



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">I can evaluate an argument's use of evidence and reasoning in "Beyond Thirst: The Global Water Crisis."I can identify a main claim on page 9 of <i>The Big Thirst</i>.	<ul style="list-style-type: none">Tracing an Argument note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (1 minutes) B. Evaluating a Flawed Argument: Argument A (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (20 minutes) B. Tracing an Argument Note-catcher for “Beyond Thirst: The Global Water Crisis”(15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Finding a Claim on Page 9 of <i>The Big Thirst</i> (4 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread the excerpt on page 9 of <i>The Big Thirst</i> and complete the Reader’s Notes. 	<ul style="list-style-type: none"> • 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>. • 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. • 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. • 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). • Post: Learning targets



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

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (1 minutes)</p> <ul style="list-style-type: none">• Read aloud the learning targets or invite a volunteer to do so:<ul style="list-style-type: none">* "I can evaluate an argument's use of evidence and reasoning in 'Beyond Thirst: The Global Water Crisis.'"* "I can identify a main claim on page 9 of <i>The Big Thirst</i>."• 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.	



Opening (continued)	Meeting Students' Needs
<p>B. Evaluating a Flawed Argument: Argument A (5 minutes)</p> <ul style="list-style-type: none"> • Project Argument A with a projector or document camera. • Invite students to evaluate this argument as you read it aloud: <ul style="list-style-type: none"> * “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?” • Ask: <ul style="list-style-type: none"> * “What is the claim?” • 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.” • Ask: <ul style="list-style-type: none"> * “What reasons does the writer give?” • 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.” • Ask: <ul style="list-style-type: none"> * “What is the problem with these reasons?” • Listen for: “The reasons are based on his feelings and don’t have to do with facts or evidence.” • If students struggle to see this, you can probe their thinking by asking: <ul style="list-style-type: none"> * “Does he give solid evidence for his reasons? What are his reasons based on?” • Then ask: <ul style="list-style-type: none"> * “What is wrong with this argument? Does it make sense overall?” • 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.” • 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.” 	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to turn to their partners and discuss the reasoning given in the argument:<ul style="list-style-type: none">* “Do you think the reasoning in this argument is sound or unsound?”• 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.”• Ask students to discuss with their partners for 30 seconds:<ul style="list-style-type: none">* “Does this argument provide any evidence?”• 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.”	



Work Time	Meeting Students' Needs
<p>A. Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (20 minutes)</p> <ul style="list-style-type: none"> Tell students: <ul style="list-style-type: none"> * “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.” Project Argument B with a projector or document camera. Invite students to follow along as you read it aloud: <ul style="list-style-type: none"> * “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.” 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.” Ask: <ul style="list-style-type: none"> * “What reasons does the writer give?” Listen for: “Running the water is pointless,” “You can save lots of water,” and “It will help our town, which needs the water.” Ask: <ul style="list-style-type: none"> * “Does the writer give any specific evidence to support those reasons?” Listen for: “Yes. You could save up to 8 gallons a day” and “It rains so little in our town.” Then ask students to turn to a partner and discuss: <ul style="list-style-type: none"> * “What does relevant evidence mean?” 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.” 	<ul style="list-style-type: none"> 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. 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. 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. 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. When reviewing the note-catcher, consider using a document camera to display it for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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.• 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.• Prompt the students:<ul style="list-style-type: none">* “Discuss with your partners whether or not the evidence provided here is sufficient to prove the claim.”• 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.”• 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.• Ask:<ul style="list-style-type: none">* “Can you find any examples of sound reasoning in this argument?”• 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.”• 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.• 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">* “Now that you have seen some examples of irrelevant and relevant evidence, how can we capture what ‘relevant evidence’ means for our chart?”* “How can we describe what ‘sufficient evidence’ means on our chart?”* “How can we explain what ‘sound reasoning’ means on our chart?”	<ul style="list-style-type: none">• For students needing additional supports, you may want to provide a partially filled-in note-catcher (see supporting materials for a completed one).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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. • Explain that if an argument has relevant and sufficient evidence and sound reasoning, it often successfully proves a claim. • Invite students to look over this chart and tell them that they will refer back to it throughout this lesson and in future lessons. 	
<p>B. Tracing an Argument Note-catcher for “Beyond Thirst: The Global Water Crisis” (15 minutes)</p> <ul style="list-style-type: none"> • 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.” • Ask students to take out their copies of “Beyond Thirst: The Global Water Crisis” as you distribute the Tracing an Argument note-catcher. • Give directions: <ul style="list-style-type: none"> – Put your name at the top of this new note-catcher. – Fill out the title of the text in the appropriate section. – Write “Kathiann Kowalski” under Author’s Name. – Think about what the claim of the article is. • Ask: <ul style="list-style-type: none"> * “What was the author’s central claim?” • 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.” • Ask students to write the claim in the appropriate spot on the Tracing an Argument note-catcher. • Then prompt students to discuss with an elbow partner: <ul style="list-style-type: none"> * “What evidence did the author use to support the claim?” • 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.” • Then, cold call new students to share out what they discussed. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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.• 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).• Circulate as students are filling out their evidence, providing support as needed.• Then ask students to discuss with a new elbow partner:<ul style="list-style-type: none">* “Was the evidence presented by the author sufficient? Why or why not?”• Direct students to the Evaluating an Argument anchor chart as a guide.• 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).• Ask:<ul style="list-style-type: none">* “Can you find any examples of sound reasoning in this argument?”• 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.”• Allow students to finish filling out the note-catcher.• 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.	



