

# Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

## Lesson Overview

Topic	Lesson Information
<b>Lesson Title:</b>	Water Scarcity in Las Vegas: Citing Evidence
<b>Lesson Author:</b>	Jonathan Edwards
<b>Date Created:</b>	February 5, 2018
<b>Lesson Timeframe:</b>	Reading Anchor portion will take three to three and one-half hours over one or two days. Extension writing activity could take three to six hours over one or two days.
<b>Content Area(s):</b>	Language Arts
<b>General Topics/Skills Covered:</b>	To understand whether a statement is supported by a written source.
<b>NRS Level(s):</b>	Click or tap here to enter text.
<b>Prerequisite Skills:</b>	Lesson 16 on aquifers and the "Toilet to Tap" article. If lessons have not been done in sequence, spend some time discussing aquifers and water scarcity before beginning.

# Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

## Standards and Skills Addressed

Topic	Your Standards and Skills Addressed
<b>College and Career Readiness Standards (CCRS):</b>	<p>Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Level D: 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>Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Level D: Integrate information presented in different media or formats (charts, graphs, photographs, and maps) as well as in words to develop a coherent understanding of a topic or issue.</p>
<b>English Language Proficiency Standards (ELPS (if applicable):</b>	N/A
<b>Target Grammar/Language Forms (for ESL):</b>	N/A
<b>Standards for Mathematical Practice:</b>	

# Water Scarcity in Las Vegas: Citing Evidence

## Lesson Plan

Topic	Your Standards and Skills Addressed
<b>Foundation Skills Framework (Workforce Skills):</b>	Reads with understanding, Uses Technology, Works in Teams
<b>Digital Literacy Skills (also see checklist below):</b>	Skills practiced: <ul style="list-style-type: none"> <li>• Navigating within a particular website</li> <li>• Clicking on links to access documents and videos</li> <li>• Answering multiple-choice questions digitally</li> </ul>
<b>Digital Literacy Skills Checklist:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are students taught how to find--and evaluate the validity of--online sources? Are they given an opportunity to practice doing so with different topics and for different tasks?</li> <li><input type="checkbox"/> Are sufficient instructions given to students around the use of digital tools and is sufficient time provided to practice the use of tools?</li> <li><input type="checkbox"/> Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?</li> <li><input type="checkbox"/> Are students provided with an opportunity to select and use appropriate technology to solve problems in class?</li> </ul>

# Water Scarcity in Las Vegas: Citing Evidence

## Lesson Plan

## Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
<b>Lesson Objective(s):</b>	Students will evaluate whether statements can be supported by evidence in a text and can then explain why by using quotes from the text. Students will use information from maps and photos to enhance understanding of the text.
<b>Lesson Objective Tips:</b>	<ol style="list-style-type: none"><li>1. This lesson will need to be adapted to both your technology and student capabilities.</li><li>2. When reading the article, you may want to read all of it out loud or do some as a class and then have students complete it silently.</li><li>3. If you choose to do it out loud, you may want to do all the reading and have students annotate while listening, or you may want them to take turns reading.</li><li>4. If you don't have a projector or smartboard, you can use handouts and a wall map to show all of the supporting material.</li><li>5. Ideally, you will have enough computers to have students work in pairs all at the same time; however, if you don't, you may have to stagger this part of the lesson.</li><li>6. The sequencing of the lesson could also be changed, putting the website portion first and then doing the article.</li><li>7. The lesson is broken into three distinct parts: article and worksheet, website and worksheet, and extension writing activity. The first two parts can be done in a total of three to three and one-half hours, either done on one day or two. The extension activity can be a three-hour session of brainstorming and research and then the actual writing.</li><li>8. Use the extension activity to highlight the type of writing you want your students to do. If they are doing the first activity, it could be an informative piece of writing or comparing two opinions on the topic. If they are doing the second activity, it could be a piece of persuasive writing. Define the expectations clearly by determining which Writing Anchor and Level you are working on and communicating expectations to the students.</li><li>9. After completing the lesson, take the time to evaluate it, making note of what worked well, and what might need to be changed.</li></ol>

