



EXPEDITIONARY
LEARNING

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">1. Opening<ol style="list-style-type: none">A. Entry Task (5 minutes)2. Work Time<ol style="list-style-type: none">A. Text-Dependent Questions on Paragraphs 6-9 of “Water Is Life” (15 minutes)B. Analyze Text Structure (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Thinking Log (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread Paragraphs 10-14 of “Water Is Life” and complete the Reader’s Notes for Paragraphs 10-14.	<ul style="list-style-type: none">• 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.• 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.• 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.• If using the alternate entry task, choose two images to print or display from http://www.dpreview.com/challenges/Entry.aspx?ID=672430&View=Results&Rows=4 (images 2 and 4 are particularly helpful).• 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, for actually viewing these links in the classroom.• In advance: Decide how you would like to pair students in Work Time B.• Post: Learning targets.



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">• Entry task (one per student)• Alternate entry task (optional; see Teaching Note)• “Water Is Life” by Barbara Kingsolver (from Lesson 1; one per student)• Paragraphs 6–9 Text-Dependent Questions (one per student)• Document camera• Paragraphs 6–9 Close Reading Guide (for teacher reference)• Analyzing Juxtaposition recording form (one per student)• Thinking Log (begun in Lesson 1; one per student)• Reader’s Notes “Water Is Life” Paragraphs 10–14 (one per student)• Reader’s Notes: “Water Is Life” Paragraphs 10–14, Teacher’s Guide (for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Entry Task (10 minutes) (See teaching note regarding alternate entry task)</p> <ul style="list-style-type: none">As students enter, distribute the entry task.<ul style="list-style-type: none">“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”?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.”Read the learning targets aloud:<ul style="list-style-type: none">“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.”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.	



Work Time	Meeting Students’ Needs
<p>A. Text-Dependent Questions on Paragraphs 6-9 of “Water Is Life” (15 minutes)</p> <ul style="list-style-type: none">Ask students to take out their “Water Is Life” article. Distribute Paragraphs 6–9 Text-Dependent Questions and display a copy on a document camera. Work through this handout in concert with the Paragraphs 6–9 Close Reading Guide (for teacher reference).	
<p>B. Analyzing Structure (15 minutes)</p> <ul style="list-style-type: none">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.Pair students up. Assign each pair to reread either Paragraphs 1–5 or Paragraphs 6–9 of “Water Is Life.”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">* “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.”Invite students to begin. As they work, distribute the Analyzing Juxtaposition recording form. Ask them to write the words that they underlined in the appropriate column.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.Give directions for these new groups of four:<ol style="list-style-type: none">The pair that read Paragraphs 1–5 shares the words and phrases that they underlined.The other pair adds these words to their Analyzing Juxtaposition recording form.Pairs switch roles. The pair that read Paragraphs 6–9 shares their words while the other pair adds the words to their recording forms.Everyone in each group should have words and phrases written in both columns.	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Prompt groups to work together to answer the questions:<ul style="list-style-type: none">* “What is the setting of the essay like in Paragraph 1?”* “What is the setting of the essay like in Paragraph 6?”* “Why might Kingsolver juxtapose these settings? How does this help her make the point that water sustainability is important for everyone to care about?”• 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">1. “The setting of Paragraph 1 is very wet. Kingsolver uses words like ‘aqueous’ and ‘rainy.’”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.”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.”	



Closing and Assessment	Meeting Students’ Needs
<p>A. Thinking Log(5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their Thinking Log. Read the prompt aloud:<ul style="list-style-type: none">* “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?”• 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.	<ul style="list-style-type: none">• Checking in with learning targets helps students self-assess their learning.
<p>B. Distribute Homework and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Reader’s Notes “Water Is Life” Paragraphs 10–14. Preview the homework, pointing out that students will continue working with this text and similar learning targets.• Read the first learning target aloud:<ul style="list-style-type: none">* “I can determine the meaning of figurative and technical language in ‘Water Is Life.’”• 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.• Repeat with the second learning target:<ul style="list-style-type: none">* “I can analyze how a major section of ‘Water Is Life’ contributes to the development of ideas.”	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread Paragraphs 10–14 of “Water Is Life” and complete the Reader’s Notes for Paragraphs 10–14. <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>	



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Supporting Materials



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Entry Task

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Name:

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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">1. <i>“People live in Baja Piura because they don’t have to pay much to live there.”</i>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>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>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> <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: People need to change how they think about and use water.	
Supporting detail: Humans have treated water like it will always be available to us.	Supporting detail: 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.
Supporting detail: Water is also a common resource, so we need to protect it.	Supporting detail: Ecuador has put the rights of nature into its constitution.
Supporting detail: Water will always exist on Earth, unlike gas or oil.	Supporting detail: Humans have to live within the limits of water.
Supporting detail: Humans need to look at water differently.	Supporting detail:



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

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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	