

Governor's Solution

Lesson Abstract

Summary:	Using a fictional news release, students will analyze the points of view of each of the characters mentioned in the story. This is done to help students broaden their perspective of the use of water in their community.
GLEI:	See Social studies and Communication Arts GLE on the Missouri Department of Elementary and Secondary Education (D.E.S.E.) Website: http://www.dese.state.mo.us
Subject Areas:	Communication Arts, Social Studies
Show-Me Standards:	Goals – 1.5, 1.6, 1.7, 1.10, 2.3, 3.1, 3.2 Strands – SC 1, 2, 3, 5, 8; CA 2; SS 3
Skills:	Analyzing, organizing information, concluding, defining problems, classifying, and categorizing
Duration:	1 class period (50 minutes)
Setting:	Classroom
Key Vocabulary:	Aesthetic, agricultural, cultural, ecological, economic, educational, egocentric, environmental, healthful, legal, political, recreational

Rationale:

- This lesson provides students with the opportunity to identify costs and benefits of multiple uses of water.
- This lesson helps students to continue development of their analytical skills.

Student relevance:

- Students are part of a community and can benefit from understanding how water is used and the needs for water in their community.

Learning Objectives:

Upon completion, students will be able to . . .

- Understand diverse points of view.
- Analyze information from a newspaper article.
- Recognize their own point of view.

Students Need to Know:

- Different uses of streams in their area.
- The water quality of the streams in their area.
- The different groups that use streams in various manners.
- How to pick out characters in a story.
- How to assign points of view to the characters.

Teachers Need to Know:

- The points of view that attach values to statements, ideas, and actions.

Resources:

Hungerford, H. R. and R. A. Litherland, R. B. Peyton, J. M. Ramsey, T. L. Volk.
Investigating and Evaluating Environmental Issues and Actions: Skill Development Program. Champaign, IL: Stipes, 1996.

Materials Needed for Lesson:

Points of View handout
Fictional News Release handout

Procedure:

- Introduce the points of view and their values using the *Points of View* handout.
- Have students read the *Fictional News Release* individually or out loud.
- Have students make a list of the characters.
- Divide into five groups and assign a character to each group.
- Using the *Points of View* handout, have each group assign points of view to each statement made by the character.
- Have each group share its analysis with the rest of the class.

Evaluation Strategies:

- Evaluate each group's analysis.
- Choose several of the characters and their statements and let students assign points to view. Use this as a quiz or test.

Extension Activities:

- Have students look up articles written about a stream in their community. Have them analyze these articles.
- Have students create a water file of articles collected from current newspapers and magazines referring to water use in Missouri.

Suggested Scoring Guide:

Governors Solution

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Identifies opinions	Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article. Explanation is weak.	Student has difficulty locating opinions in an article.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Rubric Made Using: **RubiStar** (<http://rubistar.4teachers.org>)

Points of view that Attach Values To Statements, Ideas, and Actions

1. **Aesthetic** – having to do with the beauty of something.
2. **Agricultural** – having to do with food and fiber production.
3. **Cultural** – having to do with customs of groups of peoples.
4. **Ecological** – having to do with the relationships between populations of organisms and their environments.
5. **Economic** – having to do with money or financial gain.
6. **Educational** – having to do with gaining knowledge.
7. **Egocentric** – having to do with an individual's wants and needs.
8. **Environmental** – having to do with human interaction with the ecosystem.
9. **Health** – having to do with freedom from diseases.
10. **Legal** – having to do with laws.
11. **Political** – having to do with the activities and policies of governments and their agents.
12. **Recreational** – having to do with leisure activities.

Adapted from a more comprehensive list found in *Investigating and Evaluating Environmental Issues and Actions: Skill Development Program*, page 34.

Fictional News Release **(For Classroom Use Only)**

STATE CAPITOL CITY, USA—Governor Alawayus B. Dorigth has called upon the state legislature to pass into law a bill which requires all property owners to be responsible for any form of precipitation that falls upon their lands. In a speech to the legislators, the governor cited the continued conflict between agricultural, industrial, recreational, and environmental interests over current and future uses of streams and rivers of the state.

The bill would require property owners to contain and control all precipitation that falls upon their property. This would allow every property owner use of his or her individual water supply. Each owner would be responsible for the recycling of water wastes and water purification on his or her respective property.

Plowin D. Farmer, executive director of the Farm Lobby Bureau, responded: “This won’t hurt the large farms, but those small farmers will have to drill many wells to supply water during the drought years. However, costs won’t be too bad. I believe production will continue at the same rate.”

Cecil A. Grababuck, chief executive officer of the Industrial Relations Board, stated he was shocked by this proposal. “Where do you suppose industry will get its water for production plants? We already are saddled with high taxes and environmental restrictions. This will add another deterrent to small business owners. They won’t be able to compete with the probable high costs of purchasing water. This will cause water to become a commodity like gasoline.”

Mary A. Splash, executive director of the Travel Commission, said she was appalled by the mere suggestion of such a law. “Water is a state-owned commodity. Every citizen has the right to access all of the water that falls upon the state. This law will completely ruin all of our recreational businesses. There will be no more lakes, rivers, or streams,” she observed. “What will people do for recreation?”

“This will ruin every ecosystem in the state and destroy all habitats,” added Purity O. Willow, director of the Environmental Wonder Society. “Without free-flowing water, there will be no interlocking of natural communities and our governmental entities will fail as well.”

Governor Dorigth countered that he understands all of the concerns, but this legislation, when it becomes law, will allow every citizens to use the water as he or she sees fit. “It will end the constant bickering over water,” he concluded.