



Los Angeles Unified School District
Secondary/Literacy English Language Arts

Interim Assessment Overview: Grade 7

The Interim Assessments for grades 6 through 8 are designed as extended constructed response tasks that have been embedded in units of instruction. These units and tasks address the four strands of the Common Core State Standards (CCSS), and focus on Argument writing. Units have been designed using the CCSS and the Expository Reading and Writing Course (ERWC) materials for middle school, designed by California State University faculty and secondary school teachers. The decision to provide units attached to the assessments was made in response to teacher feedback from the first periodic assessment this year, requesting more instructional support and more time. Existing ERWC middle school units were modified to provide more options for scaffolding, address vocabulary more directly, and in some cases, provide more authenticity and variety in texts. The units have been heavily scaffolded to address the needs of all learners. Teachers are encouraged to use the instructional tools provided, as well as any other tools at their disposal to differentiate instruction to best suit the needs of their students.

A key process in the delivery of these units and assessments is the *Plan-Deliver-Reflect-Refine/Revise* cycle. Prior to beginning the unit, teachers should meet during professional development banked time or grade-level meeting time to analyze the units/assessments in grade-level teams in order to *plan* for instruction. Planning should include conversations about whether to incorporate part or all of these Argument units into existing instructional units on Persuasion, or simply to replace the Persuasion units; which activities should be included, omitted or modified; pacing of the unit and its activities; and so on. It is important that teachers download the teacher directions in order to become familiar with the entire unit. It is also recommended that teachers read and annotate their copies of the texts before teaching the unit in order to anticipate difficult sections, plan instruction, and bolster student discussion. When considering pacing, remember that **the assessment window will close February 13, 2015**. Students should have completed the assessment by this date. After *delivery* of instruction and assessment, teachers should meet again to *reflect* on the student work produced, and also on the instruction and assessment processes, and to determine next steps for *refining/revising* instruction. Although the assessment must be completed by May 2, if further instruction is necessary, and/or if teachers wish to have students continue developing their essays into more polished pieces after the assessment, the units may be extended beyond the **February 13th assessment window**. Post-assessment activities are included in the units to help with further drafting and revision.

Every effort has been made to limit the amount of copying needed by schools. Unit documents are divided into three groups: “Teacher Directions,” “Student Packet,” and “Activities and Templates.” The student packet, which should be reproduced for students, includes the texts, writing prompt, and scoring rubrics. Other useful materials that teachers may or may not wish to copy for students may be found under “Activities and Templates.”

The Smarter Balanced rubrics have been adapted for each grade by the LAUSD Secondary Literacy team. The Smarter Balanced Assessment Consortium (SBAC) has not released revised rubrics for each secondary grade; however, we believe that teachers and students need a rubric that is more specific to the expectations at each grade level.

Lexile levels for the texts included in the unit have been provided. However, it is important to remember that lexile, a quantitative measure of text difficulty, is not the only determiner of text complexity. The CCSS approach to text complexity involves a three part model that incorporates: qualitative dimensions (levels of meaning or purpose, structure, language conventionality and clarity, knowledge demands); quantitative demands (word length or frequency, sentence length, and text cohesion); and, reader and task considerations (motivation, knowledge, experiences, complexity of task or questions posed). For further information on text complexity, please see Appendix A of the ELA/Literacy Common Core State Standards. You may also find helpful information, including the stretch bands for lexiles under the CCSS, on lexile.com. The middle school lexile range under the CCSS is 925L-1185L.



Los Angeles Unified School District
Secondary Literacy/English Language Arts

Content Area	English Language Arts
Unit	Argument – <i>Tap vs. Bottled Water</i>
Grade Level	Grade 7
Target Area	Extended Constructed Response - Argument
ELA Common Core State Standards (Assessed standards are indicated in bold)	<p>RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>RI 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</p> <p>W 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L 7.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
SBAC Assessment Claims	<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>
Assessment Overview	This assessment task will be completed in two parts over three days. The prewriting/planning in part one will involve reading, plus note-taking and speaking and listening in response to evidence-based questions. In part two, students will be asked to draft an informative/explanatory text.

A Note on Argumentative Writing

This assessment is designed to be an instructional experience that uses writing an argumentative text as an assessment for learning. In other words, the assessment experience is not an end of instruction while assessment occurs. It is an instructional experience that contains a culminating writing task in which students demonstrate their levels of mastery of written argumentation. Their work will be based on reading, textual analysis and annotation, discussion, and writing with a purpose to create a logical argument

According to Glass (2013), on whose work much of the ongoing and developing LAUSD ELA Curriculum Maps is based, “Many of you are familiar with persuasive writing, which is akin to - but not to be confused with-argumentation. Argument writing is predicated on clear reasons and relevant evidence and not on emotional appeal” (p. 12).

In addition, the purpose of argumentative writing is clearly stated in Appendix A of the ELA Common Core Standards’ discussion, which compares persuasion with argument:

A logical argument...convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing (p. 24).

The authors of the Common Core also cite Fulkerson (1996):

...The proper context for thinking about argument is one ‘in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own’ (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty- first century (p. 25).

References

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*.

Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf

Glass, K. T. (2013). *Mapping comprehensive units to the ELA Common Core Standards 6-12*. Thousand Oaks, CA: Corwin.



Grade 7 Argument Unit for Periodic Assessment 2

“Tap vs. Bottled Water” developed by Susan Hirsch

California State University (CSU) Expository Reading and Writing Curriculum (ERWC)

Adapted by LAUSD Secondary Literacy Team (OCISS and ESC)

"Bottled Water Matters." *Bottled Water Reporter*: 23 and C4. International Bottled Water Association, Feb/March 2011. Web. 30 Sept 2011. PDF file. (Lexile=1350)

http://www.nxtbook.com/ygsreprints/ygs/G12345_IBWA_DecJan0910/index.php?startid=1

"The Story of Bottled Water." Fox, Louis. Leonard, Annie. Sachs, Jonah. *The Story of Stuff Project/Bottled Water*. 22 March 2010. Web video. 30 Sept 2011. Free Range Studios.

<https://www.dropbox.com/s/strqn8rbngwrm9/The%20Story%20of%20Bottled%20Water%20%282010%29.mp4>

Leonard, Annie. "Footnoted and Annotated Script." *The Story of Bottled Water*. 2 August 2011. Free Range Studios. Web. 30 Sept 2011. (Lexile=1040)

https://www.dropbox.com/s/dkn8ylx174gjoc0/storyofbottledwater_footnoted_script.pdf

United Nations. Economic and Social Council. *General Comment No. 15 on The Right to Water*. Geneva, 29 Nov 2002. Web. 30 Sept 2011. (Lexile=1970)

<https://www.dropbox.com/s/x799i9e30xpfxtn/UN%20Right%20to%20Water.pdf>

Unit Description

Bottled vs. Tap Water was adapted as an instructional unit for Periodic Assessment 2. It is advised to teach the unit after the LAUSD Persuasion Design Lesson (see LAUSD *Instructional Guides*); however, the unit can stand on its own. The following description is taken from the original unit designed by Susan Hirsch:

The module [unit] is designed to teach students how to separate personal preference from social issues and understand how opinions are shaped and influenced by the presentation of information. The learning objective is for students to identify the main points and recognize how those points work together to build the argument.

The final writing assignment asks students demonstrate their understanding of the argument by taking a position and presenting in a letter format.

Unit Background

The topic of bottled vs. tap water appears on the surface to be an issue of preference. Most students understand the health benefits of drinking water compared to soda, but not all students understand the social and economic issues associated with manufacturing and producing bottled and tap drinking water. These issues include cost, convenience, accessibility, environmental sustainability, and safety. Bottled vs. tap water is complicated by a rigorous advertising campaign sponsored by the bottled water industry. What is best? While the unit does not suggest an answer to the controversy bottled vs. tap water, it does give students opportunities to explain and examine claims made on both sides, as well as how the presentation



of those claims may also influence their decisions.

The module is based on a popular video production designed to engage and entertain its audience while introducing a serious social issue regarding accessible and affordable clean and healthy drinking water. The video and script on *The Story of Bottle Water* by Annie Leonard present the topic as controversial and suggest that consumers have been manipulated into thinking that tap water is inferior to bottled water. She details a clear sense of the main points essential to the “story” of bottled water. She details a clear sense of the main points essential to the “story” of bottled water in comparison to tap, therefore the majority of the unit is focused on this first text and understanding the issues involved.

