

UNIT 5.05

word
generation

WHY DO WE FIGHT?**SCHEDULE**

Day 1
Action News
Reader's Theater

Day 2
Characters' Perspectives

Day 3
Word Study

Day 4
Journals and Journeys
Informational Text

Day 5
Article

Day 6
Article

Day 7
Math

Day 8
Informational Article
Prepare to Debate

Day 9
Debate

Day 10
Writing

Action News**Why do we fight?**

Westside Student Studies Drinking Water

SHARON: Good morning, everyone! Today we have a special report about a **resource** most of us don't think much about – water. But we're not talking about the big salty ocean; we are talking about the availability of clean drinking water. All over the world, people are struggling to find safe, clean sources of water. It turns out that one of our very own Westside students is extremely interested in the subject of water and was interviewed by Reid Moore. Tell us, Reid, who is this young student and why is she so interested in water?

REID: Hi Sharon. I've just finished interviewing Mavi Devrim, a fifth-grade student at Westside Elementary, **MOORE:** who was just awarded first place in the school's science fair. Her science project focused on the scarcity of water – the fact that some people don't have access to clean drinking water. I asked Mavi what made her want to research water scarcity in the first place.

SHARON: It is interesting that someone so young would be interested in water scarcity. So, why the interest, Reid?

REID: Mavi told me that she made a new friend from Bolivia at her summer day camp. Carolina was from a town called Cochabamba.

SHARON: Cochabamba! What a wonderful name. I just want to say it over and over again. Cochabamba, Cochabamba.

REID: Um, back to the story, Sharon? So, Mavi told me that her new friend, Carolina, was amazed at how much clean water we had access to and also how much we wasted! She noticed that campers kept the faucets running when they brushed their teeth and that a lot was used to water the playing fields at the camp. She also told Mavi an unbelievable story! Carolina's uncle participated in a **protest** about ten years ago with thousands of people in Cochabamba because of high water prices. A lot of people were hurt during the **protest**.

SHARON: There it is again, Cochabamba!

REID: This is serious, Sharon. These people were **protesting** because they were being charged a great deal of money for their drinking water. Mavi told me that at first she couldn't understand why people would **protest** over water because here in the U.S. it seems as though water is free and available to everyone. After a bit of research, though, she found out that water isn't completely free in the U.S. either.

SHARON: That's true. I pay my water bill every month, and for some reason lots of people prefer to buy drinking water in plastic bottles. That costs quite a lot! But tell us more about the Bolivian water **protest**.

REID: The **protest** was about the high prices poor people had to pay for water. A foreign company **negotiated** a deal with the Bolivian government. The company offered to **distribute** water to people's homes. The government agreed because the company promised they had an improved distribution system. But the company raised the price of water by 300%.

SHARON: Three hundred percent? That's incredible!

REID: So, as a result of this increase, the people could not afford the water. Their new monthly water bill averaged 20 to 30 dollars. That might not seem like so much to us, but poor people in Bolivia only earned about 70 dollars a month! So they would have to pay about a third of their salaries just to get water for their families. The residents were so angry about this price hike that they **protested** for days. The **protest** was called the "Cochabamba Water War."

SHARON: Wow. We don't often hear about fights over water in this country. Maybe that's because water here isn't **scarce**.

Action News continues on the next page.

Action News, continued

Why do we fight?

REID: Well, that's true in most parts of the country, but not everywhere. Farmers in the hot and dry central valley of California need lots of water for their crops. Communities in that region have sometimes fought fiercely over access to water. In some dry years, residents in California are not allowed to water their lawns or wash their cars because water is **scarce**. As you can imagine, not everyone agrees on how the limited water should be **distributed**. People throughout history have fought over **scarce resources**, and fresh water is one of the scarcest **resources** of all.

SHARON: But what does all of this have to do with Mavi's science project?

REID: Well, Mavi made the case in her project that usable water is a limited **resource** for everyone, and as the world population grows, drinking water will become more and more **scarce**. She showed that although most of the earth is covered in water, very little is actually drinkable. Only 2.8% of the Earth's water is fresh and most of that is frozen in icebergs and glaciers. That leaves us with about 0.01% of the earth's water being drinkable. Mavi also taught me a new word! Did you know that another word for "drinkable" is "potable"?

SHARON: Wow, that's not very much potable water.

REID: She began to wonder what would happen if we didn't have enough drinking water in this country? Would people turn against each other over water? How would we **negotiate** who gets water if we didn't have enough?

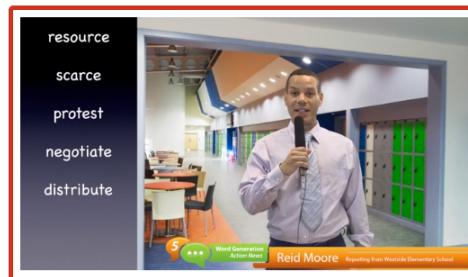
SHARON: Those are important questions to consider.

REID: So, her science project focused on what **options** we have to save our water. She argued that learning about **scarce resources** is the first step to saving them.

