

# **Activities**

(Blackline masters that to project and/or  
copy for student distribution)

**Activity 1: Getting Ready to Read**

Raise your hand if you prefer drinking tap water.

Raise your hand if you prefer drinking bottled water.

**Activity 2: Thinking Actively about the Topic and Key Concepts**

*(Based on <http://www.storyofbottledwater.org>)*

	<b>True</b>	<b>False</b>
1. Bottled water tastes better than tap water.		
2. Bottle water is safer than tap water.		
3. Plastic bottles are recyclable.		
4. Bottles of water are a convenient and easy way to drink water.		
5. Bottled water is a cheap enough source of clean water.		

**Activity 3: Clarifying Terms**

Social	Individual	Economic

**Activity 4: Identifying Synonyms**

Match the above words and phrases with the words they discussed in Activity 2 (five minutes). Discuss with an elbow partner their answers and revise your table if necessary. Be prepared to share your ideas with the class.

Key Words	Synonyms Used in Text
taste	
safer	
recyclable	
convenient and easy	
Cheap and clean	

### **Activity 5: Preview, Predict. And Prepare for Reading**

Answer the following questions in preparation for reading *The Story of Bottled Water*:

1. *The Story of Bottled Water* could have been titled *Bottled Water*. What changes by adding the word “story” to the title?

2. Read the quote below taken from the script:

“This story is typical of what happens when you test bottled water against tap water” (4).

In this sentence, “test” is not a noun; it is a verb, and water is the object of the verb. What does it mean to test one type of water against another?

### **Activity 6: Video Observation Tool**

While watching the video, think about these three questions. During or after the video, briefly write your answer to the questions.

1. Who is narrating (talking) in the video?
2. What is the argument that is being made?
3. Why is this issue important?

### Activity 7: Understanding Key Vocabulary

Read each quote from the text. Then choose the best meaning for the bold word or words. Finally, explain in your own words the meaning of the vocabulary word or words.

1. “Is it cleaner? Sometimes, sometimes not: in many ways, bottled water is less **regulated** than tap” (5).
  - a. In this excerpt, **regulated** means having a regular and uniform shape.
  - b. In this excerpt, **regulated** means controlled by rules or laws.

Explain in your own words the meaning of **regulated**:

2. “Yet people in the U.S. buy more than half a billion bottles of water every week. That’s enough to circle the globe more than 5 times. How did this come to be? Well it all goes back to how our **materials economy** works and one of its key drivers, which is known as **manufactured demand**” (8).
  - a. In this quote, **materials economy** means a system of buying, selling, and managing money based on the value and use of raw materials like oil, water, and tress.
  - b. In this quote, **materials economy** means fake paper money like in Monopoly.

Explain in your own words the meaning of **materials economy**.

- c. In this quote, **manufactured demand** means anything that is made and then bought.
- d. In this quote **manufactured demand** means a made-up demand, made-up by or manufactured by advertisers to convince people to buy something they want, but may not really need.

Explain in your own words the meaning of **manufactured demand**:

### Activity 7 (cont'd)

3. "So how do you get people to buy this **fringe product**? Simple: You manufacture demand" (11).
  - a. In this quote, **fringe product** means something with a decorative tassel.
  - b. In this quote, **fringe product** means something for sale that is different or unconventional.

Explain in your own words the meaning of **fringe product**.

4. "When we're done," one top water exec said, "tap water will be **relegated** to showers and washing dishes" (13).
  - c. In this quote, **relegated** means demoted or devalued.
  - d. In this quote, **relegated** means to follow rules.

Explain in your own words the meaning of **relegated**:

5. "They're trashing the environment all along the **product's life cycle**. Exactly how is that environmentally responsible?" (16).
  - a. In this quote, **product's life cycle** means the time period for the life of a bottle from its production to its decomposition.
  - b. In this quote, **product's life cycle** means the time period between when a bottle is produced and when it is purchased.

