a student struggles with gathering information on the Cascading Consequences charts, consider pairing him or her with a proficient student or giving examples from the text on sticky notes.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Application: Partner Work to Add to the Stakeholder Chart of the Industrial Management of Water Chart (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to continue to work with their partner on the chart. They will share these additions during the Debrief in a few minutes.</li><li>• Circulate to offer individual assistance. Monitor that students are using their notes and charts on <i>industrial</i> use of water.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to find a new partner and follow these steps:<ol style="list-style-type: none"><li>1. Show your Stakeholder chart to your partner and point out the parts that you just added.</li><li>2. Share with your partner one box that you feel very sure of. Explain why you are confident in this.</li><li>3. Share with your partner one box that you are unsure of. Explain why you are unsure.</li><li>4. Ask your partner for any guidance with the answer you are unsure of.</li></ol></li><li>• Invite students to return to their original partners, share new insights, and revise their Stakeholder chart if needed.</li><li>• Review the learning target:<ul style="list-style-type: none"><li>* "I can create a Stakeholder chart based on industrial management of water, using my industrial management of water Cascading Consequences chart and researcher's notebook."</li></ul></li><li>• Using the Fist to Five Checking for Understanding technique, ask students to assess themselves on the target.</li></ul>	



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish the industrial Stakeholder chart, using your industrial management of water Cascading Consequences chart and researcher's notebook as resources.</li><li>• When finished, complete independent reading.</li></ul>	<ul style="list-style-type: none"><li>• This homework is detailed and challenging. Depending on the effort and abilities of your students, consider differentiating the homework according to demonstrated level of need. Students who complete the chart in class may be given the "Learning to Make Decisions Systematically" article for further reading, for example (see Teaching Notes; this article can be found as a part of the Module Overview document). Other students may be sent home with specified manageable amount of rows to develop on their chart, or given a specific Stakeholder category to develop.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B Unit 2: Lesson 12

## Supporting Materials



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**Sample Stakeholder Chart**  
For Free Soda in the School Lunchroom

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What is the option being considered? To make soda available for free during school lunches.**

Stakeholder	What way will this stakeholder be affected?	Is this an intended or unintended consequence?	Is this a positive or negative consequence?	If the consequence is negative, do you feel it is offset by greater good elsewhere?	How important to you are the interests of this stakeholder?  1-very 2-somewhat 3-not so much
<b>Students</b>	Students will enjoy the free soda but may react badly to the increased sugar and caffeine.	enjoyment = intended  bad physical reactions = unintended	enjoyment = positive  bad physical reactions = negative	no	1
<b>Teachers</b>	Students may be wired and/or crashing due to soda consumption, unable to concentrate.	unintended	negative	no	1
<b>Parents</b>	will need to handle students influenced by sugar and caffeine; possible increase in cavities/dental work	unintended	negative	no	1
<b>School Nurse</b>	will need to handle more medical emergencies brought on by increased sugar and caffeine consumption	unintended	negative	no	2

**Stakeholder Chart**  
For Industrial Management of Water

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What is the option being considered (from Fishman or your own research)?**

Stakeholder	What way will this stakeholder be affected?	Is this an intended or unintended consequence?	Is this a positive or negative consequence?	If the consequence is negative, do you feel it is offset by greater good elsewhere?	How important to you are the interests of this stakeholder? 1-very 2-somewhat 3-not so much

**Stakeholder Chart**

For Industrial Management of Water - For Teacher Reference

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**What is the option being considered?**

*To begin reforming our water management with industrial management of water.*

Stakeholder	What way will this stakeholder be affected?	Is this an intended or unintended consequence?	Is this a positive or negative consequence?	If the consequence is negative, do you feel it is offset by greater good elsewhere?	How important to you are the interests of this stakeholder? 1-very 2-somewhat 3-not so much
Royal Caribbean company	save money; save water	intended	positive	n/a	3
employees	learn new routines (they may be easier)	intended	negative; if easier routines, positive	yes	2
passengers	eat better-chilled food on rocks	unintended	positive	n/a	1



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 2: Lesson 13**

## **Forming a Research-Based Claim: Stakeholder Chart on Better Agricultural Water Management**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

I can use my experience and knowledge of language and logic to address problems and advocate persuasively. (RI.7.9a, SL.7.2a)

**Supporting Learning Targets**

- I can create a Stakeholder chart based on agricultural management of water, using my Cascading Consequences chart for agricultural management of water and researcher's notebook.
- I can use my knowledge of industrial and agricultural management of water to advocate persuasively for one side or another.
- I can practice the skills and expectations of a Fishbowl discussion.

**Ongoing Assessment**

- Stakeholder chart for industrial management of water (from homework)
- Stakeholder chart for agricultural management of water
- Industrial/Agricultural Fishbowl graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Sharing Stakeholder Charts for Industrial Management of Water from Homework; Reviewing Learning Targets (7 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Creating Stakeholder Chart for Agricultural Management of Water (15 minutes)</li><li>B. Position Power-Talk: World Cafe (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Prepare the graphic organizer for the agriculture/industry Fishbowl discussion in the next lesson.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students complete the series of lessons that have helped them prepare their research for both a Fishbowl discussion (in Lessons 14 and 15) and the eventual position paper/essay in Unit 3 in which they will answer this prompt: “Which category of water management would be a good place to begin to make the way we manage water more sustainable?” If you have not done so already, preview Unit 3 to be more oriented to this culminating task.</li><li>• The Fishbowl serves as the first half of the End of Unit 2 Assessment; the second half of the assessment is the preparation of a visual aid (during Lessons 16 and 17) based on the students’ research and Fishbowl discussion.</li><li>• Students will create the final Stakeholder chart independently but will have an opportunity to share and add knowledge once the chart is complete.</li><li>• Based on your preference, you may collect the Stakeholder chart for agricultural management of water as an additional assessment, but this is not required. If collecting as an assessment, do so in Lesson 15, so students can use the Stakeholder charts to prepare for the Fishbowl discussion.</li><li>• See the Teaching Note at the end of this lesson about assigning students to groups for the Fishbowl discussion.</li><li>• Stakeholder charts and Fishbowl discussions require an intimate understanding of position and opinion; as much as possible, encourage students to imagine themselves “in the shoes” of the stakeholders in industry and agriculture. To that end, in this lesson and those following, consider using props, costume pieces, or simple signs that indicate to the students what “role” they are taking at any given point. For example, during the World Café, as students talk through questions that relate to the agricultural management of water, they might put on a farmer’s straw hat or cap, or prop up a sign with agricultural graphics or pictures on their desks.</li><li>• Students should be familiar with and move fairly quickly through the World Café protocol; however, based on the needs of your students, this lesson may take more than 45 minutes. Consider breaking the lesson across two days (splitting it between Rounds II and III of the World Café protocol) or reducing the number of rounds.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Encourage students to return to their original texts at any point for any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.</li><li>• In advance: set up the materials for the World Café.</li><li>• In advance: create Recording Charts: on chart paper; one per group of four, labeled “Recording Chart #1, 2, 3, 4, etc., depending on the number of groups you have when students are divided into fours).</li><li>• Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Cascading Consequences chart for agricultural management of water (from Lesson 11; one per student)</li><li>• Researcher’s notebook (begun in Lesson 3; one per student)</li><li>• Stakeholder chart for agricultural management of water (from Lesson 12; one per student)</li><li>• Stakeholder chart tips (one to display)</li><li>• Document camera</li><li>• Unit 3 essay prompt (from Lesson 11; one to display)</li><li>• Recording charts (Markers - one per group of four)</li><li>• Table cards (one per group of four)</li><li>• Discussion protocols (one per group of four)</li><li>• World Café protocol directions (one to display; see Appendix)</li><li>• Sample Stakeholder chart for agricultural management of water (for teacher reference)</li><li>• Industrial/Agricultural Fishbowl graphic organizer, Parts I and II (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Sharing Stakeholder Charts for Industrial Management of Water from Homework; Reviewing Learning Targets (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students work with a partner to compare and contrast their Stakeholder charts for industrial management of water from homework. Have pairs ask each other:<ul style="list-style-type: none"><li>* “What is your strongest stakeholder row—the one you feel the most confident about?”</li><li>* “Do you have any questions about what you wrote last night?”</li></ul></li><li>• Students should copy their partner’s strongest stakeholder onto their own chart. Circulate during this discussion and provide answers if needed.</li><li>• Have students read the learning targets aloud with you:<ul style="list-style-type: none"><li>* “I can create a Stakeholder chart based on agricultural management of water, using my Cascading Consequences chart for agricultural management of water and researcher’s notebook.”</li><li>* “I can use my knowledge of industrial and agricultural management of water to advocate persuasively for one side or another.”</li><li>* “I can practice the skills and expectations of a Fishbowl discussion.”</li></ul></li><li>• Note that the targets indicate that today’s lesson is going to be full, but active. Let students know that today they are in the home stretch and will begin preparations for the End of Unit 2 Assessment in Lessons 14–17. Congratulate them for their hard work up to this point.</li><li>• Ask them to turn to an elbow partner and discuss briefly how the last two learning targets will help them prepare for the end of unit assessment. Listen for: “We’re going to practice our speaking and listening skills today,” “We’re going to get a chance to prepare our thoughts for the Fishbowl discussion,” and “We get to try out our ideas before we’re assessed.”</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Creating Stakeholder Chart for Agricultural Management of Water (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students take out their <b>Cascading Consequences chart for agricultural management of water</b> and their <b>researcher's notebook</b>.</li><li>• Distribute the <b>Stakeholder chart for agricultural management of water</b>.</li><li>• Explain that students will independently create their Stakeholder chart for agricultural management of water based on their corresponding Cascading Consequences chart.</li><li>• Display the <b>Stakeholder chart tips</b> under the <b>document camera</b>:<ol style="list-style-type: none"><li>1. Remember to use your Stakeholder chart for industrial management of water as a model.</li><li>2. Go back to your researcher's notebook for further clarification and ideas.</li><li>3. Remember to put yourself in the shoes of the stakeholders.</li></ol></li><li>• Circulate as students work silently and independently.</li><li>• With 5 minutes left in the Work Time, have students get up for a quick 30-second stretch.</li><li>• Ask students to find a new partner to compare and contrast their Stakeholder chart and discuss these questions:<ul style="list-style-type: none"><li>* "What is your strongest stakeholder row—the one you feel the most confident about?"</li><li>* "Do you have any questions about what you wrote just now?"</li></ul></li><li>• Students should copy their partner's strongest stakeholder onto their own chart. They should also attempt to clarify any questions their partners came across while doing the homework. Circulate during this discussion and provide answers if needed. (See <b>Sample Stakeholder chart for agricultural management of water (for teacher reference)</b>).</li></ul>	<ul style="list-style-type: none"><li>• When possible, have students who need physical activity take on the active roles of managing and writing on charts or handing out materials.</li><li>• After lengthy stretches of writing or reading in which students are remaining still or seated, provide a "stretch" or "brain" break before continuing on to the next activity (for example, between Work Time A and Work Time B). Research indicates that these breaks are necessary for retention of information, especially for boys, who need multiple breaks away from the material to maximize their learning.</li><li>• Consider doing a "mop-up model" in the middle of this Work Time, should students demonstrate that they need extra assistance. Follow the think-aloud model used in Lesson 12, substituting the agricultural charts for the industrial charts.</li></ul>



Work Time (continued)	Meeting Students' Needs
	<ul style="list-style-type: none"><li>• Keep in mind that this lesson requires visual comparison and written transferral of information. If students are visually or physically challenged, this process might be modified for them ahead of time so they are not unnecessarily impeded in categorizing and analyzing the evidence. Possible modifications include partially filled-in Stakeholder charts; creating a Stakeholder chart on chart paper and/or lined paper; or giving the students items from the research notes on sticky notes to physically sort on the Stakeholder charts.</li><li>• The lesson hinges on the accurate and full completion of the Cascading Consequences charts. Think ahead to whether any previous modifications to these materials for students with special needs should be replicated here. Also, if a student has struggled with gathering the information on the Cascading Consequences charts, consider pairing him or her with a proficient student or giving examples from the text on sticky notes.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Position Power-Talk: World Café (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Make sure students have both of their Stakeholder charts and a writing utensil.</li> <li>• Refer them back to the <b>Unit 3 essay prompt</b>: “Which category of water management would be a good place to begin to make the way we manage water more sustainable?” Let them know that they will now participate in a discussion activity that will help them decide what the answer to that question should be.</li> <li>• Arrange students into groups of four, with each quad sitting at a table with materials for the World Café: <b>recording chart</b>, a <b>marker</b>, a <b>table card</b>, and <b>discussion protocols</b>.</li> <li>• Students must bring their charts and writing utensils with them through the World Café.</li> <li>• The four table cards will pose the following four questions, one on each card:             <ul style="list-style-type: none"> <li>– “Who are the most important stakeholders in the <i>agricultural</i> management of water, and why?”</li> <li>– “Who are the most important stakeholders in the <i>industrial</i> management of water, and why?”</li> <li>– “Discuss the <i>positive</i> consequences listed on your Stakeholder charts for both agricultural and industrial management of water. Which ones do you feel are the most powerful, and why?”</li> <li>– “Discuss the most <i>negative</i> consequence listed on your Stakeholder charts for both agricultural and industrial management of water. How could this strengthen an argument? How could this weaken an argument?”</li> </ul> </li> <li>• Display the World Café protocol directions on the document camera or on a chart. Briefly review the protocol directions.</li> <li>• Remind students that they may have done this protocol once before, in Module 2A. Remind them that it will feel fast-paced at first, because it’s designed to give every student a chance to think for a bit about each question. Caution students that you will interrupt their conversations, but they will have a chance to keep working with their ideas at the end of the activity. Review the simple signal you will use to indicate when each round is done (e.g., raising hands, clapping).</li> <li>• Note that this is also an activity in which students will practice conducting civil, respectful conversations with one another about the subject material. Refer back to the second and third learning targets:             <ul style="list-style-type: none"> <li>* “I can use my knowledge of industrial and agricultural management of water to advocate persuasively for one side or another.”</li> <li>* “I can practice the skills and expectations of the Fishbowl discussion.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like World Café) allows for total participation of students. It encourages critical thinking, collaboration, mixed-level groups, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> <li>• If necessary, to accommodate the size of your classes, either eliminate or add a round to the World Café. Note that if you must add a round, you also need to develop an additional table card discussion question. Note also that if you eliminate a round, the other table card questions may need to be adjusted to ensure that students have an equal opportunity to discuss both Stakeholder charts.</li> <li>• Students may have engaged in the World Café protocol before, in Module 2A. If not, consider how you might need to adapt this Work Time to introduce the World Café as a new activity.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• <b>Round I:</b></li><li>• Ask each quad to choose a student to be the “Recorder” for the first round. The Recorder will write down ideas from the group’s conversation on the recording chart at the table. Ask all groups to have their Recorder raise his or her hand.</li><li>• Remind students to use both of their Stakeholder charts to support their discussions.</li><li>• Focus the class on the discussion protocols. State that these are the same protocols for which they will be assessed in the next lesson’s Fishbowl. Ask students to read the discussion protocols aloud:<ul style="list-style-type: none"><li>– Present your claim in a focused, coherent manner.</li><li>– Incorporate relevant facts, descriptions, details, and examples to support your claim.</li><li>– Present evidence in a logical and convincing manner.</li><li>– Use appropriate eye contact.</li><li>– Use adequate volume.</li><li>– Use clear pronunciation.</li><li>– Use formal English.</li><li>– Take notes on what your classmates are saying when it is not your turn to speak.</li></ul></li><li>• Focus groups on the question on their table card prompts. Ask them to read the question aloud and then discuss that question. Ask the Recorder to take notes on the table’s recording chart. Remind Recorders to make their letters about 1 inch high so that their writing will be visible when posted at the end of the activity.</li><li>• After 3 minutes, use the signal to get students’ attention. Explain the transition that they will do momentarily:<ul style="list-style-type: none"><li>– The Recorders will stay seated at the table where they have been working.</li><li>– The other students in each quad will stand and rotate together to the table in the next section with different table card prompts.</li></ul></li><li>• Signal students to transition quickly and quietly.</li><li>• <b>Round II:</b></li><li>• Give specific positive praise for strong discussions—e.g., text-based, focused on the question, building on each other’s ideas, asking each other questions, and following the discussion protocols.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Be sure that the Round I Recorder has remained at his/her original table. Tell the class the following three steps, then prompt them to begin:<ul style="list-style-type: none"><li>– The Round I Recorder summarizes the conversation that happened at that table during Round I.</li><li>– Choose a new Round II Recorder from the new students at the table.</li><li>– The new group reads the discussion protocols and the question on their table card prompt, then begins a discussion about that question.</li></ul></li><li>• Remind students to use their charts to support their discussions. Prompt the Round II Recorder to take notes on the table's recording chart. Remind Recorders to make their letters about 1 inch high so that their writing will be visible when posted at the end of the activity.</li><li>• After 3 minutes, use the signal to get students' attention. Remind them of the transition:<ul style="list-style-type: none"><li>– Round II Recorders will stay seated at the table where they have been working.</li><li>– The other students in each quad will stand and rotate together to the table in the next section with different table card prompts.</li></ul></li><li>• Signal the transition to Round III.</li><li>• <b>Round III:</b></li><li>• Give specific positive praise for strong discussions—e.g., text-based, focused on the question, building on each other's ideas, asking each other questions, and following the discussion protocols.</li><li>• Repeat the process from Round II.</li><li>• Be sure that the Round II Recorder has remained at his/her Round II table. Review the three steps, then prompt them to begin:<ul style="list-style-type: none"><li>– The Round II Recorder summarizes the conversation that happened at that table during Round II.</li><li>– Choose a <i>new</i> Round III Recorder from the new students at the table.</li><li>– The new group reads the question on their table card prompt, then begins a discussion about that question.</li></ul></li><li>• Remind them to use their charts to support their discussions. Prompt the new Recorder to take notes on the table's recording chart. Remind Recorders to make their letters about 1 inch high so that their writing will be visible when posted at the end of the activity.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 3 minutes, use the signal to get students' attention. Remind them of the transition:<ul style="list-style-type: none"><li>– Round III Recorders will stay seated at the table where they have been working.</li><li>– The other students in each quad will stand and rotate together to the table in the next section with different table card prompts.</li></ul></li><li>• Signal the transition to Round IV.</li><li>• <b>Round IV:</b></li><li>• Give specific positive praise for strong discussions—e.g., text-based, focused on the question, building on each other's ideas, asking each other questions, and following the discussion protocols.</li><li>• Repeat the process from Round III.</li><li>• Be sure that the Round III Recorder has remained at his/her Round III table. Review the three steps, then prompt them to begin:<ul style="list-style-type: none"><li>– The Round III Recorder summarizes the conversation that happened at that table during Round III.</li><li>– Choose a <i>new</i> Round IV Recorder from the new students at the table.</li><li>– The new group reads the discussion protocols and the question on their table card prompt, then begins a discussion about that question.</li></ul></li><li>• After 3 minutes, use the signal to get students' attention. At this point, students should have discussed each of the questions on the table card prompts. Thank them for their participation and collaboration during the World Café. Point out several specific things you noticed about how they used the protocol more effectively this time than the first time.</li><li>• Ask all Round IV Recorders to bring their recording charts to the front of the room and post them so that they are visible to all.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (3 minutes)</b></p> <ul style="list-style-type: none"><li>Refer students back to the learning targets:<ul style="list-style-type: none"><li>* "I can create a Stakeholder chart based on agricultural management of water, using my agricultural management of water Cascading Consequences chart and researcher's notebook."</li><li>* "I can use my knowledge of industrial and agricultural management of water to advocate persuasively for one side or another."</li><li>* "I can practice the skills and expectations of a Fishbowl discussion."</li></ul></li><li>Ask students to think of one thing they saw or heard today that helped make discussions effective. When they have thought of one, they should raise their hands. When more than half the class has a hand up, cold call several students to share their thinking.</li><li>Have students do a Heads Down, Hands Up closing activity. Ask them to put their heads down on their desks and raise their hands when you say the sentence that best applies to them:<ul style="list-style-type: none"><li>* "I am ready for the Fishbowl discussion."</li><li>* "I am going to need to review my notes and discussion skills a bit before the Fishbowl discussion."</li><li>* "I need some significant practice at home before the Fishbowl discussion."</li></ul></li><li>Distribute the <b>Industrial/Agricultural Fishbowl graphic organizer, Parts I and II</b>. Remind students that they should take all their charts and the researcher's notebook home tonight to help them complete the graphic organizer.</li></ul>	<ul style="list-style-type: none"><li>Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li></ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete the Industrial/Agricultural Fishbowl graphic organizer.</li></ul> <p><i>Notes: Before Lesson 14, assign each student to one of two groups: those arguing that water reform should begin with agriculture, and those arguing that water reform should begin with industry. One group will participate in a Fishbowl discussion in Lesson 14 while the other listens and takes notes; the groups will “flip” for Lesson 15. Do not inform students ahead of time which group they have been assigned to. Students are expected to complete activities and homework relating to both agricultural and industrial management of water.</i></p> <p><i>Also see Lesson 14's Teaching Notes and Work Time A to prepare accordingly to model the speaking techniques students will be asked to use during the Fishbowl discussion.</i></p>	



EXPEDITIONARY  
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# Grade 7: Module 4B: Unit 2: Lesson 13

## Supporting Materials



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### Stakeholder Chart Tips

.....  
**Name:**

.....  
**Date:**

**Remember to use your Stakeholder chart for industrial management of water as a model. Go back to your researcher's notebook for further clarification and ideas. Remember to put yourself in the shoes of the stakeholders.**



Table Cards

Name:

Date:

**Who are the most important stakeholders in the *agricultural* management of water, and why?**

**Who are the most important stakeholders in the *industrial* management of water, and why?**

**Discuss the *positive* consequences listed on your Stakeholder charts for both agricultural and industrial management of water. Which ones do you feel are the most powerful, and why?**

**Discuss the most *negative* consequence listed on your Stakeholder charts for both agricultural and industrial management of water. How could this strengthen an argument? How could this weaken an argument?**



Discussion Protocols

**Review Your Discussion Protocols**

- Present your claim and evidence in a focused, logical, coherent manner.
- Incorporate relevant facts, descriptions, details, and examples to support your claim.
- Use appropriate eye contact.
- Use adequate volume.
- Use clear pronunciation.
- Use formal English.
- Take notes on what your classmates are saying when it is not your turn to speak.