SHARON: I think Mavi from Westside Elementary School just gave us something really important to think about. I hope we won't have to fight for water, so from now on I'll be doing my part and taking shorter showers.

REID: And I'll be careful about how much water I use while I'm brushing my teeth.

SHARON: Thanks again for that interesting report, Reid. Best of luck to our young scientist. This is Sharon Wright, signing off!



wordgen.serpmmedia.org/action_news

Reader's Theater**Why do we fight?***Students Discuss Limited Resources*

As part of a community project about protecting **scarce resources**, Westside Elementary School voted to spend a day without using any water. Their banner for the day read: “Protect Our **Resources**: Save Our Water.” Students were only allowed to bring one bottle of water to school for their own use. If a student wanted more water, he or she had to pay \$2 for a bottle. Bottled water would be **distributed** at the end of the day, but during the school day students did not have access to extra water unless they paid for it. Even the sinks in the bathrooms were turned off, and students “washed” their hands with hand sanitizer. Parents voted in favor of the project because they wanted students in this country to understand what it’s like for children in places where water is **scarce**.

It's 11:30 a.m., right before lunchtime. Ronan, Zoe, Bobbie, and Olivia are waiting in line to get into the cafeteria.

Line

- 1 **Ronan:** I can't believe my mom only gave me two dollars for water today. She said she wanted me to learn what it means to have “limited **resources**.” But here at Westside we have plenty of water to go around, and besides, everyone's always telling us to drink more water, not less!
- 2 **Olivia:** Well, we might have enough clean drinking water now, but we have to think about the future. That's why we're doing what we're doing today, Ronan! We've got banners everywhere – “Protect Our **Resources**: Save Our Water.” We are learning what it might be like unless we stop wasting water. I wonder how many people in the world have to make a decision like this every day?
- 3 **Zoe:** Probably too many. But I think there's more to the problem than just protecting **resources**. Hey, remember Mavi's science project about the Water War in Bolivia? The problem was about who controlled water and how it was **distributed**. If the people in control had **distributed** water fairly, maybe there wouldn't have been so many problems.
- 4 **Ronan:** Hey, did you both hear about the fight between Anthony and Jason this morning in Miss Hargrove's class? It was a total Cochabamba! Anthony didn't bring in any water and Jason had three bottles with him! They really got into it, and both got sent to the principal's office.
- 5 **Bobbie:** I don't think there's anything wrong with fighting to get something you need. That's the way of the world, people. Might is right!
- 6 **Olivia:** I feel bad for Anthony. His parents don't have a lot of money and he was probably just thirsty. Jason doesn't have to worry about money; he's always got nice clothes and buys whatever he wants at the store after we get out of school. I think Jason is the one to blame for the fight because he refused to share his **resources**.
- 7 **Bobbie:** That's why it was okay for Anthony to take what he needed.
- 8 **Zoe:** I don't agree, Bobbie. Anthony should have tried **negotiating** with Jason.

Reader's Theater continues on the next page.

Reader's Theater, continued

Why do we fight?

- 9 **Ronan:** What do you mean by **negotiating**?
- 10 **Zoe:** Well, you probably **negotiate** with your parents all the time. Like when you want some money to go to the movies so you offer to clean up the kitchen and take out the trash.
- 11 **Bobbie:** So you mean offer something in return for something else?
- 12 **Zoe:** Yeah, so it feels fair and everyone gets something out of the deal.
- 13 **Bobbie:** But Anthony probably didn't have anything to **negotiate** with! He had to use the only **option** available to him to get the water he really needed: force!
- 14 **Ronan:** Really, people! I think everyone's exaggerating the problem. I don't think we should worry about saving water; there's plenty of it around. When we really run out of clean drinking water we can start thinking about using force. Until then, I'm going to keep taking my 20-minute showers that leave me squeaky clean.
- 15 **Bobbie:** I have to say, right now I'm so thirsty that I feel like finding out where they're keeping the water they said they'd **distribute** to us at the end of the day. I bet we could help ourselves to some without anyone finding out.
- 16 **Olivia:** You shouldn't have to steal water, Bobbie! Natural **resources** belong to the Earth, so they should belong to all of us, too. But for now, I'm glad I have money; my parents gave me ten bucks to spend on water today.
- 17 **Zoe:** Wait a minute! Olivia, do you really have ten dollars? I say we **negotiate** with you to buy each of us a bottle of water!
- 18 **Ronan:** I **protest**! Olivia was saving that cash to buy the new DVD she wanted. She doesn't owe you any water.
- 19 **Zoe:** Let's all try to keep calm, people. This is just like the Cochabamba residents **protesting** over access to drinking water. Could we please try to stay friends until the end of the day?
- 20 **Olivia:** Because I care more about my friends than saving for a DVD, may I treat you all to a delicious bottle of water?
- 21 **Bobbie:** You would share your limited **resources** with us? You are the best, Olivia!



Discussion questions:

How would your day change if you didn't have access to water?

What other **resources** would it be hard for you to live without for a day?

Characters' Perspectives**Why do we fight?***Ronan, Zoe, Olivia, and Bobbie*

What does each character think about water scarcity? Check the correct statement for each character. Find evidence in the Reader's Theater to figure out what each character thinks.