Explain in your own words the meaning of **product's life cycle**:

**Activity 8: Review Predictions and Vocabulary**

Now that you have watched *The Story of Bottled Water* and read the script, it is time to return to Activities 5 (question 2) and 7. First, review your original answers to the questions for both activities. Based on your viewing of the video and reading of the script, revise any of your answers if you feel it necessary.

Working with a partner or in a small group, compare your answers, discuss, and then develop group answers for the questions in both activities. Be prepared to share your group answers with the entire class.



**Activity 9: Vocabulary Self-Assessment Chart**

The words listed in the Vocabulary Self-Assessment Chart are important for understanding the argument inside Leonard's movie.

Review the vocabulary from *The Story of Bottled Water*, and note how well you understand the meaning of each word or phrase by checking the appropriate column.

<b><i>The Story of Bottled Water</i> vocabulary (paragraph #)</b>	<b>Definition</b>	<b>Know It Well</b>	<b>Have An Idea</b>	<b>Don't Know It</b>
Pristine (1)				
Campaign (2)				
Regulate (5)				
Sustainable (7)				
Consumer demand (7)				
Manufactured demand (8)				
Designer product (10)				
Relegated (13)				
Environmentally responsible				
Product's life cycle (16)				
Landfill (19)				
Downcycle (20)				

### **Activity 10: Defining Vocabulary**

Now that you have assessed your understanding of the vocabulary words, it is time to define the words. Working in groups, you will be assigned five to six words from the Vocabulary Self-Assessment Chart. You will be given the definitions of all the words, but it is your group's job to match the correct definition to the word. Using *The Story of Bottled Water* script and any previous activities you have done on vocabulary for this text, work with your group to come to consensus about the definitions for your assigned words. Write the definitions that your group chooses in the definition section of the Vocabulary Self-Assessment Chart. It is recommended that you use a pencil when writing the definitions because you might have to make corrections when all groups share their answers as a class.

### **Vocabulary Self-Assessment: Definitions (Activity 10)**

*to demote or downgrade something*

*Something made by someone famous or made to be fashionable*

*Used to describe turning a product into a lower quality product*

*Control something by rules or laws*

*What manufacturers want to produce influencing what buyers think they want*

*Unspoiled, spotless, or puree*

*promotion, a fight, planned acts, or voter seeking activities*

*Able to be maintained, maintaining ecological balance*

*An area or burial of waste material*

*What buyers want influences what manufacturers will produce*

*How long a product maintains its basic form and structure, a time period spanning production to decomposition*

*Acting with intention of improving or maintaining the health of the environment*

### **Activity 11: Understanding the Main Idea-Elevator Speech**

Before analyzing the text, it is important to articulate the main idea in the text. Pretend you will be riding in an elevator with your principal. You are starting at the first floor and going up to the 4th<sup>th</sup> floor. Your principal knows that your class watched the video, *The Story of Bottled Water*. As you are getting on the elevator, the principal asks you to tell her/him what the main idea of the video is. You have to make your entire statement on the elevator because you will be going separate ways when you get off.

Write one to two sentences that addresses the essential who, what, and why of Annie Leonard's, *The Story of Bottled Water*.

After you complete your sentence, you will share your statement with a partner. If your partner's statement is not clear about the who, what and/or why, then help your partner improve their statement, by asking clarifying questions. For example:

“Who is making the argument?”

“Can you clarify\_\_\_\_\_.”

## Activity 12: Analyzing Stylistic Choices: Annotating and Questions the Text

Leonard wants her audience to respond a certain way, and to do so she uses three main rhetorical devices in her argument: 1) She *tells stories* to make her points more personally appealing, 2) she *asks questions* to engage the viewer and reader and involve them in the argument, and 3) she *makes strong points that she repeats over and over* throughout the article.

Working in small groups, complete each of the activities below to note these stylistic features of Leonard's writing and the ways she uses them to try to persuade her audience.

### Rhetorical Device #1: Telling Stories

1. Each group is assigned one of the following sections of "The Story of Bottled Water."
  - a. Paragraphs 1-14: *story of how bottled water came to be*
  - b. Paragraphs 15-25: *trashing the environment*
  - c. Paragraphs 26 -33: *consumer activism*


Mark the start and end of the story in section with an asterisk (\*)

2. Complete the sentence:

"Tis section, paragraphs \_\_\_\_\_, focuses on \_\_\_\_\_."