**Sample Stakeholder Chart**  
For Agricultural Management of Water For Teacher Reference

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**What is the option being considered?**

*To begin reforming our water management with agricultural management of water.*

Stakeholder	What way will this stakeholder be affected?	Is this an intended or unintended consequence?	Is this a positive or negative consequence?	If the consequence is negative, do you feel it is offset by greater good elsewhere?	How important to you are the interests of this stakeholder? 1-very 2-somewhat 3-not so much
<b>farmers</b>	will need to radically revise methods of growing, or possibly get out of the business altogether	Former: intended. Latter: unintended.	Globally positive, but possibly personally negative.	Yes	1
<b>Consumers of product (ex: rice)</b>	Prices may go up if more expensive production is required, or product becomes scarcer	unintended	negative	Yes	1
<b>Consumers of water</b>	Water will be treated and conserved more sustainably	intended	positive	Yes	1



Industrial/Agricultural Fishbowl  
Graphic Organizer: Part I

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Claim:** We should begin to manage water better by addressing water use in industry instead of agriculture.

Evidence	
Who are the most important stakeholders in industrial water use?	What positive consequences are there for addressing water use in industry?
What can be done to change the negative consequences of addressing water use in industry?	Using the information in the three other boxes, summarize here why industry's use of water should be addressed before agriculture.
If you are a listener instead of a participant in the Fishbowl discussion today, take notes on what you hear in this space.	



Industrial/Agricultural Fishbowl

Graphic Organizer: Part II

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Claim:** We should begin to manage water better by addressing water use in agriculture instead of industry.

Evidence	
Who are the most important stakeholders in agricultural water use?	What positive consequences are there for addressing water use in agriculture?
What can be done to change the negative consequences of addressing water use in agriculture?	Using the information in the three other boxes, summarize here why agriculture's use of water should be addressed before industry.
If you are a listener instead of a participant in the Fishbowl discussion today, take notes on what you hear in this space.	



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 2: Lesson 14**

## **End of Unit 2 Assessment, Part 1A:**

### **Fishbowl on Better Use of Water in Agriculture**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can present claims and findings with descriptions, facts, details, and examples, using effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)
- I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)
- I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)
- I can self-select a text based on personal preferences and read it independently. (RI.7.11a)

**Supporting Learning Targets**

- I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.
- I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.
- I can self-select a text based on personal preferences and read it independently.

**Ongoing Assessment**

- Ticket to Enter
- End of Unit 2 Assessment, Part 1A: Fishbowl



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Ticket to Enter (8 minutes)</li> <li>B. Reviewing Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Teacher Models Fishbowl Speaking Techniques (3 minutes)</li> <li>B. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes)</li> <li>C. Stakeholder Charts and Reflection (5 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Checking In on Independent Reading (12 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson is in many ways a culmination and celebration of the reading and research students have done thus far in this unit. It provides an opportunity for each student to share his or her learning aloud with the class, as well as to learn from classmates' research before committing to a position.</li> <li>• The Ticket to Enter is a written synthesis of the preparation students have done for homework the night before and addresses the standard RI.7.9a, which asks students to advocate persuasively. Consider collecting and assessing it to see how your students are performing on that standard.</li> <li>• Review the Fishbowl Prep: Teacher Model (see supporting materials) to prepare to model the speaking techniques you are asking students to use during the Fishbowl (such as appropriate volume and eye contact). Explain that you are modeling a third option—changing personal water use—instead of agricultural or industrial use, so they can learn from you without you giving any “answers” away.</li> <li>• In Work Time C, students perform one of their routine independent reading check-ins. Use whichever structure you have established with your class to do this. For ideas, see the stand-alone document on EngageNY.org: “Launching Independent Reading in Grades 6–8: Sample Plan.” The routine you have or will establish should support students in checking to see if they met their previous goal and set a new goal, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.</li> <li>• Remember that the Fishbowl is the first half of the End of Unit 2 Assessment; the second half is the preparation of a visual aid (Lessons 16 and 17) based on the students' research and Fishbowl discussion.</li> <li>• In advance: Make sure you have decided on a routine for checking in about independent reading; review the Fishbowl protocol (see Appendix). Some teachers like to keep a tally of how many times each student participates. Others assess using a checklist as students are speaking. You might even consider videotaping the Fishbowl to watch and assess later.</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
advocate	<ul style="list-style-type: none"> <li>• Ticket to Enter (one per student)</li> <li>• Industrial/Agricultural Fishbowl Graphic Organizer: Part I (from Lesson 13)</li> <li>• Fishbowl Prep: Teacher Model (for teacher reference)</li> <li>• End of Unit 2 Assessment, Part 1 (one per student)</li> <li>• End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist (for teacher reference)</li> <li>• Stakeholder chart for agricultural management of water (from Lesson 13)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Ticket to Enter (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• As students enter the room, distribute the <b>Ticket to Enter</b>. Ask them to take out their <b>Industrial/Agricultural Fishbowl Graphic Organizer: Part I</b> as a reference to help them fill out the Ticket to Enter.</li> <li>• Collect the tickets.</li> </ul>	<ul style="list-style-type: none"> <li>• Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials and handouts.</li> </ul>
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets aloud: <ul style="list-style-type: none"> <li>* “I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.”</li> <li>* “I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.”</li> <li>* “I can self-select a text based on personal preferences and read it independently.”</li> </ul> </li> <li>• Ask students to raise their hands if they think they know what the word <i>advocate</i> means. Cold call a student who has raised his or her hand.</li> <li>• Listen for: “help,” “support,” or “persuade.” You may want to reiterate that “to advocate for” something is to support it and defend it, and that the noun form of advocate means “a supporter.”</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Teacher Models Fishbowl Speaking Techniques (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Use the <b>Fishbowl Prep: Teacher Model (for teacher reference)</b> as a guide as you model the appropriate speaking techniques you would like students to use in the Fishbowl.</li><li>• When you are done, ask the class:<ul style="list-style-type: none"><li>* “What speaking techniques did you notice me use?”</li></ul></li><li>• Cold call several students to share out. Listen for: “You looked at us, not just your paper,” “You spoke in a respectful tone,” “You spoke loudly enough for us to hear you,” and “You spoke formally and used vocabulary words.”</li><li>• Refer students to the checklist at the bottom of their Industrial/Agricultural Fishbowl Graphic Organizer: Part I. Invite them to read the checklist and note whether you followed all of the criteria (with the exception of taking notes).</li><li>• Ask students to hold up a Fist to Six (since there are six criteria) to show how many of the items on the checklist you displayed.</li><li>• Look at how many fingers students are holding up. If any students rate you lower than a 6, call on them and ask them to clarify what they saw.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>B. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 2 Assessment, Part 1 handout</b>.</li><li>• Review this document with the class by calling on several students to read different sections aloud. Stop and check for understanding before you move on.</li><li>• Announce that the group of students defending making changes in agriculture will go first. Invite students to make two concentric circles with their desks, with those assigned to agriculture on the inside. Remind them to bring their Industrial/Agricultural Fishbowl Graphic Organizer: Part I with them.</li><li>• Remind students of the speaking techniques and sentence starters. Emphasize that the more they can connect to and build on what their classmates have said, the more successful the conversation will be. Ask students to encourage each other to speak and to invite each other's ideas.</li><li>• Explain that you will announce the official start and end of the Fishbowl, and you will step in only to ask clarifying questions if necessary.</li><li>• Begin the Fishbowl by rereading the prompt: "Defend this claim: We should begin to manage water better by addressing water use in agriculture first instead of industry." Announce that the Fishbowl will now begin.</li><li>• Allow students to talk for approximately 10 minutes, depending on the direction the conversation is heading and its general flow. Feel free to interject if you feel that a student would benefit by being prodded with a clarifying question or an invitation to speak.</li><li>• Give students a 2-minute warning before you end the Fishbowl.</li><li>• After the allotted time, during a natural stopping place, announce that the Fishbowl will now conclude.</li></ul>	<ul style="list-style-type: none"><li>• Some students may need extra encouragement to participate in the Fishbowl and share their ideas out loud. Use your discretion to interject if you notice that a student has not spoken yet and say something like: "I'd like to invite any students who haven't spoken yet to share their opinions." Alternatively, you could ask individual students to share their ideas in a supportive way. Use your judgment as to what would be most supportive to each individual student. You could also select certain students as "leaders" in advance and ask them privately to help prompt quieter students to speak during the Fishbowl.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Stakeholder Charts and Reflection (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>Stakeholder chart for agricultural management of water</b>. Assign students to a partner from the opposite group (one partner defending industry; the other partner defending agriculture) and ask them to sit together with their charts and a writing utensil.</li><li>• Prompt students to review the information discussed in the Fishbowl and, using memory and notes from the Fishbowl, to fill in more details on their Stakeholder charts.</li><li>• After a few minutes, refocus the class. Explain that you will debrief the Fishbowl together, checking in on how the whole class did on the first two learning targets of the day.</li><li>• Ask students to hold up a Fist to Five, demonstrating how well they think the class collectively achieved the learning targets. Read them one at a time:<ul style="list-style-type: none"><li>* “I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.”</li><li>* “I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.”</li></ul></li><li>• Invite students to look at each other’s assessments and remind them that they will have another chance tomorrow to address these learning targets.</li><li>• Explain that now the class will address the third learning target as you transition to independent reading.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Checking In on Independent Reading (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: “Launching Independent Reading in Grades 6–8: Sample Plan.” Remember that in this time:<ul style="list-style-type: none"><li>– Students need time to talk with a peer about their book.</li><li>– You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</li><li>– Students need to check in to see if they met their last goal and then set a new goal.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and to monitor their progress.</li><li>• In the next independent reading check-in, prioritize talking with students who did not meet their goals.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent reading book.</li></ul>	



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# Grade 7: Module 4B: Unit 2: Lesson 14

## Supporting Materials



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Ticket to Enter

---

Name:

---

Date:

---

Using your Industrial/Agricultural Fishbowl Graphic Organizer: Part I as a guide, respond one of the following prompts, depending on which topic you have been selected to defend:

- If you are supporting the claim that we should address **industry** first, respond to this prompt:

Pretend it is just before class and a classmate in the hallway says, “It’s clear that solving water management issues in industry is the way to go. It would have a much greater impact.” Now, in a paragraph below, use logic and reasoning to prove your classmate wrong. Imagine you are responding to the comment and advocate for the position that industry could have a greater impact on water management than agriculture.

- If you are supporting the claim that we should address **agriculture** first, respond to this prompt:

Pretend it is just before class and a classmate in the hallway says, “It’s clear that solving water management issues in agriculture is the way to go. It would have a much greater impact.” Now, in a paragraph below, use logic and reasoning to prove your classmate wrong. Imagine you are responding to the comment and advocate for the position that agriculture could have a greater impact on water management than industry.



Fishbowl Prep: Teacher Model  
For Teacher Reference

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Imagine you are a student about to participate in a Fishbowl discussion. Pretend that you filled out the following note-catcher for homework last night. Use it as an outline from which to speak to the class about how the first step to better water management is changing our personal use (as opposed to industry or agriculture).

Speak to the class for 1 to 2 minutes, convincing them of your claim, and use the notes below and the Assessment Checklist (see the End of Unit 2 Assessment—Teacher Assessment Checklist) as your guide. The goal is to model the appropriate speaking techniques you would like students to emulate as they participate in the Fishbowl.

**Claim:** We should begin to manage water better by addressing personal use first.

Evidence	
<p>Who are the most important stakeholders in personal water use?</p> <ul style="list-style-type: none"> <li>• <b>Every single individual is a stakeholder.</b></li> <li>• <b>It is easier to control our own actions rather than someone else's, especially if it's a big industry.</b></li> </ul>	<p>What positive consequences are there for addressing personal water use?</p> <ul style="list-style-type: none"> <li>• <b>Every single drop can make a difference; we can save billions of gallons a day.</b></li> <li>• <b>We can save 150 gallons of water per month if we shorten our showers.</b></li> <li>• <b>We can save 10 gallons of water every hour if we turn off our electronic devices.</b></li> <li>• <b>We can control how much water we use individually.</b></li> </ul>



Fishbowl Prep: Teacher Model  
For Teacher Reference

Who are the most important stakeholders in personal water use?

- **Every single individual is a stakeholder.**
- **It is easier to control our own actions rather than someone else's, especially if it's a big industry.**

Using the information in the three other boxes, summarize here why personal use of water should be addressed before agriculture or industry.

**Because the only thing we can really control is ourselves, it makes sense to start by changing our personal use of water to address the water shortage. By making small changes in our water use habits at home with toilets, showers, and swimming pools, unplugging electronics, and being careful consumers, we could help to prevent a water shortage. Then we can get industry and agriculture on our side.**



End of Unit 2 Assessment  
Part 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning targets addressed in this assessment:**

- I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)
- I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)
- I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)
- I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (SL.7.9a)

**Directions:** In a Fishbowl discussion with your class, you will take a stand on one of the following prompts, assigned to you by your teacher. You may use your Ticket to Enter to help you provide evidence when you speak. When it is not your turn to participate in the Fishbowl, you will take notes on what your classmates say (in a separate section of your Ticket to Enter) so you can add them later to your Stakeholder chart.

**The Prompts:**

**1A. Defend this claim:** We should begin to manage water better by addressing water use in industry first instead of agriculture.

Use concrete evidence from your reading and research to support this claim.

**1B. Defend this claim:** We should begin to manage water better by addressing water use in agriculture first instead of industry.

Use concrete evidence from your reading and research to support this claim.



End of Unit 2 Assessment  
Part 1

**The checklist below is how the teacher will assess you. When participating in the Fishbowl, keep the criteria below in mind.**

During the Fishbowl, I am expected to ...	✓
Present my claim and evidence in a focused, logical, and coherent manner	
Incorporate relevant facts, descriptions, details, and examples to support claim	
Use appropriate eye contact	
Use adequate volume	
Use clear pronunciation	
Use formal English: <ul style="list-style-type: none"><li>• Academic and domain-specific vocabulary</li><li>• Language that expresses ideas precisely, eliminating wordiness and redundancy</li></ul>	
Take notes on what my classmates are saying when it is not my turn to speak	



**End of Unit 2 Assessment, Part 1:**  
Teacher Assessment Checklist For Teacher Reference

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

During the Fishbowl, I am expected to ...	✓
Present my claim and evidence in a focused, logical, and coherent manner	
Incorporate relevant facts, descriptions, details, and examples to support claim	
Use appropriate eye contact	
Use adequate volume	
Use clear pronunciation	
Use formal English: <ul style="list-style-type: none"><li>• Academic and domain-specific vocabulary</li><li>• Language that expresses ideas precisely, eliminating wordiness and redundancy</li></ul>	
Take notes on what my classmates are saying when it is not my turn to speak	



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 2: Lesson 15**

## **End of Unit 2 Assessment, Part 1B:**

### **Fishbowl on Better Use of Water in Industry**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)

I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)

I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)

I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)

**Supporting Learning Targets**

- I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.
- I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.

**Ongoing Assessment**

- End of Unit 2 Assessment, Part 1 B: Fishbowl
- Thinking Log



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Reflection on Fishbowl (4 minutes)</li> <li>B. Reviewing Learning Targets (1 minute)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. End of Unit 2 Assessment, Part 1B: Fishbowl (15 minutes)</li> <li>B. Stakeholder Charts (5 minutes)</li> <li>C. Choose a Position (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Thinking Log and Share Out (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Fill out your Decision Statement graphic organizer in preparation for your presentation.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson is a continuation of the previous lesson's Fishbowl and serves as the transition between discussing different possible solutions to water management to homing in on one.</li> <li>• After the second round of the Fishbowl is complete and students have heard both sides, they will make a decision about which category of water management they think is truly the best place to start making changes to improve water sustainability.</li> <li>• Today's lesson allows for some reflection in students' Thinking Logs on how the Fishbowls have helped to refine and clarify their thinking about this topic. It would be beneficial to have students share these ideas with each other to debrief. Also consider collecting the Thinking Logs and using excerpts as part of a classroom display to document students' learning.</li> <li>• Remember that the Fishbowl is the first half of the End of Unit 2 Assessment; the second half is the preparation of a visual aid (Lessons 16 and 17) based on students' research and Fishbowl discussion. Students will start to prepare for this presentation by answering probing questions to help them clarify their position on the overarching research question: "How do industry and agriculture currently manage water? Which category of water management would be a good place to begin to make the way we manage water more sustainable?" They will also fill out graphic organizers that will help them capture their thoughts for homework.</li> <li>• Applaud students for their hard work up to this point: Preparing for and defending a position in the Fishbowl (which they may not actually agree with) takes intellectual effort. Assure them that they now get to pick a side they truly believe in and get more and more creative with how they express their opinions, including a visual representation of their thinking.</li> <li>• You will want to review these assessments as soon as possible as the next lesson builds on the feedback you provide.</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Entry task (one per student)</li> <li>• Industrial/Agricultural Fishbowl graphic organizer (from Lesson 13; one per student)</li> <li>• End of Unit 2 Assessment, Part 1 (from Lesson 14; one per student)</li> <li>• End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist (from Lesson 14; for teacher reference)</li> <li>• Stakeholder chart for industrial management of water (from Lesson 12; one per student)</li> <li>• Probing questions (one to display)</li> <li>• Document camera</li> <li>• Decision Statement graphic organizer (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Reflection on Fishbowl (4 minutes)</b></p> <ul style="list-style-type: none"> <li>• As students enter the room, give them an <b>entry task</b> slip. Allow them 2 minutes to fill it out, and then cold call students to share out.</li> <li>• Respond to what they say the class could have improved on by inviting students in today's session to make an effort to do those things.</li> </ul>	<ul style="list-style-type: none"> <li>• Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials and handouts.</li> </ul>
<p><b>B. Reviewing Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Read aloud today's learning targets:             <ul style="list-style-type: none"> <li>* "I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims."</li> <li>* "I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence and appropriate speaking techniques to advocate for my position."</li> </ul> </li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment, Part 1B: Fishbowl (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their Industrial/Agricultural Fishbowl graphic organizer and End of Unit 2 Assessment: Part 1 handouts.</li><li>• Announce that today the class will hear from the group defending making changes in industry. Invite students to make two concentric circles with their desks, with those assigned to industry on the inside.</li><li>• Remind students of the speaking techniques and sentence starters. Emphasize that the more students can connect to and build on what their classmates have said, the more successful the conversation will be. Ask them to encourage each other to speak and to invite each other's ideas.</li><li>• Explain that you will announce the official start and end of the Fishbowl, and you will step in only to ask clarifying questions if necessary.</li><li>• Begin the Fishbowl by rereading the prompt: "Defend this claim: We should begin to manage water better by addressing water use in industry first instead of agriculture." Announce that this Fishbowl will now begin.</li><li>• Allow students to talk for approximately 10 minutes, depending on the direction the conversation is heading and its general flow. Feel free to interject if you feel that a student would benefit by being prodded with a clarifying question or an invitation to speak.</li><li>• Give students a 2-minute warning before you end the Fishbowl.</li><li>• After the allotted time, during a natural place, announce that the Fishbowl will now conclude.</li></ul>	





Work Time	Meeting Students' Needs
<p><b>B. Stakeholder Charts (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to take out their <b>Stakeholder charts for industrial management of water</b> and keep their Industrial/Agricultural Fishbowl graphic organizers with them as they meet with the same cross-group partner as in the last lesson.</li><li>• Instruct students to work together to add to their Stakeholder charts based on the information they heard in today's Fishbowl.</li><li>• Invite students to return to their regular seats.</li></ul>	<ul style="list-style-type: none"><li>• Some students may need extra encouragement to participate in the Fishbowl and share their ideas out loud. Use your discretion to interject if you notice that a student has not spoken yet and say something like: "I'd like to invite any students who haven't spoken yet to share their opinions." Alternatively, you could ask individual students to share their ideas in a supportive way. Use your judgment as to what would be most supportive to each individual student. You could also select certain students as "leaders" in advance and ask them privately to help prompt quieter students to speak during the Fishbowl.</li></ul>
<p><b>C. Choose a Position (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Project the <b>probing questions</b> with the <b>document camera</b> and read one question at a time aloud to the class. After each question, pause and allow students to respond in conversation with their seat partners.</li><li>• After allowing students to discuss their thoughts about each question, distribute the <b>Decision Statement graphic organizer</b> and give them time to start filling in some of their ideas. Circulate as they do this to provide support and answer any questions.</li><li>• Once you have addressed any questions, ask students to put these in a safe place, as they will finish them for homework.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Thinking Log and Share Out (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to fill out the final entry in their Thinking Logs for Lesson 15: “How did the Fishbowls clarify your thinking about better ways to manage the agricultural and industrial use of water more sustainably?” Give them 2 minutes to write.</li><li>• For the remaining 3 minutes, ask if any students would like to share their entries aloud for the whole class. Call on volunteers.</li><li>• Collect the Thinking Logs. Consider using excerpts from them for a classroom display.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Fill out your Decision Statement graphic organizer in preparation for your presentation.</li></ul>	



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# Grade 7: Module 4B: Unit 2: Lesson 15

## Supporting Materials



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Entry Task

Name:

Date:

In the space below, write down what you noticed that students did well and what you thought they could have improved in yesterday’s Fishbowl. Think of their use of evidence and effective speaking techniques in particular.

Did well:	Could have improved:
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>



Probing Questions

.....  
**Name:**

.....  
**Date:**

**First, consider your overarching research question:**

*How do industry and agriculture currently manage water? Which category of water management would be a good place to begin to make the way we manage water more sustainable?*

**Now, to help you decide on an answer, discuss these questions with a partner:**

- Which category will have the most immediate impact?
- Which one will have the most long-term impact?
- Which changes are easiest to implement right now?
- Which will help us change how we think about water and our water habits?
- Which will help make water seem less “invisible”?



Decision Statement  
Graphic Organizer

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Overarching question: How do industry and agriculture currently manage water? Which category of water management would be a good place to begin to make the way we manage water more sustainable?**

**My Claim:**

**Reason 1:**

**Reason 2:**

**Reason 3:**

**Evidence:**

**Evidence:**

**Evidence:**

•

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EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 2: Lesson 16**

## **Using Multimedia in Presentations: Presenting Claims**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)

I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)

I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)

**Supporting Learning Targets**

- I can create a visual display to clarify the claim in my presentation.
- I can speak clearly, with appropriate eye contact and adequate volume.