A counterargument presented by the bottled water industry uses the same points Leonard addresses: cost, convenience, accessibility, environmental sustainability, and safety.

The third text on the right to water published by the United Nations will help students see that there are often more than two sides to any issue.

This is a heavily scaffolded unit. For students to feel prepared for the reading and writing tasks, they must first be part of the conversation about water issues, be introduced to the writer’s craft, and believe that their voices on this topic matter.

Unit Objectives

Drawn from the Common Core State Standards for English Language Arts and Literacy, the unit targets the skill areas below.

Students will be able to

- Cite implicit and explicit evidence from the text
- Determine two or more central ideas or themes and analyze their development over the course of a text
- Provide an objective and accurate summary of the text
- Determine the meaning of words and phrases
- Annotate text in a purposeful manner in support of a cohesive idea
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
- Formulate a response to the text based on personal belief and understanding of the topic
- Revise writing with a focus on clarifying and strengthening the writing position
- Participate in a civic act and present to the public an opinion based on research and analysis

Unit Vocabulary

To support students with key academic vocabulary, Vocabulary Quadrants have been included (see Vocabulary Appendix). These charts, developed by Student Achievement Partners, are a resource for teachers to help teachers identify vocabulary to support instruction for close reading and analysis. Teachers may wish to add to or change the vocabulary in this table to suit the particular needs for their students.



Note: The activities for students provided in the Student Version for this module are copied here in the Teacher Version for your convenience. The shaded areas include the actual activities the students will see. The use of italics in the shaded areas generally indicates possible student responses and may be interspersed with notes to the teacher that are not shaded. If there are notes to the teacher within the shaded areas, they are indicated by italics and parentheses.

Reading Rhetorically

Prereading

Getting Ready to Read

The first four Prereading activities are informal and conversational. They allow time to prepare students to respond to the topic before asking them to analyze two opposing points of view. Informal assessments for this part of the unit would be to note student engagement, to see if the “wheels are starting to turn” regarding how or why the topic matters, and to check that students are separating individual preference from a social and economic problem.

Offer students a virtual drink of water. Present two options. One option is a glass of water filled from the tap; the other is an unopened commercial bottle of water. Ask students which water they would prefer to drink. Then tally and post the results on the board.

Activity 1: Getting Ready to Read

Raise your hand if you prefer drinking tap water.

Raise your hand if you prefer drinking bottled water.

There is no need to discuss the results of this opening activity. If all students raised a hand, then each has expressed an opinion; thus, the topic matters. Bias towards either tap or bottled water has been established.

Exploring Key Concepts

Students have stated personal preferences, but can they defend or explain their choices? The true/false chart asks students to think about why they prefer to drink tap or bottled water. Each statement represents a component of the topic critical to developing an argument in favor of either tap or bottled water. Wondering whether or not a statement may be true or false activates a student’s prior knowledge



and builds a framework for comprehending texts that use topic-specific instead of everyday language.

Post the following chart. Ask students to read each statement silently first. Let students know you will read the statements aloud and ask them to raise their hands or give thumbs up for their choice of true or false. Record the totals in each column. At the end of the activity, ask students if the results are surprising or predictable.

Activity 2 : Thinking Actively about the Topic and Key Concepts

(Based on <http://www.storyofbottledwater.org>)

	True	False
1. Bottled water tastes better than tap water.		
2. Bottle water is safer than tap water.		
3. Plastic bottles are recyclable.		
4. Bottles of water are a convenient and easy way to drink water.		
5. Bottled water is a cheap enough source of clean water.		

Each of the opinions in Activity 2 represents key issues important to the debate about bottled vs. tap water. Working in pairs or group of threes, ask students to reread the statements above to find the important and defining words. Students share out the words they choose as a whole group. When sharing out the words, students can use the sentence frame, “I propose that _____ is an important word because...”

Underline the word or words students suggest. The following words should surface, but if they don’t please highlight them for the students. These words will be referred to later in the unit:

- taste, safer, recyclable, convenient and easy, cheap and clean

Have students rewrite one of the statements in Activity 2 as a question (e.g., Is bottled water safer than tap water?).

Ask students if the answers to their questions are important to individuals or groups of people or both? Is it a personal or social and economic issue?

Keep the discussion short. The learning objective is that students begin to see the complexity of the question, “Which is better—tap or bottled water?”

The argument that arises from tap vs. bottled water pits individual preference against that of social and economic needs. At this point, help students understand how a social point of view may or may not be the same as an individual point of view.

Define **Social:** (adj.) something or someone relating to society. Remind students that a society (n.) has to



do with how groups or communities of people interact and relate to each other. A social issue matters to society. An individual issue matters to a person.

Define **Economic**: (adj.) something relating to money or making a profit. Remind students that an economic issue can relate either to an individual or to society. An economic issue can also relate to a corporation or business.

Examples:

- Individual: It is easier to buy a bottle of water when thirsty than having to carry water from home.
- Social: Empty plastic bottles are polluting our oceans and creating islands of waste that span for miles.
- Economic: Bottled water costs money, but tap water is free (in most places, but not everywhere).

Create a T-chart with the headings “social,” “individual,” and “economic.” In a think/pair/share activity, ask students to suggest where the five words—taste, safety, ease, recycling, clean—should be placed.

When working in pairs and when sharing out with the whole class, students can use the sentence frame, “I believe *safer* is a *social* issue because...” Below is an example of a possible outcome.

Activity 3: Clarifying Terms		
Social	Individual	Economic
<i>safer</i> <i>recyclable</i> <i>clean</i> <i>cheap</i>	<i>taste</i> <i>Safer</i> <i>Easier</i> <i>convenient</i> <i>clean</i> <i>cheap</i>	<i>cheap</i>

To debate the merits of tap vs. bottled water in a way that demonstrates understanding of the issues, students should know and use precise vocabulary that calls attention to the key issues. The next activity front loads a few of the vocabulary words and phrases that students will encounter in the video. Students Display the following words and phrases:

- Consumer preference
- Reliable
- Environmentally responsible
- Manageable
- Affordable and healthy

Students are to match these words to the key words listed in the activity. At this point, you might want to create a Word Wall to start listing key vocabulary, e.g., “social,” “individual,” “economic,” and the



words and phrases in the following activity.

Activity 4: Identifying Synonyms

Match the above words and phrases with the words you discussed in Activity 2 (five minutes). Discuss with an elbow partner their answers and revise your table if necessary. Be prepared to share your ideas with the class.

Key Words	Synonyms Used in Text
taste	<i>consumer preference</i>
safer	<i>reliable</i>
recyclable	<i>environmentally responsible</i>
convenient and easy	<i>manageable</i>
Cheap and clean	<i>affordable and healthy</i>

Surveying the Text and Making Predictions

Hand out copies of *The Story of Bottled Water*. Ask students to read the title and glance over the text. (Make sure to distribute student text only. For the teacher, a footnote and annotated copy of the script can be downloaded from the link provided in the list of resources.) Students should first work in pairs to discuss each question, and then write their answers in their R/W Notebook or in their notes. Briefly share their answers as a whole class, especially question two.

Activity 5: Preview, Predict, and Prepare for Reading

Answer the following questions in preparation for reading *The Story of Bottled Water*:

1. *The Story of Bottled Water* could have been titled *Bottled Water*. What changes by adding the word “story” to the title?

By adding the word “story” to the title you are making the writing more entertaining than something with a list of facts. It could have a plot and could be something you care about or want to read.

2. Read the quote below taken from the script:

“This story is typical of what happens when you test bottled water against tap water” (4).

In this sentence, “test” is not a noun; it is a verb, and water is the object of the verb. What does it mean to test one type of water against another?

Test measures performance. When we take tests, we are graded on how many questions we get right and wrong. Testing bottled water against tap water means in each of the tests there will be measures of performance and one will get a higher grade than the other.



Reading

Reading for Understanding

Watch video. Length: 8 minutes, 4 seconds: video file included in unit folder or click on the following link:

<https://www.dropbox.com/s/strqn8rzbngwrm9/The%20Story%20of%20Bottled%20Water%20%282010%29.mp4>

The below questions are short questions to help focus the students when watching the video. Students can answer the questions during or after watching the video. Students might need to talk about the questions in pairs before answering the questions or they could answer the questions individually. Briefly review the questions as a whole group.