### Rhetorical Device #2: Asking Questions

1. In your same group, skim the **entire** script and write a question mark symbol for each question by the question in the margin.
2. Discuss the following questions: How do you think the author wants you to answer? Yes? No? I don't know, but tell me more? Does Leonard ever asks questions and then answer it?

If you think Leonard answers one of her own questions, draw an arrow from  the question to the answer.

## Activity 12 (cont'd)

### Rhetorical Device #3: Repetition of Points

Leonard addresses four main points: affordability, health, taste, and environmental responsibility, repeatedly throughout the argument.

1. Your group will be assigned one of the four main points:
  - a. Affordability
  - b. Health
  - c. Taste
  - d. Environmental responsibility
2. Highlight or underline text that helps to explain your assigned point. Copy the text in the below graphic organizer. Find two to three quotes that help to explain the point. **(Teacher note: Model this for students for each point, finding a quote that supports each point).**
3. In one to two sentences, summarize the assigned point.

### Cornell Note Style Graphic Organizer

Main Point	Text Support
<i>Affordability</i>	
<b>Summary</b>	

## **Activity 13: Summary Guide for Annie Leonard's The Story of Bottled Water**

Using the summary guide below, write a summary of Leonard's "The Story of Bottled Water" that includes her purpose for writing, her main points, the problem, and her proposed solution.

### **The Parts and Structure of this Guided Summary**

**Sentence One:** Name the author and title of the script and the author's purpose for writing this story.

**Sentence Two:** Retell the beginning of the story by listing three points in the campaign for bottled water.

**Sentence Three:** State if and how the bottled water companies were successful with their ad campaign.

**Sentence Four:** State a possible problem associated with bottled water.

**Sentence Five:** State three points that support tap over bottled water.

**Sentence Six:** Construct a concluding statement presenting Annie Leonard's points of view.

## Summary Sentence Frames for "The Story of Bottled Water"

### **Sentence One**

The central focus of \_\_\_\_\_'s article, \_\_\_\_\_,  
(author's first and last name) ("title of article" – in quotation marks)  
is about how bottled water \_\_\_\_\_  
(author's purpose for writing)

### **Sentence Two**

\_\_\_\_\_ starts by saying that if advertising companies could persuade people to  
(author's last name)  
believe that tap water \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_,  
(point one) (point two) (point three)  
then more people would choose to drink \_\_\_\_\_.

### **Sentence Three**

The ad campaign for the bottled water company was \_\_\_\_\_ because  
(successful or unsuccessful)

### **Sentence Four**

According to \_\_\_\_\_, the bottled water companies may not have told the truth  
(author's name)  
about bottled water because \_\_\_\_\_.  
(problem with bottled water)

### **Sentence Five**

Tap water may be better than bottled water in that \_\_\_\_\_, \_\_\_\_\_,  
(point one) (point two)  
and \_\_\_\_\_.  
(point three)

### **Sentence Six**

In conclusion, \_\_\_\_\_ believes tap water may be  
(author's last name)

\_\_\_\_\_  
(Leonard's point of view regarding positive benefits of tap water).



### **Activity 14: Thinking Critically – Preliminary Analysis of Text**

“Bottled water Matters” is a one page public press release sponsored by the bottled water industry promoting bottled water. It addresses the same issues discussed in Leonard’s “The Story of Bottled Water,” but from an opposing point of view. It presents a counterargument.

Upon first glance, what do you notice when looking at “Bottled Water Matters”?

### Activity 15: Thinking Critically—The Writer’s Purpose

In your group, read your assigned section or paragraph of “Bottled Water Matters” and discuss the following evidence-based questions. Cite evidence from the text to support your answers:

All groups discuss the following two questions:

- The text begins with a sentence frame in large green letters “Bottled Water is...,” then the text is divided into six sections, with each section beginning with a phrase that completes the sentence in blue capital letters. Examining this structure, who do you believe is the target audience for this text (e.g., scientists, bottled water executives, the everyday consumer, parents, teenagers, etc.)?

