

Artist Biography

Born Dante Terrell Smith in 1973, Mos Def grew up during the golden age of Hip Hop. He listened to rappers like Rakim, De La Soul, and Big Daddy Kane, to name a few. His name comes from his frequent use of the abbreviated "mos def" in place of the words "most definitely." With successful music and acting careers, Mos Def is a modern-day renaissance man. He is considered by many to be a socially conscious alternative to the more extreme negative examples of Hip Hop music.

Mos Def became known in the underground Hip Hop scene for his intelligent rhymes and playful scatting. He was invited to join the Native Tongues family, founded by Afrika Bambaataa and including highly rated artists like De La Soul and A Tribe Called Quest among its members. It was only a matter of time before he released his first single, "Universal Magnetic" — a huge underground hit. Shortly afterward, he signed with the independent record label Rawkus and teamed up with Talib Kweli to form the group Black Star. The group was named after Marcus Garvey's shipping line, The Black Star Line, as part of his organization's (UNIA) ambitious goal of taking Black Americans back to Africa. In 1998, Black Star released their debut album, *Mos Def and Talib Kweli are Black Star*. The album launched both artists into more mainstream success.

Mos Def has been acting professionally since he was 14 years old. He has had several memorable acting roles, including his co-starring role in the Tony and Pulitzer Prize award-winning Broadway play *TopDog/Underdog* in 2002. He has been nominated for several awards, including the Emmy and Golden Globe Awards for his performance as Dr. Vivien Thomas in the HBO-produced film, *Something the Lord Made*, a performance which earned him the 2005 NAACP Image Award. His thought-provoking, artistic, and politically-inspired music earned him several Grammy nominations. He is also co-producer and host of the award-winning *Russell Simmons' Def Poetry Jam* on HBO.

Mos Def is a multifaceted artist and is loved for his fearlessness when serving as an artist/activist and speaking out against national issues like police brutality, Hurricane Katrina and the Jena 6 trials. Mos Def continues to push the limits in all of his artwork. His popularity lies in his ability to transcend labels.

Vocabulary

Studio A

reading level K-2

- dress (v) – to clean cuts
- tide (n) – the rise and fall of the surface of the ocean
- rank (n) – one's place in a group
- inland (adj) – away from the ocean
- blaze (n) – burst of fire

Studio B

reading level 3-5

- treetops (n) – the upper most part of trees
- knuckleheads (n) – people who act foolishly
- minerals (n) – elements found in nature that are not alive (zinc, iron, calcium)
- lopside[d] (adj) – sagging or leaning to one side
- tankers (n) – a ship, plane or truck meant to carry oil

Studio C

reading level 6-8

- consumption (n) – the act of taking in food and drink
- promotes (v) – contributes to progress or growth
- nation (n) – country
- shoreline (n) – the place where the water meets the land
- purified (v) – cleansed; cleared of impurities

Studio D

reading level 9-12

- TB (n) – abbreviation for tuberculosis a disease characterized by the coughing up of mucus and sputum, fever, weight loss, and chest pain
- cockeyed (adj) – crooked, askew
- bacteria (n) – single-celled microorganisms that have chemical effects and disease-causing abilities
- epidemic (n) – a contagious disease that spreads quickly
- perpetual (adj) – lasting for eternity

Scientific Terms

- zinc (n) – a chemical element that can be used as a vitamin
- fluorocarbons (n) – the chemical used as aerosol propellants, refrigerants, solvents, and lubricants as well as in making plastics and resins
- monoxide (n) – one oxygen molecule; part of the poisonous gas carbon monoxide
- petri dish (n) – a shallow circular dish used to grow bacteria

Using the Vocabulary

The vocabulary words and definitions included with the H.E.L.P. activities are carefully chosen to support and enhance the lessons included in the student guide. In the teacher guide, the words have been separated based on their appropriateness for each reading level. In the student guide, the words have been listed alphabetically to assist students with scanning and research skills.

The National Reading Panel identifies vocabulary as crucial to the comprehension process and asserts that students can learn vocabulary through direct instruction and everyday exposure to oral and written language. Therefore, the H.E.L.P. vocabulary words can be used by students informally to assist in their understanding of the song. However, the teacher can also use them to teach the meaning of each word.



