

Unit Overview

Unit Length	4 weeks
Grade Level(s)/Subject(s)	Grade 6-8 Social Studies
Unit Overview	<p style="text-align: center;">Water, water, everywhere, Nor any drop to drink. - Samuel Taylor Coleridge, <i>The Rime of the Ancient Mariner</i></p> <p style="text-align: center;">Color of morning pee coming out of the sink It's 2016, who would think Kids in America don't have clean water to drink? - Vic Mensa, <i>Shades of Blue</i></p> <p>Although the Flint Water Crisis of 2014 was a wake-up call for some people living in the United States, it was not at all a surprise for others. The crisis, which exposed 100,000 residents to lead in the water supply, was the result of austerity measures taken by the State of Michigan during a financial crisis. In order to save money, the state switched Flint's water supply from Lake Huron to the Flint River without creating the infrastructure necessary to provide clean drinking water. Almost ten years later, researchers report that the water is drinkable, but many residents don't trust that it's safe. A new generation of Flint residents continues to deal with the fallout of the previous generation's policy decisions.</p> <p>The crisis in Flint might be the highest-profile drinking water disaster in the United States, but it is far from the only one. Lead service lines are common in Evanston, Illinois. The water infrastructure of Jackson, Mississippi is unable to support the needs of residents. In Chicago, many families deal with water debt that cripples their ability to pay for other necessities. Suppose we zoom out from a local focus to an international one. In that case, we see that decisions made by governments and corporations negatively impact water systems that span entire continents, leading to freshwater scarcity, land loss, and the destruction of coastal urban centers.</p> <p>In <i>Our Water, Our Ways: Bringing Home Human Impacts on the Local and Global Water Supply</i>, students examine the impact individuals, governments, and corporations have on what might be our most precious natural resource: drinking water.</p>

The unit starts with an exploration of water resources in the students' local context - Chicago. Students will evaluate the impact of governmental decisions on our water supply and see how those decisions impact people both in and out of the city.

After exploring Chicago's resources, students will engage with two case studies: one focused on water debt in Chicago and one focused on the failure of the water system in Jackson, MS.

Following the case study analysis, students will form groups to perform a similar analysis of a global issue related to water access. Students will create a final project to bring their chosen issue home and design a creative piece to share with their classmates and the greater community. The hope is that they will be able to use their project to teach others about the precarious nature of our water supply and what we can do to protect it.

Climate change affects all of our water sources, even if we don't realize it. This unit will help students understand this concept and identify ways they can be part of a broader solution to the problem.

Students will engage with these essential questions during the unit:

Unit Driving Questions:

- How do we “bring home” a major story like the global water crisis?
- How can we help other people in our community understand big issues that affect all of us?
- How can we educate others and promote civic engagement related to the issue?

Unit Sub-Questions

- What do people in Chicago and the surrounding area need to know about their drinking water sources?
- Where does our water come from?
- How did the reversal of the Chicago River impact the quality of freshwater as far away as St. Louis?
- How much should drinking water cost?
- How can government actions impact the accessibility of water to individuals and communities?
- How can individuals and communities use the court system to ensure equitable access to drinking water?
- What decisions led to Jackson's current dysfunctional water system?

	<ul style="list-style-type: none"> • Do you agree with author Hadas Thier that Jackson’s water supply is “broken by design?” • What evidence from the article supports this claim: “The state of Mississippi hates its capital city.”? • Why is the US water system in the minority among developed countries? How does the way the US manages water impact cities like Jackson? • Why does Rev. Barber believe Jackson might become a “launching pad” for water rights movements across the US? • What are the intended and unintended consequences of federal water safety regulations?
Objectives & Outcomes	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Research issues related to local and global water supply • Identify human impacts on freshwater systems on a local and global level • Identify global issues related to human impacts on freshwater systems and equitable water access • Take part in academic discussions focused on issues related to equitable water access • Design an informative PSA to communicate their findings
Standards	<p><u>Illinois State Social Studies Standards</u> SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it</p> <p>SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.</p> <p>SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p> <p><u>Learning for Justice Social Justice Standards</u> AC.6-8.20: I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.</p> <p>AC.6-8.19: I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.</p>
Unit Resources	<p>*<u>Drowning in Debt</u> by María Inés Zamudio for <i>WBEZ Chicago</i> (about water debt among low-income Chicagoans)</p> <p>*<u>Lead Pipes in Evanston</u> by Adina Keeling for <i>Evanston RoundTable</i></p>

