

UNIT B: LESSON 4

LEARNING TARGETS

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| <p><</p> <p><</p> <p><</p> | |
| | |
| <p>analyze interaction</p> | |
| <p>articulate presented clarify</p> <p>issue</p> | |

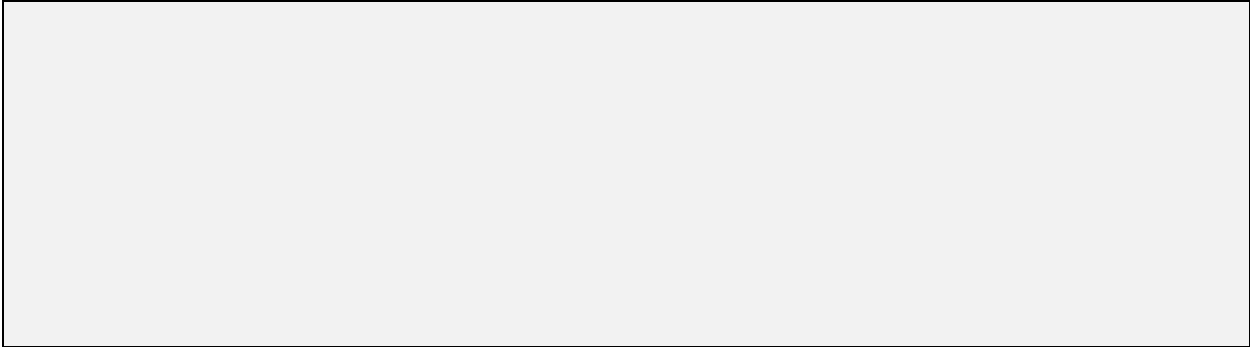
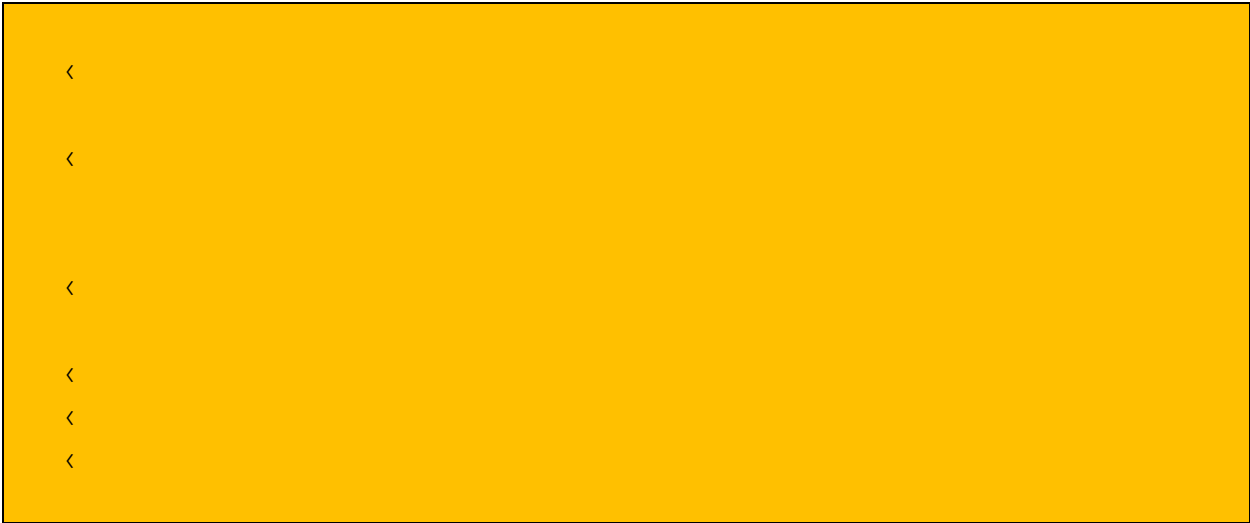
ACQUIRING AND USING VOCABULARY

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THINKING LOG



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ultimate
irrigation
communities

constitution
flourish

crucial

redefined

maintain
on behalf of

17. What are the tools of the new century that we can use to survive?

18. What does "a heart for protecting the commons" mean?

RESPONSE TO GUIDING QUESTION(S):

What is the major dilemma (problem) Barbara identifies (sees) in human use of resources like water? Why is this important?

Suggested response: _____

WATER NOTE-CATCHER

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WORD BANK:

acknowledge acknowledges, aquifers onstitution contrary crucial,
evidence, infinite observe protect, resource
supp(, l)rc.bs (s)4ur(ev)-3 v(te)JÆTQq67.824 521.47 471.91 64.824 reW*ñBT7T0 1 T

FUNCTIONAL ANALYSIS

| | |
|---|--------------------|
| < < < | |
| < | <i>does</i> |
| < | <i>who or what</i> |
| < | <i>do or did.</i> |
| < | <i>to or for</i> |
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| <i>Time and again, from New Mexico's antique irrigation codes to the UN Convention on International Watercourses, communities have studied water systems and redefined wise use.</i> | |
| <p style="text-align: center;"> _____ <i>have</i> _____ <i>water</i> _____ <i>[they]</i> <i>[have]</i> _____ <i>wise</i> ____ <i>time and</i> _____ <i>from New Mexico's</i> _____ <i>to the</i> _____ _____ </p> | |
| What the sentence says: | My own words: |
| | |
| | |
| | |
| <i>transition</i> | |

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|----------------------------|--|
| <i>they have</i> | |
| | |
| | |
| <i>They have done this</i> | |
| | |

Write the sentence in your own words and then explain it to your partner

EXIT TICKET

Appendix A: Glossary

| Word | Definition | Example |
|---------------------|------------|---------------|
| <i>acknowledge</i> | | acknowledging |
| | | aquifers |
| | | ancient |
| | | collective |
| | | Communities |
| | | conserve |
| <i>constitution</i> | | |
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| Word | | |
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| Word | Definition | Example |
|-------------|------------|---------|
| <i>task</i> | | |
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evidence



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