**Ongoing Assessment**

- Visual display





Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Entry Task (6 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Creating Visual Displays (25 minutes)</li> <li>Practicing for End of Unit 2 Assessment, Part 2 (12 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Previewing Homework (2 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>Complete your visual display and practice your presentation.</li> <li>Continue reading your independent reading book for this module.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>The entry task for this lesson is a recap of the communication skills assessed in the end of unit assessment. Encourage students to think critically about what skills they should highlight and which they should practice further while presenting the visual display they create in this lesson.</li> <li>The visual display for this lesson uses a blank 8.5" by 11" piece of paper as a base. Use your professional judgment as to whether to allow students access to other means of creating visuals, including technology. If technological tools are allowed, be vigilant that students are following the guidelines and focusing on the academic content of their presentations, not just on technological bells and whistles. The technology should enhance presentations, not take them over.</li> <li>A sample Decision Statement graphic organizer has been provided in the supporting materials to assist in your sample presentation for the students. Note that an asterisk has been placed in parts of the text where it would be ideal to refer specifically and physically to the sample visual.</li> <li>In advance: Consider the sources and means by which students will access images while creating their visuals. Again, use your professional judgment to meet your students' needs and make the best use of your specific resources. Art instructors in your building may be available for partnership; technology is also an option.</li> <li>Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
visual display	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment, Part 1 (from Lessons 14 and 15, returned in this lesson with teacher feedback)</li> <li>End of Unit 2 Assessment, Part 2 (one per student)</li> <li>Sample visual display (one for display)</li> <li>Document camera</li> <li>Sample Decision Statement graphic organizer (for teacher reference; see Teaching Note)</li> <li>Blank 8.5" by 11" paper (at least one sheet per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task (6 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute students' <b>End of Unit 2 Assessment, Part 1</b> from the previous two lessons, and the <b>End of Unit Assessment, Part 2</b>. Point out that many of the speaking and listening skills that students were assessed on in the End of Unit 2 Assessment, Part 1 can help them figure out what they need to practice for Part 2. Using the End of Unit 2 Assessment, Part 2, ask students to reflect on which skills they might be good at in the presentation and which skills they might need to work on.</li><li>• Read the learning targets aloud and ask students to follow along:<ul style="list-style-type: none"><li>* "I can create a visual display to clarify the claim in my presentation."</li><li>* "I can speak clearly, with appropriate eye contact and adequate volume."</li></ul></li><li>• Point out that the second learning target is something students have already practiced in the End of Unit 2 Assessment: Part 1. Remind them that they will need to use those skills again in their presentations for the End of Unit 2 Assessment: Part 2.</li><li>• Explain that they will now learn more about the visual display mentioned in the first learning target.</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. Creating Visual Displays (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to infer what a visual display might be in a presentation and to raise their hand when they think they know. When most students have their hands up, call on a student with his or her hand raised. Listen for: "A visual display is something for the audience to look at to help them understand the presentation better."</li><li>• Let students know that they are going to start drafting a visual display today and will practice using the draft as they practice their presentation.</li><li>• Display the <b>sample visual display</b> using a <b>document camera</b>. Ask:<ul style="list-style-type: none"><li>* "What on this visual display looks like something you have worked on?"</li></ul></li><li>• Cold call a student and listen for: "There's part of a Cascading Consequences chart." Point out that, in addition to the Cascading Consequences chart, there is also an image.</li><li>• Explain that you will do a sample presentation for students now. Encourage them to pay attention to how you use the visual display in the presentation.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Use the <b>Sample Decision Statement graphic organizer</b> to give a sample presentation for the students. Be sure to refer to the visual display. Refer also to the idea of “cascading consequences” as a means of determining the reasons and evidence in support of a claim.</li><li>• When you're done, cold call students to describe how you used the visual display. Listen for observations like: “You used it to support your point that getting an iPad might cause tension with your friends” and “You used it to emphasize your ultimate goal, which is to go to college.”</li><li>• Emphasize that the visual display works only when it is in service of the content. The visuals must emphasize content, making it clearer, easier to understand, and so on. The content, in other words, is the first priority. Warn students that it will be tempting to get wrapped up in the presentation for presentation's sake only.</li><li>• Explain that they now have the opportunity to draft their own visual displays. Write these criteria on the board:<ul style="list-style-type: none"><li>* “Your visual display needs to include part of your Cascading Consequences chart or Stakeholder chart.”</li><li>* “Your visual display needs to include another image.”</li><li>* “Your visual display needs to identify your claim and important supporting reasons and evidence.”</li></ul></li><li>• Distribute <b>blank 8.5" by 11" paper</b> and explain how students will access images for the visual display (see Teaching Note). Ask them to work individually on their visual display draft.</li><li>• Circulate, reminding students that it is important to take care when drafting so that their final product is high-quality.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Practicing for End of Unit 2 Assessment, Part 2 (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus the class. Explain that now they will have the opportunity to practice for their presentations in the End of Unit 2 Assessment: Part 2.</li><li>• Set guidelines for this type of practice. Here are some suggested guidelines:<ul style="list-style-type: none"><li>– Practice speaking clearly and as loudly as you need to for your audience to hear you (but not more loudly than that).</li><li>– Practice using your visual display draft. During the presentations in the next lesson, you'll use your final visual display.</li><li>– Practice using the domain-specific words that are appropriate for your claim and evidence.</li><li>– Keep in mind any challenges you identified in your entry task.</li><li>– Take turns with your partner. Practice as many times as you can in the time you have; the more practice, the better your presentation will be in the next lesson.</li></ul></li><li>• Pair students and encourage pairs to spread out as much as possible.</li><li>• Circulate as students practice. Listen for students who are having a particularly difficult time or who you know might need extra support. When possible, let pairs practice at least once all the way through before supporting them.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that for homework tonight, students should use their draft visual display to create a final, polished display to use in their presentation in the next lesson.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete your visual display and practice your presentation.</li><li>• Continue reading your independent reading book for this module.</li></ul>	



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# Grade 7: Module 4B: Unit 2: Lesson 16

## Supporting Materials



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End of Unit 2 Assessment: Part 2  
Present Your Claim

.....  
**Name:**

.....  
**Date:**

**Directions:** Read over the feedback you received on the End of Unit 2 Assessment: Part 1 and the criteria that your teacher will use to assess your presentation (the End of Unit 2 Assessment: Part 2). Based on those documents, answer the questions below.

1. What is one skill that is a strength for you?
2. How will that skill help you in your presentation (End of Unit 2 Assessment: Part 2)?
3. What is one skill that is challenging for you?
4. What can you do to make sure you improve on that skill for your presentation (End of Unit 2 Assessment: Part 2)?



End of Unit 2 Assessment: Part 2  
Present Your Claim

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Long-Term Learning Targets:**

- I can present claims and findings with descriptions, facts, details, and examples. (SL.4)
- I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.4)
- I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)
- I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.6)

**Directions:** For this part of the assessment, you will formally present your research-based claim to an audience using your choice of visual aid to explain your idea. Your visual aid can be a part of your Cascading Consequences chart or your Stakeholder chart. You must use it to help explain your response to the position paper focusing question: **“Which category of water management would be a good place to begin to make the way we manage water more sustainable?”** Be sure to provide relevant and sufficient evidence and use sound reasoning to support your claim.

The checklist below is how the teacher will assess you. When preparing for and practicing your presentation, keep these criteria in mind.



End of Unit 2 Assessment: Part 2  
Present Your Claim

In my presentation, I am expected to ...	✓
Present my claim in a focused, coherent manner	
Incorporate relevant facts, descriptions, details, and examples to support the claim and reasons for the claim	
Use appropriate eye contact	
Use adequate volume	
Use clear pronunciation	
Clarify my claim and add emphasis by using a visual display	
Use formal English: <ul style="list-style-type: none"><li>• Academic and domain-specific vocabulary</li><li>• Language that expresses ideas precisely, eliminating wordiness and redundancy</li></ul>	

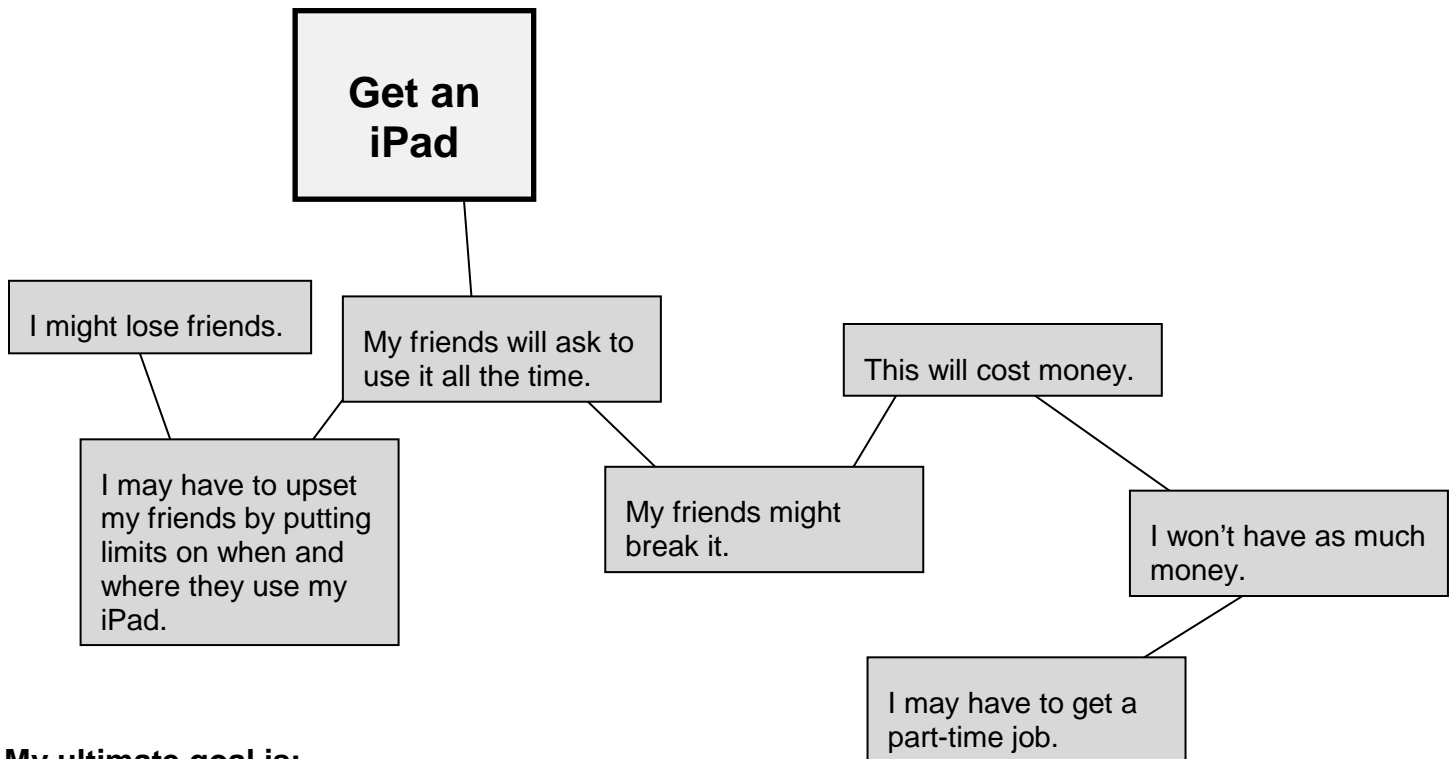




Sample Visual Display  
Cascading Consequences

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**My ultimate goal is:**



photo by lee\_wu

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Sample Decision Statement Graphic Organizer  
For Teacher Reference

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**My Claim:** It is not a good idea for me to buy an iPad.

Reason 1:	Reason 2:	Reason 3:
<i>It might break.</i>	<i>It might cause tension between me and my friends.</i>	<i>It could keep me from doing my schoolwork.</i>
Evidence:	Evidence:	Evidence:
<ul style="list-style-type: none"> <li>• <i>I dropped my iPod Touch out a window after having it for one week.</i></li> <li>• <i>Sometimes I leave my backpack on the floor and trip over it. If an iPad is in there, it isn't safe.</i></li> <li>• <i>My friend Caroline always borrows my things, but she doesn't take care of them. She lost the sweater I loaned her. *</i></li> <li>• <i>Some of my friends grab things without asking. If that happens, the iPad might fall.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>My friends and I borrow things from each other pretty often, so they might expect to borrow my iPad and I'll have to say no. *</i></li> <li>• <i>The cascading consequence of this might be tension between me and my friends.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>When I had a computer in my room, I was usually online rather than reading or doing homework.</i></li> <li>• <i>I procrastinate sometimes, and an iPad would give me something else to use to procrastinate.</i></li> <li>• <i>If the iPad breaks, I would need to pay to fix it. To do that, I would need a job, and that might take time away from doing my schoolwork.</i></li> <li>• <i>My ultimate goal is to graduate from college, so I shouldn't do anything that might get in the way of that.</i></li> </ul>



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# **Grade 7: Module 4B: Unit 2: Lesson 17**

## **End of Unit 2 Assessment Part 2: Presenting a Claim**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)  
I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)  
I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)  
I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.7.6)  
I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)

**Supporting Learning Targets**

- I can present my claim about water management using facts, reasons, details, and examples.
- I can use effective speaking techniques in my presentation.
- I can include a multimedia visual display in my presentation to clarify my claim and add emphasis.
- I can use formal English in my presentation.
- I can use my experience and knowledge of language and logic to advocate persuasively.

**Ongoing Assessment**

- Visual display
- End of Unit 2 Assessment, Part 2
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 2 Assessment: Part 2: Presenting a Claim (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book for this module.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students engage in the End of Unit 2 Assessment, Part 2. This assessment focuses on SL.7.4, SL.7.5, SL.7.6, RI.7.9a, and SL.7.2a. Because students are being assessed on their speaking skills, a checklist rather than a rubric is used. The purpose of a checklist is to facilitate teacher recording of skills during the presentation itself.</li><li>• This lesson is designed to allow choice as to how to best to set up the presentations in classrooms. There are several options that you could use for the presentations:<ul style="list-style-type: none"><li>– Option A: Whole class presentations. In this option, each student presents his or her claim to the whole class, and you can assess each presentation as it happens. If you choose this option, consider giving the audience a task to do while listening, such as adding new information and ideas to their Cascading Consequences charts or being responsible for jotting down at least one important idea that they heard. Option A may take more than one class period.</li><li>– Option B: Small group presentations #1. For this option, split students up into groups of four or five with a mix of claims. Then, invite other teachers and/or support staff to come in as guest assessors and pair each adult with a small group. Give each adult enough copies of the End of Unit 2 Assessment: Part 2 to assess his or her group members. Consider either focusing on one group yourself (perhaps with some of the students who may need more support presenting) or leave yourself without a group and circulate while students are presenting. Also, if possible, consider sending some groups into different rooms or spaces so that simultaneous presentations do not disturb one another.</li><li>– Option C: Small group presentations #2. Split students into groups of four or five. Instead of inviting other adults in as guest assessors, in this option you could distribute the presentations over two or three class periods and assess each student yourself. Each class period, start the students with work they can complete independently, such as continuing their independent reading. Then, while students are working, pull one group at a time to present to you and each other.</li></ul></li><li>• The work that students have done to decide on and support their claim has prepared them for writing a position paper in Unit 3.</li><li>• In advance: Decide how best to do presentations in your classroom.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Decision Statement graphic organizer (from Lesson 15; one per student)</li><li>• Visual displays (from Lesson 16; one per student)</li><li>• End of Unit 2 Assessment, Part 2: Presenting a Claim (for teacher reference; one to display; see Teaching Note)</li><li>• Exit ticket (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, ask them to get out their <b>Decision Statement graphic organizers</b> and <b>visual displays</b>. Direct them to review their claim and evidence, as well as their visual display, in preparation for the day's work.</li><li>• After 3 minutes, refocus the class. Point to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can present my claim about water management using facts, reasons, details, and examples."</li><li>* "I can use effective speaking techniques in my presentation."</li><li>* "I can include a multimedia visual display in my presentation to clarify my claim and add emphasis."</li><li>* "I can use formal English in my presentation."</li><li>* "I can use my experience and knowledge of language and logic to advocate persuasively."</li></ul></li><li>• Remind students that they have practiced these skills and now they are ready to present their claims.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment: Part 2: Presenting a Claim (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Let students know how excited you are to see their presentations. Emphasize the importance of being a respectful audience member, including:<ul style="list-style-type: none"><li>– Not talking during a classmate's presentation</li><li>– Reacting appropriately (e.g., it's OK to laugh, as long as the presenter has made a joke)</li><li>– Showing appreciation at the end (applause or finger snaps)</li></ul></li><li>• Display the <b>End of Unit 2 Assessment, Part 2: Presenting a Claim (for teacher reference)</b>. Let students know that this is how they will be assessed.</li><li>• Explain the logistics of the presentations. These will vary depending on how you decide to set them up. (See Teaching Notes for further guidance.)</li><li>• Encourage students to do their very best in their presentations and to keep in mind the speaking skills they have practiced. Remind them to speak clearly, make eye contact, and use their visual displays.</li><li>• If necessary, ask students to physically transition to their group and begin their presentations. If students are presenting to the whole class, invite the first student to the front of the classroom to begin.</li><li>• When students are finished, collect their Decision Statement graphic organizers and visual displays.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their hard work and acknowledge those who were respectful, engaged audience members. It is especially effective to point out specific things that students did, such as listening actively, supporting others, keeping full attention on the speakers, etc.</li><li>• Distribute the <b>exit ticket</b> to students who presented. Ask students to reflect on how they did in their presentations by rating themselves on the learning targets:<ul style="list-style-type: none"><li>* "I can present my claim about water management using facts, reasons, details, and examples."</li><li>* "I can use effective speaking techniques in my presentation."</li><li>* "I can include a multimedia visual display in my presentation to clarify my claim and add emphasis."</li><li>* "I can use formal English in my presentation."</li><li>* "I can use my experience and knowledge of language and logic to advocate persuasively."</li></ul></li><li>• Collect the exit tickets. Remind students that their homework is to continue their independent reading.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book for this module.</li></ul> <p><i>Note: Give students feedback on their Decision Statement graphic organizers and be prepared to hand them back during the next lesson. These graphic organizers will be the starting point for students' work on their position papers in Unit 3.</i></p> <p><i>Also give feedback on students' visual displays. For the Unit 3 performance task, students will create a visual representation of their position paper, and feedback on their visual displays will help strengthen their final products. Be prepared to give these back by Lesson 9 of Unit 3.</i></p>	





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# Grade 7: Module 4B: Unit 2: Lesson 17

## Supporting Materials



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End of Unit 2 Assessment, Part 2: Presenting a Claim  
(For Teacher Reference)

**Focus question: Which category of water management would be a good place to begin to make the way we manage water more sustainable?** Be sure to provide relevant and sufficient evidence and use sound reasoning to support your claim.

Assessment Criteria	<input type="checkbox"/>	Notes
Present claim in a focused, coherent manner		
Incorporate relevant facts, reasons, descriptions, details, and examples to support claim		
Use appropriate eye contact		
Use adequate volume		
Use clear pronunciation		
Clarify claim and add emphasis by using a visual display		
Use formal English: <ul style="list-style-type: none"><li>• Academic and domain-specific vocabulary</li><li>• Language that expresses ideas precisely, eliminating wordiness and redundancy</li></ul>		



Exit Ticket

.....  
**Name:**

.....  
**Date:**

Congratulations! You have completed your presentation. Take a few minutes to reflect on how you did. Below each of the learning targets below, circle how well you feel you did.

- **I can present my claim about water management using facts, details, and examples.**

I did very well.

I did well.

I did OK.

I struggled with this.

- **I can use effective speaking techniques in my presentation.**

I did very well.

I did well.

I did OK.

I struggled with this.

- **I can include a multimedia visual display in my presentation to clarify my claim and add emphasis.**

I did very well.

I did well.

I did OK.

I struggled with this.

- **I can use formal English in my presentation.**

I did very well.

I did well.

I did OK.

I struggled with this.

- **I can use my experience and knowledge of language and logic to advocate persuasively.**

I did very well.

I did well.

I did OK.

I struggled with this.



Exit Ticket

Name one thing you did today as a presenter or an audience member that you're proud of:

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# Grade 7: Module 4B: Unit 3: Overview



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### Unit 3: Performance Task: Water Management Position Paper

Building on the research and decision-making that students did in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish a research-based position paper. In the first half of the unit, students analyze a model position paper and plan their own. Students have several opportunities to talk through their ideas and get feedback to improve their plans. The mid-unit assessment is the best first draft of the position paper (RI.7.1, W.7.1a, b, e, and W.7.4).

In the second half of the unit, students revise their position papers based on teacher feedback. The end of unit assessment is a student reflection on the process of writing the position paper, using evidence from the students' own work (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6). Finally, students engage in the performance task, where they will share a visual representation of their position paper with their classmates.

#### Guiding Questions and Big Ideas

- **How do you create a strong argument based on research?**
- **How does a writing process help me improve my writing?**
- **How does a writer address audience and purpose?**
- **How do I give and receive feedback in the most effective way possible?**
- *Argument writing requires a clear claim, reasons, evidence, and sound reasoning.*
- *Creating a strong writing piece involves prewriting, planning, drafting, revising, and editing.*



Mid-Unit 3 Assessment	<p><b>First Draft of Position Paper</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, W.7.1a, b, e, and W.7.4. For this assessment, students will write their best first draft of their position paper in response to the question <i>Which category of water management would be a good place to begin to make the way we manage water more sustainable?</i> In the position paper, students craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument.</p>
End of Unit 3 Assessment	<p><b>Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6)</b></p> <p>This assessment has two parts. First, students turn in their final revised, edited position paper, which is assessed for NYSP12 ELA CCLS RI.7.1, W.7.1c, d, W.7.4, and L.7.6. In the second part, students reflect on the ways in which the steps of writing their position paper helped improve and strengthen their writing. They do this by responding to questions and using evidence from their own work including the essay planner, feedback forms, first draft, and final draft of their paper. Part 2 focuses on NYSP12 ELA CCLS W.7.5.</p>
Final Performance Task	<p><b>Visual Representation of Position Paper</b></p> <p>This performance task gives students a chance to demonstrate the ideas and evidence of their sustainable water management position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6.</p>



### Content Connections

This module is designed to address English Language Arts standards as students read informational texts about water management and sustainability. However, the module intentionally incorporates Science concepts and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

**Big ideas and guiding questions are informed by the Next Generation Science Standards:**

**Influence of Engineering, Technology, and Science on Society and the Natural World**

All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment.

