



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 1: Lesson 6

Analyzing the Central Claim in *The Big Thirst*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

I can identify the argument and specific claims in a text. (RI.7.8)

Supporting Learning Targets

- I can analyze the interaction between people and water in *The Big Thirst*.
- I can identify a central claim in pages 1–5 of *The Big Thirst*.

Ongoing Assessment

- *The Big Thirst* Pages 1–5 Text-Dependent Questions
- Thinking Log



| Agenda | Teaching Notes |
|---|---|
| <p>1. Opening</p> <p>A. Entry Task: What Do the Words “Claim” and “Evidence” Mean? (2 minutes)</p> <p>2. Work Time</p> <p>A. Introducing <i>The Big Thirst</i> (3 minutes)</p> <p>B. Text-Dependent Questions on Page 1-5 of <i>The Big Thirst</i> (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Thinking Log (6 minutes)</p> <p>4. Homework</p> <p>A. Read “Beyond Thirst: The Global Water Crisis” and write the gist on the bottom of the last page.</p> | <ul style="list-style-type: none">• This lesson introduces the text <i>The Big Thirst</i>, which students will work with across Units 1 and 2. The author, Charles Fishman, is the same person whom students saw in the videos during Lesson 5.• Students read the first few pages of Fishman’s book closely, using text-dependent questions to guide them. These questions mainly deal with concepts and vocabulary essential to understanding Fishman’s claim.• In Module 2, students learned about claims and evidence. Today’s lesson will pull on their background knowledge and review what they learned as they prepare for more in-depth analysis of a claim in the next lesson. This lesson includes enough review of the terms <i>claim</i> and <i>evidence</i> to catch up students who did not participate in Module 2.• <i>The Big Thirst</i> contains a large number of words that will be unfamiliar to your students. Assure them that you will help them focus on the vocabulary words that relate to the topic of study: water use and sustainability. They should listen/look for context clues and try to figure out what the words mean as they read, but you will point out the words that are essential for their understanding of the most important parts of the text, both in the discussions you have and the handouts you give them.• The first three paragraphs of the text contain some interesting background information; however, they also contain some concepts you may wish to avoid in class (they mention the water needed to make “great beer” and a “shower for two”). If you wish to avoid those paragraphs, you can begin reading with Paragraph 4, “Water is both mythic and real.”• On the text-dependent question handout, Question 5 asks students to identify a central claim in the text. Since Fishman’s argument develops over the course of the book, some of his claims are embedded within the supporting evidence instead of clearly stated at the beginning. In some cases, the claims are not even explicitly stated. To support students in identifying the claims, this lesson focuses their attention on the key paragraphs and lines necessary for them to find the claim. The Reader’s Notes that they complete for homework will help them identify evidence that supports this claim. In Lesson 6, students will pull all this information together as they trace the argument.• In advance: Review the Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets |



| Lesson Vocabulary | Materials |
|--|--|
| <p>claim, evidence; abundant, aquatic, inconspicuous (page 3), insulate (page 4)</p> | <ul style="list-style-type: none"> • Entry task (one to display) • Scrap paper (one piece per student) • <i>The Big Thirst</i> (book; one per student) • <i>The Big Thirst</i> Pages 1–5 Text-Dependent Questions (one per student) • <i>The Big Thirst</i> Pages 1–5 Close Reading Guide (for teacher reference) • “Beyond Thirst: The Global Water Crisis” (one per student) |

