

World Studies - Monday - Bell Ringer



Today we start a new unit!

Let's start by analyzing a photo.

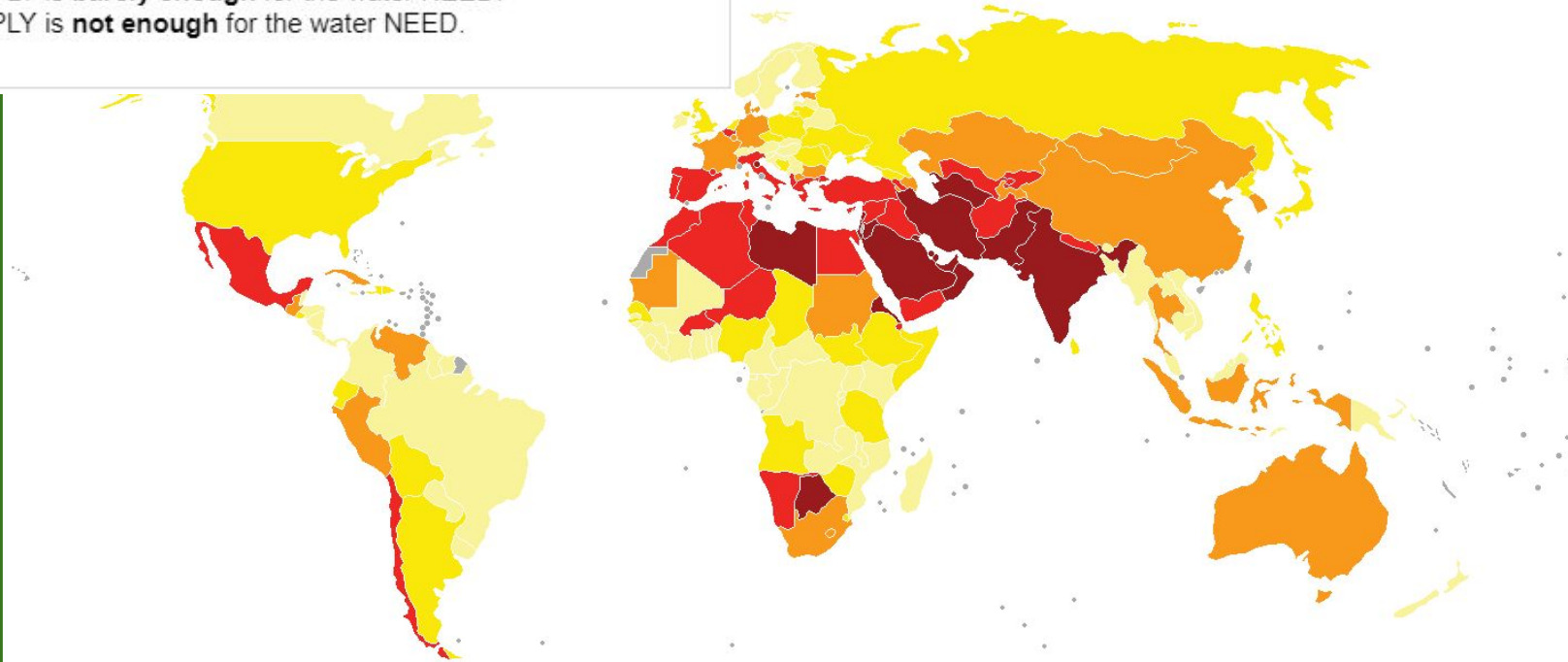
Draw a chart like the one below in your notebook. Fill in the chart.

See	Think	Wonder

4:00

Water Supply Map

- The water SUPPLY is **so much larger** than the water NEED or DEMAND.
- The water SUPPLY is **moderately larger** than the NEED.
- The water SUPPLY is **more than enough** for the water NEED.
- The water SUPPLY is **barely enough** for the water NEED.
- The water SUPPLY is **not enough** for the water NEED.



This map tracks how much water people use in each country vs. how much water the country has. Countries that have less water access often have difficulty providing water for citizens.

1. What parts of the world seem to have the **most** trouble providing water to people?
2. What parts of the world seem to have the **least** trouble providing water to people?

Unit 4 - Our Water, Our Ways - Introduction

In Unit 4 - Our Water, Our Ways, you will use the historical thinking skills you developed studying ancient and medieval history to study a modern problem: the global water crisis.