**The Roles of Water in Earth's Surface Processes**

Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land (MS-ESS2-4).

**Earth and Human Activity**

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact earth's systems.

### Central Texts

1. Barbara Kingsolver, "Water Is Life," *National Geographic Magazine*, April 2010, as found at <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>.
2. Charles Fishman, *The Big Thirst: The Secret Life and Turbulent Future of Water* (New York: Free Press, 2012), ISBN 978-1-439-10208-4.
3. Various research sources.





**This unit is approximately 2 weeks or 10 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Analyzing a Model Position Paper: “Changing Our Water Ways”	<ul style="list-style-type: none"> <li>I can identify the argument and specific claims in a text. (RI.7.8)</li> <li>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the central ideas in a model position paper, “Changing Our Water Ways.”</li> <li>I can identify the argument and specific claims in the model position paper, “Changing Our Water Ways.”</li> <li>I can identify the academic vocabulary in the model position paper, “Changing Our Water Ways.”</li> </ul>	<ul style="list-style-type: none"> <li>Getting the gist of the model position paper, “Changing Our Water Ways”</li> <li>Sustainable Water Management Position Paper Planner for model position paper, “Changing Our Water Ways”</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>
<b>Lesson 2</b>	Scaffolding for Essay: Planning Body Paragraphs for Position Paper	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> <li>I can use resources to build my vocabulary. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can improve my writing through prewriting and planning my position paper.</li> <li>I can write arguments to support claims with clear reasons and relevant evidence in my position paper.</li> <li>I can choose new vocabulary that will go into my position paper.</li> <li>I can write a clear, concise position paper appropriate for the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable Water Management Position Paper Planner</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can improve my writing through prewriting and planning my position paper.</li> <li>I can write a clear, concise position paper appropriate for the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable Water Management Position Paper Planner</li> </ul>	
<b>Lesson 4</b>	Scaffolding for Position Paper: Peer Feedback and Citing Sources	<ul style="list-style-type: none"> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can use a standard format for citation. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.</li> <li>I can use MLA format to cite sources within my writing and on a Works Cited page.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable Water Management Position Paper Planner</li> <li>Sustainable Water Management Peer Feedback Form</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> <li>Peer Critique protocol</li> </ul>
<b>Lesson 5</b>	Mid-Unit 3 Assessment: Drafting the Position Paper	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4).</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write an organized position paper about sustainability and water management.</li> <li>In my essay, I can support my claim with reasons, details, and quotes from research.</li> <li>In my essay, I can explain how my evidence/reasoning supports my claim.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Position paper draft</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Independent Reading: Final Product	<ul style="list-style-type: none"> <li>I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a “cheat sheet” to assist other students in determining whether the book I have read independently would be a good match for them.</li> <li>I can represent a key moment in my independently selected text through visual means.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Cheat Sheet Planner</li> </ul>	
<b>Lesson 7</b>	End of Unit Assessment, Part 1: Revising Claims and Evidence based on Feedback	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can revise my writing based on feedback to improve my use of claims, reasons, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment, Part 1: Position Paper (continued for homework)</li> </ul>	
<b>Lesson 8</b>	End of Unit Assessment, Part 1, Cont.: Revising Vocabulary and Conventions based on Feedback	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> <li>I can use resources to build my vocabulary. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can revise my writing based on feedback to improve my use of vocabulary and writing conventions.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment, Part 1: Position Paper (begun in Lesson 7), along with first draft (from Lesson 5)</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Finishing the End of Unit 3 Assessment: Final Draft of Position Paper and Reflection on Writing Process	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on how my use of the writing process contributed to the quality of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment, Part 1: Position Paper (completed)</li> <li>End of Unit 3 Assessment, Part 2: Reflection on Writing Process</li> </ul>	
<b>Lesson 10</b>	Final Performance Task: Sharing Visual Representations of Position Papers	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on my growth as a writer over the course of the year.</li> <li>I can share my visual representation of my position paper with my class.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Visual Representation of Position Paper</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> </ul>



Optional: Experts, Fieldwork, and Service

**Experts:**

- Invite members of the community who are writers or researchers to work with the students on crafting their argument or planning, drafting, and revising their papers.
- Ask local artists or graphic designers to work with students on the visual representations of their position papers.

**Fieldwork:**

- If a local museum has an exhibit on environmental issues, especially an art museum, arrange for a visit for your students to investigate how these issues might be communicated visually.

**Service:**

- Arrange for students to share the visual representations of their position papers with the community. Consider asking a local community center, public library, or other community building for space to create an exhibit of the students' work.

Optional: Extensions

- Students create a museum-quality exhibit of their work, incorporating their position papers and visual representations, as well as other elements such as models, diagrams, charts, and photographs.
- Further study into the ways the local community manages water.
- An education campaign to improve water management in the local community.



**1. Librarian and/or Media Specialist**

Where possible, collaboration with librarians and library media specialists is important, especially with research. The more access students have to the library and media specialists, the more prepared they will be for the rigor of high school, and the more ready they will be for college and a career. Consider working with the librarian on the works cited. Consider also involving the librarian in independent reading activities.

**2. Sustainable Water Management Position Paper Planner**

Students begin the Position Paper Planner in Lesson 2 will use it throughout the unit. Set up a system for students to keep track of their planners; they will need them on both the mid-unit assessment and the end of unit assessment.



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# **Grade 7: Module 4B: Unit 3: Lesson 1**

## **Analyzing a Model Position Paper: “Changing Our Water Ways”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can identify the argument and specific claims in a text. (RI7.8)

I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI7.8)

I can accurately use seventh-grade academic vocabulary to express my ideas. (L7.6)

**Supporting Learning Targets**

- I can determine the central ideas in a model position paper, “Changing Our Water Ways.”
- I can identify the argument and specific claims in the model position paper, “Changing Our Water Ways.”
- I can identify the academic vocabulary in the model position paper, “Changing Our Water Ways.”

**Ongoing Assessment**

- Getting the gist of the model position paper, “Changing Our Water Ways”
- Sustainable Water Management Position Paper Planner for model position paper, “Changing Our Water Ways”





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Writing Improvement Tracker, Module 4 Reflections (7 minutes)</li><li>B. Review Learning Targets (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Examining a Model Position Paper: First Read and Partner Discussion (20 minutes)</li><li>B. Analyze Model Paper Using Argument Rubric (11 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (2 minutes)</li><li>B. Review Homework (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Look through your research and identify three reasons you will address in your position paper.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson begins the scaffolding toward writing a draft of the position paper, a type of argument essay that will be the Mid-Unit 3 Assessment in Lesson 5. It is important for students to be able to write a clear and coherent position paper (W.7.1). Being able to share their understanding of the arguments they read about in Units 1 and 2, creating their own argument that supports claims with clear reasons and relevant evidence, is an important skill. Writing about what they have read, and likely now feel passionate about, is enjoyable for students, since they now will want to share their well-reasoned arguments with an audience.</li><li>• In the design of this lesson and the lessons that follow, the following criteria were used to define argument writing, as first introduced in Module 2A/2B, Unit 1, Lesson 13:<ul style="list-style-type: none"><li>– The goal of argument writing is for the reader to acknowledge the validity of the claim (not necessarily be persuaded by it).</li><li>– Appropriate evidence is used and analyzed logically to support the claim. This evidence is usually organized into reasons.</li><li>– The author considers the reasons and evidence for them before articulating the claim.</li><li>– The author acknowledges a counterargument in his or her writing.</li></ul></li><li>• Since students have written a literary analysis in Unit 1 and an argument essay in Unit 2A/2B, they have already been introduced to how to plan and write an essay, so less scaffolding is provided in Unit 3.</li><li>• In Unit 2, Students were already been introduced to the prompt and made the claim they will write about in their position paper.</li><li>• The model position paper is based on the same prompt students will write about—“After researching strategies to improve agricultural and industrial water management, write a position paper that addresses the question: Which category of water management would be a good place to begin? Make a proposal, supporting your reasoning with accurate information and logical reasons”—but addresses improving our personal water management, as opposed to what students will choose, agriculture or industrial use of water. The model was intentionally written about the same topic (water management) that students will write about so that they are familiar with the content. However, the model position paper does not use options in the prompt so as not to provide similar evidence, examples, and information that the student position paper will use.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• The writing process for the position paper is similar to that of Module 2A/2B. The rubric for this assignment is based closely on the New York State Grades 6–8 Expository Writing Evaluation Rubric. Because the students are already familiar with this rubric, the rubric analysis will not be as in-depth as in previous modules.</li><li>• To provide support, and to remind students that producing thoughtful writing includes revisions (W.7.5), students are introduced once again to the Writing Improvement Tracker, used in Unit 2A/2B. They will return to it multiple times in this unit. The purpose of this is to develop students’ awareness of their strengths and challenges, as well as ask students to strategize to address their challenges. Self-assessment and goal setting helps students take ownership of their learning. To begin, students review the reflections they completed during Modules 1–3 and start the Reflection on Module 4 in this lesson, and then complete it in Lesson 10. Since this is the last formal writing of the year, consider what you will have students do with the completed tracker when they are finished in order to encourage continued reflection.</li><li>• Remember, writing is really about thinking. To be successful with a writing assignment, students need to know the content well and understand the structure of the paper they are writing. This lesson focuses on understanding the structure of the paper they will write through the lens of the model position paper. Students have already become content “experts” in Units 1 and 2.</li><li>• Students first read the model paper, “Changing Our Water Ways,” as a reader much the same way they have read other informational texts throughout this module, using an Argument note-catcher. Examining the model position paper first as a reader helps students have a working example of how to structure their content before they begin writing their own paper.</li><li>• As part of students’ analysis of the model position paper, they will deconstruct the model essay using the same position paper planner that they will begin to use to plan their own writing in the following lesson. Note that there are two questions at the end of the planner about feedback. Students can ignore those questions for this lesson (however, they will be important on students’ own planners later on).</li><li>• Consider posting the Building an Argument Essay poster from Module 2A/2B. This may be helpful for your more visual learners.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Consider using the Writer’s Glossary from Modules 1–3 to refer to when discussing writing. The goal of the glossary was to build students’ understanding of an argument essay as well as their academic vocabulary. Continued use of the academic vocabulary introduced in other modules will solidify students’ understanding of the meanings of words introduced earlier.</li><li>• In advance: Make sure students have access to their reflections (Writing Improvement Tracker) from Module 3.</li><li>• Read through the model position paper, “Changing Our Water Ways.”</li></ul>

Lesson Vocabulary	Materials
sustainable, advocates, low-flow shower heads, appliances, textile, wet-processing	<ul style="list-style-type: none"><li>• Building an Argument Essay poster (from Module 2A/2B: Unit 1, Lesson 13; optional; one to display)</li><li>• Writing Improvement Tracker (from Module 3A, Unit 1, Lesson 1; one per student)</li><li>• Model position paper, “Changing Our Water Ways” (one per student)</li><li>• Getting the Gist of the Model Position Paper (one per student)</li><li>• Getting the Gist of the Model Position Paper (for teacher reference)</li><li>• Domain-Specific Vocabulary anchor chart(begun in Unit 1, Lesson 2)</li><li>• Sustainable Water Management Position Paper Planner (one per student and one to display)</li><li>• Sustainable Water Management Position Paper Planner for Model Position Paper (for teacher reference)</li><li>• NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version) (one per student and one to display)</li><li>• Document camera</li><li>• Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (one per student)</li><li>• Researcher’s notebook (from Unit 2, Lesson 3)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Writing Improvement Tracker, Module 4 Reflections (7 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter the room, distribute the <b>Writing Improvement Tracker</b>.</li><li>• Remind students that this tracker has helped them identify what strengths and challenges they have had in writing throughout the year.</li><li>• Give students several minutes to reflect on and record their strengths and challenges.</li><li>• Then, ask students to turn to a partner and share their strengths and challenges from the Module 3 essay. Ask them to also talk about how knowing their strengths and challenges will help them write their position paper on water management.</li><li>• Call on several students to share both strengths and challenges.</li><li>• Help the class notice that all writers have strengths and challenges, and one key to improving is having a strategy for tackling the challenges.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, helping them learn to be metacognitive about their learning. Metacognition, or the ability to understand one's own thought processes, includes the ability to monitor one's own learning. Learning how to learn helps all students, but it is often a missing ability in those who struggle.</li></ul>
<p><b>B. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students turn to a partner and quietly read the learning targets out loud to each other. Have each pair briefly discuss which concepts in the targets they think they may experience difficulties with, and which ones they may experience success with. Cold call two or three students to discuss their answers as a whole class.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Examining a Model Position Paper: First Read and Partner Discussion (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they were introduced to the prompt for their position paper and made their claim during Unit 2. Today they will read a model paper that was written not to that prompt, but to one that was similar. Remind students that in their focus question, they have chosen between agriculture and industry and that the model position paper argues that personal water use should be where we begin.</li> <li>Having a model will help students know what is expected because it is an example of a good paper.</li> <li>Distribute the <b>model position paper, “Changing Our Water Ways,”</b> and the <b>Getting the Gist of the Model Position Paper</b> handout. Remind students that they have been using this handout as they have read many of their informational readings in the last two units.</li> <li>Read the model position paper aloud to students and ask them to read along silently. They don’t need to take any notes for this first read-aloud.</li> <li>Prepare students to read the model position paper a second time aloud. As students follow along, they should add details to the handout. Remind them that “getting the gist” is about getting the main ideas, not about getting every detail. Assure students that as a class they will examine the paper in further detail using the Tracing an Argument note-catcher and the Argument rubric. In addition, ask students to circle any words they are unsure of or want to talk about.</li> <li>Read the paper aloud for the second time.</li> <li>Then, invite students to raise their hands to share any details they found and wrote down.</li> <li>Next, invite students to share any words they circled. List these words on the <b>Domain-Specific Vocabulary anchor chart</b>. Likely words include those identified above as vocabulary. If students do not mention these words, all of which are strong academic vocabulary, check to see that students do understand the meaning.</li> <li>Distribute and project the <b>Sustainable Water Management Position Paper Planner</b>. On the projected version, orient students to the six sections of the planner: the introduction, the three body paragraphs, the conclusion, and the counterclaim.</li> <li>Read the introduction aloud one more time. Before you do so, ask students to go on a “treasure hunt” for the author’s claim, reasoning, evidence, and counterclaim, marking up the introduction as you read.</li> </ul>	<ul style="list-style-type: none"> <li>Consider redistributing the Writer’s Glossary of the NYS rubric used in other modules for students who still struggle with understanding the vocabulary words in the rubric.</li> <li>Consider selecting students ahead of time to take on the role of responder to the cold call. Students who need practice in oral response or extended processing time can be told the prompt before class begins and prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Cold call four students for their answers: <ul style="list-style-type: none"> <li>– Claim: “... if we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help to prevent a water crisis in the future.”</li> <li>– Reasoning: “Since our world has a limited amount of freshwater, and only 1% of the world’s water is drinkable (Darrow), it is important that we save every drop we can so that the world’s water supply is sustainable.” Also: reforming personal use of water is easy, fast, and the foundation of all water use in society.</li> <li>– Evidence: Only 1% of the world’s water is drinkable.</li> <li>– Counterclaim: Some might say that the contribution of one person can’t make a difference.</li> </ul> </li> <li>• State that the students need to think about the reasons and evidence the author uses to support her claim. Model the analysis of the first paragraph for the students: <ul style="list-style-type: none"> <li>* “The author’s first paragraph is all about the ease of reducing the obvious everyday uses of water in the home, such as flushing the toilet. On the planner, I’m going to note ‘Personal reform of water use is simple and easy’ as one of the reasons. I’m also going to fill in the topic sentence at this point.”</li> <li>* “Now, as I look down the first column to see what else the planner wants me to notice, I see three places for ‘Evidence’ and three places for ‘Analysis of Evidence.’ I’m going to model the first one for you now. The paragraph first states that we waste 5.7 billion gallons of water from flushing the toilet—I’ll note that as “Evidence 1.” The paragraph then goes on to analyze, or explain, that all of that water is fresh and potable, which is the problem. I’ll note this in the “Analysis of Evidence 1.”</li> </ul> </li> <li>• Ask students to think about what other reasons the author used to support her claim. Have students turn and talk to a partner and write down the reasons they found at the top of each of the Body Paragraphs sections of the planner. Call on students to share these reasons.</li> <li>• Then, invite students to work with a partner and fill out the rest of the planner from the model position paper.</li> <li>• Note two important points: Most, but not all, of the boxes on the planner need to be filled in, especially the “Analysis of Evidence” boxes (sometimes the evidence is clear enough on its own); and occasionally the same sentence can serve two functions and fill two boxes (for example, a piece of evidence that also concludes the paragraph). Ask pairs of students to join another pair in the class and share their planner. Tell them to circle any parts on which they disagree.</li> <li>• Refocus as a whole group and ask a representative from each of these four-student groups to report on any disagreements and help students clarify.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyze Model Paper Using Argument Rubric (11 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version)</b>. Inform students that this is not the whole rubric, but just Column 3 of the rubric.</li> <li>• Display the rubric using a <b>document camera</b> so that all students can see when you are circling or discussing a certain section. Remind students that they have used this rubric on all their major writing assignments so far this year.</li> <li>• Direct students to the first row of the rubric, and let them know that you are looking only at the first two rows today. Remind students that the first row is about how clearly a writer states the claim and supports it, so it corresponds to the discussion they have just had related to the planner. Ask students to read the first bullet in Row 1 silently while you read it aloud: “Clearly introduce the topic and the claim in a manner that is compelling and follows logically from the task and purpose.”</li> <li>• Remind students that the topic is the sustainability of water practices, emphasizing the vocabulary word <i>sustainable/</i> sustainability.</li> <li>• Ask students to find evidence or a specific place in the model that introduces the topic and the claim, then have them turn and discuss with a partner what they have found.</li> <li>• Call on a student to share a place he or she believes the author introduces the topic and the claim. The student should say something like: “In the first paragraph, it says, ‘It is the individual’s responsibility to take action and make a difference,’” or the student may state both sentences: “It is the individual’s responsibility to take action and make a difference. In fact, if we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help to prevent a water crisis in the future.”</li> <li>• Point out to students that this is a clear position statement, or claim, and it “follows logically from the task and purpose.” Remind them that if something follows logically, it is clearly connected to the ideas before and after it. In this case, it takes two sentences to make the claim, so students may want to consider how they might use sentences to establish their claim in their paper. Note also that the claim clearly addresses the purpose for writing the paper, or the prompt.</li> <li>• Ask students to read the second bullet silently while you read it aloud: “Claim and reasons demonstrate insightful analysis of the text(s).” Ask students to turn and talk to a partner about what they think “insightful analysis” means in this sentence. Cold call on a few students to share out their discussion. Students should say something like: “Claims and reasons should be the most interesting, related, and compelling ideas that help prove the argument,” or “The reasons and evidence support and develop the claim, and the writer explains his thinking so that it makes sense to the reader. “Ask students to discuss why the claims and reasons they chose on their planner are or are not evidence of an “insightful analysis.”</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to read the third bullet silently as you read it aloud: “Acknowledges counterclaim(s) skillfully and smoothly.”</li><li>• Ask students to read through the model until they find a counterclaim acknowledged and think it is done “skillfully and smoothly.”</li><li>• Have students discuss this with a partner and share out. Students should be able to find this sentence in the introduction: “Some might say that the contribution of one person can’t make a difference, but in a world where water is managed in a sustainable way, we all need to contribute to the solution.”</li><li>• Invite students to work with a partner to find examples of the bullets in the second row of the rubric. Review with students questions they might ask each other. For example:<ul style="list-style-type: none"><li>* What evidence can you find in the text (the model position paper) that shows how the author developed the claim with relevant, well-chosen facts?</li><li>* What evidence can you find in the text (the model position paper) that shows how the author developed the claim with definitions, concrete details, quotations, or other information and examples from the research text(s)?</li><li>* What evidence can you find in the text that shows how the author consistently used varied, relevant evidence?</li><li>* What evidence can you find in the text (the model position paper) that shows how the author logically explains how evidence supports ideas?</li></ul></li></ul> <p>Call on students to share out the information they shared with one another to the whole class. Consider projecting these under a document camera or creating a display for their answers.</p>	





Closing and Assessment	Meeting Students' Needs
<b>A. Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (2 minutes)</b> <ul style="list-style-type: none"><li>Distribute and ask students to complete the <b>Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper?</b> Collect students' exit tickets.</li></ul>	
<b>B. Review Homework (2 minutes)</b> <ul style="list-style-type: none"><li>Distribute the <b>researcher's notebook</b> and tell students that their homework is to identify the three reasons they will address in their position paper.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Look through your research and identify three reasons you will address in your position paper.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 3: Lesson 1

## Supporting Materials



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Model Position Paper  
“Changing Our Water Ways”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Every day, Americans waste water in their homes without realizing it. All this wasted water adds up to more than you might think. Since our world has a limited amount of freshwater, and only 1% of the world’s water is drinkable (Darrow), it is important that we save every drop we can so that the world’s water supply is sustainable. Some might say that the contribution of one person can’t make a difference, but in a world where water is managed in a sustainable way, we all individually need to contribute to the solution. Sustainability, after all, means to make sure that the world today has the water it needs, while still making sure that the world of tomorrow will also have the water it needs. Reforming our personal use of water is the quickest and easiest way to begin thinking sustainably about water use. In addition, personal demand determines the amount of water we use in other places in society, such as our companies and farms. In fact, if we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help prevent a water crisis in the future.

In order to save the earth’s freshwater, there are several steps we can take personally to use less water every day, starting with flushing the toilet. Toilet flushing is an immediate, everyday solution for sustainable water management that can be implemented quickly and easily, for huge water savings. The average American flushes a toilet five times a day, which adds up to 5.7 billion gallons of water that goes down the toilet every day (Fishman, 5). The problem with this is that the water we flush down the toilet is actually safe drinking water. We can switch to using low-flow toilets, some of which use air pressure to assist with the flushing and use only .8 gallons of water each flush (Nash). If installing a new toilet seems too difficult, then we can just be mindful of the times we may flush the toilet when it’s not necessary, such as when we dispose of something by using the toilet instead of the trash, and break this habit. Indeed, it is better to take small steps toward water conservation than to do nothing while we wait for larger water-using institutions in society to change their ways.

