



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)	
<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> <p>I can identify and then evaluate an argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can evaluate the argument in “The Future of Water” and in pages 12–15 of <i>The Big Thirst</i>.	<ul style="list-style-type: none">Reader’s Notes <i>The Big Thirst</i> Page 9 (from homework)Tracing an Argument note-catcherText-dependent questionsThinking Log



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task Vocabulary Review (2 minutes)2. Work Time<ol style="list-style-type: none">A. Tracing an Argument in “The Future of Water” (13 minutes)B. Read-Aloud, Pages 12-15 with Text-Dependent Questions and Tracing an Argument (23 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Distributing and Explaining Homework (2 minutes)4. Homework<ol style="list-style-type: none">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?B. Using the maps provided, scan through your readings in <i>The Big Thirst</i> so far and mark each place that is mentioned.	<ul style="list-style-type: none">• 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.• 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).• 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.• 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.• 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.• In advance: Set up the projector and speakers. Cue the video.• 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.• Post: Learning target.



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



Opening	Meeting Students’ Needs
<p>A. Entry Task: Vocabulary Review (2 minutes)</p> <ul style="list-style-type: none">As students enter, display the entry task with a document camera. Direct them to sit with a partner and compare vocabulary definitions from last night’s homework (see supporting materials).	<ul style="list-style-type: none">You may want to assign partners so students have the opportunity to work with someone new with whom they can focus.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.
<p>B. Reviewing Homework and Learning Target (5 minutes)</p> <ul style="list-style-type: none">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.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.If students cannot agree, ask them to raise their hands.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.When the class is finished reviewing homework, invite students to return to their original seats.Ask for volunteers to read today’s learning target out loud:<ul style="list-style-type: none">* “I can evaluate the argument in ‘The Future of Water’ and in pages 12–15 of <i>The Big Thirst</i>.”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.	



Work Time	Meeting Students’ Needs
<p>A. Tracing an Argument in “The Future of Water” (13 minutes)</p> <ul style="list-style-type: none"> • Distribute the Details in “The Future of Water” note-catcher and two blank copies of the Tracing an Argument note-catcher 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>. • 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. • Invite them to watch the video: “The Future of Water” once through just for gist. • 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. • 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. • Explain that students can add to their details or the claim as they watch the video a third time. Play it once more. • 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. • Instruct them to fill out the remaining sections of the Tracing an Argument note-catcher and then turn it in to you. • Collect the Tracing an Argument note-catchers and give feedback before the next lesson. 	<ul style="list-style-type: none"> • Whenever possible, invite students who would benefit from physical activity to help you distribute materials. • 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>.
<p>B. Read-Aloud, Pages 12-15 with Text-Dependent Questions and Tracing an Argument (23 minutes)</p> <ul style="list-style-type: none"> • 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. • Project <i>The Big Thirst</i> Pages 12–15 Text-Dependent Questions with a document camera as you guide students through the reading using <i>The Big Thirst</i> Pages 12–15 Close Reading Guide (for teacher reference). 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Distributing and Explaining Homework (2 minutes)</p> <ul style="list-style-type: none">• Explain that students have two homework assignments. Direct them to take home their Thinking Logs and to fill in the section for Lesson 8.• Distribute the Homework Directions: Unit 1, Lesson 8, Blank Map: <i>The Big Thirst</i> USA and Blank Map: <i>The Big Thirst</i> Europe/Asia/Australia. 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).	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• 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?• 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!	<ul style="list-style-type: none">• Consider modifying this assignment by allowing students to use technological platforms, such as Google Earth or Google Maps, to complete it.



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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
I think the claim of the video is:		



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

Name:

Date:

Name of Text/Excerpt/Clip: “The Future of Water”		
Author/ Speaker’s Name: N/A		
Claim: We are using water in unsustainable ways.		
Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
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.
Is this evidence relevant? <p style="text-align: center;">Yes / No</p> Explain why this evidence is or is not relevant to the claim: It is an example of how we are using water in unsustainable ways.	Is this evidence relevant? <p style="text-align: center;">Yes / No</p> Explain why this evidence is or is not relevant to the claim: This provides a statistic about how we are not managing water properly.	Is this evidence relevant? <p style="text-align: center;">Yes / No</p> Explain why this evidence is or is not relevant to the claim: 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.
Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: This is a side-effect of the claim. It is a statistic or example of the claim.	Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: This is more of a question we need to ask after we believe the claim.	Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: 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
<p>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>	
<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>	



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:

Name of Text/Excerpt/Clip: <i>The Big Thirst</i> pages 12–15		
Author/ Speaker's Name: Charles Fishman		
Claim: We are at the end of the “golden age of water”; we are running out of water across the globe.		
Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
1.1 billion people 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.
Is this evidence relevant? <p style="text-align: center;">Yes / No</p> Explain why this evidence is or is not relevant to the claim: <i>It gives a specific statistic that proves the claim that we don't have enough water across the globe.</i>	Is this evidence relevant? <p style="text-align: center;">Yes / No</p> Explain why this evidence is or is not relevant to the claim: <i>another statistic that proves the claim that we don't have enough water across the globe</i>	Is this evidence relevant? <p style="text-align: center;">Yes / No</p> Explain why this evidence is or is not relevant to the claim: <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
1.8 million children die from lack of water or from diseases they got from drinking tainted water.	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.	Lake Mead, India, and Australia are all examples of places that are running out of the water they are used to having.
Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: <i>another statistic that proves the claim that we don't have enough water across the globe</i>	Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: <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>	Is this evidence relevant? Yes / No Explain why this evidence is or is not relevant to the claim: <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