At the end of the unit, you will be able to answer questions like these:

1. Where does our water come from?
2. How can decisions made by people impact our water supply?
3. What should Chicagoans know about the water crisis?
4. How can we “bring home” underreported stories related to the global water crisis?

Local water issues

National water issues

Global water issues

Chicago's Fresh Water Supply

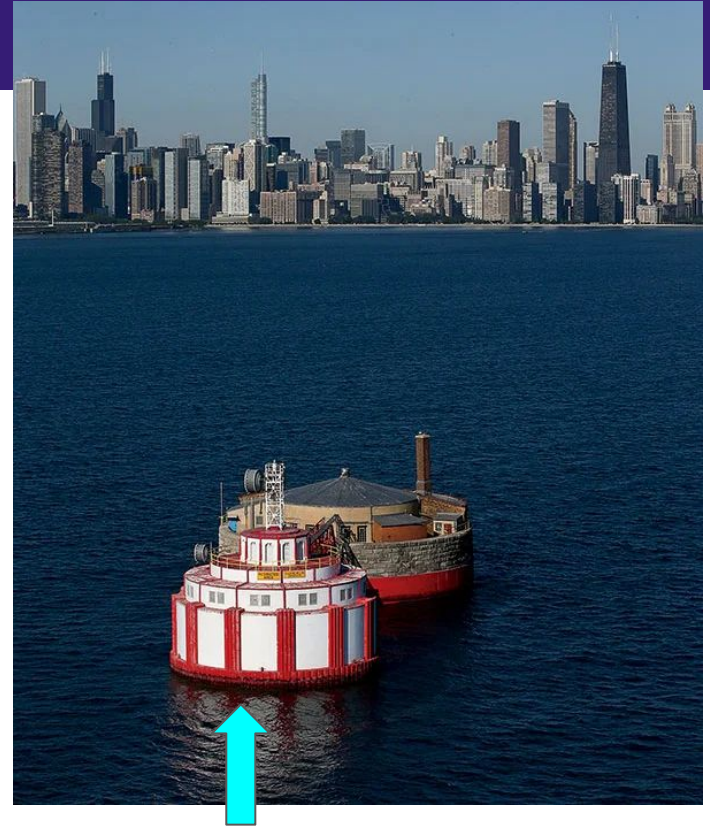
Know (or THINK you know)	Want to Know	Learned
<ul style="list-style-type: none">● We have water.● We get our water from Lake Michigan.● Chicago has a lot of lead pipes; issue.● Emilio can drink water.● Amia can get water from her fridge.● People shower using water.	<ul style="list-style-type: none">● How much water does the average person in Chicago uses/consumes.● Do we solely get water from Lake Michigan?● Is it possible for us to run out of water?● Does water affect others? If so, how?● How does water get to the sink?● How do you purify water?● How many gallons of water is taken from Lake Michigan daily?	<ul style="list-style-type: none">● Water in the early 1900s only went to wealthy countries● In 1885 people mostly drank water from fire hydrants● Chicago used to sell bonds● If you give the government money, over time you may get more money.● Part of land outside the city of Chicago became part of Chicago● The Chicago sanitary district reversed the flow of the Chicago river and it helped the water become cleaner.● People that lived closer to water got better water access than people who didn't.● When people didn't have

Today's Text

In order to understand the global water crisis, we need to start by thinking about our local water sources.

Read the [text from the Encyclopedia of Chicago](#) about Chicago's water supply ([accom](#)).

Be ready to discuss the text with the class.



What even is this????

Homework

Answer the question at the bottom of the page.

Write at least one idea in the **learned** column of your KWL chart.



World Studies - Tuesday - Bell Ringer

Today we'll learn more about Chicago's sources of drinking water.

Add these items to the [map of the United States](#) you received at the door.

You can use colors and symbols if you want - get creative!

- Star Chicago
- Label Midwestern States
 - Illinois
 - Indiana
 - Wisconsin
 - Michigan
 - Iowa
 - Ohio
 - Minnesota
 - Missouri
 - Kentucky
- Label the Great Lakes
 - Lake Huron
 - Lake Ontario
 - Lake Michigan
 - Lake Erie
 - Lake Superior
- Label the Mississippi River

1. Why might we need to label these locations on a map?
2. How might knowing these locations help us answer questions about water?



