

## UNIT B: LESSON 7

### LEARNING TARGETS

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.
- At the end of the lesson, ask students what they did in class to meet the standards.

#### INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. Your teacher will call on an individual or pair to explain what they mean.

#### Learning Target:

I can **evaluate** the **development** of the **argument** in “The Future of Water.”

#### Learning Target:

I can **analyze** the basic **structure** of a **complex** sentence.

*evaluate* – judge  
*development* – growth; when something becomes more complete  
*argument* – writing for or against something  
*analyze* – study something and explain it  
*structure* – the way parts of something are joined together  
*complex* – something that has many different parts

## ACQUIRING AND USING VOCABULARY

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Familiarize students with their glossary. It is located in Appendix A (Glossary; labeled “Appendix: Glossary” in the student version). Tell students to use the glossary throughout the lesson.
- Pre-teach the vocabulary selected for extended instruction, provided as word cards in Appendix B (Teacher Resources). This vocabulary is abstract and critical to understanding the text.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will pre-teach several key words. Use your glossary for the rest of the lesson to find meanings for words you don't know. Words that are **bolded** in the text and word banks can be found in the glossary. The glossary is located in the Appendix at the end of the lesson.

## THINKING LOG

### INSTRUCTIONS FOR TEACHERS:

- Read the guiding question and text aloud to students, modeling appropriate pace and intonation.
- During the read-aloud, define words and phrases in context that students are unlikely to know, drawing definitions from the glossary when you can. Translations, examples, gestures, and visuals also help.
- Ask students to read the text on their own and work with a partner to answer supplementary questions.
- Ask students to use their glossary to help them with word meanings.
- Call on pairs to answer the supplementary questions.
- Discuss the guiding question(s) as a group and then have students write the answer in their student chart.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, work with a partner to reread the text and answer the supplementary questions. Use your glossary to help you. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

**GUIDING QUESTION:** *Does the narrator have a positive view or a negative view about the future of water on Earth? Support your answer.*

Landmark Media Inc., "The Future of Water," YouTube (video), December 5, 2008. Accessed January 31, 2018 [http://www.youtube.com/watch?v=qpbWZRC\\_dw](http://www.youtube.com/watch?v=qpbWZRC_dw).

Not far from the river Seine, you can find Europe's first water bar. Guests can choose from about 100 different **brands**. In the last few years, fresh water has become a global **status symbol**. Bottled water or water in bottles is now a **billion-dollar** industry, even though it costs 5,000 times the price of **tap water**. The bottles are **transported** halfway around the **globe** to give me and the other guests a taste of this **exclusive** water. The water bar affords a particularly grotesque **illustration** of **inequalities** in our world where even the poorest of the poor need as much water each day as the richest of the rich.

### WORD BANK:

5,000 times	buy	<b>illustration</b>	water
<b>billion-dollar</b>	fresh	<b>inequality</b>	
bottled	"global <b>status symbol</b> "	<b>tap water</b>	

brands	globe	transported
<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <p>1. <i>The narrator tells us about Europe's first water bar. What do guests (people who visit) do there?</i>            Guests at the water bar choose from 100 different <u>brands</u>, or types, of <u>water</u>.</p> <p>2. <i>The narrator tells us that fresh water has become a possession that is a mark of social status, especially of high status, around the world. What is the phrase he uses for this idea?</i>            He uses the phrase "<u>global status symbol</u>" to talk about <u>fresh</u> water.</p> <p>3. <i>What is evidence, or proof, that bottled water is a successful industry, or an industry that is doing well?</i>            Evidence that <u>bottled</u> water is a successful industry is that it is a <u>billion-dollar</u> industry. <u>Bottled</u> water costs <u>5,000 times</u> the price of <u>tap water</u>, but people still <u>buy</u> it.</p> <p>4. <i>Does the water come from far away or near to the water bar?</i>            The water comes <u>far away from</u> (far away from/from near) the water bar. The bottles are <u>transported</u> halfway around the <u>globe</u>.</p> <p>5. <i>Does the narrator believe that the water bar is a positive or negative feature of our world?</i>            The narrator believes that the water bar is a <u>negative</u> (positive/negative). He believes that the water bar is a grotesque (ugly) <u>illustration</u> of the <u>inequalities</u> in our world.</p>		
<p>One <b>billion</b> people have to search for their water, collecting it wherever they can find it. Millions of women spend several hours every day <b>fetching</b> the water they need for their families. <b>Contaminated</b> water kills about 6,000 people every day, most of them children under the age of five.</p> <p>There is <b>enough</b> water for everyone. The question is who should pay for it and how much and to whom. For the first time in history, a <b>majority</b> of the world's population lives in cities. In about 20 years, 5 <b>billion</b> people will live in cities. There will be 30 cities with a population of more than 10 million. Supplying these cities with the water they need will be a hugely difficult task but is sure to cause social <b>conflicts</b>.</p> <p>One place where the struggle over water has led to riots is in the Johannesburg area of South Africa. Just over a hundred years ago, the land where Johannesburg now sprawls was practically uninhabited. Now over 8 million people live there. For the <b>authorities</b>, solving the city's water problem is a top <b>priority</b>.</p>		