Discussion Questions

- What is the message that Mos Def is relaying in the song? Why did he decide to write a song about water?
- Do you drink bottled water? After hearing the song, would you consider drinking only tap water?
- New World Order is a conspiracy theory held by some that suggests there is a plan by a powerful group of people to control the world's resources. How does this relate to the title of the song, "New World Water"?
- What are the different ways that we waste and/or misuse water?
- Contrast the use of water in developing nations and industrialized nations.
- Name some natural disasters caused by water. Can you relate these disasters to global warming?
- Who is the intended audience for this song? Is Mos Def trying to influence a certain group of people? Support your answer with examples from the song.
- Name other natural resources.
- What is Mos Def's opinion of corporations and those who sell and profit from natural resources?
- Have you noticed changes in your climate, for example less precipitation or hotter days?

Tips for Successful Class Discussions:

- After listening to and/or reading the lyrics, use the discussion questions to activate the students' schema and prepare them for the activities they will complete in the workbook.
- Set ground rules for the discussion that outline respectful behavior, i.e., using "I" statements, raising hand or other signal for taking turns, letting someone speak who has not yet spoken.
- Allow students to organize their thoughts by participating in a small group discussion before conducting a class-wide discussion.
- Give each student a copy of the lyrics only (not the entire workbook) to keep students focused.
- Encourage students to take notes directly on the handout to facilitate the use of the lyrics as evidence for their answers.



Lyrics

"New World Water"
by Mos Def

Mos Def

There's nothing more refreshing (that cool refreshing drink)
Than a cool, crisp, clean glass of water
On a warm summer's day (That cool refreshing drink)
Try it with your friends

Verse 1

New World Water make the tide rise high
Come inland and make your house go "Bye" (My house!)
Fools done upset the *Old Man River*¹
Made him *carry slave ships and fed him dead* ****²
Now his belly full and he about to flood something
So I'ma throw a rope that ain't tied to nothing
Tell your crew use the H₂ in wise amounts since
it's the New World Water; and every drop counts
You can laugh and take it as a joke if you wanna
But it don't rain a full week some summers
And it's about to get real wild *in a half*³
You'll be buying Evian just to take a **** bath
Heads is acting wild, sipping bull, puffin dank
Competing with the next man for higher playing rank
Son I ain't got time try to be *Big Hank*⁴, **** a bank; I need a twenty-year water tank
Cause while these knuckleheads is out here *sweating they goods*⁵
The sun is sitting in the treetops burning the woods
And as the flames from the blaze get higher and higher
They say, "Don't drink the water! We need it for the fire!"
New York is drinking it (New World Water)
Now all of California is drinking it (New World Water)
Way up north and down south is drinking it (New World Water)
Used to have minerals and zinc in it (New World Water)
Now they say it got lead and stink in it (New World Water)
Fluorocarbons and monoxide
Push the *water table*⁶ lopsided
Used to be free now it cost you a fee
Cause oil tankers spill they load as they roam 'cross the sea

Verse 2

Man, you gotta cook with it, bathe and clean with it (That's right)
When it's hot, summertime you fiend for it (Let em know)
You gotta put it in the iron you steaming with (That's right)
It's what they dress wounds and treat diseases with (Shout it out)
The rich and poor, black and white got need for it (That's right)
And everybody in the world can agree with this (Let em know)
Consumption promotes health and easiness (That's right)
Go too long without it on this earth and you leaving it (Shout it out)
Americans wasting it on some leisure **** (Say word?)
Another nation be desperately seeking it (Let em know)
Bacteria washing up on they beach and **** (Say word?)

FYI:

1. *Old Man River*: alludes to a song in the 1927 musical Show Boat that tells the story of African American hardship and struggles of the time. Mos Def also uses this term to personify the Atlantic Ocean.
2. *fed him dead* ***: refers to the reported 100 million enslaved Africans who died en route and were thrown overboard during the 400 years of the Trans-Atlantic slave trade.
3. *in a half*: "soon," similar to the phrase "in a minute"
4. *Big Hank*: "Big Willie"; "Big Bank Hank" is a member of the pioneering Sugar Hill Gang who talked about his material wealth at length in the famous "Rappers Delight"
5. *sweating they goods*: admiring their wealth
6. *water table*: The level below the ground that is completely saturated with water

Lyrics Continued

Don't drink the water, son they can't wash they feet with it (Let em know)
Young babies in perpetual neediness (Say word?)
Epidemics hopping up off the petri dish (Let em know)
Control centers try to play all secretive (Say word?)
To avoid public panic and freakiness (Let em know)

There are places where TB is common as TV
Cause foreign-based companies go and get greedy
The type of cats who pollute the whole shoreline
Have it purified, sell it for a dollar twenty-five
Now the world is drinking it
Your moms, wife, and baby girl is drinking it
Up north and down south is drinking it
You should just have to go to your sink for it
The cash registers is going "cha-chink!" for it
Fluorocarbons and monoxide
Got the fish looking cockeyed
Used to be free now it cost you a fee
Cause it's all about getting that cash (Money)

Said it's all about getting that cash (Money) (x9)
Johnny Cash (Money)
Roseanne Cash (Money)
Give me cash (Money)
Cold cash (Money)
(Repeat to fade)

*Cash Rules Everything Around Me*⁷
Move!