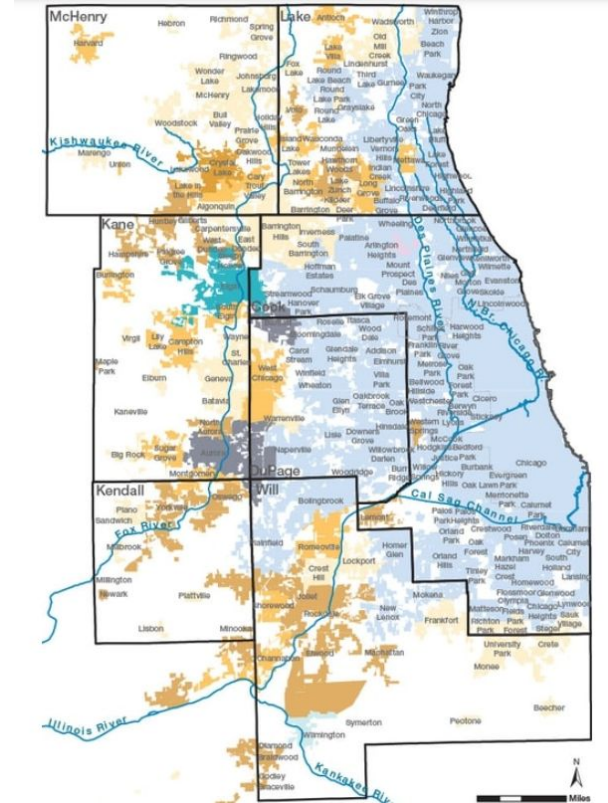
Mapping Northeastern Illinois Drinking Water

Go to the resource titled “[Meet Your Water](#)” on Google Classroom.

Scroll down until you find the map titled “Northeastern Illinois Drinking Water.”

Create and complete the See, Think, Wonder chart below.

See	Think	Wonder



See	Think	Wonder

Expert Group - A Deep Dive into Chicago's Water

With your small group, create a slide that summarizes what you learned from your assigned section on [Chicago's water supply](#).

1. Surface water sources (**Kosta**)
2. Fox and Kankakee Rivers (**Fidel**)
3. Groundwater sources (**Victor**)
4. Lake Michigan drinking water permittees and suppliers (**Emilio**) (**Camila**)
5. Making water drinkable (**Gianis**)
6. Infrastructure: Delivering water to the tap (**Aayla**) (**Will**)



Your slide should include:

- Title
- Bullet point info
- An image
- A caption

Exit Ticket

Complete the “L” column of your KWL chart.

Be ready to share with the class!