Ronan thinks that:

- The people of Cochabamba should have saved water so that it wouldn't become **scarce**.
- Tap water is better than bottled water and is less expensive.
- We should use **resources** until they are **scarce**, and then it is okay to fight over them.

Evidence: _____

_____**Zoe thinks that:**

- People who control **scarce resources** should **distribute** them fairly.
- There is a scarcity of water because people take long showers and waste water.
- People fight over water in places like Cochabamba, not in the United States.

Evidence: _____

_____**Olivia thinks that:**

- There is nothing we can do to protect our **resources**, so we should enjoy them while they last.
- Resources** should be protected since they belong to everyone.
- People in Cochabamba should hire a local company to manage the water supply.

Evidence: _____

_____**Bobbie thinks that:**

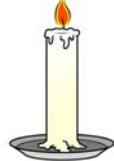
- There is nothing wrong with fighting to get something you need.
- We should **negotiate** with people who control water distribution.
- Water is not a **scarce resource**, so we shouldn't worry about using too much.

Evidence: _____

Word Study

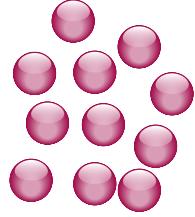
Why do we fight?

A Closer Look at Our Focus Words

	scarce	resource	option
Definition 	(adjective) very small in amount or number; barely enough	(noun) something that is helpful or necessary	(noun) choice or possibility
Turn and Talk 	Can you recall when something was scarce in your school? What was it?	People can also be resources . How are you a resource to your siblings or friends?	Think of two options you would use to stop a fight. Option 1: Option 2:
Other Forms of the Word 	scarcity (noun) a very small supply of something	resourceful (adjective) having the skills to solve a problem	optional (adjective) something that you can decide not to do or take
Choose a picture 	Which picture shows a place where trees are scarce ?  	Which picture shows a resource we use for washing our clothes?  	Which picture shows the best option for protecting yourself in winter? 
Cognates 	escaso (Sp) escasso (Por)	ressource (Fr) recurso (Sp)	opción (Sp) opção (Por)

Word Study, continued

Why do we fight?

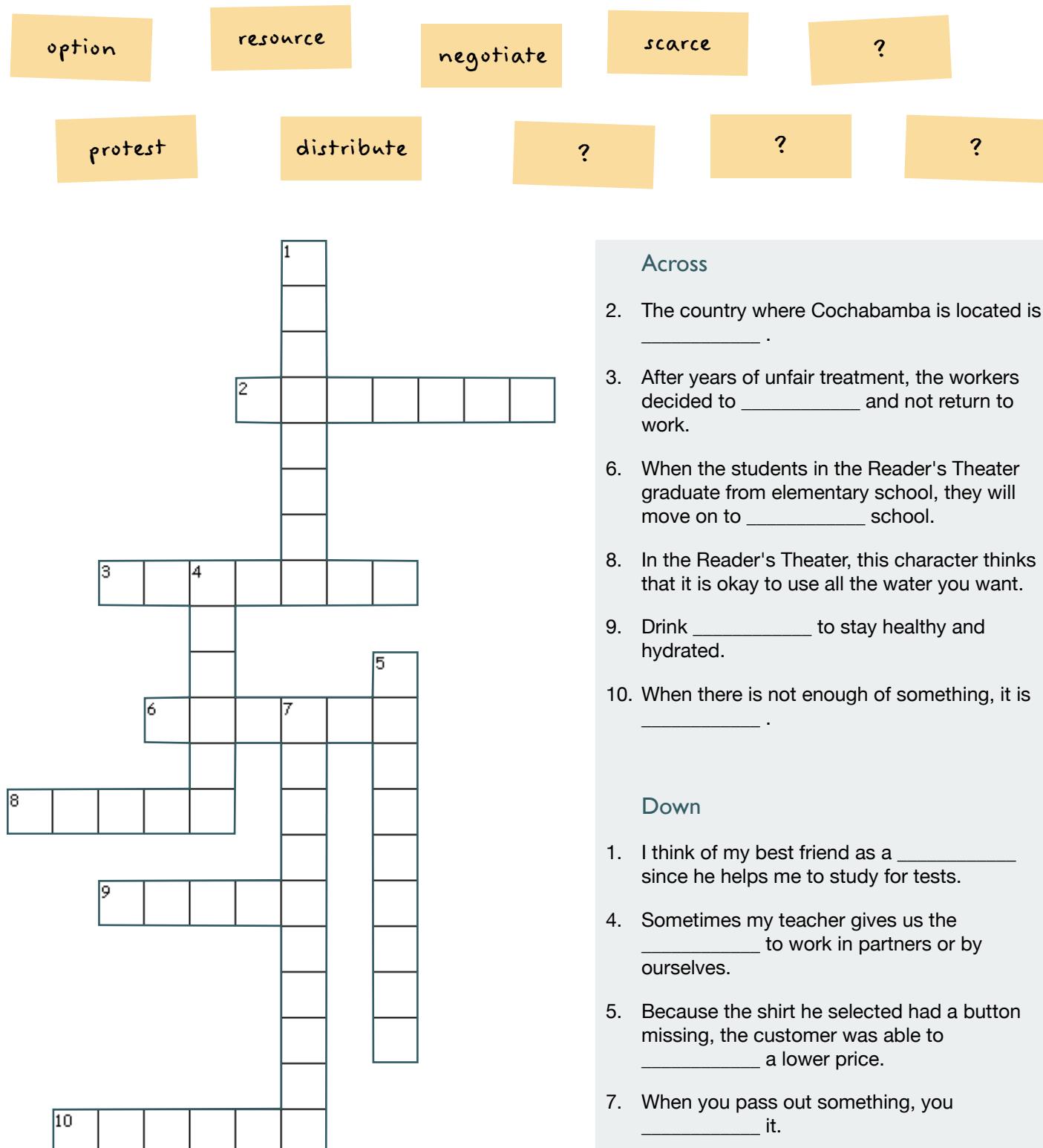
	distribute	protest	negotiate
Definition 	(verb) to give or divide something among people or groups	(verb) to show or state strong disagreement with or disapproval of something (noun) statement, action, or group event to show disapproval of something	(verb) to discuss something in order to agree or compromise
Turn and Talk 	Can you remember a time when something was distributed unfairly at home or in school? What did you do?	What kind of protest would you want to participate in? What would you be protesting and why?	Think about a time you wanted permission from your parents to do something. How did you negotiate to get your parents' permission?
Other Forms of the Word 	distribution (noun) way of sharing something distributor (noun) a person or company that provides stores or businesses with their products	protester (noun) someone who participates in a group to communicate unhappiness or disagreement with something	negotiator (noun) a person who is involved in formal discussions to reach an agreement or a resolution
Choose a picture 	Which item below cannot be distributed equally among three friends?  	Which picture shows people protesting ?  	Which symbol generally means that something has been negotiated successfully?  
Cognates 	distribuir (Sp, Por)	protesto (Sp)	negociar (Sp, Por)

