

Lesson Title: Rural vs. Urban: The Fight for Water Rights in Nevada

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Appropriate for Grade Level(s): 7-8

Nevada Social Studies Standards

H1.[6-8].7 Explore the lure of the West and the reality of life on the frontier as it relates to communication, farming and water issues, mining, and ranching.

H1.[6-8].10 Describe the role of farming, railroads, and mining in the settlement of the West.

H2.[6-8].6 Describe the effects of tourism and gaming on Nevada.

H4.[6-8].12 Explain the significance of major news events Nevada and at the national and world levels.

G6.[6-8].7 Compare how cultural characteristics affect different points of view with regard to places and regions. **G7.[6-8].2** Describe how movements of people, goods, ideas, and resources have affected events and conditions in the past and present. **G8.[6-8].2** Evaluate the role of technology in the human modification of the physical environment.

G8.[6-8].3 Describe the changes that result from human modification of the physical environment.

G8.[6-8].8 Evaluate different viewpoints regarding a resource. **C15.[6-8].6** Provide examples of contemporary public issues that may require public solutions.

Common Core Standards for Literacy in History/Social Studies:

R6.8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

R6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

R6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

W6-8.1 1. Write arguments focused on discipline-specific content.

W6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Type of Lesson: Socratic Seminar/Argumentative Writing

Student Readings/Sources:

Las Vegas Water Battle: Cash vs. Crops by Thomas Berkes.

Accessible at <http://www.npr.org/templates/story/story.php?storyId=10953190>

Clips from: Rangeland Water: Stewards of the Rangeland <https://youtu.be/WFZRI8dwTlg>

Images for use in gallery walk:

Petition: <http://www.change.org/petitions/nevada-state-engineer-stop-the-15-billion-las-vegas-pipeline>

Bellagio Fountains: <http://goo.gl/CMPVNZ>

Spring Valley in White Pine County: <http://chanceofrain.com/2010/01/las-vegas-pipeline-loses-its-water/>

Lake Mead: http://gallery.usgs.gov/photos/07_01_2011_k52Ri77HHc_07_01_2011_7#.VAoarZxuWKS

Snake Valley Irrigation: <http://www.npr.org/templates/story/story.php?storyId=10953190>

Snake Valley Alfalfa: <http://www.npr.org/templates/story/story.php?storyId=10953190>

Total Time Needed: 5-7 (60 minute class periods)

Lesson Sequence: This lesson should be taught during the modern Nevada Unit.

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
60 minutes Teacher preparation	Become familiar with the background information related to water issues in Nevada (attached). Also, make sure the terminology related to the common core argumentative standards matches what you use in your classroom.	N/A
25 minutes Galley walk introduction	Place the gallery walk documents (A-J) around the classroom. Put students in pairs and instruct them to quietly and efficiently view and discuss each document. During the first viewing, students will observe only. During the second viewing, students will write information on three of the pictures and one of the quotes. This serves as an introduction to the unit	Follow teacher instructions. Fill in gallery walk introduction form.
10 minutes Break down essential question/key vocabulary	Distribute the Socratic Seminar Preparation page and the vocabulary page. Explain to students this form will be completed at the END of the three-five day lesson; however, they now should break down the essential question. (question #1)	Answer Question #1 on Socratic Seminar Preparation page/ fill in vocabulary as each term is discussed throughout the lessons
60-90 minutes Background information reading from NPR	Hand out the background information reading article <i>Cash vs. Crops</i> . Heterogeneously mix students in groups of four <ol style="list-style-type: none"> 1) Students read article quietly 2) Read article out loud 3) Answer question by question, providing time for students to answer quietly; then discuss in groups and whole-class 	Answer questions related to <i>Cash vs. Crops</i> article.
30 minutes Video Clip 1	Pass out the video clip #1 form. Access video clip. Lead discussion of video questions.	Answer Video clip #1 questions during video viewing.
15-20 minutes Video Clip #2	Pass out the video clip #2 form. Before watching clip, lead a review discussion on the background information related to the pipeline project. Access video clip #2 and have groups discuss what information they gained from the video.	Complete different viewpoints on the pipeline. Participate in class/group discussions on the topic.
30-45 minutes Ranking claims from video clip #2	The ranking should be on the BACK of the video clip #2 page. During this activity, students evaluate and then rank, with reasoning, which claims are best supported. This activity is instrumental in helping students make a claim (take a side) with the issue.	In groups, rank the statements from video clip #2. Discuss the first two questions and bottom ranking in detail.

15-20 minutes Video Clip #3/bias analysis	Pass out video clip #3 and bias analysis page. Access video. After viewing the video, lead class discussion on video clip #3.	During video, take notes on the graphic organizer provided for video clip #3. After viewing the video, discuss and update graphic organizer based on class discussion.
90 Minutes	<p>Socratic Seminar:</p> <ol style="list-style-type: none"> 1) Instruct students to finish Socratic Seminar Preparation page (from first day) 2) Explain norms for Socratic Seminar (attached) 3) Engage students in a Socratic Seminar. Discussion. It should be student-led, with teacher facilitating discussion. Goal is for students to gain a better understanding of the issues through a discussion, not to DEBATE/ARGUE. Students are allowed to have accountable talk prompts and the preparation page in front of them during discussion. 4) After the discussion, students REFLECT on how the discussion progressed. 	Prepare, participate, reflect.
60-120 minutes Letter to the editor	Explain the elements of the letter to the editor and review terms of argumentative writing. Provide time for students to outline and then type their letter to the editor stating their position on the essential question using evidence from the sources used in the lesson.	Outline and then type a letter to the editor.