# Water Scarcity in Las Vegas: Citing Evidence

## Lesson Plan

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
<b>Texts, Materials, Resources (also see checklist below):</b>	<ul style="list-style-type: none"> <li>• Telegraph article on “The Race to Stop Las Vegas from Running Dry” <a href="http://www.telegraph.co.uk/news/worldnews/northamerica/usa/10932785/The-race-to-stop-Las-Vegas-from-running-dry.html">http://www.telegraph.co.uk/news/worldnews/northamerica/usa/10932785/The-race-to-stop-Las-Vegas-from-running-dry.html</a></li> <li>• Worksheet for the Las Vegas article</li> <li>• National Geographic website: <a href="http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/">http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/</a></li> <li>• Worksheet for the Colorado River website</li> <li>• Handouts of drought maps and photos of Nevada, California, Lake Mead and the Colorado River</li> <li>• Projector or smartboard for visuals to enhance the lesson</li> <li>• Computers</li> </ul> <p>*See appendix</p>
<b>Texts, Materials, Resources Checklist:</b>	<input type="checkbox"/> Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?
<b>Lesson Vocabulary:</b>	<p>Tier 2 words (merit more time and attention): Mammoth, catastrophic, inevitable, reservoir, dire</p> <p>Tier 3 words (merit less time and attention): Epochal, desalination, tsunami, canal, gondolas</p>

# Water Scarcity in Las Vegas: Citing Evidence

## Lesson Plan

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
<b>Culturally Responsive Teaching Notes (also see checklist below):</b>	<p>Click or tap here to enter text.</p>
<b>Culturally Responsive Teaching Checklist:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is it evident that students will connect content to their own lives and to what they already know?</li> <li><input type="checkbox"/> Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students?</li> <li><input type="checkbox"/> Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?</li> </ul>

# Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

## Instructional Activities

Topic	Lesson Information
<b>Lesson Introduction:</b>	<b>First Day/Hours</b> <ol style="list-style-type: none"><li data-bbox="730 444 1906 553">1. Read through the Basic Skill Focus/Objectives and Anchor Standards of the lesson. Explain why these skills are important for the high school equivalency test as well as for post-secondary school, work, and life.</li><li data-bbox="730 597 1906 667">2. Review what students learned and discussed about ground water and aquifers in the previous class.</li><li data-bbox="730 711 1906 820">3. Ask students what they know about Nevada – location, major cities, climate? Locate it on a map and discuss proximity to California, location of the Colorado River and Las Vegas.</li><li data-bbox="730 863 1906 933">4. Explain that today's lesson is going to build on the previous one on the issues of water scarcity.</li></ol>
<b>Lesson Introduction Tips:</b>	<ul style="list-style-type: none"><li data-bbox="741 1024 1629 1057">● Explain how the lesson objectives will be shared with learners.</li><li data-bbox="741 1078 1675 1110">● Make connections to learners' goals and prior and future lessons.</li></ul>

## Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

Topic	Lesson Information
<b>Lesson Body, Direct Instruction:</b>	<b>First Day/Hours continued</b> <ol style="list-style-type: none"><li data-bbox="730 383 1871 451">5. Pass out the worksheet and go over the vocabulary words, having students write the meanings next to each word – using cell phones, computers, or dictionaries.</li><li data-bbox="730 500 1850 605">6. Hand out the Telegraph article, “The Race to Stop Las Vegas from Running Dry.” Read the article together, with students taking turns. As you read, check for understanding of the other vocabulary words listed above.</li><li data-bbox="730 654 1850 800">7. Also, as you read about Nevada, California, Lake Mead, and the Colorado River, pass around the map, photos, and graph. Discuss and then ask students if and how this information helps in their understanding of the situation faced by the people in the west. (Project images if projector is available.)</li></ol>
<b>Lesson Body, Guided Practice:</b>	<b>Day One/Hours continued</b> <ol style="list-style-type: none"><li data-bbox="730 946 1892 1166">8. Refer students back to the worksheet to complete the questions. Read directions together and go through each of the eight statements and, as a class, determine if they are supported by the article. Then students should pick three of the checked statements to complete the last part of the worksheet on their own. Go over their responses and discuss. You could choose to end the session here. If so, summarize and give an overview of what will be happening the next day.</li></ol>



## Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

Topic	Lesson Information
<b>Lesson Body, Independent Practice:</b>	<p><b>Second Day/Hours</b></p> <ol style="list-style-type: none"><li>9. If you are doing this part of the lesson on Day Two, do a brief review of Day One. Then have students go to the computer in pairs and go to <a href="http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/">http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/</a></li><li>10. This is an interactive map of the Colorado River. Do a quick overview of the site, showing students how to read the map key and how to click through the options on the left side of the screen. Distribute one worksheet per pair to complete as they investigate the website. One person can take charge of the worksheet while the other navigates the website. This should take about 15-20 minutes.</li><li>11. After they have completed the worksheet, review the responses. Spend the most time on question six, which requires them to list specific facts they learned from the website that support the thesis of the article – Las Vegas and much of the southwestern part of the country are in a water crisis.</li><li>12. Re-read the <b>Skill Focus</b> and <b>Anchor Standards</b> of the lesson and ask students if they feel these were adequately covered.</li><li>13. If you want to extend this lesson another day, assign one of the essay-writing extension activities below. The essay should contain an introduction, body, and conclusion and <b>cite relevant evidence</b> to support the thesis. Take time to fully explain your expectations of the writing.</li></ol>

## Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

Topic	Lesson Information
<b>Lesson Body Tips:</b>	<ul style="list-style-type: none"> <li>• Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan.</li> <li>• Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated.</li> <li>• Describe where in the lesson sequence, and how, the instructor will model the target skills and/or tasks for the learners.</li> </ul>
<b>Differentiation (also see checklist below):</b>	Click or tap here to enter text.
<b>Differentiation Checklist:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are teachers cued to adapt instruction for their specific learners?</li> <li><input type="checkbox"/> Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility)</li> <li><input type="checkbox"/> What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics or products)?</li> </ul>
<b>Assessment:</b>	See the appendix.
<b>Assessment Tips:</b>	<ul style="list-style-type: none"> <li>• Describe the ongoing assessments that will be used to check learners' progress toward the lesson objectives.</li> <li>• Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.</li> </ul>

## Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

Topic	Lesson Information
<b>Lesson Conclusion:</b>	Click or tap here to enter text.
<b>Lesson Conclusion Tips:</b>	<ul style="list-style-type: none"> <li>● Review lesson objectives.</li> <li>● Provide an opportunity for student reflection.</li> <li>● Connect to prior and future learning.</li> </ul>
<b>Lesson Extension, Homework:</b>	Click or tap here to enter text.
<b>Lesson Extension, Additional Enrichment/Practice Opportunities:</b>	<p><b>Third Day or Second Day</b></p> <ol style="list-style-type: none"> <li>1. Since the article was written in 2014, ask students to research the current water situation in Nevada and Colorado. Tell them to use the most recent U.S. Drought Monitor report. Have water levels improved, worsened, or remained the same? What current events may have affected the water levels? Have students search the internet for current events information and use this as a class discussion.</li> <li>2. As a class, have students brainstorm and propose possible creative solutions to the water shortage, such as the one in “Toilet to Tap” in Lesson 16. Students will choose one of the solutions and write an essay on the merits of the solution and how it will help get us through the water crisis.</li> <li>3. Feel free to come up with another extension.</li> </ol>
<b>Key Shifts:</b>	<ul style="list-style-type: none"> <li>● Check to ensure that your lesson addresses the Key Shifts in the CCRS.</li> </ul>

## Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

Topic	Lesson Information
<b>ELA Key Shifts (check all that apply):</b>	<input type="checkbox"/> Text Complexity <input type="checkbox"/> Evidence <input type="checkbox"/> Building Knowledge
<b>Math Key Shifts (check all that apply):</b>	<input type="checkbox"/> Focus <input type="checkbox"/> Coherence <input type="checkbox"/> Rigor

## Instructor Reflection Before the Lesson

### Instructor Reflection Questions (to be completed before teaching the lesson):

- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

## Water Scarcity in Las Vegas: Citing Evidence Lesson Plan

### Instructor Reflection After the Lesson

**Instructor Reflection Questions (to be completed after teaching the lesson):**

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?