



EXPEDITIONARY
LEARNING

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

Paraphrasing and Evaluating Sources: Pages 112–116 of *The Big Thirst*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</p> <p>I can gather relevant information from a variety of sources. (W.7.8)</p> <p>I can evaluate the credibility and accuracy of each source. (W.7.8)</p> <p>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can consult a dictionary to determine or clarify the meaning of a word.• I can correctly paraphrase information I gather from <i>The Big Thirst</i>.• I can evaluate the credibility and accuracy of a source.	<ul style="list-style-type: none">• Pages 112–116 of <i>The Big Thirst</i> Text-Dependent Questions• Exit Ticket: Practicing Paraphrasing



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: Dictionary Definitions (10 minutes)B. Reviewing Learning Targets (1 minute)2. Work Time<ol style="list-style-type: none">A. Review: How to Paraphrase (5 minutes)B. Read-Aloud of Pages 112–116 of <i>The Big Thirst</i> with Text-Dependent Questions (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Practicing Paraphrasing (4 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 112–116 and fill out your Researcher's Notebook.	<ul style="list-style-type: none">• This lesson offers a quick review of the skill of paraphrasing, which is taught in Module 2; in the event that students did not learn about it in Module 2, there is enough review here to give them a good foundation. During Work Time A, if you notice several students struggling with the meaning of “paraphrase,” then you may want to take some additional time to review this concept.• This lesson also serves as a continuation of the launch of the researcher's notebook. Students will likely still be getting accustomed to using the researcher's notebook, so pay special attention to whether any students are facing any obstacles as they follow the steps of paraphrasing in this lesson. You may want to ask students to take out their researcher's notebook entries from the previous lesson so you can take a quick peek at them as you circulate during the entry task and exit tickets to see if there are any general patterns of confusion that you can address.• In this lesson, you remind students to collect information about their sources in their researcher's notebooks. There will be a formal lesson on MLA citation in Unit 3; for now, continue to remind students to fill in the appropriate section of their researcher's notebooks.• The Pages 112–116 of <i>The Big Thirst</i> Close Reading Guide asks you to introduce the concept of positive consequences of water management. In this unit, you will continue to discuss the idea of consequences of different types of water management as you scaffold students' understanding for Unit 3, when they will make a claim about the best ways to manage water, taking into account the consequences of different methods in both industry and agriculture.• In advance: Have dictionaries or computers accessible for the entry task.• Post: Learning targets.



Lesson Vocabulary	Materials
agitated; paraphrase, credibility; sheared, grubby, scouring, prescient, virtuous, urban runoff, potable; positive consequence	<ul style="list-style-type: none"> • Entry task (one per student) • Class set of dictionaries or computers with internet access • Domain-Specific Vocabulary anchor chart (begun in Unit 1) • Researchers' Notebooks (distributed in Lesson 3) • Document camera • <i>The Big Thirst: The Secret Life and Turbulent Future of Water</i> (book; one per student) • Pages 112–116 of <i>The Big Thirst</i> Text-Dependent Questions (one per student and one to display) • Pages 112–116 of <i>The Big Thirst</i> Close Reading Guide (for teacher reference) • Exit ticket (one per student)

Opening	Meeting Students' Needs
<p>A. Entry Task: Dictionary Definitions (10 minutes)</p> <ul style="list-style-type: none"> • As students enter the room, distribute the entry task and direct them to use the class set of dictionaries or computers with Internet access to follow the directions on the slip. Depending on numbers, students may need to share these resources. • Allow them 5 minutes to fill out their entry tasks. As they are writing, circulate and check which definition of <i>agitated</i> the students are writing down. Look for them to write down something like: “to shake or move briskly.” • When students are finished with the entry task, cold call someone who wrote down the correct definition to share it and why he or she chose it. Add the definition to the Domain-Specific Vocabulary anchor chart. • Listen for the student to say: “I chose this because I used the context clues of ‘washed,’ ‘wrung out,’ and ‘moved’ to help me realize they were talking about the cleaning process. The other definitions did not make sense in this context.” • If any students chose a different definition, discuss the other possibilities and why they do not fit in this context. 	<ul style="list-style-type: none"> • When possible, have students who need physical activity take on the active role of managing the distribution and collection of materials.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that, as they read complex text and complete their research, they will likely encounter several words they don't know. They should use the process they just experienced—thoughtfully guessing what the word means, looking it up, and using context clues to select the right definition—as they fill out their Researcher's Notebooks.• Note to students that this process need not be enacted for every word that is unfamiliar. Instead, they should ask themselves whether the word seems important to overall meaning or the meaning of specific evidence.	
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Read the learning targets aloud:<ul style="list-style-type: none">* “I can consult a dictionary to determine or clarify the meaning of a word.”* “I can correctly paraphrase information I gather from <i>The Big Thirst</i>.”* “I can evaluate the credibility and accuracy of a source.”• Explain that students will be integrating the skill they've just practiced in their entry task—determining the correct definition of a word—as they read different sources, <i>paraphrase</i> the information within them, and assess the <i>credibility</i>, or value, of each source during this research project in their researcher's notebook. Tell them you will guide them through these learning targets step-by-step today.	