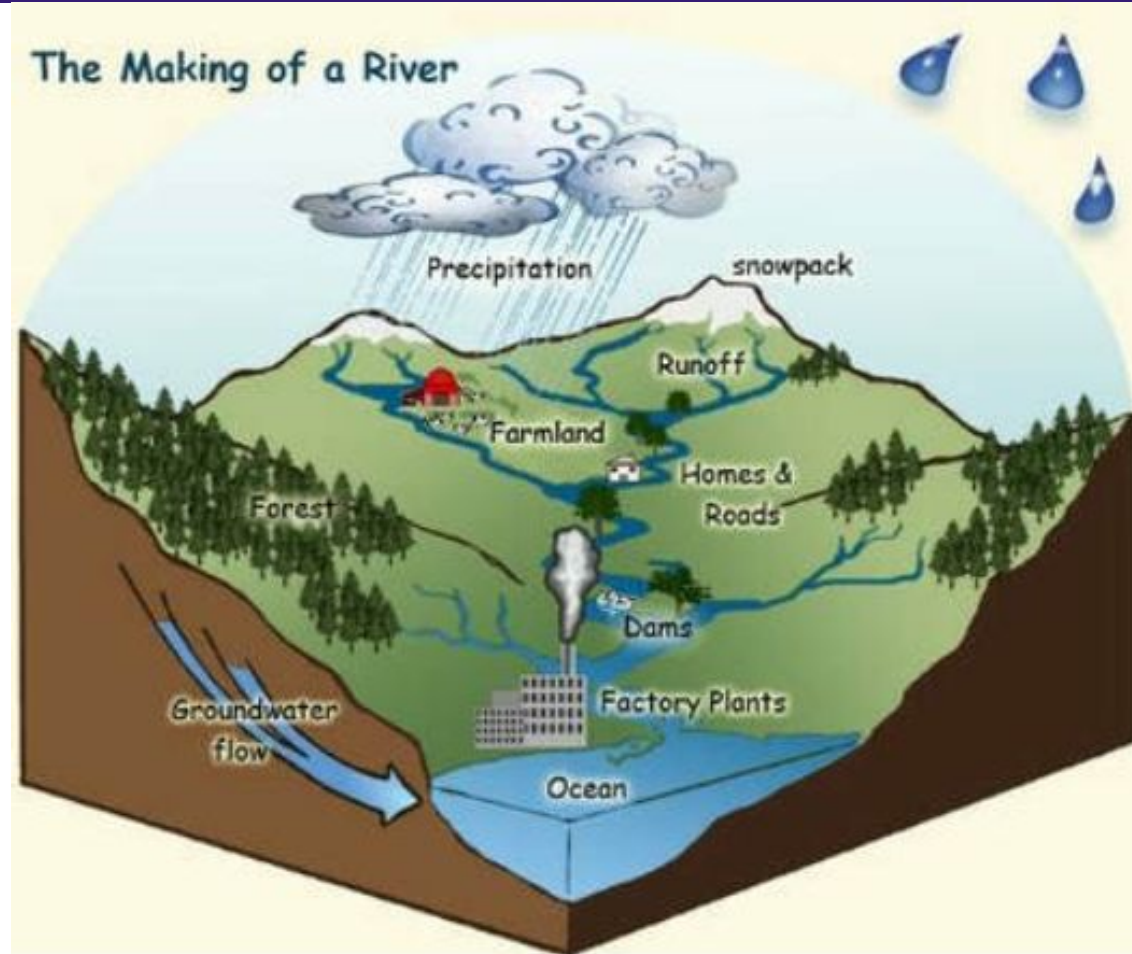


World Studies - Wednesday - Bell Ringer

As you saw yesterday, many people get their drinking water from **rivers**.

Look at the diagram to the right.

1. Where do most rivers begin?
2. Where do most rivers end?
3. **Bonus:** What causes rivers to flow in a specific direction?



Teaching - A Deep Dive into Chicago's Water

Meet with your “Meet Chicago's Water” group.

Prepare to present your information to the whole class. Practice what you'll say. Make sure everyone is ready!

Be prepared to receive questions from your classmates! Spend a couple of minutes predicting what they will ask you.



Small Group Discussion

Return to your expert group.

Discuss the following question:

- What do people in Chicago and the surrounding area need to know about their drinking water sources?

Choose one person to summarize what your group said for the whole class.