	<p>(local gov't inaction reinforces inequity)</p> <p>* Climate Change: Great Lakes, High Stakes by Tony Briscoe and Patrick O'Connell for the <i>Chicago Tribune</i> (project focused on climate change and the Great Lakes)</p> <p>* Jackson's Water System is Broken by Design by Hadas Their for the <i>Jackson Advocate News Service</i> (impact of system failures on Black Americans)</p> <p>* Ocean Reporting Network from the <i>Pulitzer Center</i></p> <p>* The dark side of hydropower by Tobias Landwehr for <i>Suddeutsche Zeitung</i> (impact of dams on river deltas)</p> <p>How Chicago Reversed Its River: An Animated History with Geoffrey Baer for WTTW (animation from WTTW)</p> <p>"Suing the World To Save It. Children Pioneer a Right to a Secure Future." The Climate Generation: Born Into Crisis. Building Solutions by Stephanie Hanes for <i>The Christian Science Monitor</i> (an example of young people using the law to push for environmental protections)</p> <p>* On the Navajo Nation, a Life Without Water by Richard Tsong-Taatarii for <i>Searchlight New Mexico</i></p> <p>"A Nigerian Community Where Tapwater Smells Like Gasoline." The Poisoned Wells of Baruwa by Bukola Adebayo for <i>Premium Times</i></p>
<p>Performance Task(s)</p>	<p>Formative Assessments: Students will take part in the following formative assessments throughout the unit:</p> <ul style="list-style-type: none"> ● Socratic Seminar. Students will participate in a Socratic Seminar responding to this unit sub-question: What do people in Chicago and the surrounding area need to know about their drinking water sources? ● Mock Election. Students participate in a mock election on whether or not they would vote for former Mayor Richard M. Daley based on his policies on taxation and water debt. Students could complete a Google form or write their vote on paper. <p>**Educator note: After tallying the votes but before revealing the results, allow students to share how they voted and why.</p>

	<ul style="list-style-type: none"> ● Socratic Seminar. Hold a Socratic Seminar in two rounds focused on this sub-question: Do you agree with author Hadas Thier that Jackson’s water supply is “broken by design?” <p><u>Summative Assessment:</u> After conducting research and participating in seminar discussions focused on various issues related to the global water crisis, students will work in groups to craft a toolkit for understanding the impact of the global water crisis in a place outside their local context. Projects could take multiple forms, including:</p> <ul style="list-style-type: none"> ● A PSA ● A research poster (following the History Day example) ● A poem, song, or spoken word piece ● A short play ● An original work of art
Assessment/Evaluation	<p><u>Formative Assessment:</u> Socratic Seminar rubric [.pptx][.pdf] Socratic Seminar prep sheet [.docx][.pdf] Socratic Seminar prep sheet with accommodations [.docx][.pdf] Socratic Seminar structure slides [.pptx][.pdf]</p> <p><u>Summative Assessment:</u> This rubric needs to be built (here’s an example project description for an old project - Rubric [.pdf][.docx])</p>

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Essential Question(s)	Lesson / Activities
Week 1: Background: Human Settlement in Chicago and Freshwater: How did we get here?				
Day 1	"Water Supply," the Encyclopedia of Chicago "Reading with a Question in Mind," Cranbourne Secondary College Pedagogy Toolbox.	Slide Deck [.pptx] [.pdf]	What do people in Chicago and the surrounding area need to know about their drinking water sources? Where does our water come from?	<p><i>**Educator note: use the slide deck listed in lesson materials to facilitate each lesson.</i></p> <p><u>Bell Ringer:</u> KWL Chart: Chicago's fresh water supply.</p> <ol style="list-style-type: none"> 1. Students create a three-column chart to share what they <i>Know</i> (or THINK they know), <i>Want to know</i>, and <i>Learned</i> about Chicago's fresh water supply. 2. They will complete the first two columns as part of the bell ringer and the final column at the end of the lesson. <p><u>Direct Instruction:</u></p> <ol style="list-style-type: none"> 1. Introduce the unit's driving question (How can we "bring home" underreported stories related to the global water crisis?) and this week's sub-questions. 2. Connect this lesson's focus on Chicago's water supply to the larger focus of the unit. <p><u>Source Analysis Groups:</u></p>