Word Study, continued

Why do we fight?

FUN WITH WORDS

Use the six focus words, along with four other words, to complete the crossword puzzle.



Across

- The country where Cochabamba is located is _____.
- After years of unfair treatment, the workers decided to _____ and not return to work.
- When the students in the Reader's Theater graduate from elementary school, they will move on to _____ school.
- In the Reader's Theater, this character thinks that it is okay to use all the water you want.
- Drink _____ to stay healthy and hydrated.
- When there is not enough of something, it is _____.

Down

- I think of my best friend as a _____ since he helps me to study for tests.
- Sometimes my teacher gives us the _____ to work in partners or by ourselves.
- Because the shirt he selected had a button missing, the customer was able to _____ a lower price.
- When you pass out something, you _____ it.

Journals and Journeys**Why do we fight?**

Hester's Journal

Boston, 1637

Dear Journal,

I am very sad to say that our community is at war with the Natives! The Pequots – one of the Native communities that live near our colony – attacked one of the English settlers who was trading with them. That's what some of our leaders said. But there are many rumors going around. Some other people in our community say the trader attacked the Natives first. I also heard someone say that a Native from a different tribe attacked a Pequot, and this started the war. My father said that a war usually doesn't start for one reason only. And in this case, he said, there were conflicts over land, too. Whatever the reason, other Native tribes joined together to attack the settlers.

What has shocked me the most is what I heard my parents say when they thought I was not listening: They said that the settlers set fire to a Pequot village. Most of the women and children were killed, and those who survived were sold as slaves. I am horrified that religious people could do such a thing to other human beings. I am ashamed of the English settlers – the community I belong to – for what they did. I know that my parents wanted to live in peace with the Natives and do not believe in owning slaves. Now, more than ever, I believe that we will be leaving this community for one we will feel proud to belong to. From what I have heard my parents talk about after they think I am asleep, I know now that we will be moving to Providence, where we will have the option of following our beliefs.

Yours as ever,

Hester



Journals and Journeys, continued

Why do we fight?

 Turn and Talk:

What **resource** does Hester mention that led to conflicts in her community?

Why does Hester think that living in Providence will be a better **option** for her family?



Informational Text

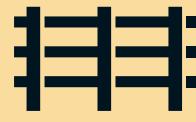
Why do we fight?

Is land a resource that can or should be owned?

The Perspectives of the English Settlers Versus Those of the Native Americans

The English Settlers

The English settlers and the Native Americans had very different views about land. The English believed that land is something a person can buy and own. They believed the land they bought had fixed boundaries, or borders. The English also believed that a person could own land permanently. To them, owning land meant that others couldn't settle on the land or use its **resources**. On the land they owned, the English settlers raised cattle and grew crops.



The Native Americans

The Native Americans did not think of land as something that people own. They hunted on the land to get the meat, furs, and fish they needed. They also gathered nuts, berries, and plants in the forests and planted beans, corn, and squash near their homes. If these **resources** were **scarce** where they lived, they would move their settlement in the spring or fall to be closer to where these **resources** were more plentiful. Because they moved around in order to hunt, the Native Americans needed to have access to a large area of land. Before the English came, there was plenty of unsettled land, so Native Americans had **options** about where to find the **resources** they needed to survive.