There are multiple other ways we can save water by making small, easy changes in our everyday habits—many more than just relying on companies or farms to change their policies. As Charles Fishman, author of *The Big Thirst*, advocates in his video about *The Big Thirst*, when doing the dishes, we can save water if we do not run the faucet on full force or if we are sure to fully load the dishwasher before running it. Showers also consume many gallons of water, and much of that is wasted.

Model Position Paper  
“Changing Our Water Ways”

According to *The Daily Green*, a guide to green living made by *Good Housekeeping*, “a typical shower uses up to 25 gallons of the wet stuff, while each American uses an average of 100 gallons of water a day total,” but low-flow shower heads could cut water use by 50 to 70% (*Daily Green* staff). Even if we simply cut our daily showers by two minutes, we could save up to 150 gallons of water per month (Davis).

Consider this also: Farms and companies respond only to consumer demand. If we get smarter about what we personally demand in terms of goods and services, we will reduce the primary reason to spend water on producing those goods and services. For example, According to Charles Fishman, large amounts of water are used to run our electronic devices and provide us with the goods we use, such as clothing and food. It takes 250 gallons of water a day to run our computers, refrigerators, and TVs. By turning off appliances and lights—or not buying some of them—we can save up to 10 gallons of water every hour. Another example is clothing. According to the *Indian Textile Journal*, the textile industry creates more wastewater than any other industry and “the EPA claims that it takes 2,900 gallons of water to produce one pair of jeans. Most of the water is used in the ‘wet processing’ and dyeing of materials” (Leader). On the individual level, we could think about this more and purchase fewer pairs of jeans over the years, which might not be that difficult but could make a massive difference.

We could save a surprising amount of water if everyone followed the suggestions outlined above. By making small changes in our water use habits at home with toilets, showers, and swimming pools, unplugging electronics, and being careful consumers, we could be the primary reason for preventing a water shortage. With all of these benefits, we could keep our water supply sustainable for the world now, and for future generations.

### Works Cited

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Getting the Gist of the Model Position Paper

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use this Main Idea/Claim note-catcher to get the gist when you read the model position paper. Remember that the main idea and the details are often not just a single sentence of the text; rather, they may involve multiple sentences.

Main Idea/Claim:	
Reason:	Evidence/Reasoning:
Reason:	Evidence/Reasoning:
Reason:	Evidence/Reasoning:
Reason:	Evidence/Reasoning:



Getting the Gist of the Model Position Paper  
(For Teacher Reference)

Use this Main Idea/Claim note-catcher to get the gist when you read the model position paper. Remember that the main idea and the details are often not just a single sentence of the text; rather, they may involve multiple sentences.

<b>Main Idea/Claim:</b> “If we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help prevent a water crisis in the future.”	
<b>Reason:</b>  The ease of reforming personal water use: toilets	<b>Evidence/Reasoning:</b>  <i>Low-flow saves water (.8 gallons).</i>
<b>Reason:</b>  The multiple options of reforming personal water use: Dishwashers/showers	<b>Evidence/Reasoning:</b>  <i>Load dishwashers fully (Fishman video).          Cut showers short (saves 50–70%).</i>
<b>Reason:</b>  Cutting down on water demand as a consumer means other water uses in society will decrease as well.	<b>Evidence/Reasoning:</b>  <i>Reducing use of appliances can save 10 gallons of water an hour.          Jeans use 2,900 gallons of water to make.</i>
<b>Reason:</b>	<b>Evidence/Reasoning:</b>



Sustainable Water Management  
Position Paper Planner

Name:

Date:

**Focus Question:** Which category of water management would be a good place to begin to make the way we manage water more sustainable?

**Purpose of Position Paper:** To craft a logical, well-supported argument in favor of one good place to begin changing our water management to become more sustainable

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Define the issue of water management in terms of sustainability	
C. Claim	



Sustainable Water Management  
Position Paper Planner

II. Body Paragraph 1	
First reason to support your claim	
Topic sentence	
Evidence/Reasoning 1	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	





Sustainable Water Management  
Position Paper Planner

III. Body Paragraph 1	
Second reason to support your claim	
Topic sentence	
Evidence/Reasoning 1	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	



Sustainable Water Management  
Position Paper Planner

IV. Body Paragraph 1	
Third reason to support your claim	
Topic sentence	
Evidence/Reasoning 1	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	



**Sustainable Water Management**  
Position Paper Planner

V. Conclusion	
Restate claim and its connection to sustainability	
Summarize reasons	
Explain why your view is worth consideration by the reader	



Sustainable Water Management  
Position Paper Planner

VI. Counterclaim	
What counterclaim(s) will you use in your essay?	
Where in your essay will you acknowledge the counterclaim(s)?	



**Sustainable Water Management**  
Position Paper Planner

Where would I like peer feedback on this planner?

1)

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2)

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**Sustainable Water Management Position Paper Planner**  
(For Teacher Reference)

**Focus Question:** Which category of water management would be a good place to begin to make the way we manage water more sustainable?

**Purpose of Position Paper:** To craft a logical, well-supported argument in favor of one good place to begin changing our water management to become more sustainable

<b>I. Introduction</b>	
A. Hook to capture the reader's interest and attention	<b>Every day, Americans waste water in their homes without realizing it. All this wasted water adds up to more than you might think.</b>
B. Define the issue of water management in terms of sustainability	<b>Since our world has a limited amount of freshwater, and only 1% of the world's water is drinkable (Darrow), it is important that we save every drop we can.</b>
C. Claim	<b>In fact, if we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help prevent a water crisis in the future.</b>



Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

II. Body Paragraph 1	
First reason to support your claim	<b>Personal reform of water use is simple and easy.</b>
Topic sentence	<b>In order to save the earth's freshwater, there are several steps we can take personally to use less water every day, starting with flushing the toilet.</b>
Evidence/Reasoning 1	<b>The average American flushes a toilet five times a day, which adds up to 5.7 billion gallons of water that goes down the toilet every day (Fishman, 5).</b>
Analysis of Evidence/Reasoning 1	<b>The problem with this is that the water we flush down the toilet is actually safe drinking water.</b>
Evidence/Reasoning 2	<b>We can switch to using low-flow toilets, some of which use air pressure to assist with the flushing and use only .8 gallons of water each flush (Nash).</b>
Analysis of Evidence/Reasoning 2	<b>If installing a new toilet does not seem worthwhile, then we can just be mindful of the times we may flush the toilet when it's not necessary, such as when we dispose of something by using the toilet instead of the trash, and break this habit.</b>
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	<b>Indeed, it is better to take small steps toward water conservation than to do nothing while we wait for larger water-using institutions in society to change their ways.</b>



Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

III. Body Paragraph 1	
Second reason to support your claim	<b>There are multiple other ways we can save water personally.</b>
Topic sentence	<b>There are multiple other ways we can save water by making small, easy changes in our everyday habits—many more than just relying on companies or farms to change their policies.</b>
Evidence/Reasoning 1	<b>As Charles Fishman, author of <i>The Big Thirst</i>, advocates in his video about <i>The Big Thirst</i>, when doing the dishes, we can save water if we do not run the faucet on full force or if we are sure to fully load the dishwasher before running it.</b>
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	<b>According to <i>The Daily Green</i>, a guide to green living made by <i>Good Housekeeping</i>, “a typical shower uses up to 25 gallons of the wet stuff, while each American uses an average of 100 gallons of water a day total” but low-flow shower heads could cut water use by 50 to 70% (<i>Daily Green</i> staff).</b>
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	<b>Even if we simply cut our daily showers by two minutes, we could save up to 150 gallons of water per month (Davis).</b>
Analysis of Evidence/Reasoning 3	
Concluding sentence	<b>Even if we simply cut our daily showers by two minutes, we could save up to 150 gallons of water per month (Davis).</b>





Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

IV. Body Paragraph 1	
Third reason to support your claim	<b>Reducing consumer demand will have a ripple effect on all societal uses of water.</b>
Topic sentence	<b>Consider this also: Farms and companies respond only to consumer demand. If we get smarter about what we personally demand in terms of goods and services, we will reduce the primary reason to spend water on producing those goods and services.</b>
Evidence/Reasoning 1	<b>According to Charles Fishman, large amounts of water are used to run our electronic devices and provide us with the goods we use, such as clothing and food. It takes 250 gallons of water a day to run our computers, refrigerators, and TVs.</b>
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	<b>By turning off appliances and lights—or not buying some of them—we can save up to 10 gallons of water every hour.</b>
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	<b>According to the Indian Textile Journal, the textile industry creates more wastewater than any other industry and “the EPA claims that it takes 2,900 gallons of water to produce one pair of jeans. Most of the water is used in the ‘wet processing’ and dyeing of materials” (Leader).</b>
Analysis of Evidence/Reasoning 3	<b>On the individual level, we could think about this more and purchase fewer pairs of jeans over the years, which might not be that difficult but could make a massive difference.</b>
Concluding sentence	<b>On the individual level, we could think about this more and purchase fewer pairs of jeans over the years, which might not be that difficult but could make a massive difference.</b>



Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

V. Conclusion	
Restate claim and its connection to sustainability	<b>By making small changes in our water use habits at home with toilets, showers, and swimming pools, unplugging electronics, and being careful consumers, we could be the primary reason for preventing a water shortage.</b>
Summarize reasons	<b>By making small changes in our water use habits at home with toilets, showers, and swimming pools, unplugging electronics, and being careful consumers, we could be the primary reason for preventing a water shortage.</b>
Explain why your view is worth consideration by the reader	<b>With all of these benefits, we could keep our water supply sustainable for the world now, and for future generations.</b>

VI. Counterclaim	
What counterclaim(s) will you use in your essay?	<b>Some might say that the contribution of one person can't make a difference, but in a world where water is managed in a sustainable way, we all individually need to contribute to the solution.</b>
Where in your essay will you acknowledge the counterclaim(s)?	<b>Introduction</b>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument.	W.2 R.1-9	<p>—clearly introduce the topic and the claim in a manner that is compelling and follows logically from the task and purpose</p> <p>—claim and reasons demonstrate insightful analysis of the topic</p> <p>—acknowledges counterclaim(s) skillfully and smoothly</p>	<p>— clearly introduce the topic and the claim in a manner that follows from the task and purpose</p> <p>— claim and reasons demonstrate grade-appropriate analysis of the topic</p> <p>—acknowledges counterclaim(s) appropriately and clearly</p>	<p>— introduce the topic and the claim in a manner that follows generally from the task and purpose</p> <p>— claim and reasons demonstrate a literal comprehension of the topic</p> <p>—acknowledges counterclaim(s) awkwardly</p>	<p>— introduce the topic and the claim in a manner that does not logically follow from the task and purpose</p> <p>— claim and reasons demonstrate little understanding of the topic</p> <p>—does not acknowledge counterclaim(s)</p>	<p>— claim and reasons demonstrate a lack of comprehension of the topic or task</p>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1-9	<p>—develop the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the research text(s)</p> <p>—sustain the use of varied, relevant evidence</p> <p>—skillfully and logically explain how evidence supports ideas</p>	<p>—develop the argument with relevant facts, definitions, details, quotations, or other information and examples from the research text(s)</p> <p>—sustain the use of relevant evidence, with some lack of variety</p> <p>—logically explain how evidence supports ideas</p>	<p>—partially develop the argument of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>—use relevant evidence inconsistently</p> <p>—sometimes logically explain how evidence supports ideas</p>	<p>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</p> <p>—attempt to explain how evidence supports ideas</p>	<p>—provide no evidence or provide evidence that is completely irrelevant</p> <p>—does not explain how evidence supports ideas</p>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3. L.6	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>—provide a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a unified whole</p> <p>—establish and maintain a formal style using precise language and domain-specific vocabulary</p> <p>—provide a concluding statement or section that follows from the claim and reasons presented</p>	<p>—exhibit some attempt at organization, with inconsistent use of transitions</p> <p>—establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</p> <p>—provide a concluding statement or section that follows generally the claim and reasons presented</p>	<p>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>—lack a formal style, using language that is imprecise or inappropriate for the topic and task</p> <p>—provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented</p>	<p>—exhibit no evidence of organization</p> <p>—use language that is predominantly incoherent or copied directly from the research text(s)</p> <p>—do not provide a concluding statement or section</p>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable



Writing Improvement Tracker

Name:

Date:

**Strategies to Improve Writing**

- Revise my writing (or my planning) multiple times
- Look at other models
- Read other people's work
- Ask questions when I have them
- Take a break and reread with fresh eyes
- Ask myself, "Does this make sense?"
- Read the necessary texts closely
- Talk through my ideas with an adult
- Use quote sandwiches
- Have another student write the gist of my paragraphs and make sure they match what I thought they were

**Essay from Module 1**

*Directions: Look at the first two rows of the New York State Expository Writing Rubric.*

1. What did I do well in my essay?

---

---

2. What do I need to improve?

---

---

3. What is my goal for the next module for those areas? (Be specific: "I will do better" is too general.)

---

---



## Writing Improvement Tracker

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

---

---

### Essay from Module 2

*Directions: Look at the first two rows of the Argument Essay Rubric.*

1. What did I do well in my essay?

---

---

2. What do I need to improve?

---

---

3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general.)

---

---

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

---

---





Writing Improvement Tracker

**Essay from Module 3**

*Look at the first two rows of the New York State Expository Writing Rubric.*

1. What did I do well in my essay?

---

---

2. What do I need to improve?

---

---

3. What is my goal for the next module for those areas? (Be specific: "I will do better" is too general.)

---

---

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

---

---



Writing Improvement Tracker

**Position Paper from Module 4**

*Directions: Look at the first two rows of Argument Writing Rubric.*

1. What did I do well in my essay?

---

---

2. What in my writing improved this year?

---

---

3. What strategy helped me the most?

---

---

4. What improvement am I most proud of?

---

---



Date:



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 3: Lesson 2**

## **Scaffolding for Essay: Planning Body Paragraphs for Position Paper**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

I can use resources to build my vocabulary. (L.7.6)

**Supporting Learning Targets**

- I can improve my writing through prewriting and planning my position paper.
- I can write arguments to support claims with clear reasons and relevant evidence in my position paper.
- I can choose new vocabulary that will go into my position paper.
- I can write a clear, concise position paper appropriate for the task, purpose, and audience.

**Ongoing Assessment**

- Sustainable Water Management Position Paper Planner



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Relationship between Reading, Research, and Writing (5 minutes)</li> <li>B. Review Learning Targets and Introduce Steps to Writing a Position Paper Poster (7 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Plan Body Paragraphs (20 minutes)</li> <li>B. Independent Reading Check-in (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (3 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Finish planning body paragraphs. Use your researcher's notebook to assist you.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• The Sustainable Water Management Position Paper Planner builds from the essay planner used in Modules 1–3. Notice the inclusion of a space for students to consider their counterclaims at the end of the planner. This placement is intentional, since there are many possible places for students to include a counterclaim in their essay. If you would like to offer more structure, feel free to require that they acknowledge counterclaims in particular paragraphs—for example, either the introduction or the conclusions.</li> <li>• The Sustainable Water Management Position Paper Planner is first used in Lesson 1 to analyze the model position paper. Beginning in this lesson, students will use it to plan their own position papers. Students will need a fresh copy of the planner. Students begin their essay planning in this lesson with the body paragraphs, not with the introduction or the conclusion. This choice is deliberate, to allow students to flesh out the main body of their paper without getting “stuck” on the beginning or the ending. However, writing the introduction first can be a useful synthesizing step for a student: that is, allowing students to clarify the building blocks of their paper before elaborating upon them in the body paragraphs. Consider modifying the order in which the paper is written to meet your own students' needs.</li> <li>• In this lesson, students participate in an independent reading check-in using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that during this time:               <ul style="list-style-type: none"> <li>– Students need time to talk with a peer about their book.</li> <li>– You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</li> <li>– Students need to check in to see if they met their last goal and to set a new goal.</li> </ul> </li> <li>• Feel free to move the independent reading check-in to a more suitable time, should students require more time to write and confer with you.</li> <li>• In advance: Cut out learning target cards and have tape (or other adhesive) available for sticking them on the Steps to Writing a Position Paper poster.</li> <li>• Make sure students have access to their researcher's notebook and Thinking Log.</li> <li>• Review exit tickets from Lesson 1 to make sure all students are starting with appropriate reasons.</li> <li>• Post: Steps to Writing a Position Paper poster; learning targets; Domain-Specific Vocabulary anchor chart.</li> </ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Entry Task: Relationship between Reading, Research, and Writing (one per student)</li><li>• Steps to Writing a Position Paper poster (one to display)</li><li>• Learning target cards (one set cut out to display)</li><li>• Sustainable Water Management Position Paper Planner (from Lesson 1; one new, blank copy per student and one to display)</li><li>• Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (from Lesson 1; one per student)</li><li>• Researcher's notebooks (from Unit 2, Lesson 3)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)</li><li>• Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Relationship between Reading, Research, and Writing (5 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>Entry Task: Relationship between Reading, Research, and Writing</b> and have students respond to the prompt.</li></ul>	<ul style="list-style-type: none"><li>Using entry tickets allows you to get a quick check for understanding of the concept for that day so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul>
<p><b>B. Review Learning Targets and Introduce Steps to Writing a Position Paper Poster (7 minutes)</b></p> <ul style="list-style-type: none"><li>Post or project the <b>Steps to Writing a Position Paper poster</b>.</li><li>Ask students which steps they believe they have already taken or partially taken and what they have specifically done. Listen for: "Prewriting—we have looked for resources and recorded them in our researcher's notebook." Note to students that this may look like a small step, but it actually represents the majority of the work. Students have already completed the lion's share of the assignment—they should be congratulated.</li><li>Direct students' attention to the posted learning targets and read them aloud.</li><li>Invite students to think about how the learning targets fit in with the steps. Ask students to turn and talk to a partner and tell where each learning target fits on the Steps to Writing a Position Paper poster.</li><li>Cold call on students to share. As students are responding, stick the <b>learning target cards</b> next to the identified step.</li><li>If students disagree as to where to put the target, remind them that writing is a process and they will sometimes visit these targets many times as they are writing, but today they will be working on planning their position paper. Remind students that prewriting and planning are important parts of the writing process and will make drafting and revising easier if they put a lot of thought and effort into these steps now.</li></ul>	<ul style="list-style-type: none"><li>Developing self-assessment and reflection supports all learners, helping them learn to be metacognitive about their learning. Metacognition, or the ability to understand one's own thought processes, includes the ability to monitor one's own learning. Learning how to learn helps all students, but it is often a missing ability in those who struggle.</li></ul>





Work Time	Meeting Students' Needs
<p><b>A. Plan Body Paragraphs (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a new copy of the <b>Sustainable Water Management Position Paper Planner</b> to each student. Remind them that they have had a planner for every paper they have written this year.</li> <li>• Ask students to turn to the last page of the planner. Point out that they again will need to include a “counterclaim” somewhere in their paper.</li> <li>• Ask students to turn and talk to a partner about what a “counterclaim” is. Then cold call on partnerships to share. Listen for something like: “a claim that is opposite the claim I am making in my paper.”</li> <li>• Remind students that although the place to think about the counterclaim is at the end of the planner, there is no one place in the essay for the counterclaim to go; in addition, there may be more than one counterclaim. They will need to think carefully about where to include it. Remind students that in the model position paper in the previous lesson, the counterclaim was acknowledged in the opening paragraph but could have been mentioned in multiple places.</li> <li>• Return students’ <b>Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper?</b> Quickly discuss patterns you saw in their responses, and assure students that you will focus on their needs. For example: <ul style="list-style-type: none"> <li>* “Twenty out of 24 of you expressed concern with finding details—we are going to make sure that we hammer this out; and if you still are struggling, let me know and I will work with you additionally.”</li> </ul> </li> <li>• Have students take out their <b>researcher’s notebooks</b>. Tell students they can use the three reasons they identified for their homework to fill in the reasons on the planner immediately. Remind students that since they have already found and recorded their evidence in their researcher’s notebook, now they will need to make sure their evidence helps support their reasons, which support their claims on the planner.</li> <li>• Tell students to work today only on the body paragraphs and the counterclaim, not the introduction or conclusion yet. Let them know that they will continue to work on the body paragraphs for homework.</li> <li>• Give students time to work independently, and circulate as they are working. Push students to be clear and explicit in their planning. <ul style="list-style-type: none"> <li>– Students need time to talk with a peer about their book.</li> <li>– You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</li> <li>– Students need to check in to see if they met their last goal and to set a new goal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and monitor their progress.</li> <li>• Consider giving students transitional words to help them show counterclaims (e.g., “alternatively,” “another possibility,” “aside from,” “conversely,” and “even though”).</li> </ul>



Work Time	Meeting Students' Needs
<p><b>B. Independent Reading Check-in (10 minutes)</b></p> <ul style="list-style-type: none"><li>Use this time for an independent reading check-in using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that during this time:</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (3 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper?</b> for students to complete. Collect students' exit tickets.</li><li>Ask students to refer to the <b>Domain-Specific Vocabulary anchor chart</b> and write at least five words from the list that they think they will use in their position paper. Refer students to the first words already filled in, “sustainable/sustainability,” and tell students that they will need to use at least one of these words in their position paper.</li></ul>	<ul style="list-style-type: none"><li>For students who struggle with handwriting, consider providing a page with the words from the Domain-Specific Vocabulary anchor chart and ask students to circle those that they will use in their paper.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Finish planning body paragraphs. Use your researcher's notebook to assist you.</li></ul>	



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# Grade7: Module 4B: Unit 3: Lesson 2

## Supporting Materials



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**Entry Task**

(Relationship between Reading, Research, and Writing)

.....  
**Name:**

.....  
**Date:**

1. How did your reading in Unit 1 of *The Big Thirst* by Robert Fishman help guide your research in Unit 2?

.....

.....

.....

2. How do you think your research in Unit 2 will help you write your position paper in Unit 3?

.....

.....

.....



Steps to Writing a Position Paper

**Prewriting**

The thinking before writing

Understand your purpose, audience, and format.

Study the issue using available resources.

Record evidence from credible sources.

**Planning**

Organizing ideas before writing

Create a pre-writing plan.

Write claims with clear reasons and relevant evidence.

Decide what domain-specific vocabulary you might use.

**Drafting**

Write your ideas in sentences and paragraphs

Follow your pre-writing plan.

Write your first draft of your paper.

Make sure you are analyzing your evidence, explaining your thinking about how it develops your reason and claim.

**Revising**

Improve your ideas

Add a hook, transition words, domain-specific vocabulary.

Change the order of your claims.

Add, change, clarify, and delete evidence.