Description of Lesson Assessment: Letter to the editor

How will students reflect on the process and their learning? Discussion reflection

Important terminology

Environmental impact study (EIS): a detailed study of the possible consequences of a proposed project. For the proposed pipeline, this study was presented by the Bureau of Land Management.

Southern Nevada Water Authority (SNWA): Combination of 7 Southern Nevada water agencies. This agency looks for future water supplies for Southern Nevada and oversees the pumping of water from Lake Mead to serve Southern Nevada.

Background Information (for teachers)

To understand the history and development of the American West, one must first understand the importance of a natural resource—water. In the mid 1800’s, it became apparent that key to the settlement of the West and feeding those that settled the West was water. However, most of the arid West had little prospect for growing traditional agricultural crops. For centuries, the Western rangelands had been home to millions of grazing bison, deer, and antelope. Quickly, cattle and sheep became the primary source of protein for those settling the West. The federal government realized that issuing water and grazing rights on the West’s federal lands would be instrumental to insuring ranchers and farmers the ability to produce a stable food supply.

With irrigation, Western states, Nevada specifically, held potential for agriculture and ranching. Without irrigation; however, the land was close to inhospitable and could only support a small amount of settlers. In Nevada, Representative Francis Newlands led a push for federal help with irrigation and reclamation projects. He was quoted as saying: “I ask, who should undertake this work? Who can undertake the work? The view of the people of the arid region is that this is a public work...that ought to be undertaken by the government of the United States.” Newlands found a supporter for his policies in President Theodore Roosevelt, himself an avid outdoorsmen and supporter of conservation and reclamation policies. Roosevelt pushed for Congressional action on reclamation and received his demands with the passing of the 1902 Reclamation Act (also known as the Newlands Reclamation Act). This act sold federal land with the proceeds from the sale used for building reservoirs which would help control flooding and allow for irrigation. Under this law, nearly every Western river had a dam built on it.

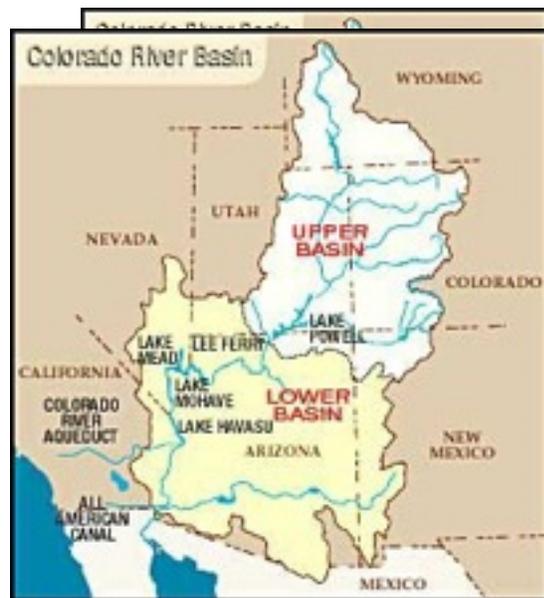
For those pockets of the West, including northeastern Nevada’s Snake, Spring, Cave, Dry Lake and Delamar valleys, that did have potential for farming and crop production, tapping the groundwater and aquifers under the desert finally allowed more substantial production. It wasn’t until the 1950’s, that technological advances in ground water pumping dramatically increased farm production in the Western state and Nevada specifically.

For Southern Nevada, the key water source and water legislation concerns the Colorado River. In 1922, the Colorado River Compact was reached. This was a deal between seven Western states and Congress. Under this deal, the Colorado River was divided into upper and lower river basins with each section splitting 7.5 million acre feet of water per year. In 1928, the Boulder Canyon Act officially divided up the amount of water each basin state received. As noted in the table below, Nevada was only allocated 300,000 acre feet per year which was plenty of water to serve the needs of the population in 1928. Today; however, things have changed, leaving Las Vegas to search for additional sources of water to fuel future growth. This need for water has led to a controversial proposed pipeline project which has pitted urban Southern Nevada against largely rural Northern Nevada.

Political Entity	Annual allocation (in acre-feet)
Upper Basin States	7,500,000*
Colorado	3,900,000*
New Mexico	800,000*
Utah	1,700,000*
Wyoming	1,000,000*
Lower Basin States	7,500,000
California	4,400,000
Arizona	2,800,000
Nevada	300,000
Mexico	1,500,000
Total	16,500,000

Source: U.S. Bureau of Reclamation.

*Upper Basin states’ allocations based on using



Gallery Walk Introduction (Day 1)

Directions: Fill in the following boxes as you move through the pictures/quotes

Pictures:

Document	Evidence (what I see):	Claim (what I think):	Reasoning (why I think that, link CLAIM to EVIDENCE):

Quotes:

Quote # _____

Words that stood out: _____

In 8 words or less, paraphrase the quote.

Based on the gallery walk, I believe this lesson is about.....

A



B

“The sound and steady development of the West depends upon the building up of homes therein. One hundred and sixty acres of fairly rich and well-watered soil, or a much smaller amount of irrigated land, may keep a family in plenty, whereas no one could get a living out of one hundred and sixty acres of dry pasture land capable of supporting at the outside only one head of cattle to every ten acres.”