Discussion question: With these two very different views of land, why do you think the Native Americans and the English settlers had conflicts that sometimes led to fighting?

Article**Why do we fight?***The World as a Community of 100 People*

In March of 2012, the U.S. Census determined there were approximately seven billion people on Earth. Seven billion is such a large number that it is hard to even think about. It is like trying to understand the shape of a country without seeing it on a map. A map is a scaled-down model of a huge area, just like a dollhouse is a scaled-down model of a real house, or a model car is a scaled-down model of a real car. We are going to make a scaled-down model of the world's population, by representing what is going on with seven billion people using only one hundred people! So imagine that this huge number of people was represented by a much smaller community. What would this smaller community look like, and how would it represent the reality of our world?

Below are some data, or numbers, that show what the world would look like as a community of 100 people. Here is something surprising: 48 people out of 100 would live on less than six dollars a day! That means that almost half of the world's population lives in extreme poverty. Look at the data below and think about what these numbers mean on a global scale.



If the world only had 100 people, this is what a distribution of resources would look like:*

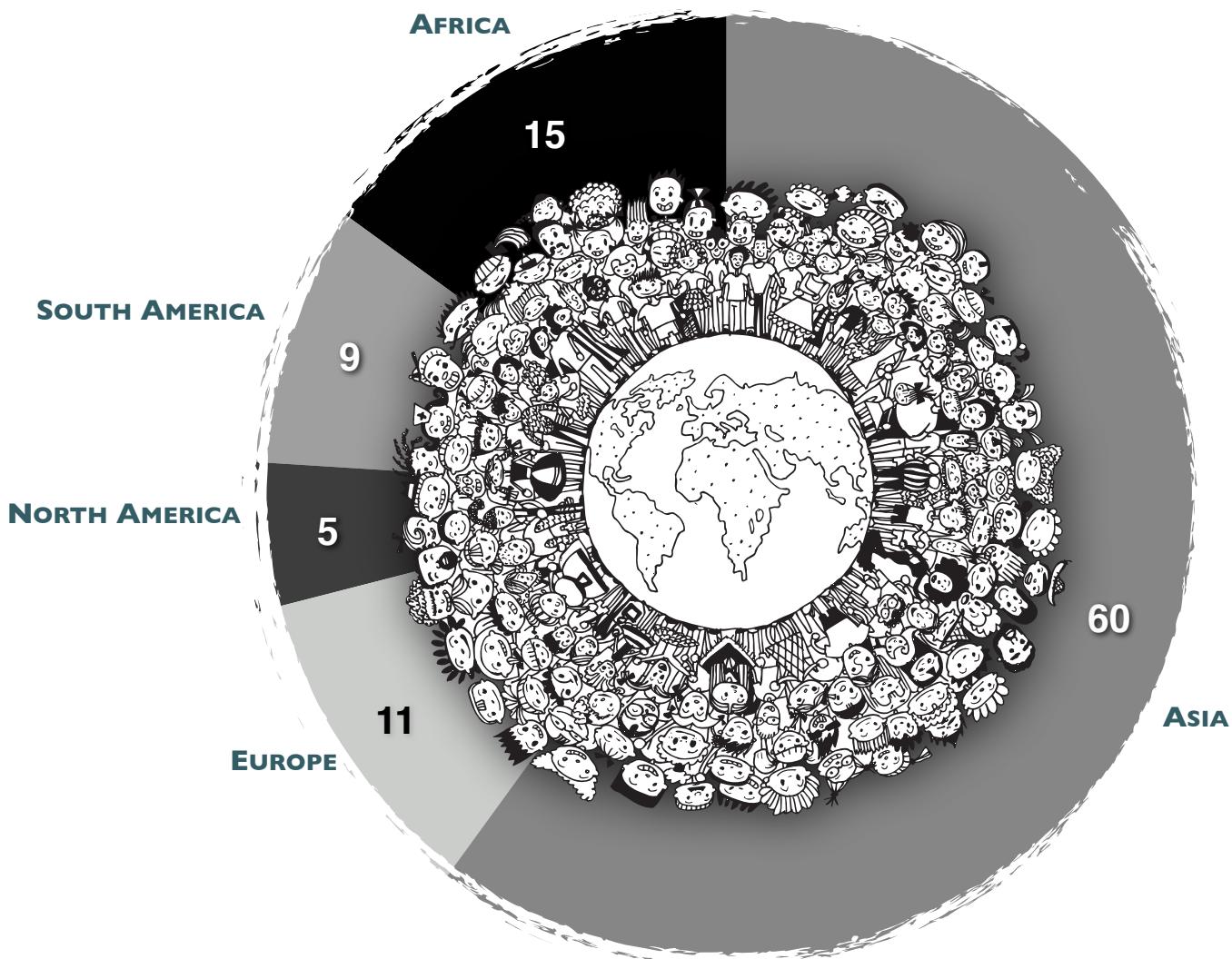
How many would live without basic sanitation (flushing toilets, running water, etc.)?	35
How many would not be able to read or write?	17
How many would not have access to safe water to drink?	13
How many would live in adequate housing?	20
How many would not have enough to eat?	11
How many would have access to electricity?	78
How many would have access to a computer?	22
How many would go to college?	7
How many would live on less than six dollars per day?	48
How many would speak English?	5

*estimates vary and change with time

Math connection:

Thinking this way is like using percentages! For example, 50% means half, and 100% means whole. Reading the data above, you learned that **13 out of 100** people in the world do not have access to safe drinking water. That's the same as saying **13%** of the people in the world do not have access to safe drinking water.

