UNIT B: LESSON 9

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 articulate how ideas presented in the readings clarify the topic of water sustainability.

Learning Target:
I can make connections among multiple texts.

articulate – speak or write clearly about something
present – show
clarify – make something easier to understand
topic – subject
connections – links
multiple – more than one
INSTRUCTIONS FOR TEACHERS:
- Review student instructions.

INSTRUCTIONS FOR STUDENTS:
Work with a partner to fill out the graphic organizer. This is a Venn diagram. In the left circle, write evidence, or facts, that water sustainability is a local issue, or problem. In the right circle, provide evidence that water sustainability is a global issue. In the center, where the circles overlap, provide evidence that water sustainability is both local and a global issue. Use information you have gathered in your Water Note-Catchers from all of the lessons in the unit. Hint: lesson numbers are in [brackets].

WORD BANK:
2025, access, affects, agriculture, cities, climate change, common, difficult, earth, everywhere, fresh, global, lawns, life, location, magic, misbehave, one-sixth, one-third, pollution, protect, shortage, water
Americans overuse water for lawns and agriculture [1].

We can see the magic of water near our homes everywhere. [2]

If people misbehave with water, it only affects people in the location where that water is being used. [6]

We do not have to wait for someone with global power to fix our water problems. [7]

Water is the basis for life. [1]

Water is a common resource, so we must protect it. [4]

As climate change and pollution get worse, there will be less water to drink. [5]

If earth runs out of water, there is nowhere else to go. [3]

Every day, one-sixth of the world’s people do not have enough water. [5]

Most people in the world live in cities, where it is very difficult to provide water. [7]

People all over the world are losing access to fresh water. [8]

One-third of the world population will face a severe water shortage by 2025. [8]
PREPARE FOR WRITING—PARTNER TALK

INSTRUCTIONS FOR TEACHERS:
• Review student instructions.

INSTRUCTIONS FOR STUDENTS:
• Turn to a partner. Tell your partner what you think: water sustainability is a local issue, water sustainability is a global issue, or water sustainability is both a global and local issue. Support your answer using evidence from your graphic organizer.
• Then let your partner take a turn. Your partner may agree or disagree. They should tell you what they think using the graphic organizer.
• You can use the script below.

*Person 1:* I think water sustainability is a local/global issue, because
______________________________________________________.

*Person 2:* I (agree/disagree). Water sustainability is a local/global issue, because
______________________________________________________.
### Appendix A: Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>access</td>
<td>ability to get or use something</td>
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<tr>
<td>affects</td>
<td>causes change in something</td>
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<tr>
<td>agriculture</td>
<td>raising crops and animals for food</td>
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<tr>
<td>climate change</td>
<td>a long-term change in the earth’s weather conditions</td>
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<tr>
<td>common</td>
<td>something that is shared</td>
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<tr>
<td>fresh</td>
<td>not salty</td>
</tr>
<tr>
<td>global</td>
<td>worldwide</td>
</tr>
<tr>
<td>location</td>
<td>place</td>
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<tr>
<td>magic</td>
<td>mysterious quality; charm</td>
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<tr>
<td>misbehave</td>
<td>behave badly, or do bad things</td>
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<tr>
<td>one-sixth</td>
<td>1/6</td>
</tr>
<tr>
<td>one-third</td>
<td>1/3</td>
</tr>
<tr>
<td>protect</td>
<td>keep something safe</td>
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<tr>
<td>shortage</td>
<td>an amount that is less than is needed; lack</td>
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