Work Time	Meeting Students' Needs
<p>A. Review: How to Paraphrase (5 minutes)</p> <ul style="list-style-type: none">• Write the word <i>paraphrase</i> on the board.• Ask students to turn and talk to their seat partners about what <i>paraphrase</i> means for 1 minute.• Cold call a pair of students to share out.• Listen for: “Paraphrasing means to put an author’s ideas into your own words while still giving credit to the author in some way.” If students do not remember all these details, remind them why it’s important to paraphrase while doing research. Explain that we want to avoid putting our entire research paper in quotes, but we also cannot take the ideas of another writer word-for-word. Paraphrasing allows us to give credit to a writer’s ideas while writing things in our own words.• In addition, explain that students often quote directly because they don’t understand the text well enough to paraphrase it. A benefit to paraphrasing is that it pushes them to understand what they’re talking about.• Explain to students that they will continue to read excerpts from <i>The Big Thirst</i> and take notes in their researcher’s notebooks for the next few lessons as they think about the overarching research questions: “How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?” From now on, beginning with tonight’s homework, there will be a place in the researcher’s notebook asking them to paraphrase key ideas from Fishman’s text. They will continue to paraphrase other texts they read as well after they are finished with <i>The Big Thirst</i>.• Remind students that, as they conduct their research, they must keep all their information about their sources so they can properly cite them later using the MLA format. They learned how to collect information about sources in Module 2. Explain that in this module, during Unit 3, you will teach them the MLA format. For now, they should just fill out all the blanks in their researcher’s notebook so they are ready for that step when the time comes.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
<p>B. Read-Aloud of Pages 112–116 of <i>The Big Thirst</i> with Text-Dependent Questions (25 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text, <i>The Big Thirst</i>. Remind students that before they can paraphrase an author's key ideas, they need to understand what an excerpt of a text is saying overall. Then they can pull out key details and rewrite them in their own words. Tell them that you will help them through this process by spending time in today's lesson understanding an excerpt from pages 112–116 of <i>The Big Thirst</i>. Then, they will practice paraphrasing at the end of class and for homework.• Display (using a document camera) and distribute Pages 112–116 of <i>The Big Thirst</i> Text-Dependent Questions. Guide students through this handout by using the Pages 112–116 of <i>The Big Thirst</i> Close Reading Guide (for teacher reference).	
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Practice Paraphrasing (4 minutes)</p> <ul style="list-style-type: none">• Distribute an Exit Ticket to each student.• Circulate as students fill them out, providing guidance for any students who may be struggling.• Collect and review Exit Tickets before the next class so you can clarify any confusion and identify students who may need additional support with paraphrasing.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 112–116 of <i>The Big Thirst</i> and fill out your researcher's notebook for this excerpt under Text Selection 3. <p><i>Note: Consider bringing in a liter-size bottle of water or finding an image of one for students to visualize the reference in the reading in the next lesson of a liter bottle of Evian water.</i></p>	



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Supporting Materials



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Entry Task

Name:

Class/Section:

On page 113 of *The Big Thirst*, author Charles Fishman explains the process of cleaning wool used in Salisbury, Australia. He explains that the wool is “washed in cold water, lightly agitated, wrung out, and moved.”

1. What do you think the word *agitated* means in this context? Write your ideas below:

2. Now look up the word *agitate* in a dictionary. There will be several different definitions. Read all of them, then select what you think is the best definition for this context.