| Opening | Meeting Students’ Needs |
|---|---|
| <p>A. Entry Task: What Do the Words “Claim” and “Evidence” Mean? (2 minutes)</p> <ul style="list-style-type: none"> • Display the entry task. Ask students to write down their best understanding of what the words <i>claim</i> and <i>evidence</i> mean on a scrap piece of paper. • As students are writing, collect their homework in order to provide feedback and informally assess. | <ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary. |
| <p>B. Reviewing Learning Targets (4 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets out loud or invite a volunteer to do so: <ul style="list-style-type: none"> * “I can analyze the interaction between people and water in <i>The Big Thirst</i>.” * “I can evaluate a central claim in pages 1–5 of <i>The Big Thirst</i>.” • Ask students to look back at their entry tasks. Use the Fist to Five protocol to ask how well they can explain what a claim is. • Call on a student holding up a five to explain to the class what a claim is. Listen for: “A claim is a statement that a writer or speaker makes that presents an opinion, not necessarily a fact.” • Ask students to show you how well they can explain what <i>evidence</i> means using the Fist to Five protocol. • Call on a student holding up a five to share with the class. Listen for: “Evidence is the proof or the facts that support the writer’s opinion or claim.” | |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Introducing <i>The Big Thirst</i> (3 minutes)</p> <ul style="list-style-type: none">• Remind students that they watched a short video clip of Charles Fishman, the author of the book <i>The Big Thirst</i>, during their mid-unit assessment.• Distribute students' texts, <i>The Big Thirst</i>. Ask them to examine the front cover and table of contents. Ask:<ul style="list-style-type: none">* "What do you notice about the book, and what do you wonder?"• Cold call a few students to share.• Explain that this book is about the general topic of water sustainability around the globe. It goes into more depth with some of the same points that Kingsolver makes in her article.• Tell students that you will read excerpts from this text, but not the whole thing. Explain that the book has many advanced vocabulary words, and that you will point out the ones that are the most important for them to understand and add them to the Domain-Specific Vocabulary anchor chart you started earlier in the unit. | <ul style="list-style-type: none">• You may want to assign partners for this activity to encourage students to work with new partners with whom they'll stay focused and engaged.• Some students may benefit from being privately prompted before they are called upon in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Text-Dependent Questions on Pages 1-5 of <i>The Big Thirst</i> (30 minutes)</p> <ul style="list-style-type: none">• Build up the interest for this text without giving much away: Fishman is a highly regarded author who has been investigating issues of water and water sustainability.• Distribute <i>The Big Thirst</i> Pages 1–5 Text-Dependent Questions to each student. Lead the class through these questions in concert with <i>The Big Thirst</i> Pages 1–5 Close Reading Guide (for teacher reference). | <ul style="list-style-type: none">• Text-dependent questions keep students engaged in the reading process by giving a purpose to reading a text closely. Consider allowing students who have difficulty with handwriting or have slower processing speed to discuss their answers with a partner.• <i>The Big Thirst</i> is complex, often using both first- and third-person voice, parenthetical and hyphenated clauses, and detailed statistics. It will be essential for students to read along with the teacher, and for the teacher to read clearly and with appropriate emotion and expression. Consider practicing reading this text aloud before “performing” it for students. Also, consider making the audio version of the text available to students with emergent literacy, and/or using the audio version in class. |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Thinking Log (6 minutes)</p> <ul style="list-style-type: none">• Direct students to open their Thinking Logs and read the prompt for Lesson 6:<ul style="list-style-type: none">* “Reread what you wrote in Lesson 4. Based on what you read today, how have you expanded your understanding of water sustainability?”• Allow 5 minutes for students to write in their Thinking Logs.• Review homework and distribute “Beyond Thirst: The Global Water Crisis” before students exit. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Read “Beyond Thirst: The Global Water Crisis” and write the gist of each paragraph in the margin next to it. | |



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Supporting Materials



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Entry Task

.....
Name:

.....
Date:

What does the word ***claim*** mean? What does ***evidence*** mean? Write down your best definitions for these two words that show your understanding of them.

Claim:

.....
.....
.....
.....

Evidence:

.....
.....
.....
.....



The Big Thirst Pages 1-5 Text-Dependent Questions

Name: _____

Date: _____

| Questions | Notes |
|--|-------|
| <p>1. What are some of the examples the author gives about how water is important to our lives? Review the section we just read and find at least three. Write them down here.</p> | |
| <p>2. On page 3, Fishman states, “We’ve spent the last hundred years in a kind of aquatic paradise: Our water has been abundant, safe, and cheap.”</p> <p>Given that <i>abundant</i> means “in large quantities and easily accessible,” what does Fishman mean when he says that abundant, safe, and cheap water has made the last hundred years an “aquatic paradise”?</p> <p>3. Using context clues, determine what <i>inconspicuous</i> means on the bottom of page 3. Write down your definition and how you figured it out.</p> | |



The Big Thirst Pages 1-5 Text-Dependent Questions

Name: _____

Date: _____

| Questions | Notes |
|---|-------|
| <p>4. Reread the three paragraphs in the middle of page 3, starting with “Given that water ...” and continuing until “... for almost no cost.” What do you think is the author’s central claim here?</p> | |
| <p>5. On page 4, Fishman says, “For Americans, flushing the toilet is the main way we use water. We use more water flushing toilets than bathing or cooking or washing our hands, dishes, or our clothes.” Where do you see evidence he gives for this claim? Find at least two examples.</p> | |