Activity 6: Video Observation Tool

While watching the video, think about these three questions. During or after the video, briefly write your answer to the questions.

1. Who is narrating (talking) in the video?

Annie Leonard

2. What is the argument that is being made?

People should be using tap water instead of bottled water

3. Why is this issue important?

Plastic bottles (large and small) are bad for the environment. People are spending money for water when tap water is free.

Understanding Key Vocabulary

After watching the video, *The Story of Bottled Water*, and before reading the script, students complete the task in Activity 7. Students should do this activity in pairs. You may also choose to model the first one and do the second one as a whole class before asking students to work in pairs. Dictionaries should be available. Students will be returning to this activity after reading the script.



Activity 7: Understanding Key Vocabulary

Read each quote from the text. Then choose the best meaning for the bold word or words. Finally, explain in your own words the meaning of the vocabulary word or words.

1. “Is it cleaner? Sometimes, sometimes not: in many ways, bottled water is less **regulated** than tap” (5).
 - a. In this excerpt, **regulated** means having a regular and uniform shape.
 - b. In this excerpt, **regulated** means controlled by rules or laws.

Explain in your own words the meaning of **regulated**:

I don’t think the word “regular” makes sense here. Drinking water should be clean. If not people get sick. Laws are written to protect us from bad food and water.

2. “Yet people in the U.S. buy more than half a billion bottles of water every week. That’s enough to circle the globe more than 5 times. How did this come to be? Well it all goes back to how our **materials economy** works and one of its key drivers, which is known as **manufactured demand**” (8).
 - a. In this quote, **materials economy** means a system of buying, selling, and managing money based on the value and use of raw materials like oil, water, and tress.
 - b. In this quote, **materials economy** means fake paper money like in Monopoly.

Explain in your own words the meaning of **materials economy**.

It’s hard to say what materials economy means but I choose “a” because it describes a market based on the materials needed to produce, sell, and buy stuff we want. You can’t really buy stuff with fake money.

- c. In this quote, **manufactured demand** means anything that is made and then bought.
- d. In this quote **manufactured demand** means a made-up demand, made-up by or manufactured by advertisers to convince people to buy something they want, but may not really need.

Explain in your own words the meaning of **manufactured demand**:

This is about making up the demand for something. Advertisers or companies that produce bottled water may be making up a demand for the product. People may not really want it but because of advertisements think they do.



Activity 7 (cont'd)

3. "So how do you get people to buy this **fringe product**? Simple: You manufacture demand" (11).
a. In this quote, **fringe product** means something with a decorative tassel.
b. In this quote, **fringe product** means something for sale that is different or unconventional.

Explain in your own words the meaning of **fringe product**.

Fringe is used as an adjective here, not as a noun, so it can't be something that edges a rug. But it is still a kind of and edge or edgy, like music or a person that is different from a norm.

4. "When we're done," one top water exec said, "tap water will be **relegated** to showers and washing dishes" (13).
c. In this quote, **relegated** means demoted or devalued.
d. In this quote, **relegated** means to follow rules.

Explain in your own words the meaning of **relegated**:

Shower water and dish washing water do not have to be as clean or taste as good as drinking water, so it must be put down to relegate something and definitely not a promotion. Other than similar letters, it has nothing to do with the word "regulated."

5. "They're trashing the environment all along the **product's life cycle**. Exactly how is that environmentally responsible?" (16).
a. In this quote, **product's life cycle** means the time period for the life of a bottle from its production to its decomposition.
b. In this quote, **product's life cycle** means the time period between when a bottle is produced and when it is purchased.

Explain in your own words the meaning of **product's life cycle**:

I think this means the time a bottle is still a bottle, which can be long after when it has been brought, emptied, and thrown away. Bottles take a really long time to break down, so in talking about the environment, we're talking about trash and how long a bottle takes to decompose.

Reading for Understanding

Read the script, *The Story of Bottled Water*: Teacher and/or students can read out loud to entire class; students can read out loud in pairs.

After reading the script, return to Activities 5 (question two) and 7. First, ask students to review each activity individually and review their answers and revise if needed. Working in pairs or small groups, students discuss their answers and develop group answers for both activities.



Activity 8: Review Predictions and Vocabulary

Now that you have watched *The Story of Bottled Water* and read the script, it is time to return to Activities 5(question two) and 7. First, review your original answers to the questions for both activities. Based on your viewing of the video and reading of the script, revise any of your answers if you feel it necessary.

Working with a partner or in a small group, compare your answers, discuss, and then develop group answers for the questions in both activities. Be prepared to share your group answers with the entire class.

Noticing Language

The words listed in the following Vocabulary Self-assessment Chart are important for understanding the argument inside Leonard's movie. Some of the terms have already been introduced and discussed. This is an opportunity for students to let you know how well they understand each word or phrase in marking the appropriate column (See chart on next page).

Students will be returning to this vocabulary in a later activity.



Activity 9: Vocabulary Self-Assessment Chart

The words listed in the Vocabulary Self-Assessment Chart are important for understanding the argument inside Leonard's movie.

Review the vocabulary from *The Story of Bottled Water*, and note how well you understand the meaning of each word or phrase by checking the appropriate column.

<i>The Story of Bottled Water</i> Vocabulary (paragraph #)	Definition	Know It Well	Have An Idea	Don't Know It
Pristine (1)	<i>Unspoiled, spotless, or puree</i>			
Campaign (2)	<i>promotion, a fight, planned acts, or voter seeking activities</i>			
Regulate (5)	<i>Control something by rules or laws</i>			
Sustainable (7)	<i>Able to be maintained, maintaining ecological balance</i>			
Consumer demand (7)	<i>What buyers want influences what manufacturers will produce</i>			
Manufactured demand (8)	<i>What manufactures want to produce influencing what buyers think they want</i>			
Designer product (10)	<i>Something made by someone famous or made to be fashionable</i>			
Relegated (13)	<i>to demote or downgrade something</i>			
Environmentally responsible	<i>Acting with intention of improving or maintaining the health of the environment</i>			
Product's life cycle (16)	<i>How long a product maintains its basic form and structure, a time period spanning production to decomposition</i>			
Landfill (19)	<i>An area or burial of waste material</i>			
Downcycle (20)	<i>Used to describe turning a product into a lower quality product</i>			



After the students complete the Vocabulary Self-Assessment, they now need to examine the words in more depth to determine meaning by using the script (determining meaning through context) and the provided definitions (see student packet). In the activity, students should work in groups of four or five. Each group is to be assigned five to six of the words/phrases from Activity 7. Each student will also receive a list of the definitions for all the words.

Using this definition list and the script, students need to determine the definition for each of their assigned words. Students are to write the definitions (in pencil so they can easily correct) in the Vocabulary Self-Assessment chart. To help the students understand how to complete this task, model the assignment with the word “downcycle,” using the Think Aloud strategy. After the students complete their poster or paper, share out their findings as a whole class, making sure that all the words are correctly defined.

Activity 10: Defining Vocabulary

Now that you have assessed your understanding of the vocabulary words, it is time to define the words. Working in groups, you will be assigned five to six words from the Vocabulary Self-Assessment chart. You will be given the definitions of all the words, but it is your group’s job to match the correct definition to the word. Using *The Story of Bottled Water* script and any previous activities you have done on vocabulary for this text, work with your group to come to consensus about the definitions for your assigned words. Write the definitions that your group chooses in the definition section of the Vocabulary Self-Assessment Chart. It is recommended that you use a pencil when writing the definitions because you might have to make corrections when all groups share their answers as a class.

Understanding the Main Idea

Before asking students to analyze or challenge the text, ask them first to articulate the main idea in the text. Ask students to come up with one sentence that covers the essential who, what, and why. They will share their sentence with a partner in the “Elevator Speech” activity. If students need additional support to develop their sentence, a sentence frame could help them better formulate their thoughts: “In “The Story of Bottled Water,” (who) argues that...” Students should hold on to this assignment because it will provide a foundation for their full summary assignment in a later activity.



Activity 11: Understanding the Main Idea-Elevator Speech

Before analyzing the text, it is important to articulate the main idea in the text. Pretend you will be riding in an elevator with your principal. You are starting at the first floor and going up to the 4thth floor. Your principal knows that your class watched the video, *The Story of Bottled Water*. As you are getting on the elevator, the principal asks you to tell her/him what the main idea of the video is. You have to make your entire statement on the elevator because you will be going separate ways when you get off.