				<ol style="list-style-type: none"> 1. Break students into source analysis groups based on their reading level. <ul style="list-style-type: none"> • Students will work with the same groups throughout the unit, including on their final project. • Give students some choice in who they will work with (you could give each student a post-it and ask them to write down one classmate they hope to work with during the unit). 2. Students will use the “Reading with a Question in Mind” strategy during a class read-aloud of “Water Supply,” the Encyclopedia of Chicago. 3. At the end of the read-aloud, have students answer the day’s driving question in their journal: <i>Where does our water come from?</i> <p><u>Exit Ticket:</u> Students should complete the “L” column of the KWL chart based on information gained during today’s activity.</p>
Day 2	<p>Meet Your Water: An Introduction, A Report from the Metropolitan Planning Council</p> <p>Virtual Tours from Metropolitan Water Reclamation District of Greater Chicago</p>	<p>Slide Deck [.pptx][.pdf]</p> <p>Graphic Organizer - Meet Your Water [.docx][.pdf]</p>	<p>What do people in Chicago and the surrounding area need to know about their drinking water sources?</p>	<p><u>Bell Ringer:</u> Students use the See, Think, Wonder protocol to analyze a map of drinking water sources in Northeastern Illinois.</p> <p><u>Class Discussion:</u> Facilitate a class discussion on the See, Think, Wonder protocol.</p> <p><u>Stations Activity:</u></p>

	<p>Chicago River - Action Adventure Pocket Guide 5th-8th grade from Friends of the Chicago River</p>			<p>**Educator note: prepare stations that align with the various water sources described in the Metropolitan Planning Council Source. Use slide 11 as a guide.</p> <ol style="list-style-type: none"> 1. In small groups, have students visit stations to learn about various water sources in Northeastern Illinois. 2. As they move through the room direct students to complete a graphic organizer for each station. <p>Small Group Discussion: Have students meet in small groups to discuss what they learned from each station. The discussions should center on this driving question: What do people in Chicago and the surrounding area need to know about their drinking water sources?</p> <p>Exit Ticket: Students should add to the “L” column of their KWL chart from the previous lesson based on information gained during today’s activity.</p>
<p>Day 3</p>	<p>Map of Chicago River, accompanying the annual report of Tho. Jefferson Cram, Capt. U.S.T.E., Sep. 1839 from <i>Illinois Library Digital Collections</i></p> <p>How Chicago Reversed Its River: An Animated History</p>	<p>Slide Deck [.pptx][.pdf]</p>	<p>What do people in Chicago and the surrounding area need to know about their drinking water sources?</p> <p>How did the reversal of the Chicago River impact the quality of freshwater as far away as St. Louis?</p>	<p>Bell Ringer: Primary Source analysis. Students complete the See, Think, Wonder activity for the 1839 Map of Chicago.</p> <p>Class Discussion: Use the See, Think, Wonder protocol to facilitate a class discussion about the bell ringer activity.</p>

	<p>with Geoffrey Baer for WTTW</p> <p>A River Reversed: How 19th Century Engineering Saved Chicago by Candace Brown for the <i>Plain Communities Business Exchange</i></p> <p>Here's why the Chicago River's flow was reversed for hours during flooding, and where things stand from NBC Chicago (0:43)</p> <p>Programs from Friends of the Chicago River resources</p>			<p>Source Analysis Groups: In small groups, have students review How Chicago Reversed Its River: An Animated History with Geoffrey Baer for WTTW with the driving question in mind: How did the reversal of the Chicago River impact the quality of freshwater as far away as St. Louis?</p> <p>Class Argument: Have each small group share their findings from the article analysis.</p> <p>Modern Connection:</p> <ol style="list-style-type: none"> 1. Screen the NBC Chicago video on the 2023 flooding 2. Discuss how the historic decision to reverse the Chicago River can benefit <i>and</i> harm modern Chicago's drinking water. <p>Exit Ticket: Students should add to the "L" column of their KWL chart from the previous lesson based on information gained during today's activity.</p>
Day 4	<p>All sources listed for previous lessons this week</p>	<p>Slide Deck [.pptx][.pdf]</p> <p>Socratic Seminar prep sheet [.docx][.pdf]</p> <p>Socratic Seminar prep sheet with</p>	<p>What do people in Chicago and the surrounding area need to know about their drinking water sources?</p>	<p>Bell Ringer: Hold time for students to prepare for a Socratic Seminar.</p> <ol style="list-style-type: none"> 1. Have students review the sources analyzed over the week. 2. Have students complete their Socratic Seminar Preparation sheet. <p>Socratic Seminar:</p>

