



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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">I can contrast how Barbara Kingsolver and Charles Fishman use different evidence to prove similar claims.	<ul style="list-style-type: none">Tracing the Argument note-catcher (Kingsolver) (from Unit 1, Lesson 10)Tracing the Argument note-catcher (Fishman) (from Unit 1, Lesson 8)Venn diagram and Venn diagram reflection questions



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entry Task: Defining Contrast and Reviewing Learning Targets (4 minutes)Work Time<ol style="list-style-type: none">Introducing/Reviewing Venn Diagram and Common Claim (1 minute)Contrasting Tracing the Argument Note-catcher (Kingsolver) with Tracing the Argument Note-catcher (Fishman) Using Venn Diagram (8 minutes)Analyzing Evidence on the Venn Diagram and Reflection Questions (20 minutes)Closing and Assessment<ol style="list-style-type: none">Thinking Log, Read-aloud, and Reviewing Learning Targets (12 minutes)Homework<ol style="list-style-type: none">Read pages 20, 21, and 24 of <i>The Big Thirst</i> and answer the Reader’s Notes.	<ul style="list-style-type: none">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.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?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.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.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.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.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.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.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• 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.• 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.• Post: Learning target.

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



Opening	Meeting Students’ Needs
<p>A. Entry Task: Defining Contrast and Reviewing Learning Targets (4 minutes)</p> <ul style="list-style-type: none">As students enter the room, have them fill in the entry task:<ul style="list-style-type: none">“Complete the following statement in your own words: When you <i>contrast</i> two things, it means that you are ...”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 Domain-Specific Vocabulary anchor chart. 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.”Direct students to the learning target and have them read it aloud with you:<ul style="list-style-type: none">“I can contrast how Barbara Kingsolver and Charles Fishman use different evidence to prove similar claims.”Then ask students how they would rewrite the learning target, based on the definition of <i>contrast</i> they have just created.Give them 30 seconds to discuss their answer with an elbow partner. Cold call two or three students for their answers.	<ul style="list-style-type: none">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.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.



Work Time	Meeting Students’ Needs
<p>A. Introducing/Reviewing Venn Diagram and Common Claim (1 minute)</p> <ul style="list-style-type: none"> Hand out the Venn diagram 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. Using the document camera, 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). 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"> “It is critical that our global water supply be sustainable. For that to happen, we need to better manage the world’s water.” Briefly review the meaning of <i>sustainable</i>: <ul style="list-style-type: none"> “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.” 	<ul style="list-style-type: none"> 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.
<p>B. Contrasting Tracing the Argument Note-catcher (Kingsolver) with Tracing the Argument Note-catcher (Fishman) Using Venn Diagram (8 minutes)</p> <ul style="list-style-type: none"> Have students set aside (but not put away) the Venn diagram and take out their homework: Tracing the Argument note-catcher (Kingsolver). 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"> “What evidence did you find? Was it relevant to the claim? Why or why not?” 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). 	<ul style="list-style-type: none"> 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Have students take out their previous note-catchers from Lesson 8: Tracing the Argument note-catcher (Fishman) 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.• 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.”• 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.• 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.• Circulate as students complete the Venn diagram, giving individual assistance where needed and referring to the Venn diagram (for teacher reference) as needed. Check in with those who are unfamiliar with the Venn diagram first to make sure they understand how to use one.• 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.	<ul style="list-style-type: none">• 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.



Work Time (continued)	Meeting Students’ Needs
<p>C. Analyzing Evidence on the Venn Diagram and Reflection Questions (20 minutes)</p> <ul style="list-style-type: none"> • Distribute the Four Types of Evidence/Identify the Evidence note-catcher. 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. • Have students individually complete the fill-in-the-blank Identify the Evidence mini-game on side B of the note-catcher. • 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 Identify the Evidence Mini-Game (answers, for teacher reference). • Distribute highlighters to the class. • 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. • 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. • 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. • Circulate as they complete the color coding, giving individual assistance where needed. • When students are finished, direct their attention to the Venn diagram reflection questions. Give them 3 minutes to complete these silently and individually. • 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. • Follow up each shared answer with the questions on the Venn diagram: <ul style="list-style-type: none"> * “Why do you think the author chose to arrange the evidence this way? Does it strengthen or weaken the author’s argument? Why?” • Note all correct answers on the blank version under the document camera, referring to the Venn diagram reflection questions (answers, for teacher reference) as needed. 	<ul style="list-style-type: none"> • 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. • 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. • 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.



Closing and Assessment	Meeting Students’ Needs
<p>A. Thinking Log, Read-aloud, and Reviewing Learning Targets (12 minutes)</p> <ul style="list-style-type: none">• Have students take out their Thinking Logs 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.”• 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).• Ask students to open <i>The Big Thirst</i> 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).• Direct students’ attention to the learning target one last time:<ul style="list-style-type: none">* “I can contrast how Barbara Kingsolver and Charles Fishman use different evidence to prove similar claims.”• Have students give a thumbs-up or thumbs-down, depending on how well they think they achieved the learning targets today.• Distribute the homework for this lesson: Reader’s Notes for pages 20, 21, and 24 of <i>The Big Thirst</i>.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read pages 20, 21, and 24 of <i>The Big Thirst</i> and answer the Reader’s Notes. <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">• 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.• Consider giving ELLs or struggling students pictures illustrating the four uses of water mentioned in the homework.