President Theodore Roosevelt 1902

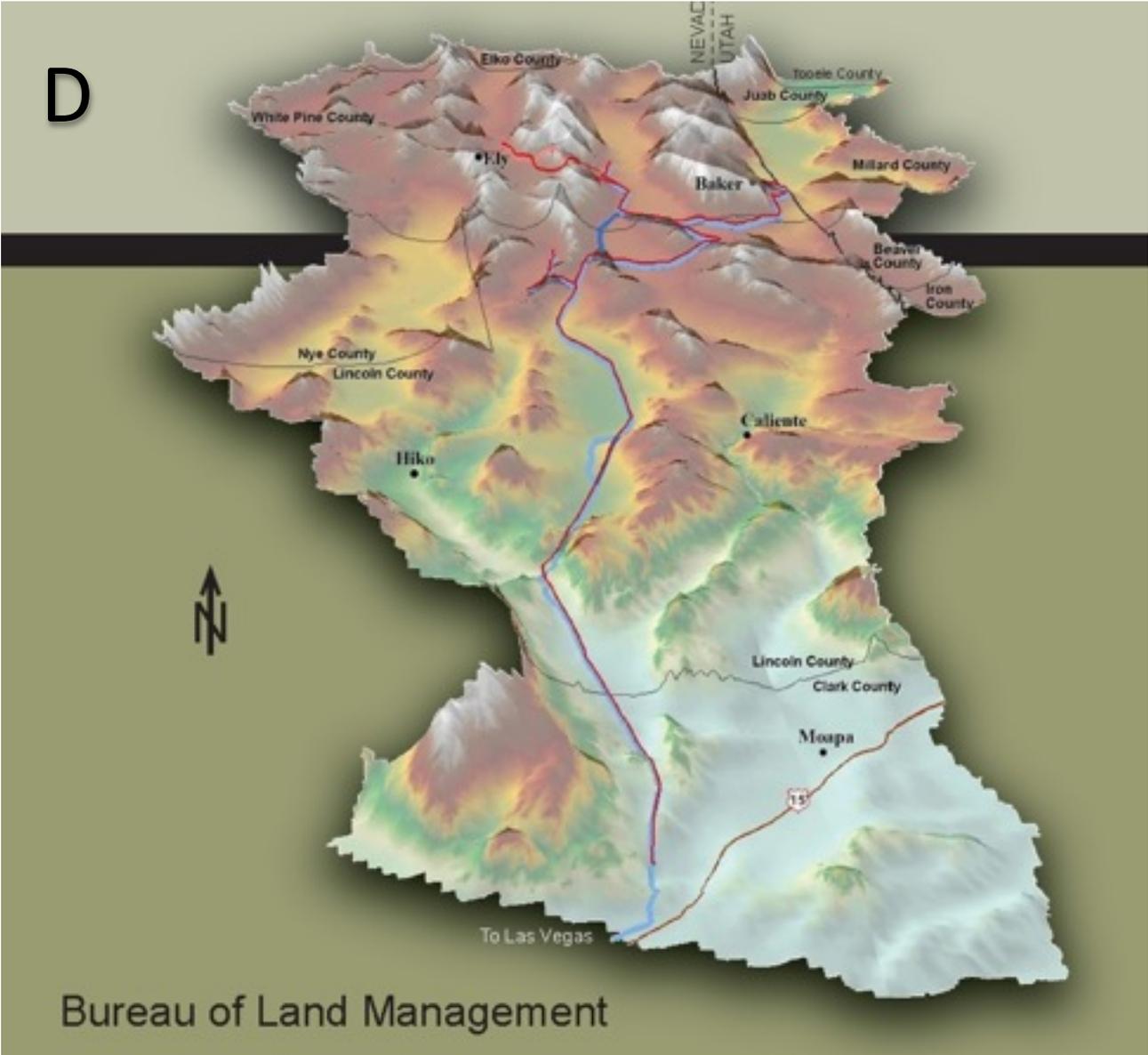
C

"There isn't enough water to go around... And we're the most arid spot in the United States."

-Pat Mulroy: President Southern Nevada Water Authority

"Ninety percent of Nevada's water goes to agriculture and generates 6,000 jobs, which is less than the Mirage Hotel generates," Mulroy said at the time.

"The West was settled by the federal government as an agrarian economy (but) it isn't that anymore ... The West is becoming an urban area."



E

"Gluttony, glitter, girls and gambling are what [Las Vegas] is all about. What it's all about here [in Callao] is children, cattle, country and church. Would it be crops or craps that we use our water for?"

-Rancher Cecil Garlan

F



G



H





J



Water Issues in Nevada: Socratic Seminar Preparation Guide

Directions:

1. **Answer** question #1 below
2. **Read** the introductory article
3. **Watch** the three video clips
4. **Reflect:** When you finish, answer the following Reflection of the reading
5. **Prepare:** Finally, PREPARE for the Discussion: Try to reference the sources used in the lesson

Central Questions:

Should Southern Nevada be allowed to access water from Central and Eastern Nevada to fuel their growth?

1. What is the question asking? Re-write the question in your own words.

#1 Reflection of videos/Prompts for Socratic Seminar

I'm a little confused about ...

The most interesting claim one of the participants made was (a claim you agree with)...

Identify a claim you disagree with (specific statement) and explain WHY (be specific)

Even though I disagree with _____, I still thought...

#2 I'd like to talk with other people about ...

(Pick out 4 main points you would like to address in the discussion)

Point 1)

Point 2)

Point 3)

Point 4)

Identify 2 specific Discussion Goals you have for yourself after reading the rules to the Socratic Seminar.

Las Vegas Water Battle: 'Crops vs. Craps'

By Howard Berkes June 27, 2007

Accessed at: <http://www.npr.org/templates/story/story.php?storyId=10953190>

Cecil Garland thought he was getting as far away as possible when he bought a fledgling ranch in Callao, Utah, more than 30 years ago.

