



Grade(s): 6 th grade	Topic: Awareness of water	Time Frame: 3 (45 min.) class periods
Lesson Description: This lesson will give students an opportunity to showcase what they learn regarding the water crisis on a global scale.		
Specific Learning Outcomes: <ul style="list-style-type: none">TSW gain knowledge of water conditions in developing nations.TSW develop an awareness of response efforts nationally.TSW create a portfolio that includes information and solutions in solving the water problems.		Resources Needed: <ul style="list-style-type: none">1. Three-ring notebook2. Folder with pockets3. Paper4. Pens/pencils5. Computer-Internet access
Activity Standards		
TN Science Standards	Next Generation Science Standard Practice	Common Core Standards
SPI 0607.Inq.3 Interpret and translate data in a table, graph, or diagram.	Practice 4: Analyzing and interpreting data	CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
GLE 0607.2.3 Draw conclusions from data about interactions between the biotic and abiotic elements of a particular environment.		CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
Guiding Questions		
Also known as your essential questions. What do you want the students to be able to answer by the end of this lesson		
1. How are countries impacted by water?		
2. Which response efforts were put into place?		
3. When water disasters strike, which entities are called?		
Possible Preconceptions/Misconceptions		
1. Water crisis do not exist.		
2. There is no to little cost for water.		
3. Companies have low concern about water.		
Activities/Task		
What learning experiences will students engage in?		
Day one		
<ul style="list-style-type: none">Students will visit the websites and develop a chart describing the water crisis. www.discoveryeducation.com www.epa.gov www.nationalgeographic.comStudents are to write a proposal to convince the local government leaders to help nations who are striving to meet and maintain their water infrastructures		
Day two		
<ul style="list-style-type: none">Create a Venn diagram comparing sanitation and water conditions in two countriesBased on research from the Internet, describe and draw four pathogens that invade freshwater sources in most countries.		

Day three <ul style="list-style-type: none"> • Create a timeline that includes sanitation discoveries and inventions from the past 100 years • Analyze economical plans designed to aid in relieving water crisis 	
Reading Task One of the literacy shifts in common core is for students to focus on more complex, non-fiction literature.	Writing Task In science students are responsible for writing either an explanatory or argumentative piece. Below simply type the writing prompt in which students will dive into.
TSW complete a close read of the article Dangerous waters by Sharon Nappier, Robert Lawrence, and Kellogg Schwab	Students will write a letter to inspire school leaders to conserve water. In addition, they must cite examples of efforts from the Internet resources/articles that they have read.
Assessment How will your students be assessed? How will you use the above learning experiences as formative assessment opportunities? (If activity is several days long, please specify the day with the activity/reading task)	
<ul style="list-style-type: none"> • Journal entries • Venn diagram • Article summary • Illustrations 	
Modification/Accommodations: What curriculum modifications and/or classroom accommodations can be made for students with disabilities in a class	
<ul style="list-style-type: none"> • More time in completing the tasks • Work with a partner • Printed forms of the Venn diagram • Provide students with a list of vocabulary terms 	