The Big Thirst Pages 1-5 Close Reading Guide
(For Teacher Reference)

| Questions | Notes |
|--|---|
| <p>1. What are some of the examples the author gives about how water is important to our lives? Review the section we just read and find at least three. Write them down here.</p> | <p>(7 minutes) Say: * “Please read in your heads while I read along with you aloud.”</p> <p>Read page 1 to page 2, stopping after the first full paragraph with the words “indispensable practicality.”</p> <p>After you have read these pages, pause.</p> <p>Tell students that the author is giving some background information about his topic by describing ways that water is used and perceived by people. Explain that he is building up to his central claim.</p> <p>Remind students that a central claim in a text is the overall statement or opinion the author is trying to prove.</p> <p>Continue reading until the middle of page 3, stopping at “requires neurons filled with water.”</p> <p>Direct students to Question 1. Ask them to write down their answer and then raise their hands when they have finished.</p> <p>Question 1 has numerous potential answers. Call on at least four students to try to generate a variety of answers.</p> <p>Listen for: <i>“Water drives our weather and shapes our geography.”</i> <i>“Electricity uses water.”</i> <i>“Computer chips use water.”</i> <i>“We amuse ourselves with water.”</i> <i>“We use water in our expressions and phrases.”</i> <i>“We are made of water.”</i></p> <p>If students say something unrelated to these ideas, clarify by asking a question such as: * “Where in the text did you see that?”</p> |



The Big Thirst Pages 1-5 Close Reading Guide
(For Teacher Reference)

| Questions | Notes |
|--|---|
| <p>2. On page 3, Fishman states, “We’ve spent the last hundred years in a kind of aquatic paradise: Our water has been abundant, safe, and cheap.”</p> <p>Given that <i>abundant</i> means “in large quantities and easily accessible,” what does Fishman mean when he says that abundant, safe, and cheap water has made the last hundred years an “aquatic paradise”?</p> <p>3. Using context clues, determine what <i>inconspicuous</i> means on the bottom of page 3. Write down your definition and how you figured it out.</p> | <p>(10 minutes)</p> <p>Say: * “Please read silently in your heads as I read aloud.”</p> <p>Read from where you stopped on the middle of page 3 to the end of the first full paragraph on page 4, “... to deliver that water.”</p> <p>For this set of questions, invite students to work with their seat partners to discuss and write down their answers.</p> <p>When they are finished, ask them to raise their hands.</p> <p>Cold call different pairs to share out, making sure to refine their definitions if needed.</p> <p>Listen for:</p> <p>2. “a ‘water’ paradise where we haven’t had to think about water use”</p> <p>3. “hidden, invisible, unnoticeable”</p> |



The Big Thirst Pages 1-5 Close Reading Guide
(For Teacher Reference)

| Questions | Notes |
|--|---|
| <p>4. Reread the three paragraphs in the middle of page 3, starting with “Given that water ...” and continuing until “... for almost no cost.” What do you think is the author’s central claim here?</p> | <p>(8 minutes)</p> <p>Direct students to Question 4.</p> <p>This question asks about one of the central claims of the text, which you will return to in the next lesson.</p> <p>Ask students to read, think, and discuss with their seat partners, but not to write down the claim just yet.</p> <p>When they are finished discussing, ask them to raise their hands. When most of the class has a hand up, cold call one or two pairs to share out.</p> <p>Listen for: <i>“The central claim is that water seems invisible to us although we rely on it.”</i></p> <p>Instruct students to write down the claim. Explain that you will return to this claim in the next lesson.</p> <p>Probing and scaffolding for Question 5 (for students who are stuck):</p> <p>* “Read the sentence, ‘But water has achieved an invisibility in our lives that is only more remarkable given how central it is.’”</p> |



The Big Thirst Pages 1-5 Close Reading Guide
(For Teacher Reference)

| Questions | Notes |
|---|---|
| <p>5. On page 4, Fishman says, “For Americans, flushing the toilet is the main way we use water. We use more water flushing toilets than bathing or cooking or washing our hands, dishes, or our clothes.” Where do you see evidence he gives for this claim? Find at least two examples.</p> | <p>(5 minutes) Say: * “Please read silently in your heads as I read aloud.” Read from where you stopped in the middle of page 4 and continue to the middle of page 5, “Or, at least, we like to.” Ask students to write down their answers and raise their hands when they have two pieces of evidence written down. When most of the class has a hand up, cold call several students to share out.</p> <p>Listen for: <i>“The typical American flushes the toilet five times a day and uses 18.5 gallons of water,” “Americans put 5.7 billion gallons of clean drinking water down the toilet,” and “We flush more water down the toilets than 95 million Brits and Canadians use.”</i></p> |



Beyond Thirst: The Global Water Crisis

Most of us think nothing about grabbing a cold glass of water. In 2008, though, flooding caused a drinking water shortage in Cedar Rapids, Iowa. Meanwhile, North Carolina, Georgia, and California suffered serious droughts. Yet these problems seem small compared to the world's water crisis.