Where would the 100 people live?



Turn, talk, and write:

1. Do any of these statistics surprise you? Which ones? Why are they surprising?

2. How do you think life in the United States might be different from life in many other countries? Why?

Article

A Fight to the Death for Resources

Juan de Oñate was a Spanish conquistador from New Spain, or what we call Mexico today. In 1595, the king of Spain gave him permission to conquer the land north of Mexico, which we now call New Mexico. He promised to find gold and silver to take back to the Spanish king.

Native Americans already lived in the land the Spanish wanted to colonize. They had lived there for hundreds of years. When de Oñate arrived, the Native Americans were friendly and welcomed him. De Oñate renamed their communities with Spanish names as he claimed the land for Spain. He also demanded that the Native Americans give many of their **resources** to feed the Spaniards.

One day in 1598, thirty of de Oñate's men were out looking for gold. They demanded food and water, which were **scarce resources** for the Native Americans living in the Acoma Pueblo community. The Acoma **protested**, saying they did not have enough food and water to **distribute** any to the Spanish soldiers. Instead of **negotiating** with the Acoma for the **resources**, de Oñate's men decided to fight them. Thirteen Spanish soldiers died, and the rest went back to tell de Oñate what had happened.

De Oñate was angry that the Acoma would not give his men the **resources** they had asked for, and that they had killed some of his men. He decided his only **option** was to teach the Acoma people a lesson. De Oñate sent a large group of soldiers to attack the Acoma Pueblo. After three days of fighting, the Spanish had killed hundreds of Acoma men, women, and children, and then enslaved hundreds of others. Additionally, de Oñate ordered that every man over the age of 25 would have his right foot cut off as punishment.

In 1606, de Oñate was called back to Mexico City by King Philip III of Spain to go on trial for what the king believed to be horrible crimes against the Native Americans. In the end, he was found guilty and could never return to New Mexico again. Today, some people think of Juan de Oñate as a great explorer who colonized New Mexico for the Spanish, but others believe he was a terrible murderer.

In 1991, a statue of Juan de Oñate riding a horse was created in his memory in northern New Mexico. The Acoma people **protested**, but it was put up anyway. Then in December 1997, just before the 400th anniversary of de Oñate's arrival in New Mexico, someone from the Acoma tribe cut off de Oñate's right foot on the statue. They left a note that said, "Fair is fair."



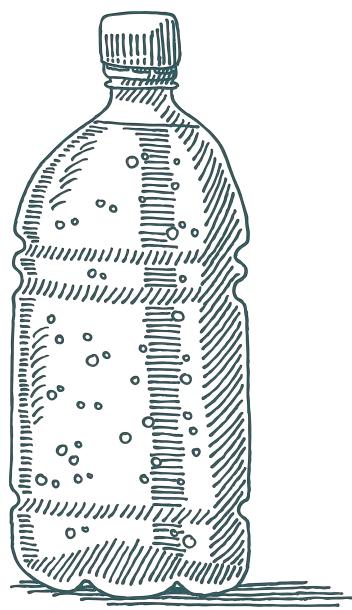
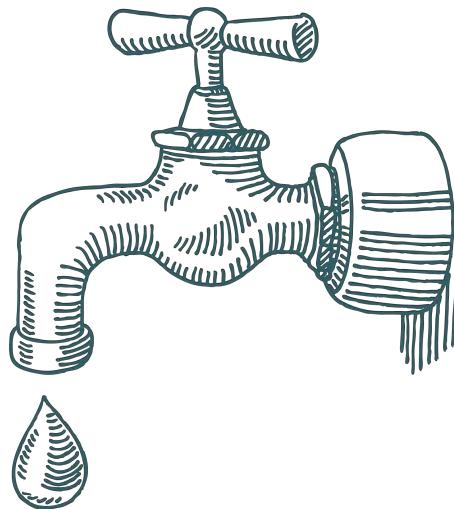
Discussion question: How are Hester's last journal entry (Day 4) and the story of Juan de Oñate similar?

Math**Why do we fight?****Comparing Costs****Tap Water vs. Bottled Water**

On Day 5, we learned that if the population of the world shrank to 100 people, 13 people would not be able to get potable, or safe, water to drink. However, in most parts of the United States, clean water is not a **scarce resource**. Clean water flows right from the tap and is a great **option** for drinking.

However, in recent years, beverage companies have tried to convince people that tap water is an unsafe **option** and that people should buy bottled water instead. It takes huge amounts of energy to **distribute** bottled water to locations all over the U.S. Energy is needed to make the plastic used for bottles, to transport the bottles to stores, and in some cases to refrigerate the water once it reaches the store.

