

## UNIT B: LESSON 6

### 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 **analyze** the **main** ideas and **supporting details** **presented** in in a video clip.

#### Learning Target:

I can **evaluate** an **argument**'s use of **evidence** and **reasoning** in "The Water Crisis Isn't Global. It's Local."

*analyze* – study

something and explain it

*main* – central or most important

*supporting details* – helping ideas

*present* – show

*evaluate* – judge

*argument* – writing (or speaking) for or against something

*evidence* – facts; proof

*reasoning* – using facts to decide something

## 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 QUESTIONS:** *Does the speaker believe water is a global problem? Why or why not? Who is doing more to solve the water problem: government or businesses? Why?*

The Lavin Agency, "Charles Fishman: The Water Crisis Isn't **Global**. It's **Local**" YouTube (video), May 15, 2013. Accessed August 14, 2013.  
<http://www.youtube.com/watch?v=IzxVyIiPDsA>.

Some of what we think of as the **conventional** wisdom about water is wrong. It's not just wrong, it gets in the way of us seeing water clearly and **tackling** and solving water problems.

First I think, and most important, there is no **global** water crisis. I'm sure everybody in the room has heard the phrase "**global** water crisis" and you're quite likely to hear it with increasing **frequency** that maybe CNN and the Weather Channel will actually come up with a **global** water crisis logo.

There is no **global** water crisis. There are a thousand or maybe ten thousand **local** water crises, but water is completely different than other kinds of things that really are **global** crises.

All water problems are **local** or regional—that is, water problems are happening right where the water is or has disappeared from and water problems can only be solved where they're happening. If everybody in Ontario pays their mortgage and their rent and their credit card bills in full and on time every month, the province can still be **devastated** by the **global** economic downturn by decisions made in New York, London, Washington, and Reykjavik. But if Ontario has water problems and solves them, no misbehavior in Los Angeles or Beijing can undo that **solution**—and by the same token no decisions made in Ottawa can fix your water problems.

So the good news about water is wherever you're having a problem, you're the people who can **solve** it. And once you have solved it, **misbehavior** by people anywhere else can't undo that **solution** and to me that's empowering. Talking about the **global** water crisis makes it seem like someone with **global power** should fix it. To me, water doesn't fall into that **category** at all.

**WORD BANK:**

**global**

live

regional

happening

**local**

**solve**

**SUPPLEMENTARY QUESTIONS:**

1. *Does the speaker believe there is a global water crisis?*

No, he does not believe (Yes, he believes/No, he does not believe) there is a global water crisis.

2. *Does the speaker believe there is a water crisis at all?*

Yes, he believes (Yes, he believes/No, he does not believe) there is a water crisis, but he does not believe it is global. Instead, he believes water crises are local or regional.

3. *Since water crises are regional and not global, can they be solved using global solutions?*

*Why or why not?*

Water crises cannot (can/cannot) be solved using global solutions. They can only be solved where the water problem is happening.

4. *Would a water crisis in California affect your water in New York?*

No (Yes/No), a water crisis in California would not (would/would not) affect your water in New York.

5. *What is the good news about this?*

The good news is that, wherever the problem is, it is the people who live there who can solve it.

Businesses are way ahead of governments and even ordinary people in seeing this coming **era** of water **scarcity**, in seeing the places that water is being put under pressure and businesses are out there solving water problems for themselves because their business is at **risk**—people like Google, Coke, Intel, Pepsi, Hershey's Chocolate—all folks like that see that there is water **risk** and are **tackling** it for themselves.

Many of those **companies** are also developing **solutions** to the problems that they are selling to the rest of us and I don't think that's a bad thing. I'm glad someone's paying attention to water problems. I do think you need to be careful about letting **corporations** get too far out in front.

You don't want **companies** in charge of your water. Water always belongs to the people in the community where the water **resides**. But I am glad there's some **creativity** and **energy** being put against water problems.

**WORD BANK:**

at **risk**

lead

**solutions**

**corporations**

**reside**

water

front

selling

**SUPPLEMENTARY QUESTIONS:**

6. *Why are businesses ahead of governments in seeing the coming era of water scarcity?*

Businesses are ahead of governments because their business will be at risk (in danger of failing) if they don't have water.

7. *What are businesses doing to address the problems of water scarcity?*

Businesses are developing solutions.

8. *What are businesses doing with the solutions?*

They are selling the solutions to us.

9. *What does the speaker think we need to be careful about?*

The speaker believes we need to be careful about letting corporations (big businesses) "get too far out in front," or take the lead, in water solutions.

10. Why doesn't the speaker want companies (businesses) in charge of water?

The speaker believes that companies should not (should/should not) be in charge of water because water belongs in the communities where the people and the water reside together.

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

*Does the speaker believe water is a global problem? Why or why not? Who is doing more to solve the water problem: government or businesses? Why?*

*Suggested response:* The speaker does not believe water is a global problem. He believes the problem is local and regional because water shortages can only be fixed at the local level. He says that businesses are doing more to solve the water crisis. Businesses are afraid that not having enough water will put their businesses at risk.