		accommodations [.docx] [.pdf]		<p>Facilitate a Socratic Seminar to respond to this week's main driving question: What do people in Chicago and the surrounding area need to know about their drinking water sources?</p> <p><u>Writing Assignment:</u> Have students write a Claim, Evidence, and Reasoning paragraph based on the readings and the Socratic Seminar responding to the week's main driving question: What do people in Chicago and the surrounding area need to know about their drinking water sources?</p>
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
<i>Week 2: Local News - Drowning in Debt</i>				
Day 1	Drowning in Debt by María Inés Zamudio for WBEZ Chicago	Slide Deck [.pptx] [.pdf] <i>Drowning in Debt</i> , chapter 1: During & After Reading Tasks [.docx] [.pdf]	How much should drinking water cost? How can government actions impact the accessibility of water to individuals and communities?	<p>**Educator note: use the slide deck listed in lesson materials to facilitate each lesson.</p> <p><u>Bell Ringer:</u> Looking Back, Looking Ahead. Students should respond to the following questions in their journals:</p> <ul style="list-style-type: none"> • What did we learn last week about Chicago's sources of drinking water? • What questions do you still have about Chicago's sources of drinking water? <p><u>Map Analysis:</u> Have students complete a See, Think, Wonder chart for the map titled "Sixty percent of the city's water debt..." in Drowning in Debt.</p> <p>**Educator note: Leave out the title, introductory text, and sourcing information to allow students to draw their own conclusions.</p> <p><u>Class Discussion:</u> Lead a class discussion about the map from Drowning in Debt.</p>

				<ol style="list-style-type: none">1. Select a student to write or type additions to a class See, Think, Wonder chart.2. Ensure that students identify the link between high water debt and communities of color in Chicago.3. Reveal the title and sourcing information at the end of the discussion. <p><u>Reading - Drowning in Debt Chapter 1:</u></p> <ol style="list-style-type: none">1. Introduce the week's topic along with the driving question: How much should drinking water cost?2. Connect to the unit driving question: How can we "bring home" underreported stories related to the global water crisis?3. Share the <i>Drowning in Debt</i>, chapter 1: During & After Reading Tasks for students to use as a guide for engaging with the chapter.4. Conduct a read-aloud of Ch. 1 from the article.5. Lead students in the creation of two-column notes, creating a model using a notebook and overhead projector or on the board. <p><u>Small Group Discussion:</u></p> <ol style="list-style-type: none">1. Have students meet in reading groups to respond to the following questions:<ul style="list-style-type: none">• What can we learn from Sylvia Taylor's experiences dealing with water debt?
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				<ul style="list-style-type: none"> • What do other Chicagoans need to know about water debt in our city? <p>2. Students should choose a speaker to summarize their small group’s conversation for the rest of the class.</p>
Day 2	<p>Drowning in Debt by María Inés Zamudio for WBEZ Chicago</p>	<p>Slide Deck [.pptx][.pdf]</p> <p><i>Drowning in Debt</i>, Chapter 2: During & After Reading Tasks [.docx][.pdf]</p>	<p>How much should drinking water cost?</p> <p>How can government actions impact the accessibility of water to individuals and communities?</p>	<p><u>Bell Ringer:</u> Have students complete a See, Think, Wonder chart for the chart titled “Padgett’s water balance...” from Drowning in Debt.</p> <p><i>**Educator note: Remove the title so that students can draw their own conclusions.</i></p> <p><u>Class Discussion:</u> Lead a class discussion focused on the chart. Make sure that students identify the point where Padgett’s water balance went up (when she stopped being able to make consistent payments) and how government decisions impacted her ability to pay her bill (water-sewer tax).</p> <p><u>Reading - Drowning in Debt Chapter 2:</u> Have students complete the reading in their reading groups.</p> <ol style="list-style-type: none"> 1. They should follow the two-column notes model from the previous lesson’s whole-class read-aloud. 2. Share the <i>Drowning in Debt</i>, Chapter 2: During & After Reading Tasks as a guide for engaging with the chapter.

