



**International Center
for Leadership
in Education**



Gold Seal Lesson:

Copernicus Education Gateway

Author(s): Jeff Weiss			Lesson Title: One Dollar for One Pint of Water?			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C	D X

Instructional Focus:

Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Unifying Concepts and Processes

Students recognize patterns and processes, making connections in terms of systems and subsystems that explain the interrelationships of the natural and designed world.

Communication

Students communicate and apply scientific concepts.

Performance Task

Bottled water currently sells for approximately one dollar for sixteen ounces. Tap water is much cheaper, but bottled water sales in the United States continue to grow. A large part of the public's desire to purchase bottled water comes from the perception (whether real or imagined) that municipal drinking water is not entirely safe or as "good-tasting" as bottled water.

For this project, students will determine whether or not consumers are purchasing a quality product or spending their money wisely. To make this determination, students must research the pollutants present in their local municipal drinking water source, the effects these pollutants have on the human body, and if efforts to clean municipal drinking water sources are working. The purity of bottled water must also be investigated.

Students will take notes from each source of information using an adaptation of the Support/Proposition Outline (Buehl 1995).

For each web site, use the following outline as a guide for organizing information:

- List URL and date web site was accessed.
- State proposition or argument (i.e. bottled water is a wise choice)
- List any facts, statistics, examples, or expert authority that supports proposition

Students will then follow the steps of the writing process (Prewrite, Draft, Organize, Revise, Edit, Final Draft). Final drafts will be written as persuasive essays and documented following the MLA style.

The following web sites will be of great assistance in this project:

- <http://www.ewg.org>
- <http://www.epa.gov>
- <http://www.bottledwater.org>
- <http://www.msdsolnline.com>

The Proposition/Support Outline is explained in Doug Buehl's *Classroom Strategies for Interactive Learning*, published in 1995 by the Wisconsin State Reading Association.

A good source for understanding writing process is Nancie Atwell, *In the Middle*, Heinemann.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling.(ela 1)	
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.(ela 3)	
Identify, collect and/or select pertinent information while reading.(ela 5)	
Present information in well-organized fashion that will be clear to the target audience.(ela 11)	
Discriminate important ideas from unimportant ideas while reading.(ela 15)	
Summarize, synthesize and organize information while reading.(ela 24)	
Know how to find and read information from a variety of electronic sources.(ela 28)	
Apply the information gathered from technical texts in real-life situations.(ela 35)	
Write a report on a topic that uses several sources of information and correctly document those sources.(e36a)	
Investigate a current event or community issue and write an investigative report.(ela 78)	

Scoring Guide:

Exceeds Expectations: Students complete Proposition/Support Outlines from more than five sources. Persuasive essay has a clearly stated position and uses more than three arguments to support thesis statement. All support in essay is documented, elaborated upon, and complex concepts are explained in easy to understand terms. All examples focus on the thesis statement, and the conclusion paragraph includes a call to action.

Meets Expectations: Students complete Proposition/Support Outlines from four required sources. Persuasive essay has a clearly stated position and uses three arguments to support thesis statement. All support in essay is documented, elaborated upon, and complex concepts are explained in easy to understand terms. All examples focus on the thesis statement, and the conclusion paragraph includes a call to action.

Needs Remediation: Students complete Proposition/Support Outlines from fewer than four of the required sources. Persuasive essay has an unclearly stated position and uses less than three arguments to support thesis statement. Not all support in essay is documented, elaborated upon, and complex concepts are not explained in easy to understand terms. Examples stray from the thesis statement, and the conclusion paragraph does not include a call to action.

Keywords

English Language Arts	Mathematics	Science
Reading Research	Algebra	Earth Science Environment Scientific inquiry
Writing Persuasion	Geometry	Life Science Nutrition
Communications Technology	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	