Callao, with its five ranches and 35 people, is 50 dusty miles from a paved road, 90 miles from a gas station or grocery store, and about 300 miles from Las Vegas.

But Garland is convinced that distant and urban Las Vegas threatens the springs and wells that make ranching possible in Callao, and in thousands of square miles of high desert valleys between Callao and Las Vegas.

Water officials in the Las Vegas Valley have launched major conservation efforts and they're seeking water elsewhere, but they've lusted after groundwater beneath rural valleys to the north for more than 15 years. It may be the easiest to access, given significant political and technological problems with other plans. So, they've applied for water rights in seven sparsely populated valleys, a region bigger than Connecticut, including the Snake Valley, which stretches into Utah and to Callao.

The Southern Nevada Water Authority and its water "czar," Patricia Mulroy, hope to eventually tap 65 billion gallons of rural water a year with a 300-mile-long pipeline expected to cost more than \$2 billion. That's enough water for 50,000 families a year.

"There isn't enough water to go around," Mulroy told NPR in a 1991 story about the early stages of the project. "And we're the most arid spot in the United States."

Back in 1991, the Las Vegas Valley was the fastest-growing region in the country. People were moving in at the rate of 5,000 a month then, overwhelming schools, roads and other infrastructure, including the water system. As Mulroy noted, the valley gets little rain. Leave a bucket outside all year long in an average year and it'll collect just four inches of water.

Las Vegas taps groundwater from the valley beneath it and surface water from the Colorado River nearby. But neither is enough for the region's phenomenal growth. The valley has nearly doubled in population since 1991, to 1.5 million. Las Vegas gambling resorts now attract close to 40 million visitors a year.

So, for close to two decades, Mulroy has been working persistently to acquire "rights" to water in rural counties north of the Las Vegas Valley. She noted back in 1991 that there is an economic imperative to taking water from rural counties largely dependent on ranching, and bringing it to the big city.

"Ninety percent of Nevada's water goes to agriculture and generates 6,000 jobs, which is less than the Mirage Hotel generates," Mulroy said at the time. "The West was settled by the federal government as an agrarian economy (but) it isn't that anymore ... The West is becoming an urban area."

Rancher Cecil Garland is not convinced.

"What Las Vegas has got to learn is that there are limits to its growth," Garland says. He also applies his own value judgment to the competing uses for water.

"Gluttony, glitter, girls and gambling are what [Las Vegas] is all about," the 81-year-old rancher asserts. "What it's all about here [in Callao] is children, cattle, country and church." Then Garland raises a fundamental question. "Would it be crops or craps that we use our water for?"

Water czar Patricia Mulroy has always insisted that it's possible to use rural water for both rural and urban needs. Her Southern Nevada Water Authority is not seeking access to water that is already used by ranchers and farmers, except in the case of five ranches it has purchased outright for their water rights. But there's deep concern in the rural valleys that any drilling and pumping of water for Las Vegas will stem or stop the flow to existing wells and springs used by wildlife, livestock and crops.

"It'll become a dry desert valley," says Dean Baker, a rancher at the southern end of Snake Valley, 70 miles south of Callao and about 200 miles north of Las Vegas. "The reason there's ranching in this valley is because there's water from these springs."

Baker takes visitors to a spring-fed pond and watering trough to illustrate his fear. Wild horses, geese, ducks and sheep found water there until a rancher expanded his operation and dug a new well. The pond is now bone dry and lined with crispy and skeletal cattails and rushes. The trough is empty.

"It's happened around everywhere we're pumping," Baker confesses. "Probably if southern Nevada hadn't come along with this huge plan to do many times as much [drilling and pumping] we'd have tried never to let anybody know what we'd done. But it's the best example of why we know [the Las Vegas plan] won't work."

Baker and others say they believe that the aquifers beneath the northern valleys are connected and that drilling and pumping in one place would diminish the flow of water elsewhere. Indeed, a newly released draft report from the U.S. Geological Survey concludes that the underground water system is interconnected. The report also indicates there's plenty of water for Las Vegas and the rural valleys.

The Nevada State Engineer is responsible for determining whether the Las Vegas valley will get the water it seeks beneath Nevada valleys. Utah water officials must also approve any plan that could affect water beneath Snake Valley, since it lies in both states.

So far, Nevada State Engineer Tracy Taylor has ruled on the southern Nevada water applications for just one of the rural regions, Spring Valley, which is adjacent to Snake Valley. Taylor's legally complex, 56-page ruling is summarized this way by his boss, Allen Biaggi, director of Nevada's Department of Conservation and Natural Resources:

"This [water] is all underground. It's unseen. [So] there's a lot of uncertainty," Biaggi explains. "We really don't know what's going to happen here until we do some pumping and see how this natural system reacts to that pumping."

Nevada State Engineer Taylor has awarded southern Nevada about one-fifth of the water it sought, but only conditionally. The underground water system must be studied first, and then pumped and monitored closely for 10 years. If other wells and springs begin to lose water, pumping for Las Vegas could be curtailed.

But ranchers in the northern valleys worry that there's no stopping the flow of water south once a multibillion-dollar pipeline is built and filled.

Some in the region say their future and their children's future are at stake.

"It's very simple," says Denys Koyle, owner of the Border Inn, a gas station/casino/restaurant/motel right on the Utah-Nevada border in Snake Valley. "Without water, even [with] decreased water, the future's going to go away."

Mulroy of the Southern Nevada Water Authority insists that there's more to this water fight than water.