Write one to two sentences that addresses the essential who, what, and why of Annie Leonard's, "The Story of Bottled Water."

Annie Leonard's "The Story of Bottled Water" argues that the bottled water industry designed an ad campaign that made people believe they preferred and were willing to buy water in a bottle, even though producing and selling bottled water is harmful to the environment, costly to consumers, and no better, maybe even worse than filtered and regulated tap water.

After you complete your sentence, you will share your statement with a partner. When working with a partner, if your partner's statement is not clear about the who, what and/or why, then help your partner improve their statement, by asking clarifying questions. For example:

"Who is making the argument?"

"Can you clarify..."

Analyzing Stylistic Choice: Annotating and Questioning the Text

A second reading of the script encourages students to be more critical of the text by noting its stylistic features. Leonard wants her audience to respond a certain way, and to do so she uses three main rhetorical devices in her argument. The first is telling stories to make her points more personally appealing. Second, she asks questions to engage the viewer and reader and involve them in the argument. Asking questions is a particularly interesting rhetorical device. Leonard asks questions most of us do not know how to answer, yet the question captures and sustains our interest. Third, she makes strong points that she repeats over and over throughout the article.

Leonard asks us to see how the bottled water industry manufactures consumer demand through an effective advertising campaign. Take this opportunity to ask students to find the stylistic features of Leonard's writing that work to persuade her audience. How does she try to persuade us?

The three tasks in Activity 14 break down "stylistic choices" into three rhetorical devices:



1. Stories

- To facilitate the “Telling Stories” component of this activity, divide the text of *The Story of Bottled Water* into three sections that separate the script into three stories. You could do this with the students:
 - i. Leonard tells a story about bottled water and manufactured demand
 - ii. She tells a story about mountains of empty plastic bottles in India
 - iii. She tells a story about how consumers can fight back

2. Questions

3. Repetition

Activity 12: Analyzing Stylistic Choices: Annotating and Questions the Text

Leonard wants her audience to respond a certain way and to do so uses three main rhetorical devices in her argument: 1) She *tells stories* to make her points more personally appealing, 2) she *asks questions* to engage the viewer and reader and involve them in the argument, and 3) she *makes strong points that she repeats over and over* throughout the article.

Working in small groups, complete each of the activities below to note these stylistic features of Leonard’s writing and the ways she uses them to try to persuade her audience.

Rhetorical Device #1: Telling Stories

1. Each group is assigned one of the following sections of “The Story of Bottled Water.”
 - a. Paragraphs 1-14: *story of how bottled water came to be*
 - b. Paragraphs 15-25: *trashing the environment*
 - c. Paragraphs 26 -33: *consumer activism*

Mark the start and end of the story in section with an asterisk (*)

2. Complete the sentence:

“This section, paragraphs _____, focuses on _____.”

Rhetorical Device #2: Asking Questions

1. In your same group, skim the **entire** script and write a question mark symbol for each question by the question in the margin.
2. Discuss the following questions: How do you think the author wants you to answer? Yes? No? I don’t know, but tell me more? Does Leonard ever ask questions and then answer it?

If you think Leonard answers one of her own questions, draw an arrow from → the question to the answer.



Activity 12 (cont'd)

Rhetorical Device #3: Repetition of Points

Leonard addresses four main points: affordability, health, taste, and environmental responsibility, repeatedly throughout the argument.

1. Your group will be assigned one of the four main points:
 - a. Affordability
 - b. Health
 - c. Taste
 - d. Environmental responsibility
2. Highlight or underline text that helps to explain your assigned point. Copy the text in the below graphic organizer. Find two to three quotes that help to explain the point. **(Teacher note: Model this for students for each point, finding a quote that supports each point).**
3. In one to two sentences, summarize the assigned point.

Cornell Note Style Graphic Organizer

Main Point	Text Support
Affordability	<i>"Bottled water costs 2,000 times more than tap" (7)</i> <i>"Spend money improving water systems" (28)</i> <i>"People are choosing to pocket the hundreds or thousands of dollars they would otherwise be wasting on bottled water" (32).</i>
Summary	<i>Drinking tap water saves money for the consumer because it's free. If free drinking water systems were improved, it would be free and healthy.</i>

Postreading

Summarizing and Responding

Ask students to write a summary of Leonard's *The Story of Bottled Water* that includes her purpose for writing, her main points, the problem, and her proposed solution. Students at this point have a good deal to say about the topic. Organizing their thoughts and opinions in a short summary is a **scaffold** for



building an argument with additional points of view. Students should be using their notes to assist in writing the summary. All students may benefit from the template for writing. You might ask students to revise after an initial draft so they would have the opportunity to add sentences, change words, and make the paragraph more correct in form and personal in style. Final version paragraphs may vary depending on how far students stray from the template.

Activity 13: Summary Guide for Annie Leonard's *The Story of Bottled Water*

Using the summary guide, write a summary of Leonard's *The Story of Bottled Water* that includes her purpose for writing, her main points, the problem, and her proposed solution.

The Parts and Structure of this Guided Summary

- | | |
|------------------------|--|
| Sentence One: | Name the author and title of the script and the author's purpose for writing this story. |
| Sentence Two: | Retell the beginning of the story by listing three points in the campaign for bottled water. |
| Sentence Three: | State if and how the bottled water companies were successful with their ad campaign. |
| Sentence Four: | State a possible problem associated with bottled water. |
| Sentence Five: | State three points that support tap over bottled water. |
| Sentence Six: | Construct a concluding statement presenting Annie Leonard's points of view. |



Summary Sentence Frames for “The Story of Bottled Water”

Sentence One

The central focus of _____’s article, _____,
(author’s first and last name) (“title of article” – in quotation marks)
is about how bottled water _____
(author’s purpose for writing)

Sentence Two

_____ starts by saying that if advertising companies could persuade people to
(author’s last name)
believe that tap water _____, _____, and _____,
(point one) (point two) (point three)
then more people would choose to drink _____.

Sentence Three

The ad campaign for the bottled water company was _____ because
(successful or unsuccessful)
_____.
(reason it was successful)

Sentence Four

According to _____, the bottled water companies may not have told the truth
(author’s name)
about bottled water because _____.
(problem with bottled water)

Sentence Five

Tap water may be better than bottled water in that _____, _____, and
(point one) (point two)
_____.
(point three)



Summary Sentence Frames for “The Story of Bottled Water” (cont’d)

Sentence Six

In conclusion, _____ believes tap water may be
(author’s last name)

(Leonard’s point of view regarding positive benefits of tap water).

Annie Leonard’s “The Story of Bottled Water” begins with an ad campaign designed to make people afraid to drink tap water. If advertising companies could persuade people to believe that tap water tastes bad, is unhealthy, and is inconvenient, then more people would choose to buy and drink bottled water. The campaign worked. People now buy and drink bottled water and believe the water tastes better, is more convenient, and safer than tap water. According to Leonard, however, the ad campaigns may not have told the whole truth. Bottled water, she claims, harms the environment whereas tap water can be safer and more regulated than bottled water and does not harm the environment. In conclusion, Leonard believes tap water may be the cleanest, safest, most affordable solution for providing drinking water for people all around the world.

Thinking Critically

The Story of Bottled Water is an entertaining story designed to appeal to a popular audience. What about a counterargument? While students may have changed their initial position, they may still be responding more from prejudice than reason. Additional points of view will help students weigh arguments triggered by both emotion and reason, and help them to develop a more analytical and critical response to the social issues regarding drinking water. The three texts together will help students learn to question a text, be critical of a writer’s purpose, and be aware of writing styles that work to affect the reader’s response.

The first additional text produced by *Bottledwatermatters.com* is a one page public press release sponsored by the bottled water industry promoting bottled water. It addresses the same issues discussed in Leonard’s “The Story of Bottled Water,” but from an opposing point of view. It presents a counter argument.

Project or hand out copies of the text “Bottled Water Matters” and ask students to call out what they see in the press release.



Activity 14: Thinking Critically – Preliminary Analysis of Text

“Bottled Water Matters” is a one page public press release sponsored by the bottled water industry promoting bottled water. It addresses the same issues discussed in Leonard’s “The Story of Bottled Water,” but from an opposing point of view. It presents a counterargument.

