Mid-Unit Assessment: Listening for Main Ideas and Supporting Details
GRADE 7: MODULE 4B: UNIT 1: LESSON 5
Mid-Unit Assessment:
Listening for Main Ideas and Supporting Details

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)
I can explain how ideas presented in different media and formats clarify a topic, text, or issue. (SL.7.2)

Supporting Learning Targets

• I can analyze main ideas and supporting details in video clips featuring Charles Fishman.
• I can articulate how my thinking has been clarified on the issue of water sustainability.

Ongoing Assessment

• Analyzing Main Idea and Details note-catcher
• Mid-Unit 1 Assessment

Agenda

1. Opening
   A. Entry Task: Introducing Vocabulary (3 minutes)
2. Work Time
   A. Main Idea and Details in “Why College Students Should Start Paying Attention to Water” (15 minutes)
   B. Mid-Unit 1 Assessment (22 minutes)
3. Closing and Assessment
   A. Turn in Mid-Unit Assessment and Preview Homework (3 minutes)
4. Homework
   A. Respond to the “Water Is Life” writing prompt.

Teaching Notes

• This lesson marks the end of close reading of “Water Is Life” and includes the Mid-Unit 1 Assessment. Students watch a video and analyze its main ideas and details and then show how those ideas clarified their thinking (SL.7.2). Work Time A give them an opportunity to hone their skills before they take the assessment.
• This lesson and the assessment rely on two short videos—both under 2 minutes—that feature author Charles Fishman, whose book students will begin in the Lesson 6. In this way, the lesson and assessment serve as an introduction to the topics and the author of the book.
• To perform well on the assessment, students must understand the words global and crises, as detailed on the entry task.
• In advance: Project or write on the board the two sentences with the new vocabulary words (see Opening); set up projector and speakers to play video, preview both videos, and cue up both videos.
• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.
• Post: Learning targets.
### Lesson Vocabulary
- global, crises

### Materials
- Analyzing Main Idea and Details note-catcher (one per student)
- Projector and speakers for playing video clips
- Video: “Why College Students Should Start Paying Attention to Water”
- Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details (one per student)
- Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details (answers, for teacher reference)
- Video: “The Water Crisis Isn’t Global. It’s Local”
- “Water Is Life” writing prompt (one per student)
- Model Response: “Water Is Life” Writing Prompt
## Opening

### A. Entry Task: Introducing Vocabulary (3 minutes)
- Direct students’ attention to two sentences written on the board (or projected):
  * “There is no *global* water crisis. All water *crises* are local.”
- Explain that a crisis is a catastrophic or terrible event or situation.
- Ask students to turn to a partner and discuss:
  * “What does the word *global* mean?”
  * “What is the difference between *crisis* and *crises*?”
- Cold call students to share their responses. Listen for them to define *global* as “worldwide” and *crises* as “more than one crisis.” Clarify as needed.
- Tell students that these words will appear on their mid-unit assessment today. Write these definitions on the board so they can refer to them.

### B. Reviewing Learning Targets (2 minutes)
- Read the learning targets aloud:
  * “I can analyze main ideas and supporting details in video clips featuring Charles Fishman.”
  * “I can articulate how my thinking has been clarified on the issue of water sustainability.”
- Remind students that as they learn more details about water usage and sustainability, they are clarifying and refining their understanding of the topic.
- Explain today’s agenda:
  * “Today, you will watch another short clip about water to practice identifying the main idea and supporting details before you take your mid-unit assessment. The assessment will ask you to combine your skills of analyzing the main idea and details in a video, which you’ve been practicing, and then explaining how the new information has clarified your understanding of the topic of water sustainability.”
- Before moving on to Work Time, ask students if they have any questions.