7. **C.R.E.A.M.**: reference to Wu-Tang's song "C.R.E.A.M.", of the same name/acronym



BONUS Science Labs

Use these carefully
selected bonus labs to
integrate science and
language arts instruction.

Acid Rain

Materials:

- magnifying glass
- scissors
- stapler
- two glass containers
- vinegar or lemon juice
- pH paper
- pencil
- paper

Procedure:

1. Collect pond water. Use your magnifying glass to observe micro-organisms called plankton in the water.
2. Put equal amounts of water with plankton in each of your containers.
3. Place one container to the side. This will be your "control."
4. Each morning for one week, add a tablespoon of lemon juice or vinegar to the other container.
5. Each afternoon, test the pH of your two ponds and record your results.
6. Keep a journal to observe any changes to either container.

Observation and Discussion:

- The lemon juice (or vinegar) will mimic the effects of acid rain. Determine the effects of increased acidity on pond life.

Water Filter

Materials:

- paper coffee filter
- funnel
- charcoal or fine gravel
- sand
- muddy water
- a container

Procedure:

1. Place the coffee filter in the funnel.
2. Put a layer of crushed charcoal or gravel in the bottom of the funnel. Make another layer of sand above it.
3. Pour the muddy water through your filter into the container.

Observation and Discussion:

- What happens to the water? Is it clearer?
- How does nature duplicate this process with ground water?

Water Magic

Materials:

- Tall glass with a round edge
- A handkerchief
- A pitcher of water

Procedure:

1. Drape the handkerchief over the glass, making sure that you push the center of the handkerchief down into the glass.
2. Fill the glass 3/4 full with water by pouring water into the middle of the handkerchief.
3. Slowly pull the handkerchief down the sides of the glass, making it taut (stretched tightly across the surface of the glass). Grip the ends of the handkerchief at the bottom of the glass.
4. Place one hand over the mouth of the glass and turn it over with the other hand.
5. Pull the lower hand away from the glass (slowly) and the water should stay in the glass.
6. Put your hand over the mouth of the glass and turn the glass right side up. Remove the handkerchief from the glass and pour the water back into the pitcher.

Observation and Discussion:

- How does this experiment relate to the concept of surface tension?
- What other properties of water can you observe?

Fresh Water on Earth

Materials:

- 2-liter plastic bottle
- salt
- green food coloring
- yellow corn oil
- water

Procedure:

1. Put a few drops of green food coloring into the bottom of the plastic bottle.
2. Pour water into the container until just past the base of the neck.
3. Add 2-3 tsp. of salt to the green water. Explain that this water represents ocean water, which is salty and cannot be used to drink or water fresh water plants.
4. Slowly pour 60ml of corn oil on top of the salt water in the 2-liter bottle. Explain that the corn oil represents the 3% of the fresh water that is available on Earth. This is all the fresh water that is available for drinking, plant use, and all of our other fresh water needs.

Observation and Discussion:

- Given the amount of fresh water on the earth, how can you conserve?
- How can you explain this experiment to others so that they are aware of the importance of conserving water?

BONUS Science Labs

Water Cycle Experiment

Materials:

- Artist's clay or plastic mountain model
- Plastic shoe box with cover
- Petri dish
- Lamp
- Water
- Crushed ice

Procedure:

1. Using the clay, shape a mountain.
2. Place the mountain on one side of the shoe box with the sloped side facing the interior of the box where the "ocean" will be.
3. Pour water into the "ocean" basin until about one-fourth of the mountain slope is covered.
4. Replace the lid of the shoe box.
5. Place a petri dish on top of the shoe box over the mountain.
6. Place crushed ice into the petri dish.
7. Position the lamp over the ocean and turn it on. CAUTION: THE LAMP WILL GET HOT. DO NOT TOUCH.
8. Have students observe the container carefully and note any changes that they see. It might help to add a little smoke to the aquarium to help them see the circulation. (A few matches lit, then blown out and quickly dropped into the box will work).