				<p><u>Small Group Discussion:</u> Have students discuss the following questions in their small groups:</p> <ul style="list-style-type: none"> • How did Mayor Rahm Emanuel’s actions increase water debt across Chicago? • What did Emanuel say would be the benefits of his decision? • How did Emanuel’s decision impact Padgett? • What did the group Blacks in Green do to help Chicagoans without water? <p><u>Taking Action: Mini-Posters</u> Each group should create a mini-poster communicating the inequitable impact of Emanuel’s tax increase on Black and Brown homeowners across Chicago. Student mini-posters should...</p> <ul style="list-style-type: none"> • Take a position on the tax • Briefly explain its impact • Give ideas on what viewers can do to help solve the problem.
<p>Day 3</p>	<p>Drowning in Debt by María Inés Zamudio for WBEZ Chicago</p>	<p>Slide Deck [.pptx][.pdf]</p> <p><i>Drowning in Debt</i>, Chapter 3: During & After Reading Tasks [.docx][.pdf]</p>	<p>How much should drinking water cost?</p> <p>How can individuals and communities use the court system to ensure equitable access to drinking water?</p>	<p><u>Bell Ringer:</u> Conduct a gallery walk focused on the taking action mini posters from yesterday’s lesson.</p> <ol style="list-style-type: none"> 1. At the start of the lesson, ask students to hang or otherwise display the mini-posters they created at the end of the previous lesson. 2. Have students conduct a gallery walk to view each poster. Give the students post-it notes to write down their

				<p>reactions and learnings from each poster. Students should post notes by each poster they view.</p> <ol style="list-style-type: none">3. At the end, have each group return to their poster to view classmate reactions and learnings.4. One speaker from each group should share a summary of student reactions and learnings. <p><u>Direct Instruction - Overview of the US Court System:</u> Briefly introduce the US Court System. Students will need a general understanding of how the system works and a specific understanding of Chicago's Department of Administrative Hearings.</p> <p><u>Reading - Drowning in Debt Chapter 3:</u> Have students complete the reading in their reading groups.</p> <ol style="list-style-type: none">1. Share the <i>Drowning in Debt</i>, Chapter 3: During & After Reading Tasks as a guide for engaging with the chapter.2. They should follow the two-column notes model from the previous lesson's whole-class read-aloud. <p><u>PSA Video - Vote Yes or No on Daley:</u> Students will work with their reading groups to create 1-3 minute PSAs in which they encourage people to vote for or against former Chicago</p>
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				<p>Mayor Richard M. Daley based on his 1989 stated policy:</p> <p>“I am putting a stop to the idea that the city of Chicago is not serious about collecting money it is owed,” Daley said in August 1989. “No business can stay afloat if it ignores its accounts receivable and no government can justify continually dipping into the taxpayers’ wallets to cover up for a poor collection system.”</p> <ul style="list-style-type: none"> • Students should include evidence from Chapter Three supporting their advocacy for a YES or NO vote. • Students can record the PSAs if they have access to computers and/or cameras. Alternatively, they could take turns acting them out in front of the class.
Day 4	Drowning in Debt by María Inés Zamudio for WBEZ Chicago	Slide Deck [.pptx][.pdf]	<p>How much should drinking water cost?</p> <p>How have individuals and communities successfully regained their right to debt-free water access?</p>	<p><u>Bell Ringer:</u> Conduct a gallery walk of the completed student PSAs from yesterday’s lesson.</p> <ul style="list-style-type: none"> • Students will need a graphic organizer where they can jot down notes on each PSA and record a YES or NO vote for former Chicago Mayor Richard M. Daley. • Students should write a justification for their vote. <p><u>Mock Election</u> Have students take part in a mock election on whether or not they would vote for former</p>

				<p>Mayor Richard M. Daley based on his policies related to taxation and debt.</p> <ol style="list-style-type: none">1. Students could complete a Google form or write their vote on paper.2. After tallying the votes but before revealing the results, allow students to share how they voted and why. <p><u>Reading - Drowning in Debt Chapter Four:</u> Have students complete the reading in their reading groups. They should follow the two-column notes model from the previous lesson's whole-class read-aloud.</p> <p><u>Small Group Activity - Toolkit for Beating City Hall:</u> Students should follow the example set by Taylor and create a "Toolkit for Beating City Hall."</p> <ul style="list-style-type: none">• The toolkit should include visuals and information from the text.• Create an example toolkit to share with students.• Give students a chance to share their toolkits with the class.
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
<i>Week 3: National News - Jackson's Water Supply</i>				
Day 1	Jackson's Water System is Broken by Design by Hadas Thier for the <i>Jackson Advocate News Service</i>		What decisions led to Jackson's current dysfunctional water system? Do you agree with author Hadas Thier that Jackson's water supply is "broken by design?"	<p><i>**Educator note: use the slide deck listed in lesson materials to facilitate each lesson.</i></p> <p>Bell Ringer: Use the image with the caption "Moral Monday..." at the top of the article to create a 4-corner image analysis activity.</p> <ol style="list-style-type: none"> 1. Have students create a 4-square in their notebooks. 2. Reveal one corner of the image at a time and ask students to write down what they see, think, and wonder from each corner. 3. At the end, give the students a chance to share what they wrote. 4. Finally, reveal the source and caption of the image and ask students the following: <ul style="list-style-type: none"> • What do you think we will focus on this week? • How do you think it connects to our unit driving question? • Last week we looked at questions related to the cost of freshwater in urban areas like Chicago. What