3. Write the definition you chose here:

4. Explain how you determined that this is the correct definition:



Pages 112–116 of *The Big Thirst*
Text-Dependent Questions

Name: _____

Date: _____

1. Reread the second paragraph on page 112, starting with “So when Australian sheep get sheared—and Australia is still the largest producer of wool in the world ...” Then, discuss with your partner what you think these words mean:
 - A. sheared
 - B. grubby
 - C. scouring

2. In the third paragraph on page 112, Fishman writes, “Salisbury uses a megaliter of water a day to wash wool,” and in the last paragraph of page 113, he states, “Salisbury gets just eighteen inches of rain a year.” What do you infer is the problem here?

3. Reread the last full sentence in the first paragraph on the top of page 114. Why is it absurd to be washing greasy wool in tap water?

4. The word *prescient* comes from the prefix *pre*, meaning “before,” and the root word for *science*, which means “to know.” Given that, in the third paragraph on page 114, what does the line “The tickle of water insecurity turned out to be almost scarily prescient” mean? How was this “tickle” a way of “pre-knowing”?



Pages 112–116 of *The Big Thirst*
Text-Dependent Questions

5. Pause and discuss the gist of these paragraphs with your seat partner:
- A. Page 114, “As it happened ...”
 - B. Page 114, “And so the town ...”
 - C. Page 115, “The basic idea ...”
6. Considering the last four paragraphs, what was the problem and what was the solution that Salisbury found?
-
-
7. What are the purple pipes? Why do you think they are purple?
-
-
8. What are some of the benefits of Michell Wool using SA water (Salisbury, Australia’s purple pipe water)?
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-
9. At the top of page 116, Fishman refers to a “virtuous water cycle.” Virtuous means “imparting virtue, or giving benefit.” This use of the word virtuous is often heard in the world of problems and solutions. How does the word virtuous fit into the water cycle as discussed here?
-
-



Pages 112–116 of *The Big Thirst*
Close Reading Guide For Teacher Reference

Time: 25 minutes

Questions	Teacher Guide
<p>1. Reread the second paragraph on page 112, starting with “So when Australian sheep get sheared—and Australia is still the largest producer of wool in the world ...” Then, discuss with your partner what you think these words mean:</p> <p>A. sheared</p> <p>B. grubby</p> <p>C. scouring</p>	<p>(3 minutes)</p> <p>Say:</p> <p>* “Read along in your heads while I read aloud.”</p> <p>Read the first two paragraphs of page 112. Then pause and reveal Question 1 using a document camera or projector. Try to project only the question students are working on, if possible, instead of projecting all of the questions at once. This will help them to focus on the question at hand.</p> <p>Ask students to discuss their answers with their seat partners and then cold call students after a minute or two. Listen for them to define <i>sheared</i> as “shaved,” <i>grubby</i> as “dirty,” and <i>scouring</i> as “scraping.”</p> <p>These words will be essential for them to understand what the text means.</p>
<p>2. In the third paragraph on page 112, Fishman writes, “Salisbury uses a megaliter of water a day to wash wool,” and in the last paragraph of page 113, he states, “Salisbury gets just eighteen inches of rain a year.” What do you infer is the problem here?</p>	<p>(6 minutes)</p> <p>Say:</p> <p>* “Read silently in your heads as I continue to read aloud.”</p> <p>Read from the third paragraph of page 112 to the end of the first paragraph that carries onto page 114, stopping at “... absurd to be washing greasy wool in tap water.”</p>



Pages 112–116 of *The Big Thirst*
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
3. Reread the last full sentence in the first paragraph on the top of page 114. Why is it absurd to be washing greasy wool in tap water?	<p>Project and read aloud Question 2, pausing before moving on to Question 3. Direct students to think in their heads first about the answer to the question and to raise their hands when they have an answer. Call on different students to share their answers.</p> <p>For Question 2, listen for: “They are going to run out of water, since they have so little rainfall and they use so much just to wash wool.”</p> <p>For Question 3, listen for: “It’s absurd, or crazy, since that’s freshwater they could use for drinking and they are wasting it and making it really dirty.”</p>
4. The word prescient comes from the prefix pre, meaning “before,” and the root word for science, which means “to know.” Given that, in the third paragraph on page 114, what does the line “The tickle of water insecurity turned out to be almost scarily prescient” mean? How was this “tickle” a way of “pre-knowing”?	<p>(2 minutes)</p> <p>Say:</p> <p>* “Follow along in your books as I read the next two paragraphs aloud.”</p> <p>Read the next two paragraphs on page 114, stopping at “... almost scarily prescient.”</p> <p>Project and read aloud Question 4.</p> <p>Listen for: “The fear of water scarcity turned out to be correct; they knew it was going to happen, and then it did.”</p>