Check for sound reasoning as you explain your evidence, and how it develops your reason and claim.

**Conventions**

Focus on editing and proofreading

Check for errors in grammar, spelling, and capitalization.

**Sharing**

Present your work

Show your work to an audience



**I can improve my writing through prewriting and planning my position paper.**

**I can write arguments to support claims with clear reasons and relevant evidence/reasoning in my position paper.**

**I can discuss new vocabulary that will go into my position paper.**

**I can write a clear, concise position paper appropriate for the task, purpose, and audience.**



**Exit Ticket: What Domain-Specific Words**  
Will You Include in Your Position Paper?

.....  
**Name:**  
.....

**Date:**  
.....

**1.** sustainable or sustainability

**2.**

**3.**

**4.**

**5.**

**6.**



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# **Grade 7: Module 4B: Unit 3: Lesson 3**

## **Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can produce clear and coherent writing that is appropriate to task, purpose, and audience (W.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

**Supporting Learning Targets**

- I can improve my writing through prewriting and planning my position paper.
- I can write a clear, concise position paper appropriate for the task, purpose, and audience.

**Ongoing Assessment**

- Sustainable Water Management Position Paper Planner

**Agenda**

1. Opening
  - A. Entry Task: Read through Plan (5 minutes)
  - B. Review Learning Targets (2 minutes)
2. Work Time
  - A. Explain Body Paragraphs (15 minutes)
  - B. Plan Introduction and Conclusion (20 minutes)
3. Closing and Assessment
  - A. Exit Ticket: Where Are We in Steps to Writing a Position Paper? (3 minutes)
4. Homework
  - A. Finish Sustainable Water Management Position Paper Planner.

**Teaching Notes**

- In this lesson, students talk through their body paragraphs with a partner with the goal of articulating and solidifying their ideas. It is important that students understand they are not reading from their planner during this time, though they can use it as a reference. If students cannot articulate their own ideas, they likely do not understand their ideas well enough to write clearly about them. It is through explaining their ideas that they also clarify and sometimes even construct a new understanding so that their writing can be clearer. It is also important that students know that this partner work is not meant to be formal peer feedback, just listening, as peer feedback will happen in Lesson 4.
- Previous work on introductions and conclusions occurred in Module 1, Unit 2, Lesson 16, and in Module 2A, Unit 2, Lesson 16. If your students did not experience these modules, consider whether, or how, explicit instruction in effective introductions and conclusions must occur.
- Consider shifting the order of this lesson and Lesson 2 to meet students' needs: In that case, a logical approach would be to have students write their introduction; use the "talk through" in this lesson to clarify the building blocks represented in the introduction; and then have students write their body paragraphs.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Sustainable Water Management Position Paper Planner (from Lesson 2, one per student)</li><li>• Steps to Writing a Position Paper poster (from Lesson 2, one to display)</li><li>• Exit Ticket: Where Are We in Steps to Writing a Position Paper? (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Read through Plan (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, ask them to silently read through their <b>Sustainable Water Management Position Paper Planner</b>. Remind them that they should have completed filling in the body paragraphs for homework last night, and today they will explain their body paragraphs and counterclaim to a partner.</li></ul>	
<p><b>B. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and ask students to read them silently, noticing where the targets might fit on the <b>Steps to Writing a Position Paper poster</b>. Remind students that they made a decision as to where they were in these steps on their exit tickets yesterday; comment briefly on any patterns you saw in their answers.</li><li>• Ask students to share whether they think they should change where they placed the learning target cards yesterday.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Explain Body Paragraphs (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will talk through their body paragraphs with a partner with the goal of articulating and solidifying their ideas. Let them know that during this time they should not read from their planner, though they can use it as a reference, and that by talking through their body paragraphs (i.e., explaining their argument to someone), they will find out where they are clear and where they are unclear on their ideas. Explain to students that if they should have difficulties explaining, they probably don't understand it as well as they should before they write, and that they should put a star near that paragraph so they can work on it some more.</li><li>• Note also that both partners should review the planner to make sure that all information has been properly paraphrased from their sources. Remind them that they have done this already in their researcher's notebooks, and that this partner work will serve as an additional check. Remind students of the importance of not plagiarizing: Even accidental plagiarism can result in serious consequences.</li><li>• Ask students to move to their partners and take turns explaining all three body paragraphs. The partner should listen and ask clarifying questions that arise in his or her mind.</li><li>• If time permits, encourage students to ask for feedback on a particular point of their writing, such as their analysis of evidence.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing sentence starters for students to follow while explaining their body paragraphs (e.g., "In my first paragraph, my claim is ... and I will back this up with this evidence ...").</li></ul>
<p><b>B. Plan Introduction and Conclusion (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students to work on two things today:<ul style="list-style-type: none"><li>– Any changes they need to make to their body paragraphs based on their inability to explain to their partner</li><li>– The introduction or conclusion</li></ul></li><li>• Remind them of their work in Module 1, Unit 2 on introductions and conclusions, and refer them to the planner guidelines for both the introduction and conclusion. Review briefly that both introductions and conclusions sum up the paper, state or restate the claim, and either hook the reader or leave the reader thinking.</li><li>• Let them know they will continue to work on the planner for homework.</li><li>• Give students time to work independently, and circulate as they are working. Push students to be clear and explicit in their plan.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Where Are We in Steps to Writing a Position Paper? (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Exit Ticket: Where Are We in Steps to Writing a Position Paper?</b> for students to complete.</li><li>• Draw students' attention to the Steps to Writing a Position Paper poster. Ask students which steps they believe they have already taken or partially taken and what they have specifically done for that step. Invite them to fill out the exit ticket. Collect students' completed exit tickets.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish Sustainable Water Management Position Paper Planner.</li></ul>	



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# Grade 7: Module 4B: Unit 3: Lesson 3

## Supporting Materials



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**Exit Ticket:**

Where Are We in Steps to Writing a Position Paper?

.....  
**Name:**  
.....

**Date:**  
.....

Step	Completed, In Progress, Not Yet	What Have You Done?
Prewriting		
Planning		
Drafting		
Revising		
Conventions		
Sharing		



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# **Grade 7: Module 4B: Unit 3: Lesson 4**

## **Scaffolding for Position Paper: Peer Feedback and Citing Sources**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)  
I can use a standard format for citation. (W.7.8)

**Supporting Learning Targets**

- I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.
- I can use MLA format to cite sources within my writing and on a Works Cited page.

**Ongoing Assessment**

- Sustainable Water Management Position Paper Planner
- Sustainable Water Management Peer Feedback Form





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Peer Feedback Pairs (33 minutes)</li><li>B. Mini Lesson: MLA Format (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Was Your Prediction Correct? (1 minute)</li><li>B. Collect Sustainable Water Management Position Paper Planners (1 minute)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the MLA Citation Reference Sheet: In-Text Citations practice questions.</li><li>B. Draft a Works Cited page for your position paper.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This is the second in a series of “talk through” lessons that take place before students are asked to draft their position paper as the Mid-Unit 3 Assessment, in the next lesson. In the previous lesson, students were asked to “talk through” and improve their body paragraphs. Today, students complete this process by summarizing the entire paper for two peers. The peers provide feedback by completing feedback response forms, which they then give to the writer.</li><li>• Students also receive instruction on how to use MLA (Modern Language Association) format for parenthetical citations and a Works Cited page. MLA format is widely considered to be one of the simplest and most accessible formats for citations, which is why it is being used here.</li><li>• Note that only four categories of citations in a Works Cited page are given; it is anticipated that the four given will cover most, if not all, of the sources used by the students in their research. Should a student have a source that does not fit into these four categories, consider using a MLA source available to you to develop the proper format.</li><li>• The peer feedback protocol used here is multistep, tightly connected through a series of written and oral questions, and consists of covering a significant amount of material within a short period of time. It requires teachers to time the feedback protocol strictly, and to stay alert to keeping students focused on the task.</li><li>• Consider implementing the MLA Book Citation Scramble as a timed race to generate energy and engagement after this intensely focused lesson.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review the Peer Feedback protocol and visualize its flow within the lesson. Consider ahead of time how you will monitor and time its steps.</li><li>– Post the learning targets prominently within the classroom.</li><li>– Cut out sets of the MLA Book Citation Scramble, one set per triad of students, and paperclip them together or place in a small plastic bag.</li><li>– Consider posting the Peer Feedback protocol on chart paper for student reference.</li></ul></li></ul>



Lesson Vocabulary	Materials
applicable, claim, evidence, parentheses	<ul style="list-style-type: none"><li>• Sustainable Water Management Position Paper Planner (from Lesson 2)</li><li>• Sustainable Water Management Peer Feedback Form (two per student)</li><li>• Peer Feedback Guidelines (one per student and one to display)</li><li>• Document camera</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)</li><li>• Peer Feedback protocol (one to display)</li><li>• MLA Citation Reference Sheet: Works Cited Page (one per student and one to display)</li><li>• MLA Citation Reference Sheet: In-Text Citations (one per student and one to display)</li><li>• MLA Citation Reference Sheet: In-Text Citations Practice Questions (answers, for teacher reference)</li><li>• MLA Book Citation Scramble (one per triad of students)</li><li>• MLA Book Citation Scramble (answer, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students take out their <b>Sustainable Water Management Position Paper Planner</b>. Let them know that today they will be “talking through” their papers with their peers to get feedback and improve their work. Remind them that they have already done this once in the previous lesson with their body paragraphs; today they will be summarizing the whole paper for their peers.</li><li>• Remind them that in the next lesson, they will officially draft their position papers as the Mid-Unit 3 Assessment.</li><li>• Inform students they will now have 4 minutes to silently review their work on the Sustainable Water Management Position Paper Planner. As they review, ask them to identify <u>two</u> places on the planner where they would like peer feedback. These places may be where the student is unsure about what he or she has written, has a question, or simply would like the opinion of peers. Using the space on page 4 of their Position Paper Planners underneath the Counterclaim section, have students note these two places, and the specific question they have about that place.</li><li>• Assure students there are no “right” or “wrong” places to ask for feedback, and to trust their knowledge of their own writing to figure out places where peer feedback would be useful.</li><li>• Circulate to offer individual assistance if needed.</li><li>• After 4 minutes, direct students’ attention to the posted learning targets and invite students to read them aloud:<ul style="list-style-type: none"><li>* “I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.”</li><li>* “I can use MLA format to cite sources within my writing and on a Works Cited page.”</li></ul></li><li>• Ask students to turn to a partner and discuss the question:<ul style="list-style-type: none"><li>* “Today, where do I think I will experience the most challenge with these learning targets? Why?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Wherever possible, have students who need physical activity take on the active roles of managing and writing on charts or handing out the materials.</li><li>• While circulating, be sure to address first those students for whom writing the paper has been a challenge. If you have already seen any places where errors have occurred in student work, or where particular students have struggled consistently, consider taking this time to suggest gently that these might be good places to solicit peer feedback.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Peer Feedback Pairs (34 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange students in groups of two</li> <li>• Distribute two copies of the <b>Sustainable Water Management Peer Feedback Form</b> to each student. Ask them not to write anything on the forms for the moment.</li> <li>• Let students know that, first, you will be modeling how the peer feedback process will work today.</li> <li>• Model the peer process feedback, using the protocol as outlined below (see also Meeting Students' Needs).</li> <li>• Distribute and display the <b>Peer Feedback Guidelines</b> on a <b>document camera</b>. Review them orally with the students. Solicit examples of how the model peer feedback session followed these guidelines.</li> <li>• Point out that in the model, the participants made heavy use of the vocabulary on the <b>Domain-Specific Vocabulary anchor chart</b>, and encourage students to do the same in their own conversations.</li> <li>• Answer any other questions students might have about the process.</li> <li>• Have triads decide who will be the first presenting student, and have peers fill out the top of the first Peer Feedback Form accordingly.</li> <li>• Ask the presenting student to let her peers know her two places or questions for peer feedback. Peers should note these on their feedback forms in the boxes labeled Peer Question 1 and Peer Question 2.</li> <li>• Briefly review the word <i>applicable</i>: whether something applies. Note that if the presenting student has a feedback question that is not a “yes/no” question, then the Yes/No column is not applicable and can be skipped.</li> <li>• Display and review the <b>Peer Feedback protocol</b>:             <ol style="list-style-type: none"> <li>1. The presenting student briefly summarizes her paper using the planner, being sure to note explicitly her <i>claim</i> and her <i>evidence</i>. Peers fill out the graphic organizer accordingly. (2 minutes)</li> <li>2. Peers silently reflect and answer the questions on their feedback form. (3 minutes)</li> <li>3. Peers discuss their reflections and thoughts with the student. The presenting student is not allowed to respond or answer questions at this point, only listen. (4 minutes)</li> <li>4. The presenting student now responds orally to feedback, clarifying any points of interest or answering questions. (1 minute)</li> <li>5. Peers give their feedback forms to the presenting student.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• After stretches of intensive reading and writing where physical movement is not built into the instruction, consider having students stand up for a quick “brain break” or a physical stretch during natural breaks in the work time (between Work Times A and B, for example). Research indicates that these breaks are important for neurological growth, but especially for boys: Their cognitive processing requires more “rest times” away from the subject matter before re-engaging in learning.</li> <li>• Consider pre-arranging the peer feedback groups to best meet students' needs. Groups can be formed homogeneously or heterogeneously according to literacy level, to compare similar or different arguments in the position paper, or for other learning goals as determined by you.</li> <li>• There are multiple ways in which the peer feedback model can be designed and conducted to meet your students' specific needs. Consider the following options:</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to begin. Monitor time carefully.</li><li>• When students have finished their first round, conduct and time the second round of feedback, allowing the second student to present her paper.</li></ul>	<ul style="list-style-type: none"><li>– Have an outside adult with whom the students are familiar visit the class and deliver a model summary of a fictitious position paper. Direct students as a whole class through the peer feedback process with the adult. Consider especially having the librarian or an administrative figure such as your principal participate, to demonstrate the importance of this kind of work.</li><li>– Have two other adults work with you to demonstrate an ideal peer feedback process. This could be conducted live or filmed.</li><li>– Also consider conducting a brief model of a poor peer feedback session. Students enjoy preparing and analyzing “reverse models”; it is an effective learning tool and provides a feeling of confidence and expertise for students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mini Lesson: MLA Format (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>MLA Citation Reference Sheet: Works Cited Page</b> and the <b>MLA Citation Reference Sheet: In-Text Citations</b>.</li> <li>Briefly review both reference sheets with the students, displaying each under the document camera as applicable. Emphasis should be placed on the MLA Citation Reference Sheet: Works Cited Page, since this is the more complicated of the two and will be the basis for the majority of the homework for this lesson.</li> <li>Make a strong note to the students that this work not only allows the writer's audience to follow the path of the writer's research, but also prevents unintentional plagiarism—it is essential to use citations to make sure that the audience knows to whom the ideas in the paper really belong.</li> <li>As you review, make sure students know the definition of <i>parentheses</i>, and provide it if needed (a curved punctuation mark used in writing to set off a remark or other information).</li> <li>If time permits, have triads conduct the <b>MLA Book Citation Scramble</b>. If not, the scramble can be conducted for homework.</li> </ul>	<ul style="list-style-type: none"> <li>As mentioned in the Teaching Notes, this is a simplified version of MLA citation for student use; it is reviewed quickly. Consider how you might wish to further support students who are challenged by detail-oriented work such as citation: for example, creating a blank MLA Works Cited template, or building in editing time later in the unit that focuses specifically on the accuracy of citation. Also, consider referring students to Web sites that automatically create custom citations from a series of prompts.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Was Your Prediction Correct? (1 minute)</b></p> <ul style="list-style-type: none"> <li>Have students turn to a partner and discuss whether their predicted area of challenge in the Learning Targets was, in fact, a challenge during this lesson, and why.</li> </ul>	
<p><b>B. Collect Sustainable Water Management Position Paper Planners (1 minute)</b></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Complete the MLA Citation Reference Sheet: In-Text Citations practice questions.</li> <li>Draft a Works Cited page for your position paper.</li> </ul>	<ul style="list-style-type: none"> <li>See “Meeting Students' Needs” for Work Time B.</li> </ul>



EXPEDITIONARY  
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# Grade 7: Module 4B: Unit 3: Lesson 4

## Supporting Materials



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Sustainable Water Management Peer Feedback Form

.....  
**Name:**  
.....

.....  
**Date:**  
.....

Peer Feedback Form for \_\_\_\_\_

Below, briefly fill in the graphic organizer according to what you hear your partner read.

**Claim:**



**Reason:**

**Evidence:**



**Reason:**

**Evidence:**



**Reason:**

**Evidence:**

Now answer these questions, using the guidelines on display. The guidelines are also listed on the back of this form.

Was the claim clear?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about the claim?





Sustainable Water Management Peer Feedback Form

Was there enough evidence to support the claim?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about the evidence?
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Sustainable Water Management Peer Feedback Form

Did the evidence support the claim with sound reasoning?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about reasoning?
Is there anything else you wish to discuss with the reader?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about this?
Peer Question 1:	YES / NO (if applicable)	Explain your answer here, using details from the reader’s paragraph.	Do you have any questions to ask the reader about this?
Peer Question 2:	YES / NO (if applicable)	Explain your answer here.	Do you have any questions to ask the reader about this?



Peer Feedback Guidelines

Be ...	Try ...	Instead of ...
<u>Honest.</u>	I didn't hear any supporting evidence, but your claim was very clear.	This was absolutely perfect. Don't change a thing.
<u>Helpful.</u>	I didn't hear any evidence from the Fishman book. Did you make that decision on purpose?	Your evidence is terrible.
<u>Specific.</u>	I didn't understand how talking about birthday parties supports your claim.	Great job! Good! This was confusing. This wasn't good.



### Peer Feedback Protocol

1. The presenting student briefly summarizes her paper using the planner, being sure to note explicitly her *claim* and her *evidence*. Peers fill out the graphic organizer accordingly. (2 minutes)
2. Peers silently reflect and answer the questions on their feedback form. (3 minutes)
3. Peers discuss their reflections and thoughts with the student. The presenting student is not allowed to respond or answer questions at this point, only listen. (4 minutes)
4. The presenting student now responds orally to feedback, clarifying any points of interest or answering questions.  
(1 minute)
5. Peers give their feedback forms to the presenting student.



MLA Citation Reference Sheet:  
Works Cited Page

**Remember to include all punctuation!**

**Book:**

Author Last Name, First Name.	King, Cookie.
Book Title.	<i>Chocolate Chip Cookies Forever.</i>
City of publication:	Rochester:
Publisher's name,	Cookies Digest,
year of publication.	2013.

The full citation:

King, Cookie. *Chocolate Chip Cookies Forever*. Rochester: Cookies Digest, 2013.

**Magazine:**

Author Last Name, First Name.	Monster, Cookie.
"Article Title."	"Chocolate Chip Cookies: My Favorite."
Magazine Name	<i>Cookies Illustrated</i>
day Month year:	2 July 2013:
page number(s).	5-64.



MLA Citation Reference Sheet:  
Works Cited Page

The full citation:

Monster, Cookie. "Chocolate Chip Cookies: My Favorite." *Cookies Illustrated* 2 July 2013: 5-64.

**Website:**

Author Last Name, First Name (if known).	King, Cookie.
"Publication Title."	"Chips or Morsels? A Debate."
Title of Web Site.	Cookies Galore.
day Month year of publication (or last update).	5 May 2012.
Name of Sponsoring Institution.	Cookie Institute of America.
Day/month/ year of access	31 July 2013
<URL>.	< <a href="http://CIA.org/cookiesillustrated/5012013">http://CIA.org/cookiesillustrated/5012013</a> >.

The full citation:

King, Cookie. "Chips or Morsels? A Debate." Cookies Galore. 5 May 2012. Cookie Institute of America. 31 July 2013 <<http://CIA.org/debate/2013>>.



MLA Citation Reference Sheet:  
Works Cited Page

**Article from an Online Database:**

Author Last Name, First Name.	King, Cookie.
"Article Title."	"Chocolate Chip Cookies: My Favorite."
Periodical Title volume.issue (year of publication):	<i>Cookies Illustrated</i> 50.1 (2013):
page(s).	5-64.
Name of Database.	Docutech Database.
day Month year of access.	31 July 2013.
<URL>.	< <a href="http://docutech.org/cookiesillustrated/5012013">http://docutech.org/cookiesillustrated/5012013</a> >.

**The full citation:**

King, Cookie. "Chocolate Chip Cookies: My Favorite." *Cookies Illustrated* 50.1 (2013): 5-64. Docutech Database. 31 July 013. <http://SS.org/cookiesillustrated/5012013>



MLA Citation Reference Sheet:  
In-Text Citations

Rule	Example
Provide the last name of the author and the specific page numbers of the source in parentheses.	Water is beyond precious (Fishman, 24).
If the author's name or the pages numbers are already given in the body of the sentence, don't put them in the parentheses.	Fishman tells the story of the Caribbean Cruise Company (122). On page 1, Fishman begins with an anecdote.
Place the parentheses where there is a pause in the sentence—normally before the end of a sentence or a comma.	Although Fishman is a journalist (56), he also writes narrative nonfiction (57).
If you don't know the name of the author, or there isn't one, use a short version of the name of your source. Italicize a book name. Put an article title in quotes.	Water is life ( <i>Water's Many Uses</i> , 43). Water is life ("Sing the Song of Water," 72).





MLA Citation Reference Sheet:  
In-Text Citations

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

*Fill in the parentheses correctly for the Cookie King book, page 15.*

1. Chocolate chip cookies are prone to melting (\_\_\_\_\_).
2. However, King states that storing the cookies in the refrigerator can solve the problem (\_\_\_\_\_).
3. On page 15, Cookie King demonstrates the power of joining milk with cookies (\_\_\_\_\_).

*Now fill in the parentheses correctly for the Cookie King magazine article, page 12.*

4. On page 12, King indicates that oatmeal cookies might be a good choice (\_\_\_\_\_).
5. On the other hand, King has a clear preference for chocolate-based cookies (\_\_\_\_\_).
6. Cookies also come in handy when distracting alligators (\_\_\_\_\_).

*For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?*

7. The article states that chocolate chip cookies are far superior to butterscotch (\_\_\_\_\_).



MLA parentheses citation is often called the easiest form of citation that exists, and has been adopted by thousands of colleges and schools as their official format. Why do you think this is?