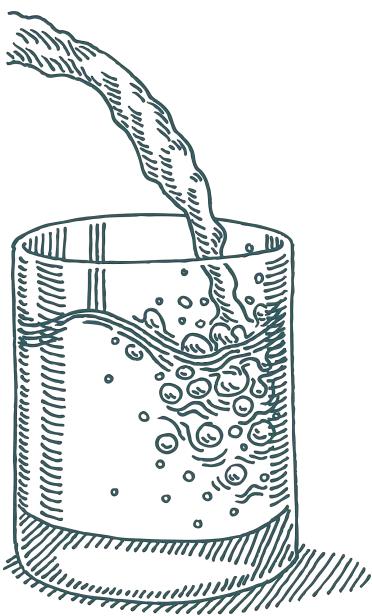
What many people don't know is that bottled water is often just filtered tap water! In blind taste tests (when people don't know which sample is tap water and which is bottled water), most of the time people think tap water tastes better. So why has the bottled water campaign been so successful? The companies that sell bottled water have convinced people that tap water is dirty and unsafe, even though this is untrue in most areas of the U.S. Some people **protest** against bottled water by refusing to buy it. They buy reusable plastic or metal bottles and enjoy the delicious, clean tap water that is practically free!



Use your math skills to compare the prices of bottled water and tap water.

1. Americans buy about 30,000 bottles of water per hour. $\frac{4}{5}$ of these bottles will end up in landfills, and the rest will be recycled.
 - a. Of the bottles purchased in an hour, how many will end up in a landfill? Write a number sentence and then solve it to find the answer.
 - b. How many bottles will be recycled? Explain how you found your answer.

Challenge: How many bottles of water do Americans purchase in a day?



2. In the city of Ann Arbor, Michigan, **a gallon of tap water costs about half a penny**. Fill in the chart below to find the price or amount of water used in these different household activities.

Activity	Average Amount of Water Used	Cost
Toilet flush		\$0.02
Shower	32 gallons (for 8 minutes)	
Bath		\$0.12
Daily drinking water for family of four	1 gallon	
Dishwasher (one load)		\$0.06
Washing machine (one load)	26 gallons	

Challenge: If one penny is written in decimal form as \$0.01, how could you use a decimal to write half a penny?

3. Depending on a person's age, the USDA recommends drinking up to a gallon of water per day. There are about seven bottles of water in a gallon (500 mL bottles).

If each bottle of water costs \$1.50, how much money will a person drinking the recommended amount of water spend each day if bottled water is all he or she drinks?

Informational Article**Why do we fight?**

Dateline: 1646, Boston, Massachusetts

The Tragedy of the Commons

Commons is a term used for natural **resources** that are available for everyone to use. For example, forests, rivers, oceans, and public lands are **resources** shared by communities.

Today there is a park in Boston, Massachusetts, called the Boston Common. People go there to relax, listen to concerts, and enjoy the flowers. Years ago, when Hester the Puritan girl lived next to it, it was just called the *commons*. It was a piece of land where people could graze their cows (let them eat grass) for free. However, as more people brought more

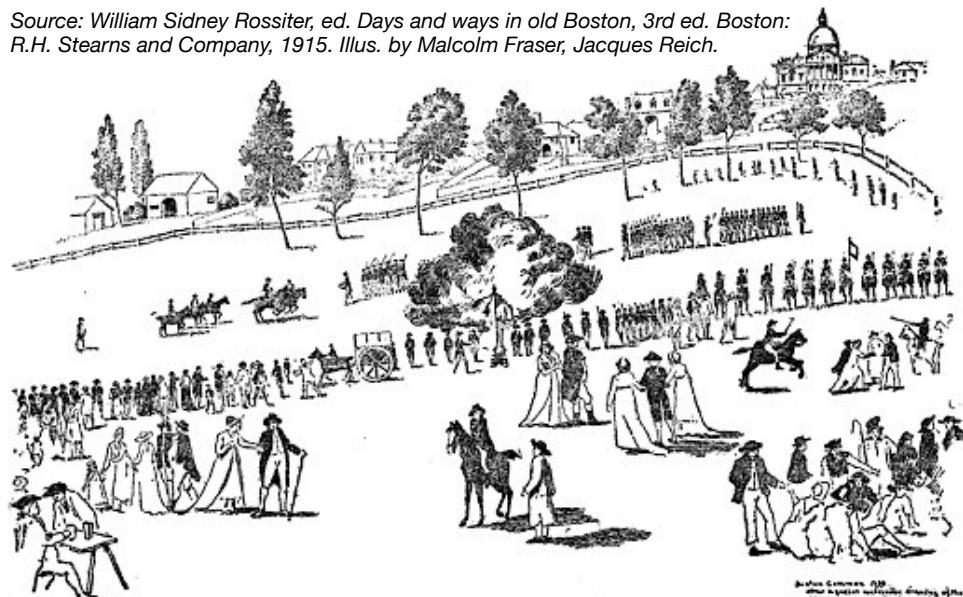
cows, the grass was being eaten too fast. So grass – which had been abundant – became a **scarce resource** for the Boston community. As a result, in 1646, the community had to create rules that controlled the distribution of grazing time. No more than 70 cows could be on the commons at any time, so Bostonians had to **negotiate** a strict schedule for grazing their cows.