**WORD BANK:**

children	Five <b>billion</b>	one billion	thirty
cities	how much	pay	twenty
collecting	Johannesburg	South Africa	whom
<b>conflicts</b>	<b>majority</b>	supply	
<b>contaminated</b>	millions	ten million	

**SUPPLEMENTARY QUESTIONS:**

1. *What are three illustrations of the inequalities in our world?*

- A. one billion people have to search for water
- B. millions of women have to spend several hours each day collecting water
- C. contaminated (dirty, polluted) water kills 6,000 people every day, mostly very young children.

2. *Is there enough water for everyone?*

Yes, there is (Yes, there is/No, there isn't) enough water for everyone.

3. *According to the narrator, what is the question about water?*

The question is who should pay for water, how much they should pay, and whom they should pay.

4. *What is happening for the first time in history?*

For the first time in history, the majority of people live in cities.

5. *What evidence does the narrator give for why it is hard to supply, or bring, water to cities in the future?*

Five billion people will live in cities in about twenty years. There will also be thirty cities with more than ten million people living in them. That is a lot of people to supply with water.

6. *What else does the narrator believe will be caused by needing to supply these very large cities with water?*

He believes that needing to supply water will cause conflicts.

7. *What city today illustrates the problems caused by shortages of water?*

The city that represents the struggles over water is Johannesburg in South Africa.

**RESPONSE TO GUIDING QUESTION(S):**

*Does the narrator have a positive view or a negative view about the future of water on Earth? Support your answer.*

*Suggested response: The narrator has a negative view about the future of water on Earth. He believes there are grotesque inequalities between how rich people and poor people have access to water. He believes there is enough water for everyone, but he doesn't know who should pay for water, how much people should pay, and whom they should pay. He believes the most difficult task will be to supply water to very large cities, and he believes this challenge will cause conflicts.*

## WATER NOTE-CATCHER: TRACING AN ARGUMENT

<b>INSTRUCTIONS FOR TEACHERS:</b> Review student instructions.	
<b>INSTRUCTIONS FOR STUDENTS:</b> Work with a partner. Use your water note-catcher to write down key, or important, evidence from the video. <ul style="list-style-type: none"> <li>• First, you will write the author’s claim, or what they are trying to show.</li> <li>• Then, you will write at least three pieces of supporting evidence, or proof, for the author’s claim. Write why the evidence is relevant, or important.</li> </ul> Finally, you will write whether you think the evidence is good. Why or why not?	
<b>WORD BANK:</b> 5000, <b>available</b> , <b>billion</b> , bottled, cities, clean, <b>contaminated</b> , die, difficult, easily, <b>enough</b> , everyone, families, <b>fetching</b> , history, <b>majority</b> , millions, <b>status symbol</b> , water	
<b>Claim:</b> There is <u>enough</u> water for <u>everyone</u> , but it is not <u>available</u> to everyone equally.	
<b>Supporting Evidence:</b> <u>Bottled</u> water is a <u>billion</u> -dollar industry. <u>Bottled</u> water is a global <u>status symbol</u> .	<b>Why it is relevant:</b> <u>Bottled</u> water costs <u>5000</u> times the price of tap water, so not everyone can buy it.
<b>Supporting Evidence:</b> <u>Millions</u> of women spend several hours a day <u>fetching</u> the water they need for their <u>families</u> .	<b>Why it is relevant:</b> <u>Clean</u> water is not <u>easily</u> available to everyone.
<b>Supporting Evidence:</b> Many people <u>die</u> from <u>contaminated</u> , or dirty, water.	<b>Why it is relevant:</b> Safe water is not <u>available</u> to everyone.
<b>Supporting Evidence:</b> For the first time in <u>history</u> , a <u>majority</u> of the world's population lives in <u>cities</u> .	<b>Why it is relevant:</b> It is hugely <u>difficult</u> to provide <u>cities</u> with the <u>water</u> they need.
<b>Write whether the speaker provided strong/weak or poor evidence. Why or why not?</b> I think the speakers evidence is (strong/weak) _____ because _____ _____	

## FUNCTIONAL ANALYSIS

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for functional analysis with the whole class.
- Complete the functional analysis with the whole class.
- Have students work with a partner to rewrite the sentence in their own words.

### INSTRUCTIONS FOR STUDENTS:

Work with your class to analyze an important sentence(s) from the text.

- Every sentence has someone or something that *does* something. First you determine this *who* or *what*.
- Every sentence has something that they *do* or *did*. Figure that part out next. Now you have the most important parts of the sentence in place.
- Then you will figure out what they did the action *to* or *for*.
- Finally, you will write the descriptive details.
- Write your answers in the spaces below.
- When you are done, write the sentence again in your own words.

