

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

PREPARE FOR WRITING – SUMMARY OF PAST READINGS

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

PREPARE LOCAL
GLOBAL

ISSUE

ISSUE

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

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