Observation and Discussion:

- What changes did you notice in the shoebox?
- Where in the experiment did you see each form of water -- solid, liquid, and gas? Draw a diagram to illustrate your answer.

Climate Change Illustration

Materials:

- deck of cards
- graph paper

Procedure:

1. Shuffle a deck of cards.
2. Use black cards to designate cooler average global temperatures for one year and red cards to designate warmer average global temperatures.
3. Display 30 cards, one at a time. This will represent global average temperatures for 30 years. Look at the pattern.
4. Make a graph of cooler and warmer years.
5. Gather the cards. Remove four black cards from the deck. Recall that the black cards represent cooler than average years. By removing them, we are simulating the influence of global warming.
6. Shuffle the deck and repeat steps three and four.
7. Repeat this several more times, each time taking out four more black cards.

Observation and Discussion:

- How many cards do you have to take out to make a noticeable change in a 30-year period?
- Relate the activity to actual weather data over the past 30 years.

The Effects of Pesticides

Materials:

- conical flask
- 20 cm³ of copper II sulfate solution (available pesticide)
- aluminum foil
- sodium chloride (salt)
- spatula
- stir rod

Procedure:

1. Measure approximately 20 cm³ of copper II sulfate solution into the conical flask.
2. Add a square of aluminum foil.
3. Look for signs of a reaction.
4. Add a spatula of sodium chloride and stir to dissolve.
5. Observe any changes. If nothing happens, add more sodium chloride.

Observation and Discussion:

- Has displacement of copper from copper II sulfate occurred?
- Before the sodium chloride is added, does any reaction occur?
- After adding sodium chloride, does the aluminum appear more or less reactive?
- How would this type of chemical change effect the environment if it occurred in nature?
- Why would these chemicals (aluminum, copper II sulfate, and sodium chloride) have negative affects on fresh water?

Make a Hurricane

Materials:

- plastic soda bottle
- water
- pitcher or bucket
- stop watch

Procedure:

1. Fill the soda bottle with water. If you do not have access to a sink nearby, use a large pitcher to fill the bottle.
2. Here's the challenge: How long will it take to empty all of the water in the bottle into the pitcher on the table? Record your prediction on a piece of paper.
3. Without squeezing the sides of the bottle, time how long it takes to empty all of the water. You might want to repeat this several times to validate your time.
4. Fill the bottle to the top with water again. This time swirl the water by moving the bottle in a clockwise motion while the water is pouring out. Keep swirling the water until you see the formation of what looks to be a tornado! The water begins to swirl in the shape of a vortex and flows out of the bottle very quickly.

Observation and Discussion:

- Many large thunderstorms come together over ocean water and begin to swirl like a vortex. When this vortex becomes powerful enough, it is called a hurricane. Draw a diagram of the vortex in the experiment.

Extension Activities

Based on

The Multiple Intelligences

Visual/Spatial

Students with a strong visual/spatial intelligence have a strong visual memory and can easily manipulate objects visually and mentally. Your student may have a dominant visual/spatial intelligence if she has a very good sense of direction, is artistic, or is good at playing video games (especially those that involve puzzles).

Below are three projects that will allow your students to better understand the themes of "New World Water":

- Study the interactive map of New Orleans and the flood damage caused by Hurricane Katrina at www.nola.com/katrina/graphics/flashflood.swf. Summarize the information on the map.
- Watch *An Inconvenient Truth* and *When the Levees Broke*. List 10 ways climate change is affecting everyday Americans.
- View the photo essay on the 2005 Asian tsunami available at www.timeforkids.com/tsunami.

Verbal/Linguistic

Students with a strong verbal/linguistic intelligence are skilled at using language in all its forms. Your student may have a dominant verbal/linguistic intelligence if he enjoys debating, reading, learning foreign languages, or listening to or telling stories.

Below are three projects that will allow your students to better understand the themes of "New World Water":

- Imagine you are representing the United States at the United Nations Climate Change Conference (UNCCC). Write a speech that will convince other world leaders that the U.S. is committed to fighting climate change.
- Write a letter to your local school board persuading them to adopt greener practices such as recycling and using more re-usable materials.
- Research the role of race and class in the government's response to Hurricane Katrina. Create an oral presentation that will inform your classmates of the social issues surrounding Hurricane Katrina.

