

## 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 o

## ACQUIRING AND USING VOCABULARY

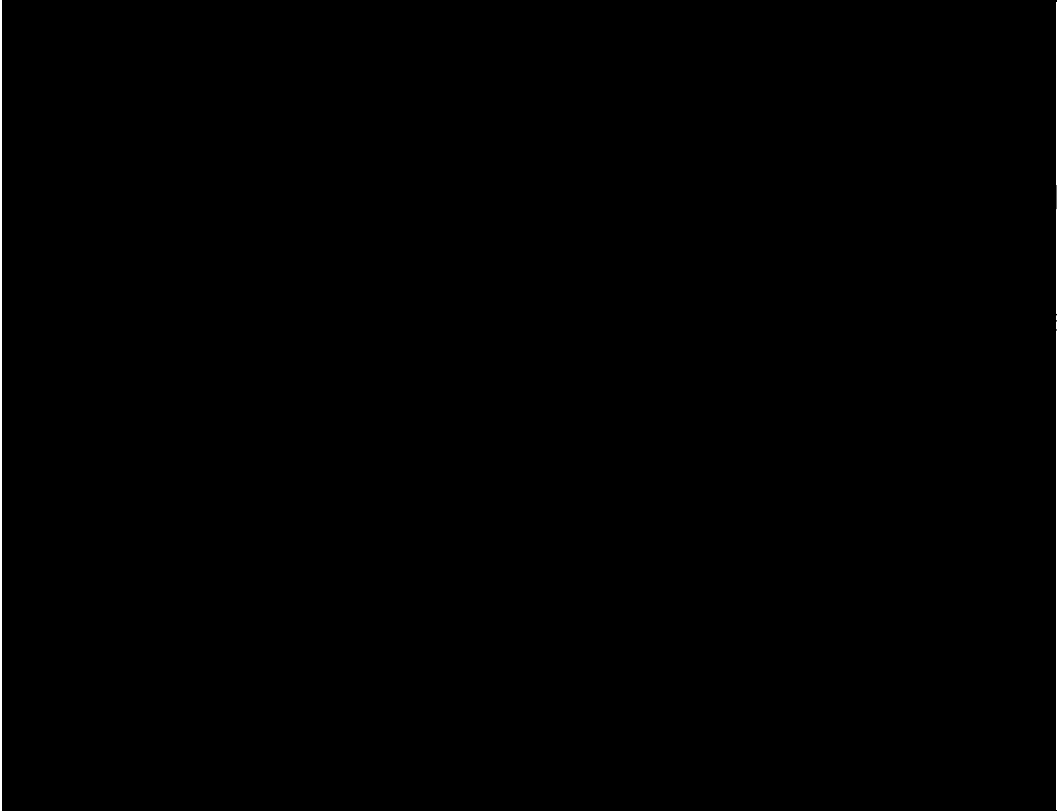
### INSTRUCTIONS FOR TEACHERS:

- ◁ 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.





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## WATER NOTE-CATCHER: TRACING AN ARGUMENT

### INSTRUCTIONS FOR TEACHERS:

Review student instructions.

### INSTRUCTIONS FOR STUDENTS:

Work with a partner. Use your water note-catcher to write down key, or important, evidence from the video.

- < First, you will write the author's claim, or what they are trying to show.
- < 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.

Finally, you will write whether you think the evidence is good. Why or why not?

### WORD BANK:

affects, companies, global, local, location, misbehave, power, solve, solved, water problems

Claim:

There is no global water crisis. There are many local

_____	
_____	_____
_____	_____
_____	_____

# 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:



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EXIT TICKET

INSTRUCTIONS FOR TEACHERS:  
< Review student instructions with the whole class.

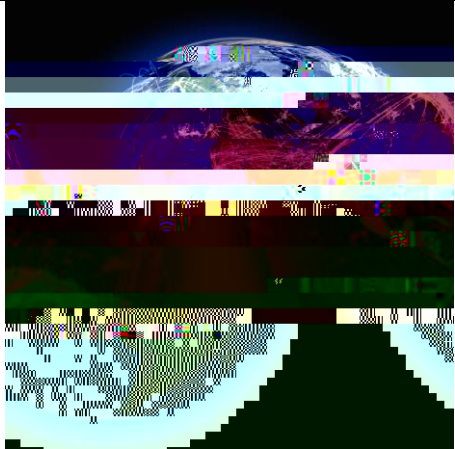
INSTRUCTIONS FOR STUDENTS:

## Appendix A: Glossary

Word	Definition	Example
affects	influences, causes a change in	If people misbehave with water, it only affects people in the same location.
	group	To me, water doesn't fall into that category at all.
companies	businesses	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.
	traditional	Some of what we think of as the conventional wisdom about water is wrong.
	company; big business	I do think you need to be careful about letting corporations get too far out in front.
	use of the imagination or original ideas	I am glad there's some creativity and energy being put against waterainst

Word	Definition	Example
		and you're quite likely to hear it with increasing frequency.
	having to do with the whole world and everyone in the world	There is no global water crisis.
local	in a single town or neighborhood	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.
location	place	If


## Appendix B: Teacher Resources

global	
	<ul style="list-style-type: none"><li>◁ The first picture shows <u>global</u> flight routes, or airplane routes all over the world. Something that is <u>global</u> is something that has to do with the whole world and all of the people in the world.</li> <li>◁ Now look at the second picture. Something that is <u>global</u> 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.</li> <li>◁ 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.</li></ul>