The following questions are assigned by group:

- **Group One (“A HEALTHY BEVERAGE CHOICE”)**: In this section, the phrase “...in helping combat the obesity epidemic” is used to highlight the importance of bottled water. What does “obesity epidemic” mean? By using the verb, “combat,” what statement is the IBWA trying to make about bottled water? What are the combatting?
- **Group Two (“A STRICTLY-REGULATED FOOD PRODUCT”)**: How is bottled water “strictly-regulated”? Towards the end of this section the IBWA states, “...these bottled waters are additionally purified and produced in accordance with FDA standards...” Why does the IBWA refer to the FDA? What is important about the phrase, “additionally purified?”
- **Group Three (“PACKAGED IN SAFE CONTAINERS”)**: The opening sentence in this section, “Bottled water is one of thousands of beverage and food products sealed in safe, sanitary containers...,” includes the verb “sealed” and the adjectives “safe” and “sanitary.” What do these three words tell the reader about bottled water?
- **Group Four (“AN EFFICIENT USE OF NATURAL RESOURCES” – Paragraph One)**: In the first sentence of this paragraph, the IBWA states, “...the bottled water industry is...making significant progress to further reduce the environmental impact.” Why is the IBWA addressing the “environmental impact” issue? Why does the IBWA include the statistics about ground water in this paragraph?

### Activity 15 (cont'd)

- **Group Five (“AN EFFICIENT USE OF NATURAL RESOURCES” –Paragraph Two):** This paragraph focuses on recycling. It is stated in the first sentence, “...plastic beverage bottles account for less than one-third of 1 percent of the waste stream in the U.S.” What does the word “waste” refer to in this statement? What is the image that “Waste stream” creates for the reader?
- **Group Six (“IMPORTANT IN TIMES OF WATER EMERGENCIES OR DISASTERS”):** The first sentence in this section states, “Bottled water companies respond with efficiency and speed...” Why would the IBWA include this statement in their description of bottled water? The IBWA saves this point toward the end of the text. Why did they save this point until the end? How does it impact the reader?
- **Group Seven (“A LOCAL OPTION”):** The last sentence in this section, “Your local bottler is most likely a family entrepreneur with deep roots and strong ties in your community,” refers to local communities. What is the importance of the phrase “deep roots and strong ties” in connection to community?

### Activity 16: Text Matrix

Now that you have reviewed two different texts on the issue of tap vs. bottled water, it is now time to return to the issues you discussed earlier in the unit. In this activity, you are examining what issues are addressed in the texts. If the issue is addressed in the text, write the evidence from the text that addresses the issue. For this activity, you only will be working with the first two texts, *The Story of Bottled Water* and “Bottled Water Matters.”

<b>Issue</b>	<b><i>The Story of Bottled Water</i></b>	<b><i>Bottled Water Matters</i></b>
<b>Taste</b>		
<b>Health</b>		
<b>Environmentally Responsible</b>		
<b>Convenience</b>		
<b>Affordability</b>		

### Activity 17: Sentence Analysis

The Economic and Social Council of the United Nations declares that every human has a right to clean and affordable drinking water. This text neither endorses nor opposes bottled water. Instead, it makes a case for drinking water being more than a consumer product.

For this activity, you will be developing a short presentation on an assigned sentence from the United Nations document. You will be presenting your learning and understanding to the class.

In your assigned groups, complete the following tasks:

1. In your group, reread your sentence silently and out loud.
2. Define the vocabulary word (s) or phrase that was identified for your sentence.
  - In your own words, write a definition for the word means in the context of the sentence. You can use the sentence frame, “(Your word) means that...”
3. UnPAC (paraphrase, annotate, connect)
  - **Paraphrase:** Restate the original sentence using everyday words the way you can.
  - **Annotate:** underline any other words or phrases that you believe are key to understanding the sentence
  - **Connect:** What is the purpose of the sentence? Why does it matter?
4. Questions for discussion:
  - Is this an emotional or logical statement? Why?
  - Are there counterarguments (counterclaims) that address your sentence? Why?
5. Find or create a visual representation of your sentence.