Upon first glance, what do you notice when looking at “Bottled Water Matters”?

- *Numbers and facts*
- *Website links*
- *Categories similar to “The Story of Bottled Water”*
- *Different writing styles (more like a textbook than a story)*
- *Statements about what bottled water is (healthy, safe, important, local, strictly-relegated, and environmentally conscious)*
- *Blue water bubbles in the background*

Divide the students into seven groups. Assign each group one of the seven paragraphs from “Bottled Water Matters” to read and answer the evidence-based questions in Activity 17. The first two questions should be answered by the all the groups. Remember, students should be discussing these questions in groups. The “correct” answers are the answers they can support with textual evidence. All the groups should share their answers with the entire class. This share-out can be done as a gallery walk: students can write their answers on a poster and the groups can walk around read and discuss the answers. Groups can share-out in a class discussion; students would take notes on the questions that they did not have to answer.



Activity 15: Thinking Critically—The Writer's Purpose

In your group, read your assigned section or paragraph of "Bottled Water Matters" and discuss the following evidence-based questions. Cite evidence from the text to support your answers:

All groups discuss the following question:

- The text begins with a sentence frame in large green letters "Bottled Water is...", then the text is divided into six sections, with each section beginning with a phrase that completes the sentence in blue capital letters. Examining this structure, who do you believe is the target audience for this text (e.g., scientists, bottled water executives, the everyday consumer, parents, teenagers, etc.)?

The target audience for this text is bottled water executives and the everyday consumer who likes to know about what they buy.

The following questions are assigned by group:

- Group One ("A HEALTHY BEVERAGE CHOICE"):** In this section, the phrase "...in helping combat the obesity epidemic" is used to highlight the importance of bottled water. What does "obesity epidemic" mean? By using the verb, "combat," what statement is the IBWA trying to make about bottled water? What are they combatting?

Obese is when a person is so overweight that it is unhealthy. An epidemic is when a disease affects a large number of people. An "obesity epidemic" means that obesity is a disease that is affecting a large number of people. "Combat" means to fight. The IBWA is trying to say that water can fight against the obesity epidemic.

- Group Two ("A STRICTLY-REGULATED FOOD PRODUCT"):** What does it mean to that bottled water is "strictly-regulated"? Towards the end of this section the IBWA states, "...these bottled waters are additionally purified and produced in accordance with FDA standards..." Why does the IBWA refer to the FDA? What is important about the phrase, "additionally purified"?

"Strictly-regulated" means that water has to pass lot of rules and tests so that it can be sold. The IBWA refers to the FDA because they are scientists so it makes them more credible. "Additionally purified" is important because the IBWA wants to say is that they make the water even cleaner than tap water.

- Group Three ("PACKAGED IN SAFE CONTAINERS"):** The opening sentence in this section, "Bottled water is one of thousands of beverage and food products sealed in safe, sanitary containers..." includes the verb "sealed" and the adjectives "safe" and "sanitary." What do these three words tell the reader about bottled water?

These three words tell the reader that bottled water doesn't have diseases or bacteria because it has a cap and only one person can use the bottle.



Activity 15 (cont'd)

- **Group Four (“AN EFFICIENT USE OF NATURAL RESOURCES” – Paragraph One):** In the first sentence of this paragraph, the IBWA states, “...the bottled water industry is...making significant progress to further reduce the environmental impact.” Why does the IBWA address the “environmental impact” issue? Why does the IBWA include the statistics about ground water in this paragraph?
The IBWA is addressing the “environmental impact” because so many people are aware of the pollution created by plastic. The IBWA includes the statistic because that number seems so tiny that it makes it seem like they have a very small impact.
- **Group Five (“AN EFFICIENT USE OF NATURAL RESOURCES” –Paragraph Two):** This paragraph focuses on recycling. It is stated in the first sentence, “...plastic beverage bottles account for less than one-third of 1 percent of the waste stream in the U.S.” What does the word, “waste” refer to in this statement? What is the image that “waste stream” creates for the reader?
The word waste refers to all the unwanted or unneeded materials created by companies in the US. A waste stream is like a river of pollution or unwanted materials.
- **Group Six (“IMPORTANT IN TIMES OF WATER EMERGENCIES OR DISASTERS”):** The first sentence in this section states, “Bottled water companies respond with efficiency and speed...” Why would the IBWA include this statement in their description of bottled water? The IBWA save this point toward the end of the text. Why did they save this point until the end? How does it impact the reader?
They want people to know that bottled water is important because it helps people in emergencies. They included towards the end because they want people to remember it.
- **Group Seven (“A LOCAL OPTION”):** The last sentence in this section, “Your local bottler is most likely a family entrepreneur with deep roots and strong ties in your community,” refers to local communities. What is the importance of the phrase “deep roots and strong ties” in connection to community?
The phrase “deep roots and strong ties” suggests that the bottled water companies care about the community.

Before moving on to the next supplemental text, students need to start seeing the two texts together in relationship to the main points regarding tap water vs. bottled water. The following Text Matrix will allow students to start seeing how the arguments presented in both texts compare to each other, leading to the students taking a position. This activity allows students to identify what issues are addressed in each text. The purpose of the matrix is to provide a vehicle for students to start sorting the information from the texts.



Students work together to find evidence from “The Story of Bottled Water” and *Bottledwatermatters.com*; however, each student should have the Text Matrix (see below) in their notes. For each section in the matrix, students determine if that issue is addressed in the text. If so, students write the evidence from the text that addresses that issue. Please note that all the issues do not appear in each text. For this first round, students will only be addressing the first two texts. Students will return to this matrix after reading the last supplemental text.

Activity 16: Text Matrix

Now that you have reviewed two different texts on the issue of tap vs. bottled water, it is now time to return to the issues you discussed earlier in the unit. In this activity, you are examining what issues are addressed in the texts. If the issue is addressed in the text, write the evidence from the text that addresses the issue. For this activity, you will be working with the first two texts, *The Story of Bottled Water* and “Bottled Water Matters.”

Issue	<i>The Story of Bottled Water</i>	<i>Bottled Water Matters</i>
Taste		
Health		
Environmentally Responsible		
Convenience		
Affordability		

The second additional text is a statement from the Economic and Social Council of the United Nations declaring the human right to clean and affordable drinking water. This text neither endorses nor opposes bottled water. It does not take the side of either tap or bottled water: Instead, it makes a case for drinking water being more than a consumer product. The United Nations’ statement is a call to action for the world to acknowledge that drinking water is “indispensable for living a life of dignity.”

The first six sentences in the United Nations introduction on “the right to water” can be a powerful language lesson in rhetoric. Each sentence is a complete and complex text that makes a claim, appeals to emotion, and logically arrives at the conclusion, such as “The human right to water entitles everyone to sufficient, safe, acceptable, physically accessible, and affordable water for personal and domestic uses.”

To further develop the student’s critical reading skills, this next activity is a mini-project that allows students to closely examine one sentence from the United Nation document. Because this paragraph is



extremely complex, allowing students to focus on only one sentence provides great opportunity for students to deeply work with the language and syntactical structure.

Briefly explain to the students what the role of the United Nations. The sentences from the following document state that all people in the world have a right to clean and safe water. Students should then be divided into small groups of three to four. Each group is assigned one sentence. Students are to develop a short presentation (three to five minutes) that presents their understanding and analysis of the sentence, visual interpretation of the sentence, and a focus on an assigned vocabulary word within the sentence.

To help students understand the expectations of this mini-project, teachers model sentence number five within the paragraph.

Activity 17: Sentence Analysis

The Economic and Social Council of the United Nations declares that every human has a right to clean and affordable drinking water. This text neither endorses nor opposes bottled water. Instead, it makes a case for drinking water being more than a consumer product.

For this activity, you will be developing a short presentation on an assigned sentence from the United Nations document. You will be presenting your learning and understanding to the class.

In your assigned groups, complete the following tasks:

1. In your group, reread your sentence silently and out loud.
2. Define the vocabulary word (s) or phrase that was identified for your sentence.
 - In your own words, write a definition for what the word means in the context of the sentence. You can use the sentence frame, “(Your word) means that...”

Fundamental: (definition) serving as, or being an essential part of, a foundation or basis; underlying

Fundamental: (student’s words) Fundamental means that you must have it or it must be present..