				<p>questions related to freshwater access do you think we will look at this week?</p> <p><u>Direct Instruction - Article Background:</u> Lead the students in a discussion focused on:</p> <ul style="list-style-type: none">• Jackson, MS, its location, and its history• Climate change basics <ol style="list-style-type: none">1. Explain to students that this week we will read an article that will allow us to further investigate the impact of government decisions on freshwater access.2. After reading the article, they will take part in a Socratic Seminar to answer this week's driving question: Do you agree with author Hadas Thier that Jackson's water supply is "broken by design?" <p><u>Reading</u> Have students read Broken by Design: A Special Report on Jackson's Water System</p> <ul style="list-style-type: none">• until the heading "The State Hates Its Capital." They should follow the two-column notes model from the previous lesson's whole-class read-aloud.• Students should also write questions about anything in the reading they find confusing, interesting, or troubling. <p><u>Exit Ticket:</u> Ask students to journal about what they learned during today's reading time and what questions they have.</p>
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<p>Day 2</p>	<p>Jackson's Water System is Broken by Design by Hadas Thier for the <i>Jackson Advocate News Service</i></p> <p>"Notable Quotable" from Facing History & Ourselves</p>		<p>What evidence from the article supports this claim: "The state of Mississippi hates its capital city."?</p> <p>Do you agree with author Hadas Thier that Jackson's water supply is "broken by design?"</p>	<p>Bell Ringer - Notable Quotable:</p> <ol style="list-style-type: none"> 1. Project the following quote on the board: "The first thing you have to understand about the state of Mississippi is that it hates its capital city." 2. Have students complete the "Notable Quotable" routine. 3. Allow students to share their responses to the quote with the class. <p>Key Terms: Introduce key terms from this section of the reading as necessary, including:</p> <ul style="list-style-type: none"> • Federalism (specifically focusing on the relationship between federal/state/local governments) • Segregation/Desegregation • <i>Brown v. Board</i> • Liberal/Conservative (in the context of US politics) • Republican Party/Democratic Party <p>Reading: Have students read the sections titled "The State Hates Its Capital" and "Black Power Without Economic Power."</p> <ol style="list-style-type: none"> 1. They should follow the two-column notes model from the previous lesson's whole-class read-aloud. 2. Students should also write questions about anything in the reading they find confusing, interesting or troubling.
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				<p><u>Exit Ticket:</u> Have students write a journal entry responding to this lesson’s driving question: What evidence from the article supports this claim: “The state of Mississippi hates its capital city.”?</p>
<p>Day 3</p>	<p>Jackson's Water System is Broken by Design by Hadas Their for the <i>Jackson Advocate News Service</i></p>		<p>Why is the US water system in the minority among developed countries? How does the way the US manages water impact cities like Jackson?</p> <p>Why does Rev. Barber believe Jackson might become a “launching pad” for water rights movements across the US?</p> <p>What are the intended and unintended consequences of federal water safety regulations?</p> <p>What evidence from the article supports this claim: “The state of Mississippi hates its capital city.”?</p>	<p><u>Bell Ringer:</u> Because the next portion of the article focuses on the inability of underfunded municipalities to pay the cost necessary to meet federal requirements, we’ll start this class with a scenario.</p> <ol style="list-style-type: none"> 1. Have students respond to the following scenario either by discussing in their reading groups or by writing in their journals (or both): <p><i>Many Chicago schools require students to buy uniforms to wear throughout the day. What do you think is the intended consequence of this policy? What might be some unintended consequences of this policy?</i></p> <ol style="list-style-type: none"> 2. When discussing student answers to the prompt, connect them to this driving question: What are the intended and unintended consequences of federal water safety regulations? <p><u>Reading:</u> Have students read the sections titled “An Inflection Point” and “A Happy Ending?” from the article.</p>