Every day, 1.2 billion people don't get enough safe drinking water for their basic needs. That's nearly one-sixth of the world's people. More than a third--roughly 2.6 billion people-- lack safe sanitation. Left unchecked, the crisis will only worsen.

A Scarce Resource

While water covers 70 percent of Earth's surface, 97 percent is undrinkable seawater. With two-thirds of all fresh water locked in polar ice caps, only 1 percent of the world's water is potentially available for people.

"Water is a precious, vital resource," stresses Meena Palaniappan at the Pacific Institute in California.

When poor sanitation and other practices pollute water, less is available for basic needs.

"Climate change is going to have a dramatic impact on water resources," adds Palaniappan. For many areas, rainfall will occur in a shorter period of time. Meanwhile, drought periods will lengthen.

Population growth will further stress water resources.

The World Health Organization (WHO) says each person needs at least 20 liters (a little more than 5 gallons) per day. But not everyone has equal access, especially in developing countries. When well-to-do people have water pumped into their homes, they get water at low per-unit costs. However, poor people in the same cities may pay up to 10 times as much per liter for water from tank trucks. Rural people may have to fetch water themselves. "It's a huge inequity," says Palaniappan.

Disease, Poverty, and Other Problems

Lack of safe water and sanitation is deadly. Contaminated water kills 1.8 million children every year with diarrhea. Parasites, bacteria, and viruses cause many other illnesses. At any moment, nearly half the people in developing countries suffer from some water-related sickness.

"These people have no choice," notes Sally Edwards at the Pan American Health Organization/World Health Organization. "They know it leads to disease, but there is no other water."



Beyond Thirst: The Global Water Crisis

Girls and women suffer most. "Many girls who would otherwise be in school are spending hours each day walking to distant sources to collect water," notes Nicole Wickenhauser at WaterPartners International in Missouri.

Girls who do attend school often drop out as teens if schools lack separate toilets. Outside school, girls and women may risk attack just by going to the bathroom.

Adults can't earn as much when they spend hours fetching water of questionable quality. Water-related sickness makes them miss more work. As a result, families can't escape a cycle of disease and poverty.

Water shortages affect food supplies, too. According to WHO, growing one day's food for a family of four can take as much water as an Olympic-size swimming pool. Insecurity about water can also cause political and economic conflicts--both within countries and internationally.

In short, addressing the water crisis won't just improve health. It will let people build better, more secure lives.

Addressing the Crisis

In 2000, the United Nations announced a Millennium Development Goal (MDG) of halving the proportion of people without safe drinking water by 2015. While we are still far from that goal, progress is occurring.

"The technology exists to provide water and sanitation to all," stresses Edwards. The most successful water and sanitation projects involve communities in decision-making. They also teach people about hygiene and system upkeep, so safe water supplies are sustainable.

Technologies vary based on geography, but they don't need to be elaborate. One area might use a rainwater harvesting system. Another community might benefit from a deep borehole well.

"All of our projects use as simple a technology as possible, and we use local materials," says Wickenhauser. "It's easier to operate and maintain."

Solving the global water crisis will cost billions of dollars. Yet WHO says meeting its MDG for safe water would cost less than five days' worth of global military spending. On a smaller scale, WaterPartners International says \$25 can bring safe water to someone for life. Just \$ 1 50 can meet a whole family's water needs.



Beyond Thirst: The Global Water Crisis

What Can You Do?

Start by saving water at home and elsewhere. Ask others to protect this precious resource, too. Recent water shortages in the United States show that we shouldn't waste water. Conservation can also help the environment.

Beyond this, spread the word about the world's water crisis. Some schools have hand-raisers to educate people and raise money for water projects. Speak out to elected officials, too. Tell them you want the world to have safe drinking water and sanitation for everyone.

"We know how to bring people safe water," stresses Wickenhauser. "It's a problem we can solve together."