3. UnPAC (paraphrase, annotate, connect)
 - Paraphrase: Restate the original sentence using everyday words the way you can.
Everyone needs water, but there may not be enough to go around.
 - Annotate: underline any other words or phrases that you believe are key to understanding the sentence
Water, life, health
 - Connect: What is the purpose of the sentence? Why does it matter?
The purpose of the sentence is to make the point that not everyone has the water they need. It means that some places have clean water and some places do not.



Activity 17 (cont'd)

4. Questions for discussion:

- Is this an emotional or logical statement? Why?
It is emotional because it implies that people don't have enough water to live.
It is logical because water is necessary for life
It is both logical and emotional because it is obvious and clear that water is necessary for life and very sad to imagine not having enough water for your family.
- Are there counterarguments (counterclaims) that address your sentence? Why?
I don't think so. I suppose you could say there is enough water for everyone but not with everyone using as much as they wanted.
You could not say that people don't need water.

5. Find or create a visual representation of your sentence.

After completing all the tasks, you are now ready to compile all the information into a short presentation. The purpose of your presentation is to explain to your classmates the importance and the relevance of your sentence. The presentation should be three to five minutes, and each member of the group must deliver part of the presentation.

The presentation should include the following points. Your presentation should incorporate one to three PowerPoint slides:

- The sentence that you were assigned
- The group paraphrase of the sentence
- Vocabulary word that you were assigned to examine
 - Definition of the vocabulary word
 - The group's definition of the word
 - Why is this word important to the understanding of the sentence?
- Point out whether the sentence uses emotional or logical reasoning and explain your answer
- Visual representation of your sentence
- Are there any counterarguments to this sentence? If so, what are they?
- Does your group agree or disagree with the sentence and why?

Reflecting on the Reading Process

Reflection is an essential component in learning. Reflecting on their own reading process helps students consolidate what they have learned about being a thoughtful and active reader.



The questions in Activity 16 may be used to lead a discussion or as the topic for a quickwrite.

If your students are not accustomed to answering these types of questions, you might first have them do a quickwrite, discuss with an elbow partner, return to their quickwrite and add anything new, and then discuss as a whole class.

Activity 18: Reflecting on Your Reading Process

Before we move into the more formal writing component of this unit, reflect on your experience reading the texts:

- In what ways have your reading and understanding of these texts improved as a result of our work with them?
- What reading strategies helped you most to deepen your understanding of the texts and the issues involved?

Connecting Reading to Writing

Discovering What You Think

Considering the Writing Task

Many students do not do well on assignments because they don't read the assignment carefully and don't know exactly what to do.

Distribute a copy of the writing assignment, and read through the assignment with students. Then have students turn to a classmate and share their responses to the following questions:

- To whom are you writing this letter?
- Why are you writing this letter?
- What—in general—are you trying to accomplish through the letter?
- How—in general—will you try to accomplish your goal?

Regardless of what choice students eventually advocate for in their letters, their responses to the questions above would be the same. Students may need reminding that, at this stage in the writing process, they are working simply to have a clear understanding of their writing task.



Activity 19: Considering the Writing Task

A new school district policy has been written that says every classroom in every school will have drinking water for all students. Students voted on their drinking water preference. The choices were as follows:

1. Drinking fountain that uses tap water
2. Individual bottles of water

The student votes were counted, and there is a tie!

The school board has asked you to write a letter stating and explaining your choice of drinking water. They will read the letters and then make their decision.

You can use your notes, answers to the questions, and other work you have been doing in addressing this issue to help you develop your letter. You can also use the attached letter guide to help you structure your letter.

Remember you are writing a letter to a school board, so make sure you use the appropriate academic language.

Return to the Text Matrix in Activity 14. Focusing now on the writing task, students, in small groups, are to chart their evidence on poster paper; however, in addition, to citing their evidence to support each issue, they indicate whether the issue is a “social,” “individual,” or “economic” issue. If you have three different color post-its, each color can represent one of these categories. If not, use markers or crayons (one specific color for each category) for students to write their evidence on index cards and tape on the poster. In addition, another column has been added to the chart for the United Nations text.

By using a color coding system, you and the students will be able to see a very clear visual of the way the arguments are taking shape. By working in groups, students will help each other to start developing the evidence to support their argument.



Activity 20: Gathering Evidence-Returning to the Text Matrix

In small groups, you are to create a Text Matrix poster that helps you to gather and determine what evidence you are going to use to support your argument. The first time you added evidence to this chart, you only cited specific evidence from the text that fit the issue. Now, in addition, to the text evidence, you have to indicate, whether each piece of evidence is either a “social,” individual, “or “economic” issue. Each one of these categories should be colored coded. Your teacher will explain exactly how you will be using colors for this chart. In addition, you now have one more text, the paragraph from the United Nations document, to include on your chart.

This activity will help you determine and clarify the evidence you will be using to write your letter.

Issue	<i>The Story of Bottled Water</i>	<i>Bottled Water Matters</i>	United Nations: Right to Water
Taste			
Health			
Environmentally Responsible			
Convenience			
Affordability			

Now that students have reviewed the Text Matrix chart, it is time for them to establish their position—drinking fountains using tap water or individual bottles of water in the classroom.

Activity 21: Taking a Position—Quickwrite

Which do you prefer? Should the school board provide 1) drinking fountains using tap water in the classrooms or 2) individual bottles of water?

Review the evidence in your Text Matrix. Take five minutes to quickly write a response to the question and explain your choice.

Now that students have established their position, it is time for them to return to their notes to start solidifying their position. Point to students that none of the three texts use direct quotes—they either state findings as their own conclusions or paraphrase the words of others. Students must decide if they are going to quote and/or paraphrase their sources. If they are going to use direct quotes, they must remember to state the source and punctuate correctly.



The following graphic organizer is to help students move to more formally organize their thoughts and language before they write the task. Model filling out the organizer for students before having them work on their own or with a partner.

Gathering Evidence to Support Your Claims

Activity 22: Gathering Evidence to Support Your Claims

Find quotes from the two texts (*The Story of Bottled Water* and “Bottled Water Matters”) to support your position and to help explain each issue.

Fill in the chart below with supportive quotes, the sources, a paraphrasing of each quote, and vocabulary words that will make your letter stronger.

Reason/Issue	Quote	Who Says It and Where?	In Your Own Words	Possible Vocabulary
Example: Environmentally Responsible	“Each year making the plastic water bottles used in the U.X. takes enough oil and energy to fuel a million cars.”	¶17 Annie Leonard in <i>The Story of Bottled Water</i>	Leonard accuses the bottled water industry of wasting oil and energy to make plastic water bottles that could instead be used to provide gas for millions of cars a year.	material economy sustainable



Building a Counterargument

For this writing task, students will be asked only to write one counterargument with a rebuttal. Both the counterargument and the rebuttal should be grounded in the texts that they read. In their rebuttal, students should be explaining why this rebuttal is relevant to their school. If students are unfamiliar with how to use the conjunctive adverb, “however,” this activity could be extended into a small grammar lesson.

This activity uses a sentence frame that is included in the letter template (see Activity 23). Students are to choose two pieces of evidence that they have cited in their Text Matrix (Activities 14 and 20) that they believe they would be good for a counterargument. If they don’t have the evidence in their Text Matrix, they will need to go back to the text and their notes. First, students work individually completing the sentence frames. Then, working with a partner, they share their counterclaim. Students discuss the strengths and weaknesses of each argument. After each student has shared a counterargument, students return to their sentence frames and revise if necessary. Before students start the activity, the teacher should model the activity with one counterargument.

Activity 23: Building the Counterargument (Counterclaim)

When presenting an argument, it is important that you acknowledge the counterargument—contrasting argument—to show that you recognize that there are other arguments that address your topic, but in your rebuttal—opposition to that argument—you show why your argument is stronger. For this letter, your counterarguments and rebuttals must be grounded in evidence from the text. You will be required to include at least one counter argument in your letter to the school board.

For this activity, choose two pieces of evidence from your Text Matrix that you are not using to support your argument. These two pieces of evidence should relate to one or both of the reasons you addressed in your Evidence Chart (Activity 22). Using the following sentence frames, construct your counterargument and rebuttal. The rebuttal begins with the word, “However.” You must show why the rebuttal is relevant to your school.