## Meeting Students’ Needs
- Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
### Work Time

**A. Main Idea and Details in “Why College Students Should Start Paying Attention to Water” (15 minutes)**

- Distribute the *Analyzing Main Idea and Details note-catcher* to each student.
- Remind them that this is their final practice round with this organizer before it appears on their Mid-Unit 1 Assessment. This practice round is an opportunity for them to work together to make sure they have mastered this skill.
- Explain that you will play a short video (only 1 minute and 14 seconds) of an author, Charles Fishman, as he gives a quick talk about water. Tell students that Fishman is the author of the book they will start reading in the next class, *The Big Thirst*.
- Instruct students to take out something to write with and prepare to watch the video. Tell them that, as in the previous lesson, they will watch and listen to the video several times.
- Set purpose: On their first viewing, they should listen for the main idea.
- Play the video: “Why College Students Should Start Paying Attention to Water” (http://www.youtube.com/watch?v=XM7S0_Qi3B4 ) once.
- Ask students to write down what they think the main idea is on their note-catchers.
- Tell students you will play the video two more times. On these rounds, ask them write down the details Fishman provides to support his main idea.
- Play the video a second time, then pause to give students a few minutes to write.
- Play the video a third time. Again, pause so students can take notes.
- Direct them to bring their note-catchers, a book or folder to write on, and a pen or pencil as they stand up and find a partner who is not their usual seat partner.
- Once students have a partner, ask them to stay standing as they share their main ideas with each other. Give them 30 seconds to do so.
- Ask students to raise their hands if their answers were not the same as or similar to their partner’s answer. If any students have their hands raised, call on them to share their main idea so that you can offer clarification.
- If no one raises a hand, cold call a student to share the main idea. Listen for: “College students will have to pay attention to water more than they ever have.”

### Meeting Students’ Needs

- You may need to partner up with a student or a group of students to guide them and check understanding.
- Consider providing transcripts of Charles Fishman’s videos for ELLs or students who struggle with auditory processing.
- For English Language Learners, consider providing a vocabulary list of terms from the video that might be unfamiliar for them. Also, consider playing the video one or two more times in order for ELLs to have more chances at auditory comprehension.
- If students receive additional accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
### Work Time (continued)

- Instruct students to write this idea down if they haven’t already.
- Then have them turn around and quickly find a new partner who is standing near them.
- Invite partners to share their supporting details with each other for 2 minutes.
- Cold call students to share out details. Listen for: “Everything is related to water, from economic growth, to climate change, to whether lakes and rivers are swimmable,” “The richer people get, the more water they use and need,” and “The current generation is going to have to pay attention to something that previous generations didn’t have to think about at all.”
- Ask students to thank their partners, return to their seats, and put all their materials away except for a writing utensil.

### B. Mid-Unit 1 Assessment (22 minutes)

- Distribute the Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details.
- Explain that the assessment has four parts. Students should follow the directions for each part.
- Focus them on Part 1:
  
  * “In Part 1, please respond to the prompt about your current thinking about water sustainability.”
- Give students 3 minutes to complete Part 1 of the assessment as you set up the video: “The Water Crisis Isn’t Global. It’s Local” (http://www.youtube.com/watch?v=lZxVyiIPDsA).
- Give directions for Parts 2–4 of the assessment:
  1. You will view this short video three times. As you watch the video clip (it is 2 minutes long), fill out Part 2, the graphic organizer, just as we have been practicing.
  2. After you have seen the video three times, you may move on to Parts 3 and 4 of the assessment.
  3. When you are done, please turn in your assessment.
- Play the video up to 1:54 and press stop.
- Allow students a minute to write before playing it again. Repeat, playing it a total of three times.
- Allow time for students to move on to Parts 3 and 4.
### Closing and Assessment

**A. Turn in Mid-Unit Assessment and Preview Homework (3 minutes)**
- Collect students’ assessments.
- Preview the homework. Distribute the “Water Is Life” writing prompt and read it aloud to the class:
  
  * “In her article, Kingsolver states that ‘water is life.’ Based on your reading of Kingsolver’s article, as well as the videos you’ve watched, write a paragraph in which you explain what this statement means. In your paragraph, be sure to provide a main idea and three to five supporting details.”

- Address any clarifying questions.

### Meeting Students’ Needs

**Homework**

- Respond to the “Water Is Life” writing prompt.
### Analyzing Main Idea and Details Note-catcher

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Text/Video: “Why College Students Should Start Paying Attention to Water”</td>
<td></td>
</tr>
<tr>
<td>Author or Speaker’s Name: Charles Fishman</td>
<td></td>
</tr>
<tr>
<td>Main idea:</td>
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<tr>
<td>Supporting detail:</td>
<td>Supporting detail:</td>
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**Learning target:** I can analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. ([SL.7.2](#))

**Part 1: My Current Thinking**
Do you think that water sustainability is a global issue? Explain your answer.

**Part 2: Informational Video Clip**
DIRECTIONS: Watch the video clip and fill out the graphic organizer below.

<table>
<thead>
<tr>
<th>Name of Video: “The Water Crisis Isn’t Global. It’s Local”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author or Speaker’s Name: Charles Fishman</td>
</tr>
<tr>
<td>Speaker’s main idea:</td>
</tr>
<tr>
<td>Supporting detail:</td>
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<tr>
<td>Supporting detail:</td>
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<tr>
<td>Supporting detail:</td>
</tr>
</tbody>
</table>
Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”:
Listening for Main Ideas and Supporting Details

Name: ..................................................................................................................
Date: .....................................................................................................................