Pages 112–116 of *The Big Thirst*
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
<p>5. Pause and discuss the gist of these paragraphs with your seat partner:</p> <p>A. Page 114, “As it happened ...”</p> <p>B. Page 114, “And so the town ...”</p> <p>C. Page 115, “The basic idea ...”</p>	<p>(4 minutes)</p> <p>Say:</p> <p>* “Read silently in your heads as I continue to read aloud.”</p> <p>Read from the second full paragraph on page 114 to the end of the second paragraph on page 115, stopping at “... potable water supply pipes.”</p> <p>Explain that <i>urban runoff</i> refers to rainwater that falls and collects in the city, on top of surfaces like roads and sidewalks, and it can be a hassle.</p> <p>Explain that <i>potable</i> means “drinkable.”</p> <p>Add <i>runoff</i> and <i>potable</i> to the Domain-Specific Vocabulary anchor chart.</p> <p>Project and read aloud Question 5. Direct students to discuss their thoughts with their partners and raise their hands when they are done. When the class is ready, call on different pairs to share their answers.</p> <p>Listen for:</p> <p>Salisbury had lots of runoff, or extra rainwater, to get rid of. The town directed its rainwater toward places that needed water, but not necessarily drinking water.</p> <p>The town came up with a solution that solved two problems at once.</p>



Pages 112–116 of *The Big Thirst*
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
6. Considering the last four paragraphs, what was the problem and what was the solution that Salisbury found?	<p>(3 minutes)</p> <p>Project and read aloud Question 6.</p> <p>Direct students to discuss their thoughts with their partners and raise their hands when they are done. When the class is ready, call on different pairs to share their answers.</p> <p>Listen for: “They had too much runoff water in the wrong places and not enough water for things like irrigation and washing wool, so they reused their runoff water to meet their needs.”</p>
7. What are the purple pipes? Why do you think they are purple?	<p>(3 minutes)</p> <p>Project and read aloud Question 7. Direct students to think in their heads first about the answer to the question and to raise their hands when are ready. Call on different students to share their answers.</p> <p>Listen for: “Purple pipes are pipes that carry the reusable water, not the water that is drinkable. They are probably purple so people can tell them apart.”</p>



Pages 112–116 of *The Big Thirst*
Close Reading Guide For Teacher Reference

Questions:	Teacher Guide:
8. What are some of the benefits of Michell Wool using SA water (Salisbury, Australia’s purple pipe water)?	<p>(4 minutes)</p> <p>Read the rest of page 115 to the second full paragraph on page 116, stopping at “... cutting the cost of making hot water almost in half.”</p> <p>Project and read aloud Question 8. Direct students to discuss their thoughts with their partners and to raise their hands when they have an answer. Call on different students to share their answers.</p> <p>Listen for: “Michell Wool saved money, which allowed their business to improve, and they are saving hot water.”</p> <p>Explain that these benefits are a form of <i>positive consequences</i>, or good results or side-effects, of the choices that Michell Wool made to manage its water use better.</p> <p>Tell students that you will be returning to this idea of the consequences of different types of water management—both positive and negative—as they read more about water management and sustainability and begin their own research.</p>
9. At the top of page 116, Fishman refers to a “virtuous water cycle.” Virtuous means “imparting virtue, or giving benefit.” This use of the word virtuous is often heard in the world of problems and solutions. How does the word virtuous fit into the water cycle as discussed here?	<p>Listen for students to say that the Michell company has created benefits for itself in the water cycle by finding a cheaper way of using and recycling water.</p> <p>Point out that students will hear the phrase “virtuous water cycle” again as the unit continues.</p>



Exit Ticket:
Practicing Paraphrasing

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Name:
.....
Date:
.....

Read the excerpt from *The Big Thirst* below. Then, on the lines below, paraphrase the excerpt in your own words.

“Just-sheared wool arrives strapped into heavy, bulging bales, chest-high, bristling with grass, sticks, dirt, burrs. Raw wool is called greasy wool, because in addition to dirt, the wool is coated with the sheep’s natural protection, lanolin.”

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