After completing all the tasks, you are now ready to compile all information into a short presentation. The purpose of your presentation is to explain to your classmates the importance and the relevance of your sentence. The presentation should be three to five minutes, and each member of the group must deliver part of the presentation.

The presentation should include the following points. Your presentation should incorporate one to three PowerPoint slides:

- The sentence that you were assigned
- The group paraphrase of the sentence
- Vocabulary word that you were assigned to examine
  - Definition of the vocabulary word
  - The group’s definition of the word
  - Why is this word important to the understanding of the sentence?
- Point out whether the sentence uses emotional or logical reasoning
- Visual representation of your sentence
- Are there any counterarguments to this sentence? If so, what are they?
- Does your group agree or disagree with the sentence and why?

### **Activity 18: Reflecting on Your Reading Process**

Before we move into the more formal writing component of this unit, reflect on your experience reading the texts:

- In what ways have your reading and understanding of these texts improved as a result of our work with them?
- What reading strategies helped you most to deepen your understanding of the texts and the issues involved?
- How can you apply these reading strategies to other texts in other classes?

### **Activity 19: Considering the Writing Task**

A new school district policy has been written that says every classroom in every school will have drinking water for all students. Students voted on their drinking water preference. The choices were as follows:

1. Drinking fountain that uses tap water
2. Individual bottles of water

The student votes were counted, and there is a tie!

The school board has asked you to write a letter stating and explaining your choice of drinking water. They will read the letters and then make their decision.

You can use your notes, answers to the questions, and other work you have been doing in addressing this issue to help you develop your letter. You can also use the attached letter guide to help you structure your letter.

Remember you are writing a letter to a school board, so make sure you use the appropriate academic language.

## Activity 20: Gathering Evidence-Returning to the Text Matrix

In small groups, you are to create a Text Matrix poster that helps you to gather and determine what evidence you are going to use to support your argument. The first time you added evidence to this chart, you only cited specific evidence from the text that fit the issue. Now, in addition, to the text evidence, you have to indicate, whether each piece of evidence is either a “social,” individual, “or “economic” issue. Each one of these categories should be colored coded. Your teacher will explain exactly how you will be using colors for this chart. In addition, you now have one more text, the paragraph from the United Nations document, to include on your chart.

This activity will help you determine and clarify the evidence you will be using to write your letter.

<b>Issue</b>	<b><i>The Story of Bottled Water</i></b>	<b><i>Bottled Water Matters</i></b>	<b>United Nations: Right to Water</b>
<b>Taste</b>			
<b>Health</b>			
<b>Environmentally Responsible</b>			
<b>Convenience</b>			
<b>Affordability</b>			

**Activity 21: Taking a Position—Quickwrite**

Which do you prefer? Should the school board provide 1) drinking fountains using tap water in the classrooms or 2) individual bottles of water?

Review the evidence in your Text Matrix. Take five minutes to quickly write a response to the question and explain your choice.



**Activity 22: Gathering Evidence to Support Your Claims**

Find quotes from the two texts (*The Story of Bottled Water* and *Bottled Water Matters*) to support your position and to help explain each issue.

Fill in the chart below with supportive quotes, the sources, a paraphrasing of each quote, and vocabulary words that will make your letter stronger.

<b>Reason/Issue</b>	<b>Quote</b>	<b>Who Says It and Where?</b>	<b>In Your Own Words</b>	<b>Possible Vocabulary</b>

### Activity 23: Building the Counterargument (Counterclaim)

When presenting an argument, it is important that you acknowledge the counterargument—contrasting argument—to show that you recognize that there are other arguments that address your topic, but in your rebuttal—opposition to that argument—you show why your argument is stronger. For this letter, your counterarguments and rebuttals must be grounded in evidence from the text. You will be required to include at least one counter argument in your letter to the school board.