Part 3: Multiple Choice
Circle the best answer for each question below:

1. Why does Fishman say that there are a thousand, or ten thousand, local water crises?
   a. to deny the fact that there is a water problem
   b. to explain his point that there isn’t one global crisis, but many smaller local ones
   c. to exaggerate his point that there is a global water crisis

2. Why does Fishman give the example of Ontario’s water problem?
   a. to show that Canada’s water problems are connected to the United States’ water problems
   b. to give a personal story of a place where he has spent a lot of time
   c. to illustrate his point that water problems in one community cannot be affected by the actions of other communities

3. Why does Fishman think it’s a good thing that we do not need someone with “global powers” to solve our water problems?
   a. It means that individuals can be empowered to solve problems in their communities.
   b. It means that we do not actually have any water problems to solve.
   c. It means that there are other ways to solve the global water crisis.

Part 4: Clarifying My Thinking
How did the video you watched today clarify your thinking about water sustainability across the globe?
Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”:
Listening for Main Ideas and Supporting Details
(Answers, For Teacher Reference)

Learning target: I can analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2)

Part 1: My Current Thinking
Do you think that water sustainability is a global issue? Explain your answer.

Yes, I think that making water more sustainable is definitely a global issue. Water is something that affects everyone, everywhere. Because the amount of freshwater on the globe never changes—it just goes through its water cycle—water that is now in the United States could end up in Zambia, and vice versa. Therefore, we should care about the water everywhere on earth.

Part 2: Informational Video Clip
DIRECTIONS: Watch the video clip and fill out the graphic organizer below.

Name of Video: “The Water Crisis Isn’t Global. It’s Local”
Author or Speaker’s Name: Charles Fishman

Speaker’s main idea: 
What we think about water is wrong. There is no global water crisis.

| Supporting detail: There are 1,000—or 10,000—water crises. | Supporting detail: All water problems are local. They can be solved only where they are happening. |
| Supporting detail: Misbehavior by other people in different areas doesn’t affect water where you live. | Supporting detail: Companies like Google, Hershey’s, etc., are paying more attention to water. |
| Supporting detail: Water belongs to the community where the people reside. | Supporting detail: We can only solve our own local water problems. |
Mid-Unit 1 Assessment: “The Water Crisis Isn’t Global. It’s Local”:
Listening for Main Ideas and Supporting Details
(Answers, For Teacher Reference)

Part 3: Multiple Choice
Circle the best answer for each question below:

4. Why does Fishman say that there are a thousand, or ten thousand, local water crises?
   a. to deny the fact that there is a water problem
   b. to explain his point that there isn’t one global crisis, but many smaller local ones
   c. to exaggerate his point that there is a global water crisis

5. Why does Fishman give the example of Ontario’s water problem?
   a. to show that Canada’s water problems are connected to the United States’ water problems
   b. to give a personal story of a place where he has spent a lot of time
   c. to illustrate his point that water problems in one community cannot be affected by the actions of other communities

6. Why does Fishman think it’s a good thing that we do not need someone with “global powers” to solve our water problems?
   a. It means that individuals can be empowered to solve problems in their communities.
   b. It means that we do not actually have any water problems to solve.
   c. It means that there are other ways to solve the global water crisis.

Part 4: Clarifying My Thinking
How did the video you watched today clarify your thinking about water sustainability across the globe?

I used to think that we needed to solve the whole world’s water problems. Now I realize that we need to act locally, within our own cities, to change our water management. If every local community worked to solve their own individual water crisis, we could solve the problem better than if we try to solve what we think is a “global water crisis.”
In her article, Kingsolver states that “water is life.”

Based on your reading of Kingsolver’s article, as well as the videos you’ve watched, write a paragraph in which you explain what this statement means.

In your paragraph, be sure to provide a main idea and three to five supporting details.
In her article, Kingsolver states that “water is life.”

Based on your reading of Kingsolver’s article, as well as the videos you’ve watched, write a paragraph in which you explain what this statement means.

In your paragraph, be sure to provide a main idea and three to five supporting details.

When Barbara Kingsolver says that “water is life,” what she means is that humans can’t exist without water. In her article, Kingsolver points out that humans believe that they will always have unlimited access to water. For example, people who live in the Arizona desert use water to keep their lawns green. However, as the video “Why Care About Water?” pointed out, less than one percent of water is available to use for drinking, agriculture, industry, and nature. So human access to the water we need is limited. The actions that humans have taken have already led to problems. For instance, according to “Why Care About Water?”, the Colorado River no longer runs to the sea. Without water, humans can’t live. That’s why Kingsolver says that ‘water is life.’