MLA Citation Reference Sheet:  
In-Text Citations  
(Answers, for Teacher Reference)

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

*Fill in the parentheses correctly for the Cookie King book, page 15.*

1. Chocolate chip cookies are prone to melting (**King, 15**).
2. However, King states that storing the cookies in the refrigerator can solve the problem (**15**).
3. On page 15, Cookie King demonstrates the power of joining milk with cookies (**none**).

*Now fill in the parentheses correctly for the Cookie King magazine article, page 12.*

4. On page 12, King indicates that oatmeal cookies might be a good choice (**none**).
5. On the other hand, King has a clear preference for chocolate-based cookies (**12**).
6. Cookies also come in handy when distracting alligators (**King 12**).

*For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?*

7. The article states that chocolate chip cookies are far superior to butterscotch ("**Chips or Morsels,**" **12**).



**MLA Citation Reference Sheet:**  
In-Text Citations  
(Answers, for Teacher Reference)

*Last question:*

MLA parentheses citation is often called the easiest form of citation that exists, and has been adopted by thousands of colleges and schools as their official format. Why do you think this is?

**Students who are learning how to cite would benefit from a system that is simple and easy. I think that is why so many colleges and schools are using it.**



MLA Book Citation Scramble

**Directions:** In this packet, you will find all the parts of an accurate MLA book citation. Place them in the correct order on your desk. Hint: Watch the punctuation carefully!

:	George	New York
,	.	Dover Publications
,	.	2013
Shaw	<u>Pygmalion</u>	.



**MLA Book Citation Scramble**  
(Answer, for Teacher Reference)

Shaw, George. Pygmalion. New York: Dover Publications, 2013.



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 3: Lesson 5**

## **Mid-Unit 3 Assessment: Drafting the Position Paper**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4).  
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Supporting Learning Targets**

- I can write an organized position paper about sustainability and water management.
- In my essay, I can support my claim with reasons, details, and quotes from research.
- In my essay, I can explain how my evidence/reasoning supports my claim.

**Ongoing Assessment**

- Mid-Unit 3 Assessment: Position paper draft





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment: Drafting the Position Paper (40 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Collect Position Paper Drafts (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the draft of your Independent Reading Cheat Sheet Planner.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students write the draft of their position paper about sustainable water management. In the previous four lessons, students used the planner to shape their paper, organize evidence from their researcher's notebook, and critiqued one another's work. At this point, students need time to craft their essay.</li><li>• Consider posting a list of the resources available to help students write their essays.</li><li>• This lesson is written assuming the use of computers to draft the position paper in order to make later revisions easier.</li><li>• Be sure to think about how students will submit their drafts at the end of class: printing, saving to a server, emailing, etc.</li><li>• If using computers is not possible in your classroom, consider giving students more time to hand write their essays. If students are hand writing, encourage them to double-space, as it will make revision easier.</li><li>• Since students will produce this essay draft independently, it is used as an assessment for "Claim and Reasons" and "Command of Evidence" on the NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version). Return the essay drafts with feedback in Lesson 7.</li><li>• This lesson is written as a timed, on-demand drafting experience not only to keep management of the drafting process simple for the teacher, but also to give students "solo" experience in writing under timed, on-demand circumstances. When considering the needs of your students, however, use your professional judgment in modifying the drafting experience to be reasonable and equitable.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Computers</li><li>• Sustainable Water Management Position Paper Planner (from Lesson 2)</li><li>• Researcher's notebook (from Unit 2, Lesson 3)</li><li>• Mid-Unit 3 Assessment: Position Paper prompt (one per student)</li><li>• Document camera</li><li>• NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version; for teacher reference)</li><li>• Independent Reading Cheat Sheet Planner (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Assign <b>computers</b> and invite students to get out their <b>Sustainable Water Management Position Paper Planner</b> and <b>researcher's notebook</b>.</li><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can write an organized position paper about sustainability and water management."</li><li>* "In my essay, I can support my claim with reasons, details, and quotes from research."</li><li>* "In my essay, I can explain how my evidence/reasoning supports my claim."</li></ul></li><li>• Remind students that these learning targets build on the work they did in the past four lessons.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment: Drafting the Position Paper (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Let students know they will complete a draft of their position paper today and that this will serve as the Mid-Unit 3 Assessment.</li><li>• Distribute the <b>Mid-Unit 3 Assessment: Position Paper prompt</b> and display using a <b>document camera</b>. Remind students that this prompt should be quite familiar to them by now, since it was introduced in Unit 2 and they have been planning their essay in previous lessons. Read the prompt aloud.</li><li>• Remind students of the following:<ol style="list-style-type: none"><li>1. You should use the ideas and evidence in your Position Paper Planners to write your drafts.</li><li>2. You will turn in your drafts at the end of the class.</li><li>3. You will have a chance to revise for conventions after you get your first draft back.</li></ol></li><li>• Emphasize the importance of saving their work often as they are typing. Let them know in what form (email, printed, saved to server, etc.) they will be turning in their draft at the end of the class.</li><li>• As students are working, circulate around the room. Since this is an assessment, they should work independently.</li><li>• Continually remind students to save their work and support them as needed or when their hands are raised.</li><li>• When a few minutes remain, remind students to save their work.</li></ul>	<ul style="list-style-type: none"><li>• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including SPED and ELL students. As much as possible, this draft should be done independently. However, there is space during Work Time to check in with students who need more support.</li><li>• In order to give more support, consider:<ul style="list-style-type: none"><li>– Prompting students to look at their essay planner to remind them of their claim and/or the evidence they gathered</li><li>– Asking questions like: “How does that evidence support your claim?” or “How are those ideas connected?”</li><li>– Reminding them of the resources available to help them</li></ul></li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Collect Position Paper Drafts (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Give students specific positive praise for behaviors or thinking you noticed during class. Emphasize ways in which they are showing stamina as writers, and specific examples of students who are having strong insights about sustainability and water management.</li><li>• Tell students you look forward to reading their drafts.</li><li>• Collect their position paper drafts and Position Paper Planners.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing SPED and ELL students more time to complete their draft.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Complete the draft of your Independent Reading Cheat Sheet Planner.</b></p> <ul style="list-style-type: none"><li>• Explain to students that they will be doing a “cheat sheet” as a “capstone” for the independent reading they have completed throughout the module. They will be evaluating a book they have completed using the <b>Independent Reading Cheat Sheet Planner</b> to which future students can refer to see if the book is a good match for them.</li><li>• If time permits, review the Cheat Sheet Planner with students and let them know they will have Lesson 6 to work on their final form.</li><li>• Tonight's homework is to complete a draft of the Cheat Sheet Planner so they can do their best revision tomorrow.</li></ul> <p><i>Note: Assess students' essay draft for “Claim and Reasons” and “Command of Evidence” on the position paper rubric. Be prepared by Lesson 7 to return the position paper drafts with feedback and the rubric. For assessment purposes, focus on just the top two rows of the rubric.</i></p> <p><i>But also give feedback on the “Coherence, Organization, and Style” and “Control of Conventions” for students to revise in Lesson 8. Specifically, keep an eye out for common organization or convention mistakes in the essays. In Lesson 8, you can address these common errors in a mini lesson when students revise.</i></p>	



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# Grade 7: Module 4B: Unit 3: Lesson 5

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**Mid-Unit 3 Assessment**  
(Position Paper Prompt)

**Learning Targets:**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

- a. I can introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. I can support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. I can provide a concluding statement or section that follows from and supports the argument presented.
- d. I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)

**Directions:** Writer your best first draft of your position paper. You may use all of your texts, resources, and planning documents.

“After researching strategies to improve agricultural and industrial water management, write a position paper that addresses the question: Which category of water management would be a good place to begin? Make a proposal, supporting your reasoning with accurate information and logical reasons”



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument.	W.2 R.1-9	<ul style="list-style-type: none"> <li>—clearly introduce the topic and the claim in a manner that is compelling and follows logically from the task and purpose</li> <li>—claim and reasons demonstrate insightful analysis of the topic</li> <li>—acknowledges counterclaim(s) skillfully and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>— clearly introduce the topic and the claim in a manner that follows from the task and purpose</li> <li>— claim and reasons demonstrate grade-appropriate analysis of the topic</li> <li>—acknowledges counterclaim(s) appropriately and clearly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the topic and the claim in a manner that follows generally from the task and purpose</li> <li>— claim and reasons demonstrate a literal comprehension of the topic</li> <li>—acknowledges counterclaim(s) awkwardly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the topic and the claim in a manner that does not logically follow from the task and purpose</li> <li>— claim and reasons demonstrate little understanding of the topic</li> <li>—does not acknowledge counterclaim(s)</li> </ul>	<ul style="list-style-type: none"> <li>— claim and reasons demonstrate a lack of comprehension of the topic or task</li> </ul>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1-9	—develop the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the research text(s)  —sustain the use of varied, relevant evidence  —skillfully and logically explain how evidence supports ideas	—develop the argument with relevant facts, definitions, details, quotations, or other information and examples from the research text(s)  —sustain the use of relevant evidence, with some lack of variety  —logically explain how evidence supports ideas	—partially develop the argument of the essay with the use of some textual evidence, some of which may be irrelevant  —use relevant evidence inconsistently  —sometimes logically explain how evidence supports ideas	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant  —attempt to explain how evidence supports ideas	—provide no evidence or provide evidence that is completely irrelevant  —does not explain how evidence supports ideas





NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3. L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning  —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice  —provide a concluding statement or section that is compelling and follows clearly from the claim and reasons presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole  —establish and maintain a formal style using precise language and domain-specific vocabulary  —provide a concluding statement or section that follows from the claim and reasons presented	—exhibit some attempt at organization, with inconsistent use of transitions  —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary  —provide a concluding statement or section that follows generally the claim and reasons presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task  —lack a formal style, using language that is imprecise or inappropriate for the topic and task  —provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented	—exhibit no evidence of organization  —use language that is predominantly incoherent or copied directly from the research text(s)  —do not provide a concluding statement or section



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable



Independent Reading Cheat Sheet Planner

Name:

Date:

Title of My Book:

Author:

Number of Pages

Genre:

I would rate this book on a scale of 1 to 10 at a \_\_\_\_\_ because ...

The conflict in my book is ...

I connected to my book the most strongly through ....



**Independent Reading Cheat Sheet Planner**

**One of the best quotes from this book was ....**

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**Below, I've drafted a picture of one of the most interesting moments in my book:**



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# **Grade 7: Module 4B: Unit 3: Lesson 6**

## **Independent Reading: Final Product**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b)

**Supporting Learning Targets**

- I can create a “cheat sheet” to assist other students in determining whether the book I have read independently would be a good match for them.
- I can represent a key moment in my independently selected text through visual means.

**Ongoing Assessment**

- Independent Reading Cheat Sheet Planner



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Unpack Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Peer Feedback on Independent Reading Cheat Sheet Drafts (5 minutes)</li><li>B. Final Copy of Independent Reading Cheat Sheet (20 minutes)</li><li>C. Gallery Walk (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Review Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. None</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson is the “capstone” for the independent reading students have completed throughout the module. Students step back and take an evaluative approach to the book they have completed by creating a “cheat sheet” to which future students can refer to see if the book is a good match for them.</li><li>• The cheat sheet is firmly rooted in an evaluation of the text, and requires a strong understanding of the student’s book in order to be completed accurately. However, it is also meant to serve as an engaging, multi-sensory “break” from the intense academic writing in which the students have been immersed.</li><li>• The artistic element of this lesson is specifically denoted in NYSP12 ELA CCLS RL7.11. Students should be encouraged to be creative when developing their cheat sheets. Clip art or other visual approaches should be encouraged, provided they can be completed in a timely and neat fashion; they need not be limited to the picture at the bottom.</li><li>• However, also consider issues of equity when planning for the visual element of this assignment. Students who are not artistically inclined should be given as many visual options for completing the assignment as possible, and also given choice when asked to share their work in public forums (see below).</li><li>• Consider involving the media specialist and/or librarian in the planning of this lesson, not only as a teacher resource, butbut also perhaps as a guest speaker for modeling book talks or sharing other books with students.</li><li>• Cheat sheets are shared via a Gallery Walk at the end of this lesson, but students are not limited to sharing their work through this forum. Consider developing a bulletin board, a display, book talks, technological means of sharing, or a partnership project with your local library to share the students’ work with the wider community. Another option might be to bind the cheat sheets into a reference book for use in your classroom or school library.</li><li>• If you need extra time to review the essay drafts from Lesson 5, consider having students work on their cheat sheets for two periods.</li><li>• In advance:<ul style="list-style-type: none"><li>– Post the learning targets prominently in the classroom.</li><li>– Make sure students have easy and equal access to the drawing supplies.</li><li>– Review the Fist to Five in Checking for Understanding Techniques protocol (see Appendix).</li></ul></li></ul>



Lesson Vocabulary	Materials
cheat sheet, evaluative/evaluate	<ul style="list-style-type: none"><li>• Entry task (one per student)</li><li>• Independent Reading Cheat Sheet: Final Copy (one per student)</li><li>• Drawing supplies such as markers, crayons, and colored pencils (one set per student)</li><li>• Cheat Sheet Interest List (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Unpack Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students answer the entry task question:<ul style="list-style-type: none"><li>* “When something is evaluative, what does that mean?”</li></ul></li><li>• Cold call two or three students for their answers. Listen for answers such as: “When we get an evaluation, it means someone is judging our actions or our performance, so something evaluative must be doing something similar.”</li><li>• Explain that evaluative is the adjectival form of evaluate, and that it means “to decide the worth of something after studying it.” Ask for volunteers to identify other forms of the word with which they are familiar (“evaluator,” “evaluation”).</li><li>• Connect the students’ experience to the definition by explaining that they can consider their independent reading a “study” of the book they choose. Now, through the cheat sheet they are about to complete, they will “evaluate” their independent reading book to give other students a chance to determine whether it would be a good match for them.</li><li>• Direct students’ attention to the first learning target and read it aloud. Say:<ul style="list-style-type: none"><li>* “Turn to a partner and discuss how this assignment will help you meet this learning target.”</li></ul></li><li>• Cold call two or three students for their input. Listen for responses such as: “The cheat sheet is a way of judging my independent reading book, to determine what another student might need to know about it before deciding whether to read it or not.”</li></ul>	<ul style="list-style-type: none"><li>• Consider selecting students ahead of time to take on the role of responder to the cold call. Students who need practice in oral response or extended processing time can be told the prompt before class begins and prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li></ul>





Work Time	Meeting Students' Needs
<p><b>A. Peer Feedback on Independent Reading Cheat Sheet Drafts (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students pair up with a partner and exchange their cheat sheet drafts from their homework. Give students 5 minutes to look over each other's work with the following prompt: <ul style="list-style-type: none"> <li>* "What strengths do you notice about this draft? What about the draft do you wonder about?"</li> </ul> </li> <li>Students should note important points from their partner's feedback on their draft.</li> </ul>	<ul style="list-style-type: none"> <li>Consider arranging pairs ahead of time depending on student need. Pairs can be arranged according to homogeneous reading level, at varying levels of proficiency, by similar book genre, or other criteria.</li> </ul>
<p><b>B. Final Copy of Independent Reading Cheat Sheet (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>Independent Reading Cheat Sheet: Final Copy</b>.</li> <li>Invite students to complete a final copy of their cheat sheets, concentrating specifically on the presentation: neatness, colorfulness, and creativity. Let them know that there is no "wrong" way to complete their cheat sheets, as long as the information is accurate. They may use the provided <b>drawing supplies such as markers, crayons, and colored pencils</b>.</li> <li>Remind the students that this work will be shared with one another, and possibly with others in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Reassure students who are insecure about their artistic skills that this product is not being formally assessed, and that all that is required is their best effort.</li> <li>Consider allowing students to take the assignment home for extra time to work on it if they wish.</li> </ul>
<p><b>C. Gallery Walk (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students stand up and take a quick stretch. Congratulate them on their hard work.</li> <li>Ask them to leave their final copy, whether completed or not, in plain view in their workspace.</li> <li>Distribute the <b>Cheat Sheet Interest List</b>.</li> <li>Give the students time to walk around the room and investigate their peers' cheat sheet drafts.</li> <li>Ask students to conduct this investigation with a purpose: <ul style="list-style-type: none"> <li>* "Find three cheat sheets for books that you would be interested in reading yourself in the future. Note their titles and authors on your Cheat Sheet Interest List."</li> </ul> </li> <li>After the Gallery Walk, have students briefly compare their Cheat Sheet Interest List with that of a partner and discuss their choices.</li> <li>Collect the Independent Reading Cheat Sheet Planners.</li> </ul>	<ul style="list-style-type: none"> <li>The cheat sheets are not intended to be formally assessed. However, they will yield important information about student reading comprehension, engagement, and whether students can accurately evaluate a text. It is strongly suggested that teachers take a close look at the cheat sheets and use their professional judgment to determine how well the students met the learning target.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Redirect students' attention to the posted learning targets and read them aloud. Have students use the Fist to Five protocol to answer this prompt:<ul style="list-style-type: none"><li>* "How well do you think your cheat sheet work achieves the learning targets we set today?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Students who indicate that they did not meet the learning targets proficiently may benefit from an opportunity to revise their work before sharing it with a wider audience; similarly, if questions arise about a particular student's performance, the teacher may take this opportunity to use the cheat sheet as a basis for discussion about independent reading with the student.</li></ul>
Homework	Meeting Students' Needs
None	



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# Grade 7: Module 4B: Unit 3: Lesson 6

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**Date:**



Independent Reading Cheat Sheet:  
Final Copy

.....  
**Name:**  
.....  
**Date:**  
.....

Title of My Book: .....

Author: ..... Number of Pages: ..... Genre: .....

<b>I would rate this book on a scale of 1 to 10 at a _____ because ...</b>	<b>The conflict in my book is ...</b>
<b>I connected to my book the most strongly through ...</b>	<b>One of the best quotes from this book was ...</b>



**Independent Reading Cheat Sheet:**  
Final Copy

Below, I've drawn a picture of one of the most interesting moments in my book:



Cheat Sheet Interest List:

.....  
**Name:**

.....  
**Date:**

Book Title	Author



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# **Grade 7: Module 4B: Unit 3: Lesson 7**

## **End of Unit Assessment, Part 1: Revising Claims and Evidence based on Feedback**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can revise my writing based on feedback to improve my use of claims, reasons, and evidence.</li></ul>	<ul style="list-style-type: none"><li>End of Unit 3 Assessment, Part 1: Position Paper (continued for homework and in Lesson 8)</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Process Teacher Feedback (4 minutes)</li><li>B. Review Learning Targets (1 minute)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 3 Assessment, Part 1: Revise Position Paper (28 minutes)</li><li>B. Introduction to Performance Task (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Add Claim to Performance Task (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish revising your position paper based on the first two rows of the rubric.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Today's lesson features a significant amount of time for students to revise the first drafts of their position papers with your support. Try to structure the class as a Writer's Workshop if possible: Voices should be kept to a minimum, students should be working independently and checking in with you as necessary. Consider working with students right outside the classroom if you have space to allow for a truly quiet and focused working environment.</li><li>• Consider involving the librarian/media specialist if possible, as well as support staff, to support students in the revision process during this class period.</li><li>• As students revise their essays, circulate and help those students who you feel had the most challenges with their position papers. Try to get to every student, but prioritize those who might benefit from your help sooner rather than later.</li><li>• Try to have a class set of pens/markers/highlighters and sticky notes in a variety of colors for this lesson and the next so students can use one color in today's lesson and a new color in the next. They may also use these materials for their performance tasks.</li><li>• In this lesson, you introduce the performance task. Encourage students to be creative and simply use the template provided as a guide. If your class has easy access to computers, students may want to create their performance tasks on them; if not, have large paper and markers readily available.</li><li>• In advance:<ul style="list-style-type: none"><li>– Post the entry task directions so students can begin working as soon as they enter the room (see Opening A).</li><li>– Post the learning target prominently in the classroom.</li><li>– Gather markers and large chart paper for the performance task.</li></ul></li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Steps to Writing a Position Paper poster (begun in Unit 3, Lesson 2)</li> <li>• Argument Writing Rubric (from Unit 2, Lesson 1; one per student)</li> <li>• Mid-Unit 3 Assessment: Position Paper draft (from Lesson 5; returned in this lesson with teacher feedback)</li> <li>• Different colored pens, highlighters, or markers (one per student)</li> <li>• Performance Task Description (one per student)</li> <li>• Performance Task Template (one per student)</li> <li>• Large chart paper (one per student)</li> <li>• Computers</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Process Teacher Feedback (4 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to follow the posted directions for today's entry task: "Look at the <b>Steps to Writing a Position Paper</b> and read Steps 4 and 5. Then look at your copy of the <b>Argument Writing Rubric</b> and reread the criteria on the first two rows. Turn and talk to your elbow partner about what the first two rows are assessing, in your own words. Be prepared to share."</li> <li>• As students are doing this, return their <b>Mid-Unit 3 Assessments: Position Paper drafts</b> to them.</li> <li>• Cold call on students to share out about their conversations. Listen for them to say something like: "Row 1 deals with how well you used your claim and logical reasoning," and "Row 2 is about how well you used evidence to support your claims."</li> </ul>	<ul style="list-style-type: none"> <li>• When appropriate, assign partners so students are matched with someone who will keep them focused.</li> </ul>
<p><b>B. Review Learning Target (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target for the day. Cold call on a student to read it aloud:             <ul style="list-style-type: none"> <li>* "I can revise my writing based on feedback to improve my use of claims, reasons, and evidence."</li> <li>* Explain to students that they will revise their position papers only for the content that relates to the first two rows of the rubric today. They will do this in class and finish for homework.</li> </ul> </li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment: Revise Position Paper (28 minutes)</b></p> <ul style="list-style-type: none"><li>• Instruct students to read your feedback on their position papers as you distribute <b>different colored pens, highlighters, or markers</b> to them.</li><li>• Once students are done, ask them to take their colored writing utensil and circle any feedback that related to the first two rows of the rubric: claims and evidence. Allow students a couple of minutes to do this, answering any specific questions they may have.</li><li>• Distribute the <b>End of Unit 3 Assessment, Part 1: Position Paper prompt</b> and display using a <b>document camera</b>. Point out that this prompt is identical to their mid-unit 3 assessment and is the same prompt they have been working with for quite some time. Reread the prompt aloud or invite a student to do so. Also point out that some of the learning targets are different, since this is students' final draft, and they should be focusing more on incorporating vocabulary, etc.</li><li>• Tell students they have the remainder of Work Time A to revise their position papers for claims, reasons, reasoning, and evidence. Circulate as they work to help answer questions and guide their revisions.</li><li>• Leave 10 minutes at the end of this revision period for a re-teach or review mini lesson on the element of writing that was the most challenging for your students. Teachers should use their professional judgment in determining what the topic and format of this mini lesson should be.</li><li>• When time is up, tell students they will finish revising for homework and to bring their first drafts, revisions, and Argument Writing Rubric with them to the next class.</li></ul>	<ul style="list-style-type: none"><li>• Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.</li><li>• Prioritize check-ins with students who struggled the most with their drafts.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Introduce Performance Task (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Performance Task Description</b> and <b>Performance Task Template</b> to students.</li><li>• Read the Performance Task Description and pause. Ask students if they have any clarifying questions and take time to answer them.</li><li>• Focus students' attention on the Performance Task Template. Explain that this is just one possible template, and students are invited to be more creative with how they visually represent their position paper, as long as the claim and evidence are clearly written and depicted on the page.</li><li>• Tell students to now select a format to present the visual representation of their performance task.</li><li>• If students are going to work on computers and they are accessible, have the students start creating and formatting a document. If students are making posters, ask them to select their paper and markers and decide how they will arrange their claims and evidence.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Add Claim to Performance Task (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students' attention whole group. If students were working on computers, have them save their work. If they were using paper and markers, ask them to return their supplies.</li><li>• Ask students to add their claims to their Performance Tasks Description in the appropriate blank. If time allows, students can write their claims into their Performance Task Templates by hand or on the computer.</li><li>• Explain that they will continue to work on their performance tasks in class over the next few days and will have one day to polish them for homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish revising your position paper based on the first two rows of the rubric.</li></ul>	



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# Grade 7: Module 4B: Unit 3: Lesson 7

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End of Unit 3 Assessment, Part 1:  
Position Paper Prompt

**Learning Targets:**

- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)
- I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)
  - a. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - b. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)
- With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)
- I can accurately use seventh grade academic vocabulary to express my ideas. (L.7.6)

**Directions: Write your final draft of your position paper. You may use all of your texts, resources, planning documents, and your mid-unit 3 assessment (first draft) with teacher feedback. You will have several days to complete this final draft.**

“After researching strategies to improve agricultural and industrial water management, write a position paper that addresses the question: Which category of water management would be a good place to begin? Make a proposal, supporting your reasoning with accurate information and logical reasons”

**Performance Task Description:**  
Visual Representation of Your Position Paper

Your task is to create a visual representation of your argument from your position paper. To do so, you will use your claim and at least three of your key reasons and pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either paper and markers or a computer.