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Entry Task

Complete the following statement in your own words:

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



Venn Diagram

Name: _____

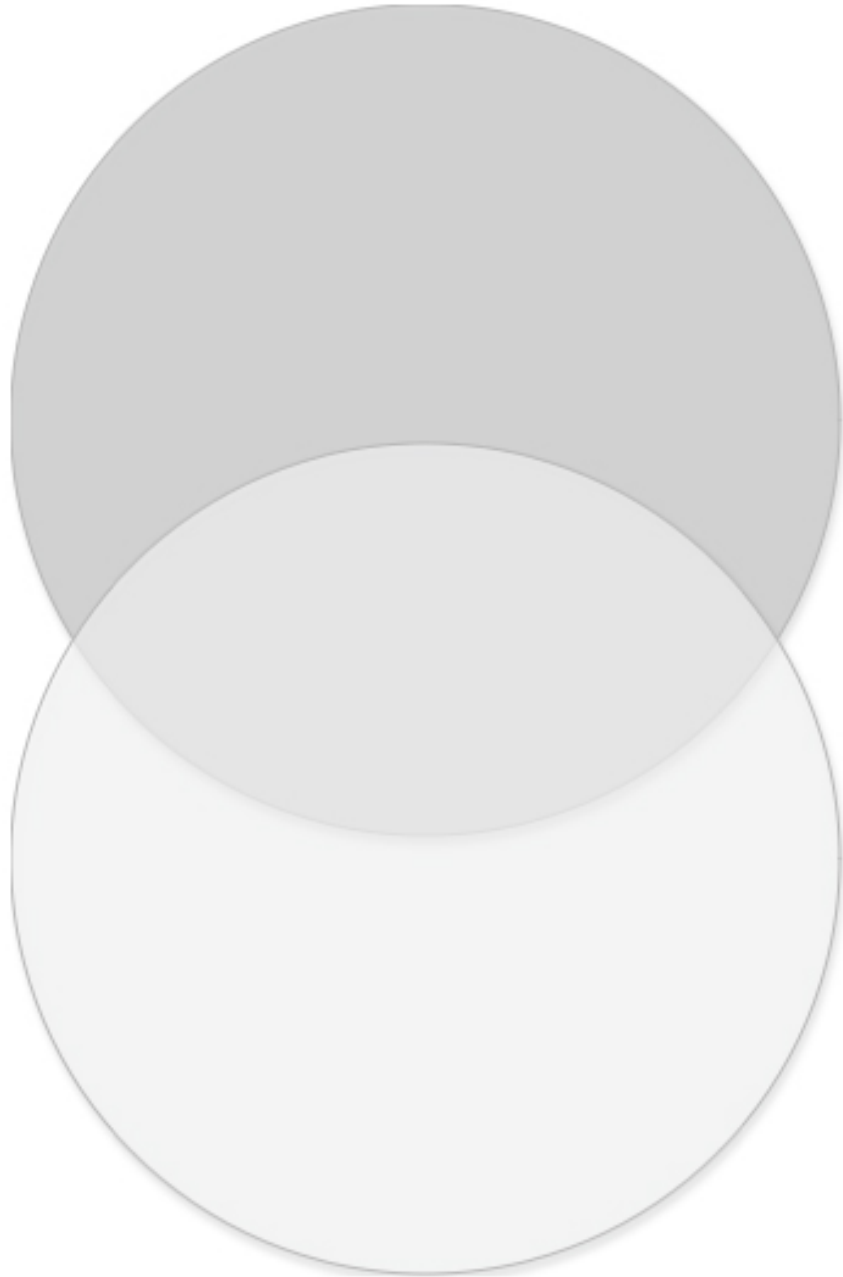
Date: _____

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
*"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
anecdote	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>
analogy/metaphor	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>
fact/statistic	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>
expert testimony	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?	facts, statistics	anecdote, analogy/metaphor
What types of evidence are used the least?	analogy/metaphor	expert testimony
Do you see any other patterns in the types of evidence used?	Fishman likes to use numbers and to rapidly present facts one after the other.	Kingsolver likes to use facts only after she has established her metaphor or her anecdote.
Why do you think the author chose the evidence he/she did? What reasons does the evidence support?	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.	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.



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

Claim: “The idea that all water problems are local isn’t quite so simple.”	Reason: “The problems are local, but the consequences, the damage, and the costs are anything but local.”
Evidence:	How the evidence connects to the claim (reasoning):
Evidence:	How the evidence connects to the claim (reasoning):
Evidence:	How the evidence connects to the claim (reasoning):



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.

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*?