"There is that north-south acrimony in Nevada," she said recently. "There's a cultural gap. There's a rural-urban gap. And overcoming those is probably the most daunting part of this job."

Questions:

1. What clues can you gain simply from the title of the article? Why might this be important?
2. Provide evidence to support the problems Las Vegas is facing.
3. Where does Las Vegas currently get their water from? What are they hoping to do?
4. The word **agrarian** in line 36 means farming. What context clues in this portion of the article provided HINTS to support this meaning?
5. Trace the steps the plan to build a pipeline would need in order to get approved and built.
6. Fill in the chart with different words and descriptions that were used to compare and contrast the following terms (include line #'s)

rural	urban

7. Using the chart above, write a paragraph (3-4 sentences), that summarizes the issue between rural and urban areas in Nevada.

Vocabulary Graphic Organizer

Word	Definition/Context Sentence	Illustration
Rural		
Examples:		
Urban		
Examples:		
Aquifer		
Examples:		
Irrigation		
Examples:		
Agrarian		
Examples:		

Vocabulary Graphic Organizer

Word	Definition/Context Sentence	Illustration
<p>Rural</p> <p>Pertaining to, or characteristic of the countryside rather than the town</p>	<p>But there's deep concern in the rural valleys that any drilling and pumping of water for Las Vegas will stem or stop the flow to existing wells and springs used by wildlife, livestock and crops.</p>	
<p>Examples:</p>		
<p>Urban</p> <p>Relating to or characteristic of a city or town and the people living in them</p>	<p>But Garland is convinced that distant and urban Las Vegas threatens the springs and wells that make ranching possible in Callao...</p>	
<p>Examples:</p>		
<p>Aquifer</p> <p>Any geological formation containing or conducting ground water, especially on that supplies the water for wells, springs, etc.</p>	<p>Know the source of your drinking water-the river, lake, or aquifer that supplies your home.</p>	
<p>Examples:</p>		
<p>Irrigation</p> <p>The artificial application of water to land to assist in the production of crops</p>	<p>Water long used for irrigation is being diverted to cities and towns.</p>	
<p>Examples:</p>		
<p>Agrarian</p> <p>Rural, agricultural</p>	<p>The West was settled by the federal government as an agrarian economy (but) it isn't that anymore ...</p>	
<p>Examples:</p>		

Rangeland Water: Stewards of the Rangeland

Video Clip 1 Questions:

1. Who are the people involved?
2. What is the controversy? Arguments presented.
3. Where is the location of the proposed pipeline?
Draw the pipeline on the map.
4. Why is this an issue?



What questions do you still have? What terms do you need to clarify?

Rangeland Water: Stewards of the Rangeland
Video Clip 1 Questions: (Answer Key)

1. Who are the people involved?

Dean Baker: Eastern Nevada Rancher
Pat Mulroy, John Entsminger: Southern Nevada Water Authority Executives
Tom Myers: Hydrogeological Consultant
Andy Ferguson: Great Basin National Park, Manager

2. What is the controversy? Arguments presented

The Southern Nevada Water Authority has received approval to pump and transport via a 300 mile pipeline 12 billion gallons of groundwater each year from Northeastern Nevada to Southern Nevada.

3. Where is the location of the proposed pipeline?

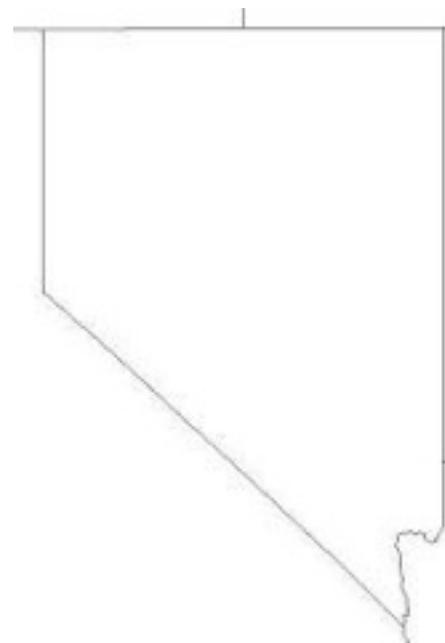
It would originate in Snake Valley located in Northeastern Nevada and extend south to Las Vegas.

4. Why is this an issue?

Opponents contend that there is not sufficient additional water to allow this volume of pumping, that it would dry up springs, harm existing water rights and lower the groundwater table by up to 200 feet causing irreparable harm to the environment, endangered species, agriculture and Great Basin National Park.

5. What questions do you still have? What terms do you need to clarify?

Ground water
Environmental Impact Study (EIS)
Ground water mining
Great Basin Aquifer
Natural Recharge



Rangeland Water: Stewards of the Rangeland
Video Clip 2:

During video, record the arguments/points raised by each speaker

Speaker's Name	Main Ideas/Thoughts	Supports or Opposes Project?
Gary Peria GM Border Inn/ White Pine County Commissioner		
Pat Mulroy and Zane Marshall: Southern Nevada Water Authority		
Delaine Spillsbury: Great Basin Shoshone		
Rose Strickland: Sierra Club		
Kenneth Lytle: Rancher		
Extras: Coyote Springs		

Rangeland Water: Stewards of the Rangeland
Video Clip 2 (Answer Key)