After you have completed the sentence frames, you will share one of your counterarguments and rebuttals with a partner. Discuss with your partner whether the counterargument and/or your rebuttal support your position. After your discussion, if necessary, revise your counterclaim and/or your rebuttal.

Your Position (drinking fountain or water bottles) _____

Counterargument #1:

(Author Name) _____ claims that (quote or paraphrase text) _____. However,
(Author Name) _____ states (quote or paraphrase) _____, which is relevant to our
school because _____.

Counterargument #2

(Author Name) _____ claims that (quote or paraphrase text) _____. However,
(Author Name) _____ states (quote or paraphrase) _____, which is relevant to our
school because _____.



Writing Rhetorically

Entering the Conversation

Preparing for the On-Demand Writing Task

To help students better organize their notes and ideas for this writing task, a Letter-Writing Guide has been included. The guide should be distributed to the students and discussed to make sure they fully understand the task. Even with the guide, students may not be able to visualize what the date and the salutation are to look like; therefore, modeling those two items would probably be very helpful.

Some or all of your students may need additional scaffolding before writing the actual letter. A letter template has been included for those students who need that the scaffolding. Students can practice with the template, taking the opposite position they have originally chosen. For example, if a student has chosen to argue that individual bottles of water should be supplied to the classroom, then when practicing with the template, they could write that drinking fountains should be used in the classroom. The purpose of the template is to provide students with a better understanding of the structure and the language needed for this assignment.

After reviewing the guide and/or using the template, the students should be ready to write the letter. **The students should be allowed to use their notes and the texts when they write the letter. They should be given approximately 50 minutes to write.**



A Letter Writing Guide in Five Paragraphs:

Date

- Write month, day, and year

Salutation

- Begin with “Dear School Board” (add the name of your district)
- Follow with a colon

Paragraph 1: Introduction

- State the reason for writing
- State your claim
- State two reasons to support your claim (thesis)

Paragraph 2: Reason #1

- Topic Sentence (Reason #1)
- Evidence to support Reason #1
- Explain how Reason #1 and evidence are relevant to your school

Paragraph 3: Reason #2

- Topic Sentence (Reason #2)
- Evidence to support Reason #2
- Explain why Reason #2 and evidence are relevant to your school

Paragraph 4: Counterclaim

- State counterclaim
- Address counterclaim by providing counter evidence and explaining relevance to your school

Paragraph 5: Conclusion

- Restate your claim
- Explain your school’s decision and its impact on society



Letter-Writing Template

Date (Month, Day, Year)

Dear _____ School Board:

We appreciate the new district policy to provide all students **with drinking water in every classroom in every school**, which supports the United Nation's position, that _____. I am writing to propose to that each classroom be provided with **a drinking fountain that uses tap water/individual bottles of water (choose one)**. I believe _____ is better than _____ because (1st reason) _____ (2nd reason) _____. Even though, our school's decision is on a local level, our vote for _____ has global consequences.

Topic Sentence (1st reason) _____. According to (name and author) _____, bottled water/tap water (Quote or paraphrase from one of texts to support your reason) _____. This issue is important because (Explain why this is relevant for schools and/or students) _____.

Topic Sentence (2nd reason) _____. (Author of text) _____, claims that bottled water/tap water is (Quote or paraphrase from one of text) _____. This issue impacts (students and/or school) _____ because (Explain why this is relevant for schools and/or students) _____.

(Author Name) _____ claims that (Quote or paraphrase text) _____. However, (Author Name) _____ states (Quote or paraphrase) _____, which is relevant to our school because _____.

In conclusion, (choice of water) _____ is the best choice. Our school's decision to _____ has a societal impact because _____.

Thank you for _____.

Sincerely,

Student Name

Vocabulary Appendix

(Teacher Resource: Vocabulary Quadrants)

Tier II/Academic Vocabulary for The Story of Bottled Water Script

	These words require less time to learn (They are concrete or describe an object/event/ process/characteristic that is familiar to students)	These words require more time to learn (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts)
Meaning can be learned from context	Page 1 - obvious Page 1 - typical Page 1 - consistently Page 3 - disposal Page 4 - accurate adequate Page 4 - misleading Page 5 - alternative	Page 1 - pristine Page 2 - tactics Page 3 - relegated Page 4 - toxic Page 4 - core Page 5 - access Page 5 - foresight comply
Meaning needs to be provided	Page 1 - consumer demand Page 2 - manufactured demand Page 2 - yuppie fad Page 2 – marketing economy Page 2 - fringe Page 3 - seduce Page 3 - extraction Page 3 - landfill Page 4 - incinerators Page 4 - chucked Page 4 - down-cycled Page 5 - underfunded	Page 1 - regulated Page 1 - sustainable Page 5 - lobby

Tier II/Academic Vocabulary for Bottled Water Matters

	These words require less time to learn	These words require more time to learn
Meaning can be learned from context	epidemic source domestic import efficient overwhelming	comply impact combat
Meaning needs to be provided	artesian distilled municipal advocacy entrepreneur	accordance coordination

Tier II/Academic Vocabulary for United Nations Report

	These words require less time to learn	These words require more time to learn (
Meaning can be learned from context		primary contamination indispensable fundamental human dignity exasperating existing depletion discrimination
Meaning needs to be provided		

The Story of Bottled Water

A Script

By Annie Leonard
storyofbottledwater.org

- 1 One of the problems with trying to use less stuff is that sometimes we feel like we really need it. What if you live in a city like, say, Cleveland and you want a glass of water? Are you going to take your chances and get it from the city tap? Or should you reach for a bottle of water that comes from the pristine rainforests of... Fiji?
- 2 Well, Fiji brand water thought the answer to this question was obvious. So they built a whole ad campaign around it. It turned out to be one of the dumbest moves in advertising history.
- 3 See the city of Cleveland didn't like being the butt of Fiji's joke so they did some tests and guess what? These tests showed a glass of Fiji water is lower quality; it loses taste tests against Cleveland tap and costs thousands of times more.
- 4 This story is typical of what happens when you test bottled water against tap water.
- 5 Is it cleaner? Sometimes, sometimes not: in many ways, bottled water is less regulated than tap.
- 6 Is it tastier? In taste tests across the country, people consistently choose tap over bottled water.
- 7 These bottled water companies say they're just meeting consumer demand - But who would demand a less sustainable, less tasty, way more expensive product, especially one you can get almost free in your kitchen? Bottled water costs about 2,000 times more than tap water. Can you imagine paying 2,000 times the price of anything else? How about a \$10,000 sandwich?
- 8 Yet people in the U.S. buy more than half a billion bottles of water every week. That's enough to circle the globe more than 5 times. How did this come to be? Well it all goes back to how our materials economy works and one of its key drivers, which is known as manufactured demand.
- 9 If companies want to keep growing, they have to keep selling more and more stuff. In the 1970s giant soft drink companies got worried as their growth projections started to level off. There's only so much soda a person can drink. Plus it wouldn't be long before people began realizing that soda is not that healthy and turned back to—gasp—drinking tap water.
- 10 Well, the companies found their next big idea in a silly designer product that most people laughed at as a passing yuppie fad. Water is free, people said back then, what will they sell us next, air?
- 11 So how do you get people to buy this fringe product? Simple: You manufacture demand. How do you do that? Well, imagine you're in charge of a bottled water company.