How to Use The Multiple Intelligences Activities:

Based on Howard Gardner's theory of multiple intelligences, the activities below make great long-term independent projects, student choice activities, or enrichment assignments. Ultimately, the activities support students' mastery of the themes of the song and authentic assessment.

Logical/Mathematical

Students with a strong logical/mathematical intelligence excel at deductive reasoning, finding patterns and logic-based activities. Your student may have a dominant logical/mathematical intelligence if she enjoys chess, computers and computer programming, or if her favorite classes are science and math.

Below are three projects that will allow your students to better understand the themes of "New World Water":

- Use your best estimates to calculate the amount of carbon dioxide you generate each year; consult www.climatecrisis.net/takeaction/carboncalculator/
- Create a timeline of water-related crises that have taken place in the last 10 years.
- Interpret the data available on www.climate.weather.com/science/climatedata/

Musical

Students with a strong musical intelligence display a strong sensitivity to rhythm, tone, sound, and music. Your student may have a dominant musical intelligence if he learns well through lecture, or if he uses rhythms and songs to memorize concepts.

Below are three projects that will allow your students to better understand the themes of "New World Water":

- Create a sound collage of water sounds, including a sample of the ocean, rain, a faucet, a boat and any other sounds that you find appropriate.
- Make an MP3 playlist of songs related to water, climate change, pollution, or acid rain.
- Write a song about an ecological issue that is of concern to you.

Extension Activities

Based on

The Multiple Intelligences

Kinesthetic

Students with a strong kinesthetic intelligence excel at sports and physical activity. Your student may have a dominant kinesthetic intelligence if she enjoys hands-on activities, has difficulty staying still while processing information, or uses hand gestures when sharing information.

Below are three projects that will allow your students to better understand the themes of "New World Water":

- Go on a walk in wetlands, or at a pond, or lake near your house. Test the water acidity and make observations on the wildlife.
- Create a clay diorama that illustrates the water cycle.
- Create a rain gauge and chart the rainfall in your area for one month.

Intrapersonal

Students with a strong intrapersonal intelligence are usually highly self-aware with a strong understanding of their own emotions, goals, and motivations. Your student may have a dominant intrapersonal intelligence if she is an introvert, prefers to work alone, or enjoys activities such as journal writing or personal goal setting.

Below are three projects that will allow your students to better understand the themes of "New World Water":

- Write a list of all of the ways you can reduce your negative effects on the Earth.
- Survey your home for ways to decrease the amount of water that you use.
- Write a reflective journal entry on the ways the song has changed your view of water as an important natural resource.

Recommended Reading

Studio A

(reading level K-2)

- *Come On, Rain* by Karen Hesse and Jon J. Muth
- *The Lorax* by Dr. Seuss
- *The Magic School Bus Series* by Joanna Cole

Studio B

(reading level 3-5)

- *The Water Hole* by Graeme Base
- *50 Simple Things Kids Can Do To Save the Earth* by LLC Andrews McMeel Publishing
- *One Well: The Story of Water on Earth* by Rochell Strauss

Studio C

(reading level 6-8)

- *Time: Hurricane Katrina: The Storm That Changed America* edited by Time Magazine
- *Earth's Water Crisis (What If We Do Nothing?)* by Rob Bowden
- *Morning Girl* by Michael Dorris

Studio D

(reading level 9-12)

- *An Inconvenient Truth* by Al Gore
- *There is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina* by Chester Hartman and Gregory D. Squires
- *Silent Spring* by Rachel Carson

Interpersonal

Students with a strong interpersonal intelligence are usually extroverts with an ability to read and relate to the feelings, moods, and motivations of others. Your student may have a dominant interpersonal intelligence if he does well in group projects, he enjoys working with and organizing others, or he is a peer leader.

Below are three projects that will allow your students to better understand the themes of "New World Water":

- Read first-person accounts of three to five people who have been directly affected by water-related catastrophes.
- Interview an elder in your community about changes in the weather in your area.
- Convince the three people closest to you to stop drinking bottled water and to drink tap water instead.