During video, record the arguments/points raised by each speaker

Speaker's Name	Main Ideas/Thoughts	Supports or Opposes Project?
Gary Peria GM Border Inn/ White Pine County Commissioner	Concerned about the economic impact of the project on area businesses and ranching.	Opposes
Pat Mulroy and Zane Marshall: Southern Nevada Water Authority	Insufficient water for growth will make investors reluctant to invest in Las Vegas' future. Claims that the project will impact endangered species are unfounded.	Supports
Delaine Spillsbury: Great Basin Shoshone	Native Americans feel water is sacred and must be protected.	Opposes
Rose Strickland: Sierra Club	Not a sustainable project. Not sufficient environmental regulations in place. Feels even the BLM's Environmental Impact Statement shows it to be a massive groundwater mining project.	Opposes
Kenneth Lytle: Rancher	Feels it will dry his ranch up. Thinks SNWA should find ways to take more water out of the Colorado River.	Opposes
Extras: Coyote Springs	Located in the path of the pipeline. This proposed development with 100,000 home and 16 golf courses may be possible if the pipeline becomes reality.	Supports

Rangeland Water: Stewards of the Rangeland

Directions: Rank the following quotes from the video on a 1-6 scale, with 1 being the argument you find MOST CONVINCING and 6 being the one you find LEAST CONVINCING. After ranking them 1-6, in the EXPLANATION OF RANKING box, explain your top 2 and bottom 2 choices.

Evidence from Video	Ranking	Explanation of Ranking
<p>“To waste water the way our present society is doing...we feel is just against our beliefs in life and the earth as our parent.” -Delaine Spillsbury</p>		
<p>“I think there have been claims made that this project will cause the extinction of any number of species and I can say with certainty that SNWA will not be allowed to cause the extinction of any species...” -Zane Marshall</p>		
<p>“...and we do not feel there are sufficient environments regulations in place...” -Rose Strickland</p>		
<p>“Sounds to me like they’re going to dry things up, let ‘em take it out of Lake Mead.” -Kenneth Lytle</p>		
<p>“They’re effectively conducting a large experiment and the question is there is nothing that can be done to protect these springs once the drawdown begins...” -Tom Myers</p>		
<p>“and when we can take all we need from the Colorado River, we will, it will still be our Primary source of supply and those basins will rest.” -Pat Mulroy</p>		

Rangeland Water: Stewards of the Rangeland

Video Clip 3 Analysis Form

Describe alternatives to the pipeline:

What are POSITIVES about this plan?

Alternative to the Pipeline:

What NEGATIVES or drawbacks are presented for the plan?

Extra notes/thought section

Brainstorm your own possible alternative:

Video Clip 3 Analysis Form (Answer Key)

Describe alternatives to the pipeline:
Increased water conservation by Las Vegas.
Desalination: Build Plants for Southern California and Mexico. Trade this water for more of their Colorado River allotment.
Curtail future LV growth.

What are POSITIVES about this plan?
Ocean has unlimited water available for desalination.

What NEGATIVES or drawbacks are presented for the plan?
Las Vegas will continue to be dependent on the water provided by the Colorado River.
Desal Plants are extremely expensive.
California may not trade water with Nevada

Alternative to the Pipeline:
Water Conservation
Desalination
Limit future Las Vegas growth

Extra notes/thought section
Answers may vary

Brainstorm your own possible alternative.
Answers may vary

Rangeland Water: Stewards of the Rangeland

Bias Analysis: Having a critical EYE

These are important questions to keep in mind whenever you analyze a source:

Who created the documentary?	
What do we know about that group?	
What questions should we ask about the creator(s)?	
Where could we find more information?	
Did video appear to be biased towards one side of the issue? Support with evidence:	

Bias Analysis (Answer Key)

Having a critical EYE

These are important questions to keep in mind whenever you analyze a source:

Who created the documentary?	Independent film producers Golden Productions produced the documentary for KNPB, the northern Nevada Public Broadcasting (PBS) affiliate. The project was funded by The Nevada Rangeland Resources Commission.
What do we know about that group?	KNPB has been the northern Nevada PBS affiliate since 1983. Golden Productions has created 4 award winning documentaries, “The Stewards of the Rangeland” series for KNPB. They are an independent video production company based in Reno, Nevada. The Nevada Rangeland Resources Commission was created by the state of Nevada to promote responsible public land grazing. The members are representatives from the Nevada state grazing boards, the Nevada Woolgrowers Association, the Nevada Farm Bureau Association, and the Nevada Cattlemen’s Association.
What questions should we ask about the creator(s)?	<ul style="list-style-type: none">• Why did they create this documentary?• What does each entity have to gain from creating this documentary?• Are there other businesses, organizations, or people who could gain economically from the production of this documentary?
Where could we find more information?	<ul style="list-style-type: none">• Great Basin Water Network• Southern Nevada Water Authority• The Sierra Club• The Center for Biological Diversity• The Bureau of Land Management• Nevada State Water Engineer• Golden Productions
Did the video appear to be biased towards one side of the issue?	Answers may vary.

Socratic Seminar Discussion Rules/Norms

1. Don't Raise hands

2. Listen Carefully

(Ex: eye contact, build upon, agreeing or disagreeing, clarifying)

3. Address one another respectfully

(Ex: Accountable Talk)

4. Base any opinions on the text

(Ex: As stated on Line #...)

5. Address conversations to the group (no side conversations)

6. Use sensitivity to take turns and not interrupt others

7. Monitor 'air time'

(Look around the room and notice students who haven't talked)

8. Be courageous in presenting thoughts, but be flexible and willing to change your mind in the face of new and compelling evidence.

Stem Questions that Facilitate & Sustain Dialogue through Accountable Talk

Agree / Disagree

- Has anyone else had a similar . . . ?
- Who has a different . . . ?