Exit Ticket

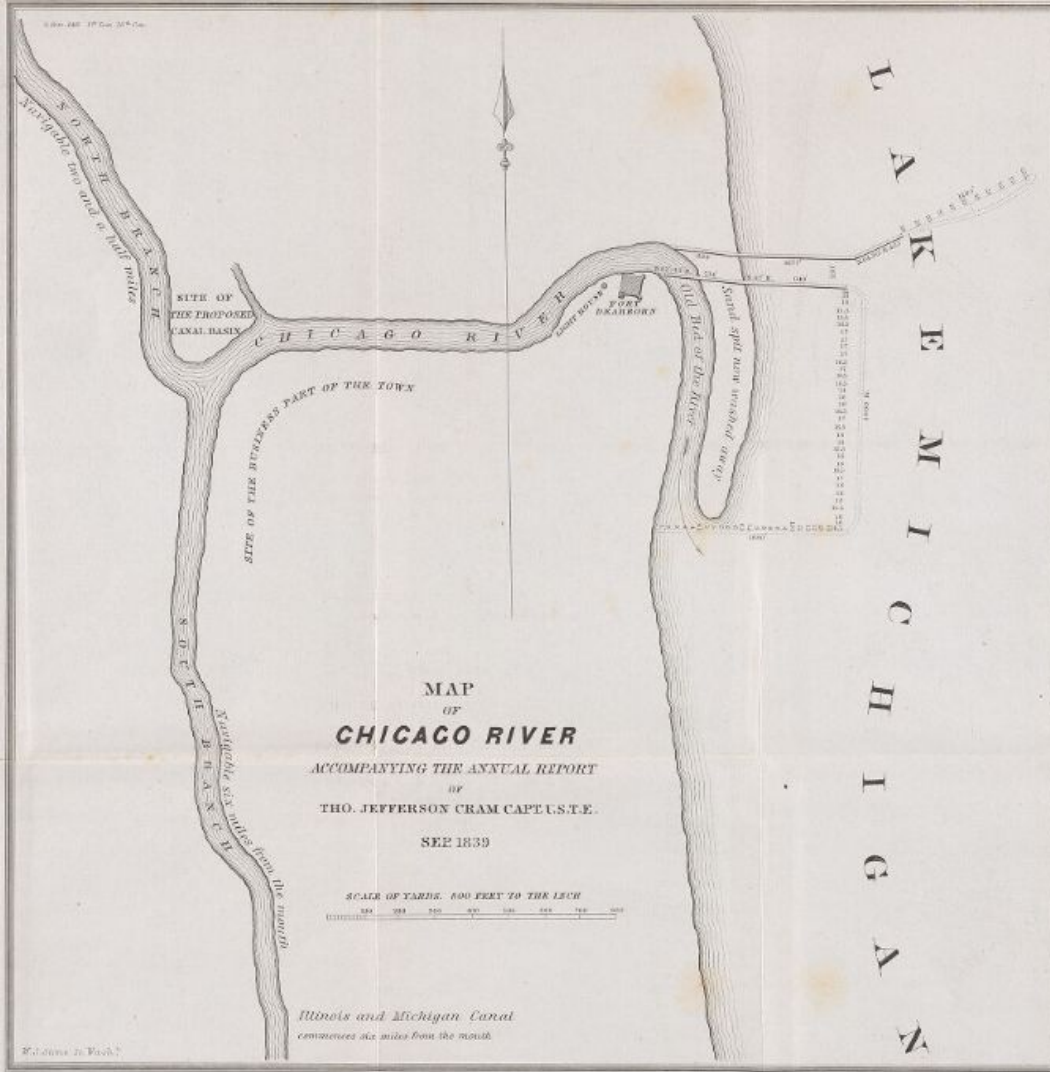
Complete the “L” column of your KWL chart.

Be ready to share with the class!



World Studies - Thursday - Bell Ringer

Draw and complete a see, think, wonder chart in your notebook for the map to the left.



See	Think	Wonder



Today's Driving Questions

Old: What do people in Chicago and the surrounding area need to know about their drinking water sources?

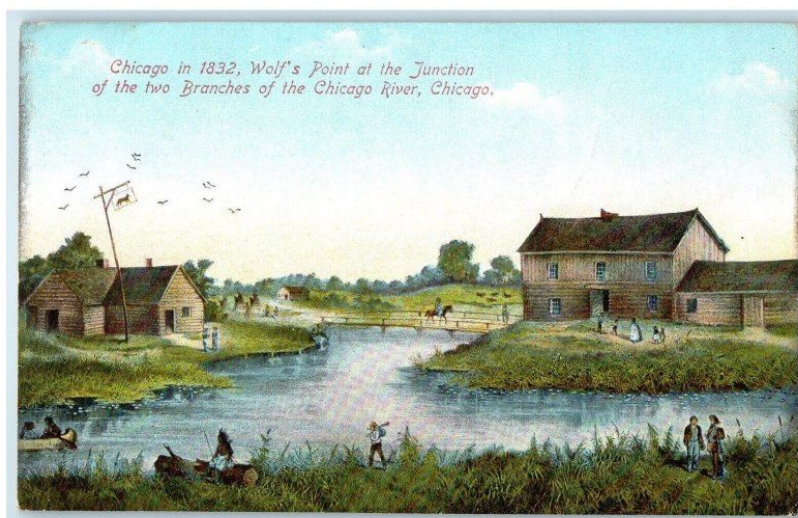
New: How did the reversal of the Chicago River impact the quality of fresh water as far away as St. Louis?

The Chicago River

The Chicago River is **weird**.

Most rivers flow downhill towards large bodies of water, the Chicago River flows away from Lake Michigan.

Today we're going to learn why.



82:—WACKER DRIVE ALONG CHICAGO RIVER, CHICAGO, ILL.