				<ol style="list-style-type: none"> 1. They should follow the two-column notes model from the previous lesson's whole-class read-aloud. 2. Students should also write questions about anything in the reading they find confusing, interesting or troubling. <p>Exit Ticket: Have students write a journal entry responding to this lesson's driving questions:</p> <ul style="list-style-type: none"> • Why is the US water system in the minority among developed countries? How does the way the US manages water impact cities like Jackson? • Why does Rev. Barber believe Jackson might become a "launching pad" for water rights movements across the US?
<p>Day 4</p>	<p>Jackson's Water System is Broken by Design by Hadas Their for the <i>Jackson Advocate News Service</i></p> <p>"Socratic Seminar Teacher Strategy." Facing History & Ourselves</p>	<p>Socratic Seminar prep sheet [.docx][.pdf]</p> <p>Socratic Seminar prep sheet with accommodations [.docx][.pdf]</p>	<p>What evidence from the article supports this claim: "The state of Mississippi hates its capital city."?</p>	<p>Bell Ringer - Seminar Prep:</p> <ol style="list-style-type: none"> 1. Pass out the Socratic Seminar preparation worksheet. 2. Ask students to write down two ideas and two questions from their notes they want to make sure to discuss during the seminar. <p>Direct Instruction - Socratic Seminar Setup: If this is your first time holding a Socratic Seminar, introduce students to the format.</p> <p>Socratic Seminar: Hold a Socratic Seminar in two rounds focused on this week's driving question: <i>Do you agree with</i></p>

				<p><i>author Hadas Thier that Jackson's water supply is "broken by design?"</i></p> <p><u>Closing:</u> Have students write a response to the week's driving question based on their reading and seminar discussion.</p>
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Essential Question(s)	Lesson / Activities
Week 4: International News - Bringing The Freshwater Crisis Home				
Day 1	<p>U.S. Local News Reporting from the Pulitzer Center</p> <p>The dark side of hydropower by Tobias Landwehr for <i>Sddeutsche Zeitung</i></p> <p>On the Navajo Nation, a Life Without Water by Richard Tsong-Taatarii for <i>Searchlight New Mexico</i></p> <p>"A Nigerian Community Where Tapwater Smells Like Gasoline." The Poisoned Wells of Baruwa by Bukola Adebayo for <i>Premium Times</i></p>	<p>Slide Deck [.pptx][.pdf]</p> <p>This rubric needs to be built (here's an example project description for an old project - Rubric [.pdf][.docx])</p>	<p>How can we "bring home" underreported stories related to the global water crisis?</p> <p>How can we help other people in our community understand big issues that affect all of us?</p> <p>How can we educate others and promote civic engagement related to the issue?</p>	<p><i>**Educator note: use the slide deck listed in lesson materials to facilitate each lesson.</i></p> <p>Bell Ringer:</p> <ol style="list-style-type: none"> 1. Ask students to respond to the following question: What does it mean when someone says that something "hits home"? 2. Give students a chance to write and discuss their responses. 3. Share the following definition (source: Oxford languages via Google): Words "hit home" when they have the intended, especially unsettling or painful, effect on their audience. Example: "She could see that her remark had hit home" <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Reintroduce unit Driving Question: How can we "bring home" underreported stories related to the global water crisis? 2. Engage students in a discussion about what it means to bring something home.

				<ol style="list-style-type: none">3. Ask students to consider how they might use the local lens they developed through engaging with the Chicago and Jackson case studies to “bring home” an international story related to the global water crisis.4. Engage students with the language and purpose used by the Pulitzer Center Bringing Stories Home project. <p><u>Introduce Final Project:</u> Introduce students to the final project.</p> <ol style="list-style-type: none">1. They will need to create a toolkit for understanding the impact of the global water crisis in a place outside their local context.2. Projects could take multiple forms, including:<ul style="list-style-type: none">● A PSA● A research poster (following the History Day example)● A poem, song, or spoken word piece● A short play● An original work of art3. Discuss the requirements of the project rubric.4. Show students exemplary projects they can use as models. <p><u>Topic Choice:</u></p>
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				<p>Give students a chance to engage with Pulitzer Center reporting related to the global water crisis. Stories include:</p> <ul style="list-style-type: none"> • The dark side of hydropower by Tobias Landwehr for <i>Suddeutsche Zeitung</i> • On the Navajo Nation, a Life Without Water by Richard Tsong-Taatarii for <i>Searchlight New Mexico</i> • “A Nigerian Community Where Tapwater Smells Like Gasoline,” The Poisoned Wells of Baruwa by Bukola Adebayo for <i>Premium Times</i> <p><u>Setting Up Student Groups:</u></p> <ol style="list-style-type: none"> 1. Either allow students to form their own groups or create student groups. 2. Either allow groups to choose their own story or assign one to them. <p><u>Exit Ticket:</u> Students should submit a project proposal. The proposal must include:</p> <ul style="list-style-type: none"> • The Pulitzer Center story they plan to cover • The format of their final project (research poster, PSA, etc.)
Day 2	<p>U.S. Local News Reporting from the Pulitzer Center</p> <p>*The dark side of hydropower by Tobias Landwehr for <i>Suddeutsche Zeitung</i></p>	Slide Deck [.pptx][.pdf]	<p>How can we “bring home” underreported stories related to the global water crisis?</p> <p>How can we help other people in our community understand big issues that affect all of us?</p>	<p><u>Bell Ringer:</u> Give students time to set goals for their project planning time.</p> <ul style="list-style-type: none"> • What is one thing you need to accomplish during today’s class? • What is one thing you will need help with during today’s class?