Clarification

- I'm not sure I understand . . . ?
- Tell me more about . . . ?
- Do you see gaps in my reasoning?
- Are you taking into account something different from what I have considered?

Support Questions

- Can you give us an example of . . . ?
- Where in the story . . . ?
- What would be a good reason for . . . ?
- What is some evidence for . . . ?

Cause and Effect

- Why do you think that happened?
- How could that have been prevented?
- Do you think that would happen that way again? Why?
- What are some reasons people . . . ?

Benefits / Burdens

- What are some of the reasons this wouldn't (would) be a good idea?
- Would anyone like to speak to the opposite side?
- Those are some reasons this would work; what reasons might it not work?

Point of View / Perspective

- How might she/he have felt . . . ?
- What do you think he/she was thinking when . . . ?
- He might not like that, but can you think of someone who would?
- _____ has expressed a different opinion. Are there others?
- Do you have a different interpretation?
- Do you have different conclusions?
- How did you arrive at your view?

Counterexample

- Would that still happen if . . . ?
- What might have made the difference?

Different Situation

- Can you describe a situation that would . . . ?
- Suppose _____. Would that still be true? Why or why not?

Solicit Questions

- What are some things that you wonder about?
- What would you like to know about?
- Are there questions we should remember now?

	4 Excellent	3 Good	2 Could be Better!	1 Unacceptable
Preparation	<ul style="list-style-type: none"> All reading is complete prior to beginning of discussion Annotating Complete Student has completed all assigned work prior to discussion, demonstrating a great deal of thought and effort <i>Discussion Packet</i>	<ul style="list-style-type: none"> All reading is complete prior to beginning of discussion Annotating Complete Student has completed all assigned work prior to discussion <i>Discussion Packet</i>	<ul style="list-style-type: none"> All reading is complete prior to beginning of discussion Annotating Incomplete Student has completed most of the assigned work prior to discussion <i>Discussion Packet Incomplete</i>	<ul style="list-style-type: none"> Reading is not complete Missing Annotating Work is not complete <i>Discussion Packet not done</i>
Participation	<ul style="list-style-type: none"> Student contributes several times to each topic, but allows others to contribute to the discussion, too. (TEXT-BASED) 	<ul style="list-style-type: none"> Student contributes at least two time to the topic (Text-based) 	<ul style="list-style-type: none"> Student contributes at least one time (Text-based) 	<ul style="list-style-type: none"> Student hardly ever talks OR never gives anyone else a turn to talk
Quality of responses	<ul style="list-style-type: none"> Student uses accountable talk appropriately Arguments are well thought out and well composed. Student gives opinions or responds to group members using text evidence or other examples 	<ul style="list-style-type: none"> Student uses accountable talk appropriately Arguments are well thought out and well composed with little difficulty. Student gives opinions or responds to group members; often uses examples or text evidence 	<ul style="list-style-type: none"> Sometimes student forgets to use accountable talk Arguments not very well thought out or composed. Student often gives opinions, but rarely responds to others OR does not use evidence to support ideas 	<ul style="list-style-type: none"> Student never uses accountable talk No arguments were made or arguments were not well thought out or composed. Student sometimes gives opinions, but never responds to others
Respect and Manners	<ul style="list-style-type: none"> Student always listens while others are speaking and looks at them Student provides feedback, asks follow-up questions, and gives compliments Student often helps those who are struggling Student is courteous and polite at all times 	<ul style="list-style-type: none"> Student always listens when others are speaking Student sometimes gives feedback or asks follow-up questions Student occasionally helps those who are struggling Student is almost always polite and courteous 	<ul style="list-style-type: none"> I can't tell if this person is listening, but he/she looks like he/she is Student usually just answers the questions; does not respond to what others say Sometimes student forgets to be polite 	<ul style="list-style-type: none"> Student sometimes writes notes, reads, or spaces out when others are speaking Student says rude or inappropriate things to others
Reflection	<ul style="list-style-type: none"> -Student demonstrates personal discussion strengths and weaknesses -Reflection shows thorough thoughtfulness and has supporting details and examples of deeper learning. -All parts of the reflection are complete and well done. -Student established strong clear goals for future learning and discussions based on the areas they need to make more progress 	<ul style="list-style-type: none"> -Student identifies most discussion strengths and weaknesses -Reflection shows thoughtfulness with some details and examples of learning -The reflection is complete -Student established goals for future learning and discussions 	<ul style="list-style-type: none"> -Student identifies some discussion strengths and weaknesses -Reflection shows some details and examples of learning -The reflection is incomplete -Student established some goals for future learning and discussions 	<ul style="list-style-type: none"> -Student did not identify discussion strengths and weaknesses -Reflection lacks or is missing details and examples of learning -The reflection is not complete -Student did not establish goals for future learning and discussions

Name _____
 Period _____ # _____

Terms of Argumentative Writing:

Claim: The side you take and prove in argumentative writing

Evidence: The text-based examples you used in order to reach your claim. Cite lines #'s or documents in parenthesis at the end of the sentence.

Reasoning: The **BECAUSE** part of writing, this is **SPECIFICALLY** how you explain how the **EVIDENCE** helped you reach your claim

Citing Evidence:

Paraphrasing or directly quoting: When you cite evidence, you either paraphrase or directly quote.