The Chicago River

Examine the source “[How Chicago Reversed its River.](#)”

Write this question in your red notebook:

- How did the reversal of the Chicago River impact the quality of fresh water as far away as St. Louis?

Take notes that help you answer the question. Be ready to share what you wrote in your color group.



The Chicago River

Meet in your reading group. Using your notes, discuss today's driving question.

- How did the reversal of the Chicago River impact the quality of fresh water as far away as St. Louis?

Choose a speaker to summarize your discussion for the class.



Re-Reversing the River?

Last July, Chicago officials decided to briefly re-reverse the Chicago River, causing it to flow towards Lake Michigan.

Answer the following in your notebook:

1. Why did they decide to re-reverse the river?
2. What are some possible impacts of the decision?



Exit Ticket

Go back to the KWL chart you created at the start of this unit.

Add onto the “L” column.

Be ready to share with the class!



World Studies - Friday - Bell Ringer

Take out your sources from this week and look back over them.

Complete the Socratic Seminar preparation sheet.

Prepare to answer this question during Seminar today:

- What do people in Chicago and the surrounding area need to know about their drinking water sources?



M	Seated
V	Level 0
P	Writing in your notebook

Seminar - Facilitator

- The **facilitator** is an important role in Seminar.
- The facilitator reads the question, calls on students to participate, and makes sure students follow the norms.



Seminar Groups & Roles

We will create a chart on the board showing who will start in the INSIDE and who will start in the OUTSIDE circles.

She will also need volunteers for 2 roles:

- Facilitator (2 students)
- Point Tracker (2 students)

Positive Seminar Participation

- Respectfully respond to another person's point.
- Cite textual evidence - and start by telling students where they can find it in the text (under what heading, etc.)
- Keep conversation flowing with a new INTERESTING question.
- Connect the text to your life experience.
- Active Listening! Track the speaker, snap in agreement.
- Let other students talk first.

Scoring Guidelines - Seminar

Student Name:

Positive Participation (4 points): Each time you positively participate, you earn 1 point.

Seminar Norms (6 points): The norms are to the right. Did you follow them?

Teacher Notes:

Score: ____/10

Co-Created Norms (Both Circles!)

Remember - we worked together as a class to set these.

Did you follow them?

- **Respect Each Other**
 - ◆ Active Listening
 - ◆ One Mic
 - ◆ Challenge ideas, not persons
- **Respect the Circle**
 - ◆ Not engaging in side conversations, arguing, interrupting, or causing disruptions.
- **Patience: Pause Before Speaking**
 - ◆ Listening, processing, thinking... then responding
- **Mindfulness: Step Up, Step Back**
 - ◆ Give space to those who still need to participate.
 - ◆ Each person **MUST** have an opportunity to speak
- **Body Language:**
 - ◆ Sitting upright
 - ◆ Tracking the speaker
 - ◆ Limiting movement

Agree

- ❖ I agree with what _____ said, because...
- ❖ Adding on to what _____ said, I think that...
- ❖ There is evidence for what _____ is saying on Page ____.
Let me read it: ...
- ❖ My idea is related to _____'s idea: ...

Using Evidence

- ❖ I have some evidence from the text for what _____ was saying. Let me read it: ...
- ❖ According to...
- ❖ In "City upon a Hill", Winthrop states...
- ❖ For example, in Cotton's speech he said...

Disagree

- ❖ I interpreted things differently. What I think is...
- ❖ _____ made a good point, but I see it a little differently. The way I see it is...
- ❖ That's an interesting point _____, but I have a different opinion. My opinion is...

Questioning

- ❖ Why do you think that _____ did/said/wrote _____?
- ❖ To what extent is it the case that _____?
- ❖ Would you all agree with the statement _____?
Why or why not?

Clarifying Questions

- ❖ I think I understand what you are getting at, but can you explain it a little bit more?
- ❖ What part of the text made you think that?
- ❖ Could you explain a little more about _____?
- ❖ Can you explain your thinking?



15:00

Coaching Break!

Meet with your partner in the outside circle.

Discuss what went well in the first round of seminar.

Get ready to take part in Seminar Round 2!



Exit Ticket

Look at the participation tracker on the board.

Re-read the requirements on the rubric.

Give yourself a score on today's Socratic Seminar rubric. Explain why you gave yourself that score.

Try to include a GLOW and a GROW.