## 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> affects, companies, global, local, location, misbehave, power, solve, solved, water problems	
<b>Claim:</b> There is no <u>global</u> water crisis. There are many <u>local</u> water crises.	
<b>Supporting Evidence:</b> <u>Water problems</u> happen right where the water is or has disappeared from.	<b>Why it is relevant:</b> Water problems are different than other kinds of <u>global</u> problems.
<b>Supporting Evidence:</b> If people <u>misbehave</u> with water, it only <u>affects</u> people in the same <u>location</u> .	
<b>Supporting Evidence:</b> <u>Water problems</u> can only be <u>solved</u> where they are happening.	<b>Why it is relevant:</b> We do not have to wait for someone with <u>global power</u> to fix our <u>water problems</u> .
<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:**

*Some of what we think of as the conventional wisdom about water is wrong.*

WHO OR WHAT (Actor): *the conventional wisdom about water*

DESCRIPTOR (Detail): *some of what we think of as*

WHAT HAPPENED (Action): *is*

WHAT (Description): *wrong*

#### **What the sentence says:**

Some of what we think of as the conventional wisdom about water

is

wrong

#### **My own words:**

*Some of our \_\_\_\_\_ about \_\_\_\_\_*

*is*

\_\_\_\_\_

**Write the sentence in your own words and then explain it to your partner.**

\_\_\_\_\_

\_\_\_\_\_ .



## 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, provide, or write, two reasons the water crisis is similar, or the same, as other global crises, or problems.
- Next, provide two reasons the water crisis is different from other global crises.
- Then write what you think. Is the water crisis global or local?

As you write, think about today's video. Also think about everything else you have learned about water sustainability.

Similarities with Other Global Crises	Differences From Other Global Crises	Is The Water Crisis Global or Local?
<p>There are two reasons why the water crisis is similar to other crises. The first is: _____</p> <p>_____</p> <p>_____.</p> <p>The second is:</p> <p>_____</p> <p>_____.</p>	<p>There are two reasons why the water crisis is different from other crises. The first is: _____</p> <p>_____.</p> <p>The second is:</p> <p>_____</p> <p>_____.</p>	<p>The water crisis is local/global because</p> <p>_____</p> <p>_____.</p>

## Appendix A: Glossary

<b>Word</b>	<b>Definition</b>	<b>Example</b>
affects	influences, causes a change in	If people misbehave with water, it only <b>affects</b> people in the same location.
<i>category</i>	group	To me, water doesn't fall into that <b>category</b> at all.
companies	businesses	Many of those <b>companies</b> are also developing solutions to the problems that they are selling to the rest of us and I don't think that's a bad thing.
<i>conventional</i>	traditional	Some of what we think of as the <b>conventional</b> wisdom about water is wrong.
<i>corporation</i>	company; big business	I do think you need to be careful about letting <b>corporations</b> get too far out in front.
<i>creativity</i>	use of the imagination or original ideas	I am glad there's some <b>creativity</b> and energy being put against water problems.
devastate (devastated)	greatly upset or hurt someone or something	If everybody in Ontario pays their mortgage on time every month, the province can still be <b>devastated</b> by the global economic downturn by decisions made in New York.
<i>energy</i>	power	I am glad there's some creativity and <b>energy</b> being put against water problems.
era*	period of time	Businesses are way ahead of governments and even ordinary people in seeing this coming <b>era</b> of water scarcity.
frequency	when something happens often	I'm sure everybody has heard the phrase "global water crisis"

Word	Definition	Example
		and you're quite likely to hear it with increasing <b>frequency</b> .
<i>global</i>	having to do with the whole world and everyone in the world	There is no <b>global</b> water crisis.
local	in a single town or neighborhood	There are a thousand or maybe ten thousand <b>local</b> water crises, but water is completely different than other kinds of things that really are global crises.
location	place	If people misbehave with water, it only affects people in the same <b>location</b> .
misbehave (misbehavior)	behaving badly, or doing bad things	And once you have solved the problem, <b>misbehavior</b> by people anywhere else can't undo that solution.
power	ability to make something happen	Talking about the global water crisis makes it seem like someone with global <b>power</b> should fix it.
<i>reside</i>	live or stay in	Water always belongs to the people in the community where the water <b>resides</b> .
risk	possibility of danger or loss	Businesses see that there is water <b>risk</b> and are tackling it for themselves.
scarce* (scarcity)	in short supply; shortage	Businesses are way ahead of governments and even ordinary people in seeing this coming era of water <b>scarcity</b> .
solution	the result of fixing a problem	And once you have solved the problem, misbehavior by people anywhere else can't undo that <b>solution</b> .
solve	fix or find an answer to a problem	So the good news about water is wherever you're having a

Word	Definition	Example
		problem, you're the people who can <b>solve</b> it.
tackle	try to master or solve something	Businesses see that there is water risk and are <b>tackling</b> it for themselves.

*\*Vocabulary from the Expeditionary Learning lessons.*

*Italicized words are from the Academic Word List.*

## Appendix B: Teacher Resources

### global



- The first picture shows global flight routes, or airplane routes all over the world. Something that is global is something that has to do with the whole world and all of the people in the world.
- Now look at the second picture. Something that is global can also mean that it is comprehensive, or it includes everyone or everything. This person has drawn a global view of energy use. The drawing includes everything about energy.
- Partner talk: When we talk about a global water crisis, or problem, which definition of global do we mean? How about a global water solution? Give a reason for your choice.