You may want to use definitions from the glossed text in the sections above.

### **Functional Analysis:**

*Contaminated water kills about 6,000 people every day, most of them children under the age of five.*

WHAT (Actor): *Contaminated* water

WHAT HAPPENED (Action): kills

WHO (Recipient): *about* 6,000 *people every day*

DESCRIPTOR (Detail): *most of them [are]* children *under the age of* five

What the sentence says:	My own words:
Contaminated water	<i>dirty</i> _____
kills	_____
about 6,000 people every day	_____
most of them children under the age of five	<i>most of the people are</i> _____ <i>the children are</i> _____
<b>Write the sentence in your own words and then explain it to your partner.</b>	
_____ . <i>Most of the people are</i> _____ . <i>The children are</i> _____ .	



## EXIT TICKET

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions with the whole class.

### INSTRUCTIONS FOR STUDENTS:

This graphic organizer will help you keep track of information about water for all of the readings. Each day you will write down new information from each reading.

- First, write what you already knew about water from previous readings.
- Next, provide, or write new information from today's reading.
- Then write what you think: how can we address, or solve this challenge? (*What next?*)

Information I Already Knew About Water	New Information About Water	What next?
1. Some people must fetch water from _____. 2. A huge water problem is _____	1. _____ is a billion-dollar industry. 2. In cities it is difficult to _____	<i>[This is what I think we need to do to address this challenge:]</i>

## Appendix A: Glossary

Word	Definition	Example
available	possible to get something	Clean water is not easily <b>available</b> to everyone.
<i>authority</i>	a person who has the most power, control, or knowledge	For the <b>authorities</b> , solving the city's water problem is a top priority.
billion	1,000,000,000	Bottled water is now a <b>billion</b> -dollar industry, even though it costs 5,000 times the price of tap water.
brand	a mark or particular type of product	Guests can choose from about 100 different <b>brands</b> of water.
<i>conflict</i>	disagreement; fighting	Supplying these cities with the water they need will be a hugely difficult task but is sure to cause social <b>conflicts</b> .
contaminated	dirty or harmful	<b>Contaminated</b> water kills about 6,000 people every day, most of them children under the age of five.
enough	as much as you need	There is <b>enough</b> water for everyone.
<i>exclusive</i>	restricted or limited to just some types of people (especially the rich)	The bottles are transported halfway around the globe to give me and the other guests a taste of this <b>exclusive</b> water.
fetching	going to get something	One billion people have to search for their water, collecting it wherever they can find it. Millions of women spend several hours every day <b>fetching</b> the water they need for their families.
<i>globe</i>	world	The bottles are transported halfway around the <b>globe</b> to give me and the other guests a taste of this exclusive water.

<b>Word</b>	<b>Definition</b>	<b>Example</b>
<i>illustration</i>	example or demonstration	The water bar affords a particularly grotesque <b>illustration</b> of inequalities in our world.
inequality	not being equal or not having equal opportunities or status	The water bar affords a particularly grotesque illustration of <b>inequalities</b> in our world.
<i>majority</i>	most; more than half	For the first time in history, a <b>majority</b> of the world's population lives in cities.
<i>priority</i>	something you decide is the most important thing	For the authorities, solving the city's water problem is a top <b>priority</b> .
<i>status symbol</i>	something you have or a way of living that shows you are rich or successful	In the last few years, fresh water has become a global <b>status symbol</b> .
tap water	water that comes from the tap, or faucet	Bottled water is now a billion-dollar industry, even though it costs 5,000 times the price of <b>tap water</b> .
<i>transport</i> ( <i>transported</i> )	carry from one place to another	The bottles are <b>transported</b> halfway around the globe to give me and the other guests a taste of this exclusive water.
uninhabited	somewhere no one lives; not populated with people	Just over a hundred years ago, the land where Johannesburg now sprawls was practically <b>uninhabited</b> .

*Italicized words are from the Academic Word List.*

## Appendix B: Teacher Resources

### status symbol



- Look at the pictures. These are all pictures of things that people want to show that they are rich or successful: a nice house, a fancy car, expensive jewels. These are all types of status symbols.
- A status symbol is something you have or a way of living that shows you are rich or successful.
- Partner talk: In the video today, the speaker calls fresh water a global status symbol. Think about the word “global.” What is a global status symbol? Think about what you have learned about water. Why would fresh, clean water be a global status symbol?

## priority



- Look at the first picture. This is a picture of a flood. There is water everywhere in the streets and in people's homes.
- Look at the second picture. When there is a flood or other disaster, the most important thing is to rescue, or save, people and animals. When everyone is safe, we think about repairing, or fixing, the houses. Saving people is the top priority.
- A priority is what you decide is the most important. There might be many important things to do, but the priority is the most important one.
- Partner talk: What do you need to get done this week? What is your top priority?