If the Boston community had not made rules limiting the number of cows allowed to graze at any one time, the commons might have been destroyed. Then everyone would lose. Situations like these are called the “Tragedy of the Commons.” The tragedy of the commons results when each person only thinks about what is good for him or her, without worrying about the community. In other words, it is what happens when people worry about themselves more than about their shared **resources**.

Today, we might be facing a new “Tragedy of the Commons,” not with grass for cows but with clean water, clean air, and open land. For example, the air is a **resource** we all share. When people or companies pollute water, air, and land, it affects everyone.

Our planet Earth provides us with amazing **resources**. We need to **negotiate** their use carefully to avoid tragedies of the commons. Wasting these precious **resources** should not be an **option**!

Source: William Sidney Rossiter, ed. *Days and ways in old Boston*, 3rd ed. Boston: R.H. Stearns and Company, 1915. Illus. by Malcolm Fraser, Jacques Reich.

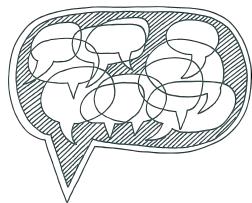


Discussion question: What does the term “Tragedy of the Commons” mean?



Prepare to Debate

Why do we fight?



Is it okay to make money off of other people's bad luck by raising prices on necessary items?

Important **resources** can become **scarce** when natural disasters strike. After Hurricane Katrina, some people in New Orleans sold water for as much as \$10 a bottle (ten times the regular price). The hurricane made drinking water **scarce**, and people were desperate.

Some people support these price increases because they say making money motivates people to **distribute scarce resources** to people who need them most. Without raising prices, they argue, there would have been less drinking water available to the people of New Orleans. For example, would people drive water from Kentucky to New Orleans if they were not going to make some money in return?

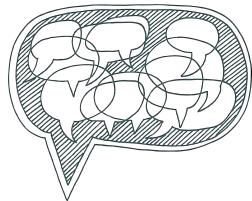
Other people believe that increasing prices in a crisis is wrong. They say that it is unfair to poor people because it makes essential items too expensive. They also say that increasing prices encourages people to buy and hoard more than they need since they are scared that the prices will keep going up.

What do you think? Is it okay to make money off of other people's bad luck by raising prices on necessary items?

Yes, it is okay to raise prices on necessary resources.	
No, it is not okay to raise prices on necessary resources.	

Prepare to Debate

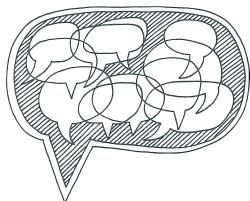
Why do we fight?



Is it okay to make money off of other people's bad luck by raising prices on necessary items?

Use this space to gather notes before and during the debate.

Notes:



Is it okay to make money off of other people's bad luck by raising prices on necessary items?

<h3>Use of focus words</h3>	<p>Tally how many times the focus words were used.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">scarce _____</td><td style="width: 33%;">option _____</td><td style="width: 33%;">protest _____</td></tr> <tr> <td>resource _____</td><td>distribute _____</td><td>negotiate _____</td></tr> </table> <p><i>(Handwritten tally marks: 111)</i></p>	scarce _____	option _____	protest _____	resource _____	distribute _____	negotiate _____
scarce _____	option _____	protest _____					
resource _____	distribute _____	negotiate _____					
<h3>Fairness</h3>	<p>Did everyone get an opportunity to speak?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Examples: _____ _____</p>						
<h3>Norms</h3>	<p>Did everyone follow the debate norms?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Examples: _____ _____</p>						
<h3>Debate</h3>	<p>Was the debate interesting?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Why? _____ _____</p>						
<h3>Arguments</h3>	<p>What arguments did others use?</p> <p>Examples: _____ _____</p>						

Writing**Why do we fight?***Creating a Public Service Announcement*

The word **resources** means many things. We've talked about water, land, and gold as being valuable **resources**. Create a PSA (public service announcement) to show how you would convince someone to protect a particular **resource**. You can pick one of the **resources** below as the subject of your PSA, or some other **resource** you think is valuable and **scarce** or in danger of becoming **scarce**. There is an example of a PSA in the box below. After you finish your PSA, you will write what you're trying to communicate and to whom.

**OPTIONS:**

- Libraries
- Park lands
- Clean air
- Fuel (oil, gas, coal)
- Important customs (special food, art, music, dances, languages)
- Other: _____



Example: A water conservation message used in Louisiana

Now, express in writing what you are trying to communicate in your PSA.

- What language does your PSA use to express your views and argument?
 - What images did you choose, and why did you choose them?
 - What evidence can you offer to show that the **resource** you are targeting is **scarce** or in danger?
 - Who is your audience, and what do you think they need to know?
-
-
-
-
-
-
-
-
-
-
-
-

Writing, continued**Why do we fight?**

Design space:

This page has been left blank intentionally.