- Paraphrasing evidence means putting the evidence in your own words. You should do this whenever possible. A typical rule of paraphrasing is to change the first and last word of the quote, and make sure no two words from the original document appear next to each other.
 - Example: If the document says “I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and with my crying together, I became so sick and low that I was not able to eat.”
 - You might say: For example, Oladuah Equiano described the smell of a slave ship being so disgusting that he was sick to his stomach (7-9).
- Direct Quotes: Direct quotes are when you cite the EXACT WORDS from the document. Only do this when the information is stated in such a way that you couldn't possibly put it in your own words!
 - For example: Oladuah Equiano described the dangerous conditions aboard a slave ship “This deplorable situation was again aggravated by the galling of the chains...and the filth of the necessary tubs, into which children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered it a scene of horror almost inconceivable.” (31-34)

Sentence starters for introducing evidence:

- For example,
- Another example from the documents
- Evidence for this can be seen...
- As _____ (author or document) shows,
- This can be seen from _____

Reasoning

Reasoning is how you CLEARLY link the evidence to your claim.

- If your evidence says: For example, Olaudah Equiano described the smell of a slave ship being so disgusting that he was sick to his stomach (7-9).
- Your reasoning might say: Considering this evidence, it can be concluded that many slaves would be unable to hold down food during the middle passage, and might die as a result

OR

- Olaudah Equiano described the dangerous conditions aboard a slave ship “This deplorable situation was again aggravated by the galling of the chains...and the filth of the necessary tubs, into which children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered it a scene of horror almost inconceivable.” (31-34)
- Your reasoning might then say: This shows that slave children often died on the middle passage by falling into the tubs where everyone was going to the bathroom.

Sentence starters for reasoning:

-This shows

-This evidence suggests

-This evidence supports

-It is apparent this evidence caused

-Based on the ____ it can be argued

-Hence

-This demonstrates

-This evidence contributes

-This evidence confirms

-Considering this evidence, it can be concluded...

-The connection

-This proves

*A good way to work on reasoning is to RANK your evidence in importance. Your EXPLANATION for why one particular piece of evidence BEST or BETTER supports your claim is your reasoning. Ranking your evidence forces you to think about the process prior to writing!

- A summary sentence goes at the END of a body paragraph. The job of a summary sentence is to wrap up the entire paragraph

For example: Taken together, this evidence clearly shows the middle passage was a dangerous and often deadly journey for slaves.

Letter to the editor overview

- **What?** A letter to the editor is an organized argumentative comment on something in the news, be it an article, an event, or merely an opinion. Unlike the rest of a newspaper, which is supposed to be unbiased, the editorial section is supposed to include opinion.
- **Who?** Anyone! Anyone is allowed to write a letter to the editor.
- **Why?** The editorial section of a newspaper allows average citizens to post commentary on a given issue or topic while also allowing experts to give their side of the story as well. It also allows people to inform the citizenry and reach larger audiences
- **When?** Most papers have a daily section for letters to the editor, with an expanded section that includes articles from experts on the weekend.
- **Where?** Letters to the editor can be found in a separate section in most papers. In the *Reno Gazette Journal*, letters to the editor can typically be found in the front page section, though it does move around.
- **How?** Citizens submit letters to the editor to a given person that works for the paper, who then chooses what letters are published.

***Rules: Be Quick, Be Concise; Support your argument with evidence**

Name: _____ Period: _____ # _____

Letter to the editor outline

Headline for letter: In eight words or less, strongly state your side

Hook: In first sentence, grab the reader's attention: _____

Background: In 2-3 sentences, summarize the situation as you understand it: _____

Claim: Clearly take a side, including ONE reason: _____

New Paragraph

Claim: Restate you claim _____

Evidence: Introduce evidence from the video or class work that led you to your claim: _____

Reasoning (clearly explain how the evidence led you to your claim) _____

Evidence: Introduce 2nd evidence from the video or class work that led you to your claim: _____

Reasoning (clearing explain how the evidence led you to your claim) _____

Sum up argument _____

Text Analysis (Answers to the questions with line #s)	5		
Claim	4		<input type="checkbox"/> Claim missing <input type="checkbox"/> Reasoning unclear or does not demonstrate link to claim <input type="checkbox"/> Document(s) not cited <input type="checkbox"/> Evidence doesn't support claim
Evidence #1 with citation	2		
Reasoning links evidence/claim	5		
Evidence #2 with citation	2		
Reasoning links evidence/claim	5		
Language Choices	2		
Total 25 _____			

	A level	B Level	C Level	D level	F Level
The Claim	Presents a clear, well-developed /strong claim.	Presents a clear claim	Presents a claim using 1 and/or with limited development	Claim is confusing or underdeveloped. Might have used 1.	Missing claim
Evidence	Supports claim with 2 substantial, relevant, and accurate pieces of evidence. Evidence is cited.	Supports claim with 2 substantial, relevant, and accurate pieces of evidence.	Supports claim with 2 pieces of evidence.	Provides minimal, irrelevant, or insufficient evidence.	Evidence is missing
Reasoning	Reasoning linking evidence (Both pieces of evidence) to claim is sound and logical. It helps persuade the reader.	Reasoning linking evidence (both pieces of evidence) to claim is sound	Only links 1 piece of evidence soundly to the claim	Reasoning used does not link evidence to claim	There is no clear reasoning
Language Choices	Uses sophisticated words, phrases and clauses to clarify the relationship and create cohesion btw the claim, evidence and reasoning.	Uses words, phrases and clauses to clarify the relationship and create cohesion btw claim, evidence and reasoning	Inconsistently uses words or phrases to clarify the relationship btw claim, evidence and reasoning	Attempts once to use words or phrases to clarify the relationship btw claim, evidence and reasoning	Language choices creates uncertainty