- 12 Since people aren't lining up to trade their hard earned money for your unnecessary product, you make them feel scared and insecure if they *don't* have it. And that's exactly what the bottled water industry did. One of their first marketing tactics was to scare people about tap water, with ads like Fiji's Cleveland campaign.
- 13 "When we're done," one top water exec said, "tap water will be relegated to showers and washing dishes."
- 14 Next, you hide the reality of your product behind images of pure fantasy. Have you ever noticed how bottled water tries to seduce us with pictures of mountains streams and pristine nature? But guess where a third of all bottled water in the U.S. actually comes from? The tap! Pepsi's Aquafina and Coke's Dasani are two of the many brands that are really filtered tap water.
- 15 But the pristine nature lie goes much deeper. In a recent full-page ad, Nestlé said: "bottled water is the most environmentally responsible consumer product in the world." *What?!*
- 16 They're trashing the environment all along the product's life cycle. Exactly how is that environmentally responsible?
- 17 The problems start here with extraction and production where oil is used to make water bottles. Each year, making the plastic water bottles used in the U.S. takes enough oil and energy to fuel a million cars.
- 18 All that energy spent to make the bottle even more to ship it around the planet and then we drink it in about 2 minutes? That brings us to the big problem at the other end of the life cycle—disposal.
- 19 What happens to all these bottles when we're done? Eighty percent end up in landfills, where they will sit for thousands of years, or in incinerators, where they are burned, releasing toxic pollution. The rest gets collected for recycling.
- 20 I was curious about where the plastic bottles that I put in recycling bins go. I found out that shiploads were being sent to India. So, I went there. I'll never forget riding over a hill outside Madras where I came face to face with a mountain of plastic bottles from California. Real recycling would turn these bottles back into bottles. But that wasn't what was happening here. Instead these bottles were slated to be downcycled, which means turning them into lower quality products that would just be chucked later. The parts that couldn't be downcycled were thrown away there; shipped all the way to India just to be dumped in someone else's backyard.
- 21 If bottled water companies want to use mountains on their labels, it'd be more accurate to show one of those mountains of plastic waste.
- 22 Scaring us, seducing us, and misleading us—these strategies are all core parts of manufacturing demand.
- 23 Once they've manufactured all this demand, creating a new multibillion dollar market, they defend it by beating out the competition. But in this case, the competition is our basic human right to clean, safe drinking water.

- 24 Pepsi's Vice Chairman publicly said, "the biggest enemy is tap water!" They want us to think it's dirty and bottled water is the best alternative.
- 25 In many places, public water is polluted thanks to polluting industries like the plastic bottle industry! And these bottled water guys are all too happy to offer their expensive solution, which keeps us hooked on their product.
- 26 It's time we took back the tap.
- 27 That starts with making a personal commitment to not buy or drink bottled water unless the water in your community is truly unhealthy. Yes, it takes a bit of foresight to grab a reusable bottle on the way out, but I think we can handle it.
- 28 Then take the next step—join a campaign that's working for real solutions. Like demanding investment in clean tap water for all. In the US, tap water is underfunded by \$24 billion partly because people believe drinking water only comes from a bottle! Around the world, a billion people don't have access to clean water right now. Yet cities all over are spending millions of dollars to deal with all the plastic bottles we throw out. What if we spent that money improving our water systems or better yet, preventing pollution to begin with?
- 29 There are many more things we can do to solve this problem. Lobby your city officials to bring back drinking fountains. Work to ban the purchase of bottled water by your school, organization, or entire city.
- 30 This is a huge opportunity for millions of people to wake up and protect our wallets, our health and the planet. The good news is: it's already started.
- 31 Bottled water sales have begun to drop while business is booming for safe refillable water bottles. Yay!
- 32 Restaurants are proudly serving "tap" and people are choosing to pocket the hundred or thousands of dollars they would otherwise be wasting on bottled water. Carrying bottled water is on its way to being as cool as smoking while pregnant. We know better now.
- 33 The bottled water industry is getting worried because the jig is up. We're not buying into their manufactured demand anymore. We'll choose our own demands, thank you very much, and we're demanding clean safe water for all.

FOR EDUCATIONAL PURPOSES ONLY

Adapted from "The Story of Bottled Water" by Annie Leonard which can be found at <http://storyofstuff.org/bottledwater/>

BOTTLED WATER MATTERS



Bottled Water is...

A HEALTHY BEVERAGE CHOICE. The U.S. government, through the Centers for Disease Control and Prevention (CDC) and other agencies, medical experts and state officials, have made the fight against obesity one of the top public-health priorities. Bottled water, because of its consistent safety, quality and taste, is an important and healthy consumer alternative to other beverages in helping combat the obesity epidemic. Bottled water provides healthy choices that are safe, convenient and meet our desire for good tasting water at home and on-the-go.

A STRICTLY-REGULATED FOOD PRODUCT. Bottled water is a packaged food product regulated by the U.S. Food and Drug Administration (FDA), which requires bottled water to comply with bottled water-specific standards, as well as regulations required of all food products. Each type of bottled water –examples include spring, purified, mineral, sparkling bottled water, artesian or distilled – carries with it specific FDA definitions and standards. Many times, bottled water is subject to further state standards and other requirements set by the International Bottled Water Association, the leading bottled water trade group. Some bottlers use municipal water as a source, but it is not just tap water in a bottle. As part of the bottling process, these bottled waters are additionally purified and produced in accordance with FDA standards. In addition, FDA standards apply to both domestic and imported brands, no matter where they are produced and sold.

PACKAGED IN SAFE CONTAINERS. Bottled water is one of thousands of beverage and food products sealed in safe, sanitary containers, which may be made from plastic or glass. Plastics (and all other materials) used for contact with foods or beverages must be allowed by FDA to help assure their safety. The materials used in all bottled water containers are shown to be safe through extensive and rigorous testing.

AN EFFICIENT USE OF NATURAL RESOURCES. While nearly all industries use natural resources to manufacture their products, the bottled water industry is particularly efficient and making significant progress to further reduce the environmental impact. The amount of water used for bottled water production accounts for less than 2/100 of a percent (0.02%) of the total ground water withdrawn in the United States each year, according to the Drinking Water Research Foundation.

In addition, plastic beverage bottles account for less than one-third of 1 percent of the waste stream in the U.S. in 2005, according to the National Association of PET Container Resources (NAPCOR). Plastic beverage bottles are among the most recycled products in the U.S., and the bottled water industry is working with other beverage and food producers, municipalities, and recycling advocacy groups to continually increase recycling and reduce the resources needed by using increasingly lighter-weight plastics for containers. Further, the bottled water industry is considered one of the original recyclers as the larger containers used on bottled water coolers may be used repeatedly and recycled at the end of their useful service.

IMPORTANT IN TIMES OF WATER EMERGENCIES OR DISASTERS. Bottled water companies respond with efficiency and speed with regard to provide bottled water in coordination with emergency relief operations. The bottled water industry provides millions of bottled water servings in response to natural and man-made disasters each year.

A LOCAL OPTION. More than 60 percent of the International Bottled Water Association's membership is made up of small businesses with annual sales of less than \$1 million and a few employees. The overwhelming majority have sales of less than \$10 million. Your local bottler is most likely a family entrepreneur with deep roots and strong ties in your community.

For more information about IBWA and bottled water, please visit www.bottledwater.org or www.bottledwatermatters.com.

Provided by the International Bottled Water Association (IBWA)

UNITED
NATIONS

E



Economic and Social Council

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ENGLISH

General Comment No. 15 (2002)

The right to water (arts. 11 and 12 of the International Covenant on Economic, Social and Cultural Rights)

I. INTRODUCTION [Adapted]

- 1 Water is a limited natural resource and a public good fundamental for life and health.
- 2 The human right to water is indispensable for leading a life in human dignity.
- 3 It is a prerequisite for the realization of other human rights.
- 4 The continuing contamination, depletion and unequal distribution of water is exacerbating existing poverty.
- 5 States parties have to adopt effective measures to realize, without discrimination, the right to water, as set out in this general comment.

The legal bases of the right to water

- 6 The human right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses.

Smarter Balanced Argumentative Writing Rubric (Grade 7)

Sample Generic 4-point Argumentative Writing Rubric (Grade 7)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused and maintained alternate or opposing claims are clearly acknowledged and addressed* claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose relevant connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves analysis that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively uses language to create cohesion and clarify the relationships among claim(s), reasons and evidence:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose establishes and maintains a formal style 	<p>The response demonstrates a command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective use of punctuation, capitalization, and spelling

Adapted by LAUSD Secondary ELA

Smarter Balanced Argumentative Writing Rubric (Grade 7)

Sample Generic 4-point Argumentative Writing Rubric (Grade 7)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and for the most part maintained, though some loosely related material may be present alternate or opposing claim is acknowledged context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose contains some elements of a formal style 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling

Adapted by LAUSD Secondary ELA

Smarter Balanced Argumentative Writing Rubric (Grade 7)

Sample Generic 4-point Argumentative Writing Rubric (Grade 7)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling

Adapted by LAUSD Secondary ELA

Smarter Balanced Argumentative Writing Rubric (Grade 7)

Sample Generic 4-point Argumentative Writing Rubric (Grade 7)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
1	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • claim may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscure

Adapted by LAUSD Secondary ELA