	<p>On the Navajo Nation, a Life Without Water by Richard Tsong-Taatarii for <i>Searchlight New Mexico</i></p> <p>“A Nigerian Community Where Tapwater Smells Like Gasoline,” The Poisoned Wells of Baruwa by Bukola Adebayo for <i>Premium Time</i></p>		<p>How can we educate others and promote civic engagement related to the issue?</p>	<p><u>Project Planning Time:</u> Give students time to work on planning their project.</p> <ul style="list-style-type: none"> Remind students of classroom norms and expectations for small group time. Remind students of rubric requirements. <p><u>Exit Ticket:</u> Ask students what they need to accomplish during the next class period’s planning time.</p>
<p>Day 3</p>	<p>U.S. Local News Reporting from the Pulitzer Center</p> <p>*The dark side of hydropower by Tobias Landwehr for <i>Suddeutsche Zeitung</i></p> <p>On the Navajo Nation, a Life Without Water by Richard Tsong-Taatarii for <i>Searchlight New Mexico</i></p> <p>“A Nigerian Community Where Tapwater Smells Like Gasoline,” The Poisoned Wells of Baruwa by Bukola Adebayo for <i>Premium Time</i></p>	<p>Slide Deck [.pptx][.pdf]</p>	<p>How can we “bring home” underreported stories related to the global water crisis?</p> <p>How can we help other people in our community understand big issues that affect all of us?</p> <p>How can we educate others and promote civic engagement related to the issue?</p>	<p><u>Bell Ringer:</u></p> <ol style="list-style-type: none"> Have students rejoin their project groups. Remind students of expectations, rubric requirements, and exemplary projects. <p><u>Project Planning Time:</u> Give students time to work on planning their projects.</p> <p><u>Exit Ticket:</u> Ask students to discuss how they will make sure they are successful during the next class’ project showcase.</p>

<p>Day 4</p>	<p>U.S. Local News Reporting from the Pulitzer Center</p> <p>*The dark side of hydropower by Tobias Landwehr for <i>Suddeutsche Zeitung</i></p> <p>On the Navajo Nation, a Life Without Water by Richard Tsong-Taatarii for <i>Searchlight New Mexico</i></p> <p>“A Nigerian Community Where Tapwater Smells Like Gasoline.” The Poisoned Wells of Baruwa by Bukola Adebayo for <i>Premium Time</i></p>	<p>Slide Deck [.pptx][.pdf]</p>	<p>How can we “bring home” underreported stories related to the global water crisis? How can we help other people in our community understand big issues that affect all of us?</p> <p>How can we educate others and promote civic engagement related to the issue?</p>	<p><u>Bell Ringer:</u> Establish expectations for student showcase.</p> <p><u>Student Showcase:</u> The showcase could take multiple forms depending on the type of projects students create.</p> <ul style="list-style-type: none"> • If students mostly create stand-alone written and visual projects, a gallery walk would be appropriate. • If students create mostly spoken word, poetry, or plays, a showcase with the class would be more appropriate. <p>Either way, students should complete an audience form (for the teacher to create) where they can record information from each project and write their reflections.</p> <p><u>Follow-Up Discussion:</u> Students just took part in a project where they tried to bring a global issue home to their neighborhood context. Lead a discussion focused on the following question: Who else should see our projects? Why?</p>
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