You will share your performance task with the rest of the class in a classroom Gallery Walk.

See the next page for a sample.

Use the rest of this page for your planning.

My Claim:

---

My Reasons:	My Evidence:	Possible Images:
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>





Performance Task Sample:  
Visual Representation of Your Position Paper

**WE SHOULD BEGIN BY ADDRESSING AGRICULTURAL  
WATER USE FIRST BECAUSE ...**

Thirsty crops in the desert use too  
much water



\*from flickr.com

The Colorado River doesn't run to the  
sea anymore because so much of its  
water is needed for irrigation of crops.



\*from Wikimedia Commons

Third reason...

(picture to represent)

\*open source image citation

Fourth reason...

(picture to represent)

\*open source image citation

Creative Commons 2.0 Photo by Crane Station

"DRIED-UP RIVER BED, 05/1972." DRIED-UP RIVER BED, 05/1972.  
Web. <http://research.archives.gov/description/544751>. Public Domain



Performance Task Template

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**CLAIM:**

Evidence 1

(Picture to represent evidence)

\*citation for image

Evidence 2

(Picture to represent evidence)

\*citation for image

Evidence 3

(Picture to represent evidence)

\*citation for image

Evidence 4

(Picture to represent evidence)

\*citation for image



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# **Grade 7: Module 4B: Unit 3: Lesson 8**

## **End of Unit Assessment, Part 1, Continued:**

### Revising Vocabulary and Conventions based on Feedback



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

I can use resources to build my vocabulary. (L.7.6)

**Supporting Learning Target**

- I can revise my writing based on feedback to improve my use of vocabulary and writing conventions.

**Ongoing Assessment**

- End of Unit 3 Assessment, Part 1: Position Paper (begun in Lesson 7), along with first draft (from Lesson 5)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Review Revisions with Partner (5 minutes)</li><li>B. Review Learning Target (1 minute)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Process Feedback for Vocabulary and Conventions (14 minutes)</li><li>B. Revise Position Paper (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Add Evidence to Visual Representation of Position Paper (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish revising position paper and bring a clean copy to turn in next class.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This is the last lesson students are given time to revise their position papers in class. Remind students of this and encourage them to ask any lingering questions about their essays, even if they do not pertain to today's focus on coherence, style, and vocabulary.</li><li>• If students participated in Module 1 and wrote essays on <i>A Long Walk to Water</i> that are still stored somewhere in your classroom or in the students' binders, lockers, or home, ask students to find and bring them to tomorrow's class to help them reflect on their writing process, which will be the focus of the End of Unit 3 Assessment.</li><li>• In advance:<ul style="list-style-type: none"><li>– Consider making a list of students with whom you want to be sure to check in. These students might be struggling with a particular part of the rubric, or they may simply be having trouble with the writing process. Although you should attempt to check in with each student during this process, be sure to prioritize those you've noticed are struggling the most.</li><li>– Post: Entry task directions; learning targets; Steps to Writing a Position Paper poster; Domain-Specific Vocabulary anchor chart.</li></ul></li></ul>



Lesson Vocabulary	Materials
concise	<ul style="list-style-type: none"><li>• Steps to Writing a Position Paper poster (from Lesson 2)</li><li>• Argument Writing Rubric (from Unit 2, Lesson 1)</li><li>• Different colored pens, highlighters, or markers (a new color for each student)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)</li><li>• Researcher's notebooks (one per student; from Unit 2)</li><li>• Performance Task Description (from Lesson 7; one per student)</li><li>• Performance Task Template (from Lesson 7; one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Review Revisions with Partner (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their End of Unit 3 Assessment, Part 1: Position Paper draft (begun in Lesson 7, and continued for homework).</li><li>• Direct students to follow the posted directions for today's entry task: "Take out your first drafts and revised versions of your position papers that you completed for homework. With a partner, discuss the revisions you made based on the feedback you received on the first two rows of the rubric. Provide additional feedback to your partners about other possible revisions they could make regarding these areas. Then, switch partners and repeat."</li></ul>	<ul style="list-style-type: none"><li>• When appropriate, assign partners so students are matched with someone who will keep them focused. Consider pairing struggling writers with proficient writers so they can learn from each other.</li></ul>
<p><b>B. Review Learning Target (1 minute)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning target for the day. Cold call on a student to read it aloud:<ul style="list-style-type: none"><li>* "I can revise my writing based on feedback to improve my use of vocabulary and writing conventions."</li></ul></li><li>• Explain to students that they will continue to use feedback from you, as well as input from one another, to continue to strengthen their writing and complete revisions on their position papers.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Process Feedback for Vocabulary and Conventions (14 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to look at the <b>Steps to Writing a Position Paper poster</b>. Point out that they are still working on Steps 4 and 5.</li><li>• Invite students to take out their <b>Argument Writing Rubrics</b> and to reread the last two rows silently in their heads.</li><li>• Ask students to turn and talk to an elbow partner for 2 minutes to review what these rows (Coherence, Organization, and Style; and Control of Conventions) mean in their own words.</li><li>• After 2 minutes, cold call on students to share out what they discussed. Listen for them to say that Coherence, Organization, and Style refers to “using academic vocabulary,” “the importance of what we say and the order we say it,” “using transitions,” and “having powerful conclusions.” Listen for students to say that Control of Conventions refers to “using proper punctuation, grammar, and writing rules.”</li><li>• Distribute a <b>colored pen, highlighter, or marker</b> to each student, inviting students to take a different color from the one they used last class.</li><li>• Ask students to reread the teacher feedback on the first drafts of their position papers and, in this new color, circle any feedback they received regarding Coherence, Organization, and Style as well as Control of Conventions.</li><li>• Circulate and answer questions as students are working.</li></ul>	<ul style="list-style-type: none"><li>• Whenever possible, have students who would benefit from physical activity help distribute and collect class materials.</li><li>• Check in with students you have identified as struggling with these concepts based on their drafts.</li></ul>
<p><b>B. Revise Position Paper (15 minutes)</b></p> <ul style="list-style-type: none"><li>• When the class is finished coding their feedback, remind them they should aim to use vocabulary from the <b>Domain-Specific Vocabulary anchor chart</b> and their <b>researcher's notebooks</b> in their writing. Encourage them to code each domain-specific vocabulary word on their paper by drawing a small star, circle, or other preferred mark so they can tally the words used. Students should aim to have one or two domain-specific vocabulary words in each paragraph.</li><li>• Give students the remainder of Work Time B to revise their essays with additional support from you and their peers.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Add Evidence to Visual Representation of Position Paper (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students whole group. Explain that they will finish their position paper revisions for homework and should bring their revised essays to turn in at the beginning of the next class.</li><li>• Ask students to keep out their essays, but to also take out their <b>Performance Task Description</b> and <b>Performance Task Templates</b>.</li><li>• Invite students to reread their essays and identify the evidence they've used in their essays that they want to include in their visual representations. Explain to students that they should add their evidence to their Performance Task Templates in a <i>concise</i> way. You might say something like:<ul style="list-style-type: none"><li>* "To add evidence to your template, think about adding only the essential information, in the most concise way possible. For example, you wouldn't write, 'If agriculture made these important changes then we would save 25 billion precious and much needed gallons of water a day,' because that is too wordy. What could you write instead?"</li></ul></li><li>• Cold call on a student to answer. Listen for something like: "saves 25 billion gallons of water."</li><li>• Invite students to spend the remainder of class adding evidence in the most concise way possible to their visual representations. Circulate to check their work and provide suggestions.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish revising position paper and bring a clean copy to turn in next class.</li></ul> <p><i>Note: If students participated in Module 1 and wrote essays on A Long Walk to Water that are still stored somewhere in your classroom or in the students' binders, lockers, or homes, either locate them or ask students to find and bring them to tomorrow's class to help them reflect on their writing process, which will be the focus of the End of Unit 3 Assessment.</i></p>	

There are no new supporting materials for this lesson.





EXPEDITIONARY  
LEARNING

## **Grade 7: Module 4B: Unit 3: Lesson 9**

### **Finishing the End of Unit 3 Assessment: Final Draft of Position Paper and Reflection on the Writing Process**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

**Supporting Learning Target**

- I can reflect on how my use of the writing process contributed to the quality of my writing.

**Ongoing Assessment**

- End of Unit 3 Assessment, Part 1: Position Paper (completed)
- End of Unit 3 Assessment, Part 2: Reflection on Writing Process

**Agenda**

1. Opening
  - A. Entry Task: Prepare for Assessment (2 minutes)
  - B. Review Learning Target (1 minute)
2. Work Time
  - A. End of Unit 3 Assessment, Part 2: Reflection on Writing Process (25 minutes)
  - B. Add Images to Performance Task Template (15 minutes)
3. Closing and Assessment
  - A. Share with Partner (2 minutes)
4. Homework
  - A. Finish adding images to your Performance Task Template.

**Teaching Notes**

- In today's class, students reflect on the writing process they used to complete their position paper, from planning to revision. If students participated in Module 1, you may want to take a few moments between the entry task and Work Time A to ask them to take those essays out and look for areas of growth between this first essay of the year and their last. (Prompt them to look for improved vocabulary, organization, strength of argument, or writing style.)
- Students may have powerful reflections and insights based on their End of Unit 3 Assessment: Reflection on Writing Process. Use your discretion to decide if you would like to shorten the timing for Work Time B to allow students more time to share their reflections in the Closing.
- To help students obey copyright law and find open-source images, use websites such as <http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/> to find easy-to-navigate, open-source websites with images for student use.
- Post: Entry task directions; learning targets; Steps to Writing a Position Paper poster.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• First draft of position paper with teacher feedback (from Lesson 5; one per student)</li> <li>• Final draft of position paper (one per student)</li> <li>• Sustainable Water Management Position Paper Planners (from Lesson 2; one per student)</li> <li>• Steps to Writing a Position Paper poster (from Lesson 2)</li> <li>• End of Unit 3 Assessment, Part 2: Reflection on Writing Process (one per student)</li> <li>• Model Answer for Last Question on End of Unit 3 Assessment: Reflection on Writing Process (for teacher reference)</li> <li>• Performance Task Template (from Lesson 7)</li> <li>• Computers or access to computer lab</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Review Revisions with Partner (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to follow the posted directions for today's entry task: "Take out your <b>first draft of position paper with teacher feedback, final draft of position paper, Sustainable Water Management Position Paper Planner</b>, and a writing utensil. Clear your desk of everything else. Then, review the <b>Steps to Writing a Position Paper poster</b>."</li> </ul>	<ul style="list-style-type: none"> <li>• When appropriate, assign partners so students are matched with someone who will keep them focused. Consider pairing struggling writers with proficient writers so they can learn from each other.</li> </ul>
<p><b>B. Review Learning Target (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target for the day. Cold call on a student to read it aloud:             <ul style="list-style-type: none"> <li>* "I can reflect on how my use of the writing process contributed to the quality of my writing."</li> </ul> </li> <li>• Explain to students that they will formally reflect on their writing process steps using their final draft and Position Paper Planner as they answer some guided questions for the End of Unit 3 Assessment.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment: Reflection on Writing Process (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a copy of the <b>End of Unit 3 Assessment, Part 2: Reflection on Writing Process</b> to each student.</li> <li>• Read the second long-term target and directions out loud to the students: <ul style="list-style-type: none"> <li>* “With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.”</li> <li>* “Directions: For this assessment, you will analyze the process you used to write your position paper. Think about what steps you took to plan and revise your writing. Document the steps below and explain in the spaces provided how those steps helped strengthen your writing. Give specific examples (using quotations or references to particular lines) from your essay. Then answer the short answer questions at the end.”</li> </ul> </li> <li>• Reiterate that there are two sections: the table and the short answer questions. Pause and answer any questions students have about the assessment.</li> <li>• Explain that students will have 25 minutes to work on the assessment and that you will be available to answer questions.</li> <li>• Once you have addressed any questions, ask students to begin.</li> <li>• Collect the assessments and students' final drafts of their position paper after 25 minutes have passed.</li> </ul>	<ul style="list-style-type: none"> <li>• Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.</li> </ul>
<p><b>B. Add Images to Performance Task Template (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take out their <b>Performance Task Template</b>. (This may require them to log in to <b>computers</b>.)</li> <li>• Explain that the next 15 minutes of class time is for finding images that represent students' main pieces of evidence that they will add to their Performance Task Templates. If students are creating these digitally, they should copy and paste images directly into the Performance Task Template. If students are making these on paper, they should use this time to print out any images they intend to use.</li> <li>• To find open-source images, direct students to use only open-source images found from Flickr The Commons. The best way to do this is to direct students to <a href="http://compfight.com/">http://compfight.com/</a>. Use directions from this teacher's website: <a href="http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/">http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/</a>.</li> <li>• Circulate and help students find appropriate images.</li> <li>• Direct students to save their work, log out, shut down, and/or put away their computers when there are 3 or 4 minutes of class remaining.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share with Partner (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to share a take-away from their reflection process today on the End of Unit 3 Assessment. If time allows, have some students share with the whole group.</li></ul>	<ul style="list-style-type: none"><li>• Consider assigning partners so that students get to talk with different classmates than they normally would.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish adding images to your Performance Task Template.</li></ul> <p><i>Note: In the next lesson, students will return to their Writing Improvement Tracker that they have used for each module and fill it out for their position paper. Be sure to locate those if you have been storing them, or tell students to bring them to class if they have held on to them. An extra blank copy is available in the supporting materials for Lesson 1. During that lesson, you may want to return students' essays to them, even if the essays are not graded yet, for them to fill out their Writing Improvement Trackers during the entry task.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 3: Lesson 9

## Supporting Materials



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End of Unit 3 Assessment Part 2:  
Reflection on Writing Process

**Learning Target:** With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

**Directions:** For this assessment, you will analyze the process you used to write your position paper. Think about what steps you took to plan and revise your writing. Document the steps below and explain in the spaces provided how those steps helped strengthen your writing. Give specific examples (using quotations or references to particular lines) from your essay. Then answer the short answer questions at the end.

**Part 1:** Fill in the table below:

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Planning: Using Position Paper Planner, Outlining, and Organizing	How did using your Position Paper Planner help strengthen your writing?	Give an example from your essay here:



End of Unit 3 Assessment Part 2:  
Reflection on Writing Process

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Planning: Using Position Paper Planner, Outlining, and Organizing	How did using your Position Paper Planner help strengthen your writing?	Give an example from your essay here:
Revising	How did peer feedback help you revise?	Give an example from your essay here:
	How did teacher feedback help you revise?	Give an example from your essay here:
	How did examining your own work help you revise?	Give an example from your essay here:
	How did focusing on the first two rows of the rubric help you revise?	Give an example from your essay here:





End of Unit 3 Assessment Part 2:  
Reflection on Writing Process

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Editing	How did focusing on the last two rows of the rubric help you revise?	Give an example from your essay here:
	How did editing help you to create a piece of high-quality work?	Give an example from your essay here:

**Part 2:** Short Answer:

The purpose of this paper was to write arguments to support claims with clear, logical reasoning and relevant evidence. Give one example of how you addressed this purpose well:

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**End of Unit 3 Assessment Part 2:**  
Reflection on Writing Process

**How did addressing the purpose strengthen your writing?**

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**End of Unit 3 Assessment Part 2:**  
Reflection on Writing Process

**How did you create a formal, academic style in this paper in order for it to be appropriate for your audience (in this case, your peers, your teacher, and anyone else interested in this topic of water sustainability)?**

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**Model Answer for Last Question on End of Unit 3 Assessment:**  
Reflection on Writing Process (for Teacher Reference)

How did you create a formal, academic style in this paper in order for it to be appropriate for your audience (in this case, your peers, your teacher, and anyone else interested in this topic of water sustainability)?

**I did not use informal language such as slang or texting language. I made sure I used domain-specific word choices as often as possible. I also chose words that were sophisticated and precisely reflected my meaning. I used paraphrasing and in-text citations to show my research as well.**



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 3: Lesson 10**

## **Final Performance Task: Sharing Visual Representations of Position Papers**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

Supporting Learning Targets

- I can reflect on my growth as a writer over the course of the year.
- I can share my visual representation of my position paper with my class.

Ongoing Assessment

- Performance Task: Visual Representation of Position Paper

Agenda

1. Opening
  - A. Entry Task: Writing Improvement Tracker (15 minutes)
  - B. Review Learning Targets (2 minutes)
2. Work Time
  - A. Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes)
  - B. Books to Think about on Sustainability (10 minutes)
3. Closing and Assessment
  - A. One-Word Go-round (8 minutes)
4. Homework
  - A. None

Teaching Notes

- In this lesson, students reflect on their growth as writers over the course of the year using their Writing Improvement Trackers (begun in Module 1 and used in each module). Be sure to locate those if you have been storing them, or tell students to bring them to class if they have held on to them.
- Today is a celebration of all the hard work students have put in throughout the module. Offer congratulations and consider ways in which you may want to make today's Gallery Walk feel like a party.
- In advance: Gather a selection of books from all genres, multiple copies if possible, about the environment and sustainability that would be of interest to students. Consider having the librarian help you with this task, or having the librarian or literacy specialist come in to conduct guest book talks with these books.
- Review: Gallery Walk protocol (Appendix).
- Post: Entry task directions; learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Writing Improvement Tracker (begun in Module 1; one per student)</li> <li>• Final draft of position paper (from Lesson 9; one per student)</li> <li>• Performance Task: Visual Representation of Position Paper (one per student)</li> <li>• Selection of books from all genres about the environment and sustainability</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Writing Improvement Tracker (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• As students enter, distribute their <b>Writing Improvement Trackers</b> and <b>final drafts of position papers</b> if you are holding on to them, or instruct them to take them out if they have them stored.</li> <li>• Direct students to follow the posted directions for today's entry task: "Use your final draft of your position paper as a reference as you fill out your Writing Improvement Tracker for Module 4. You have 10 minutes. After that, you will each share with the class in a go-around one aspect of how your writing improved."</li> <li>• With 5 minutes remaining, prompt students that it is time to share out. Call on one student to begin the go-around. Have each student share one piece from his or her Writing Improvement Tracker.</li> <li>• Collect students' Writing Improvement Trackers if you wish to see what they wrote and/or assess it.</li> </ul>	<ul style="list-style-type: none"> <li>• If students finish with time remaining, have them share their entries quietly with their elbow partners while others continue to write.</li> </ul>
<p><b>B. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets for the day. Cold call on two students to read each one aloud:             <ul style="list-style-type: none"> <li>* "I can reflect on my growth as a writer over the course of the year."</li> <li>* "I can share my visual representation of my position paper with my class."</li> </ul> </li> <li>• Explain that you will meet the second learning target next with a Gallery Walk.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Give directions to students:               <ol style="list-style-type: none"> <li>Take out your Performance Task: Visual Representation of Position Paper and a writing utensil.</li> <li>Leave your performance task at your desk. Then stand up and push in your chair.</li> <li>For 10 minutes, we will conduct a Gallery Walk, where you look at each of your classmates' visual representations.</li> </ol> </li> <li>Begin the Gallery Walk, participating yourself as if you were a student.</li> </ul>	<ul style="list-style-type: none"> <li>Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.</li> </ul>
<p><b>B. Books to Think about on Sustainability (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Conduct book talks yourself (or have a guest come in to do so) on the <b>selection of books from all genres about the environment and sustainability</b>. If time permits, give students the opportunity to examine the books themselves and make a note of which ones they might like to read.</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. One-Word Go-'round (8 minutes)</b></p> <ul style="list-style-type: none"> <li>Refocus students whole group. Invite them to return to their seats and read over their praise for 1 minute.</li> <li>Ask students to think of one word that represents some aspect of all the work they and their classmates have done during Unit 3 to share.</li> <li>Call on one student to start, and then go around the room having each student share one word. Feel free to add a word yourself.</li> <li>Celebrate!</li> </ul>	
Homework	Meeting Students' Needs
None.	

There are no new supporting materials for this lesson.