Closing and Assessment	Meeting Students' Needs
<p>A. Finding a Claim on Page 9 of <i>The Big Thirst</i> (4 minutes)</p> <ul style="list-style-type: none">• 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.• 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.”• 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.• 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.”• 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.• Then ask them to identify Fishman’s central claim in this piece of the text and share with their seat partners.• 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.• 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.• Explain that their homework will go into more depth to help them understand the claim further.• Distribute Reader’s Notes <i>The Big Thirst</i> Page 9.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the excerpt on page 9 of <i>The Big Thirst</i> and complete the Reader’s Notes. <p><i>Note: You will need a projector and speakers for Lesson 9.</i></p>	



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



Tracing an Argument Note-Catcher

Name:

Date:

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



Tracing an Argument Note-Catcher

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim:	Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim:	Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim:
Did the author provide sufficient evidence? Explain why or why not.		
Was the reasoning sound? Explain why or why not.		
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.		



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

Name of Text/Excerpt/Clip: “Beyond Thirst: The Global Water Crisis”		
Author/ Speaker’s Name: Kathiann Kowalski		
Claim: (something like) Safe water availability is a crisis, and will become worse in coming decades.		
Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
While water covers 70 percent of Earth's surface, 97 percent is undrinkable seawater.	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.
Is this evidence relevant? Yes / No	Is this evidence relevant? Yes / No	Is this evidence relevant? Yes / No
Explain why this evidence is or is not relevant to the claim: <i>This evidence shows that there is only a very small amount of freshwater to be had on the planet.</i>	Explain why this evidence is or is not relevant to the claim: <i>This evidence shows that how we use water also reduces how much clean water we have.</i>	Explain why this evidence is or is not relevant to the claim: <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)

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
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Not everyone has equal access to clean water, especially in developing countries.	Contaminated water kills 1.8 million children every year with diarrhea.	Families can't escape a cycle of disease and poverty if they don't have access to clean water.
Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: <i>This evidence shows that the access to safe water is not guaranteed for all people.</i>	Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: <i>This shows that unsafe water is responsible for many deaths every year.</i>	Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: <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)

Did the author provide sufficient evidence? Explain why or why not. <i>The author provided multiple facts and expert testimony to support her claim.</i>
Was the reasoning sound? Explain why or why not. <i>Yes. Her reasons and evidence connected logically with the claim.</i>
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. <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?

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

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?



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.