For this activity, choose two pieces of evidence from your Text Matrix that you are not using to support your to support your argument. These two pieces of evidence should relate to one or both of the reasons you addressed in your Evidence Chart (Activity 22). Using the following sentence frames, construct your counterargument and rebuttal. The rebuttal begins with the word, “However.” You must show why the rebuttal is relevant to your school.

After you have completed the sentence frames, you will share one of your counterarguments and rebuttals with a partner. Discuss with your partner whether the counterargument and/or your rebuttal support your position. After your discussion, if necessary, revise your counterclaim and/or your rebuttal.

Your Position (drinking fountain or water bottles)

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#### Counterargument #1:

(Author Name) \_\_\_\_\_ claims that (quote or paraphrase text) \_\_\_\_\_ . However, (Author Name) \_\_\_\_\_ states (quote or paraphrase) \_\_\_\_\_, which is relevant to our school because \_\_\_\_\_.

#### Counterargument #2:

(Author Name) \_\_\_\_\_ claims that (quote or paraphrase text) \_\_\_\_\_ . However, (Author Name) \_\_\_\_\_ states (quote or paraphrase) \_\_\_\_\_, which is relevant to our school because \_\_\_\_\_.

## **A Letter Writing Guide in Five Paragraphs:**

### **Date**

- Write month, day, and year

### **Salutation**

- Begin with “Dear School Board” (add the name of your district)
- Follow with a colon

### **Paragraph 1: Introduction**

- State the reason for writing
- State your claim
- State two reasons to support your claim (thesis)

### **Paragraph 2: Reason #1**

- Topic Sentence (Reason #1)
- Evidence to support Reason #1
- Explain how Reason #1 and evidence are relevant to your school

### **Paragraph 3: Reason #2**

- Topic Sentence (Reason #2)
- Evidence to support Reason #2
- Explain why Reason #2 and evidence are relevant to your school

### **Paragraph 4: Counterclaim**

- State counterclaim
- Address counterclaim by providing counter evidence and explaining relevance to your school

### **Paragraph 5: Conclusion**

- Restate your claim
- Explain your school’s decision and its impact on society

## Letter-Writing Template

Date (Month, Day, Year)

Dear \_\_\_\_\_ School Board:

We appreciate the new district policy to provide all students **with drinking water in every classroom in every school**, which supports the United Nation's position, that

\_\_\_\_\_. I am writing to propose to that each classroom be provided with a **drinking fountain that uses tap water/individual bottles of water (choose one)**. I believe

\_\_\_\_\_ is better than \_\_\_\_\_ because (1<sup>st</sup> reason) \_\_\_\_\_  
(2<sup>nd</sup> reason) \_\_\_\_\_. Even though, our school's decision is on a local level, our vote for \_\_\_\_\_ has global consequences.

Topic Sentence (1<sup>st</sup> reason) \_\_\_\_\_. According to (name and author) \_\_\_\_\_, bottled water/tap water (Quote or paraphrase from one of texts to support your reason) \_\_\_\_\_. This issue is important because (Explain why this is relevant for schools and/or students) \_\_\_\_\_.

Topic Sentence (2<sup>nd</sup> reason) \_\_\_\_\_. (Author of text) \_\_\_\_\_, claims that bottled water/tap water is (Quote or paraphrase from one of text) \_\_\_\_\_. This issue impacts **(students and/or school)** \_\_\_\_\_ because **(Explain why this is relevant for schools and/or students)** \_\_\_\_\_.

(Author Name) \_\_\_\_\_ claims that (Quote or paraphrase text) \_\_\_\_\_. However, (Author Name) \_\_\_\_\_ states (Quote or paraphrase) \_\_\_\_\_, which is relevant to our school because \_\_\_\_\_.

In conclusion, (choice of water) \_\_\_\_\_ is the best choice. Our school's decision to \_\_\_\_\_ has a societal impact because \_\_\_\_\_.

Thank you for \_\_\_\_\_.

Sincerely,

Student Name