Writing Rubric

	Mastery	Developing	Emerging
Spelling, Grammar, and Punctuation	<ul style="list-style-type: none"> There are no spelling, grammar, or punctuation errors. The writer shows control over language conventions that are developmentally appropriate. The text could be published in its current state. 	<ul style="list-style-type: none"> Spelling is usually correct on phonetic words and/or common sight words. More difficult words are misspelled. End punctuation is generally correct and the first letter of a sentence is generally capitalized. Internal punctuation (comma, semi-colon, etc.) may be misused or not used at all. Errors in grammar are apparent but do not affect the meaning of the text. Minor editing would be necessary before publishing the text. 	<ul style="list-style-type: none"> Spelling and grammar are frequently incorrect and/or inconsistent. Errors in spelling, grammar, and punctuation affect the meaning of the text. The reader must read once to decode the text and again for meaning. Extensive editing would be necessary before publishing the text.
Content and Organization	<ul style="list-style-type: none"> The text is focused with a clear central theme. The central theme is illustrated with relevant details. The writer offers new insight into the theme or topic. 	<ul style="list-style-type: none"> The text begins to develop a central topic or theme but remains broad and not fully developed. Ideas are clear but are not detailed or personalized and not developed beyond the obvious. The reader is left with questions about the topic and/or theme. 	<ul style="list-style-type: none"> There is no clear theme or topic. The text follows no logical sequence. The length of the text is limited or the ideas are not fully developed.
Creativity, Originality, and Presentation	<ul style="list-style-type: none"> The writer addresses the prompt using an original voice and/or idea. The text is personal and engaging and connects with the reader. The writer's word choice is creative and descriptive. The writer's handwriting is clear and neat or a word processor was used. 	<ul style="list-style-type: none"> The writer attempts to address the prompt but the voice and/or ideas are rote and may have been discussed or used as a class example. The writer's word choice is generic but makes sense. The writer's handwriting is legible with minimal crossing out. 	<ul style="list-style-type: none"> The text is superficial and does not connect with the reader on a personal level. The style does not match the content or ideas. The text is a simple re-statement of the question. The writer's handwriting is illegible at times.

Studio C Answer Key

Reading Grade Level 6-8

Lesson 1

Expository Writing Oil Tankers Spill...

Answers will vary. Refer to the writing rubric.

Lesson 2

Letter Writing

We Are the World

Answers will vary. Refer to the writing rubric.

Lesson 3

Fact or Opinion Is That a Fact?

Facts:

1. Used to have minerals and zinc in it (New World Water)
Now they say it got lead and stink in it
2. You gotta cook with it, bathe and clean with
3. Go too long without it on this earth and you leaving it
4. It's what they dress wounds and treat diseases with
5. You gotta put it in the iron you steaming with

Opinions:

1. Son I ain't got time try to be Big Hank, **** a bank; I need a twenty-year water tank
2. Americans wasting it on some leisure **** (Say word?)
3. Control centers try to play all secretive (Say word?)
To avoid public panic and freakiness (Let em know)
4. You should just have to go to your sink for it
5. Tell your crew use the H2 in wise amounts since it's the New World Water; and every drop counts

Lesson 4

Persuasive Writing Bumper Sticker

Answers will vary. Refer to the writing rubric.

Lesson 5

Compare and Contrast About To Flood...

Hurricane Katrina was different from the tsunami because

1. It took place in America.
2. It happened in 2005.
3. 700 people died.

The Asian Tsunami was different from Hurricane Katrina because

1. It took place in in South East Asia and effected many countries.
2. Over 22,000 people died.
3. It was massive tidal wave and not a hurricane.

They are the same because:

1. Many people were forced to seek shelter in public places.
2. Both caused massive flooding.
3. People around the world sent aid to victims of both disasters.

Lesson 6

Collecting Data Drinking Water

Answers will vary. Refer to the writing rubric.

Lesson 7

Interpreting Data Is Bottled Best?

1. In 2003, 6,269 million bottles of water were sold.
2. In 2005, Americans spent \$9,803 million.
3. Americans spent the most money on bottled water in 2005. They spent \$9,803 million.
4. Answers will vary.
5. Answers will vary.

Lesson 8

Text to Self

Make Your House Go Bye...

Answers will vary.

Lesson 9

Informational Writing Here's the Scoop

Answers will vary. Refer to the writing rubric.

Lesson 10

Vocabulary Application Vital Vocabulary

Answers may vary. Use the answers below as a reference.

1. Water consumption benefits your body, because it keeps you healthy; it quenches your thirst and you can stay active.
2. I can promote water conservation by changing the habits of my household.
3. Oil spills on the shoreline can cause the destruction of the ocean habitat and the death of animals that live on the beach.
4. If my tap water was not purified, I would buy bottled water.
5. The nation that I live in promotes water conservation by funding the EPA.

Lesson 11

Data Analysis What's in your Water?

Answers will vary. Check the answers against the data available on the website.