

Tap vs. Bottled Water

*Developed by Susan Hirsch
Revised by Micah Jendian*

TEACHER VERSION

GRADE 7

Reading Selections for This Module

“Bottled Water Matters.” *Bottled Water Reporter*: 23 and C4. International Bottled Water Association, Feb./Mar. 2011. Web. 30 Sept. 2011. PDF file. <<http://www.bottledwater.org/content/455/bottled-water-reporter>>.

“The Story of Bottled Water.” Fox, Louis. Leonard, Annie. Sachs, Jonah. *The Story of Stuff Project/Bottled Water*. 22 March 2010. Web. 30 Sept 2011. Free Range Studios. <<http://storyofstuff.org/bottledwater/>>.

United Nations. Economic and Social Council. *General Comment No. 15 on The Right to Water*. Geneva, 29 Nov 2002. Web. 30 Sept 2011. [Adapted] <[http://www.unhchr.ch/tbs/doc.nsf/0/a5458d1d1bbd713fc1256cc400389e94/\\$FILE/G0340229.pdf](http://www.unhchr.ch/tbs/doc.nsf/0/a5458d1d1bbd713fc1256cc400389e94/$FILE/G0340229.pdf)>.

Teacher Resources

Leonard, Annie. “Footnoted and Annotated Script.” *The Story of Bottled Water*. 2 August 2011. Free Range Studios. Web. 30 Sept 2011. <http://storyofstuff.org/pdfs/storyofbottledwater_footnoted_script.pdf>.

Module Description

Tap vs. Bottled Water was developed for use in the first semester of the seventh grade and will require two to three weeks of class time. The module is designed to teach students how to separate personal preference from social issues and understand how opinions are shaped and influenced by the presentation of information. The first writing assignment asks students to summarize an argument. The learning objective is for students to identify the main points and recognize how those points work together to build the argument. The final writing assignment asks students to demonstrate understanding of the argument, to take a position, and present it in the format of a persuasive letter.

Acknowledgments

The contents of this curriculum module were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Funding was provided for the initial development of this curriculum module by the Merced County P-16 Education and Community Council through an Advanced Placement Incentive Program grant.

Additional funding was provided by The California State University. Funding was also provided by the Fresno County Office of Education through an Investing in Innovation Development Grant, including these foundation partners: The Rosalinde and Arthur Gilbert Foundation, The William and Flora Hewlett Foundation, Walter S. Johnson Foundation, California Community Foundation, and James Irvine Foundation.

Module Background

The topic of bottled vs. tap water appears on the surface to be an issue of preference. Most students understand the health benefits of drinking water compared to soda, but not all students understand the social and economic issues associated with manufacturing and producing bottled and tap drinking water. These issues include cost, convenience, accessibility, environmental sustainability, and safety. The choice: bottled vs. tap water is complicated by a rigorous advertising campaign sponsored by the bottled water industry. What is best? While the module does not suggest an answer to the controversy bottled vs. tap water, it does give students opportunities to explore and examine claims made on both sides, as well as how the presentation of those claims may also influence their decisions.

The module is based on a popular video production designed to engage and entertain its audience while introducing a serious social issue regarding accessible and affordable clean and healthy drinking water. The video and script on “The Story of Bottled Water” by Annie Leonard present the topic as controversial and suggest that consumers have been manipulated into thinking that tap water is inferior to bottled water. She details a clear sense of the main points essential to the “story” of bottled water in comparison to tap, therefore the majority of the module is focused on this first text and understanding the issues involved.

A counterargument presented by the bottled water industry uses the same points Leonard addresses: cost, convenience, accessibility, environmental sustainability, and safety.

The third text on the right to water published by the United Nations will help students see that there are often more than two sides to any issue.

This is a heavily scaffolded module. For students to feel prepared for the reading and writing tasks, they must first be part of the conversation about water issues, be introduced to the writer’s craft, and believe that their voices on this topic matter.

Module Objectives

Drawn from the Common Core State Standards for English Language Arts and Literacy, the module targets the skill areas below.

Students will be able to

- Cite implicit and explicit evidence from the text
- Determine two or more central ideas or themes and analyze their development over the course of a text
- Provide an objective and accurate summary of the text
- Determine the meaning of words and phrases
- Annotate text in a purposeful manner in support of a cohesive idea
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
- Formulate a response to the texts based on personal belief and understanding of the topic
- Revise writing with a focus on clarifying and strengthening the writing position
- Participate in a civic act and present to the public an opinion based on research and analysis

Note: The activities for students provided in the Student Version for this module are copied here in the Teacher Version for your convenience. The shaded areas include the actual activities the students will see. The use of italics in the shaded areas generally indicates possible student responses and may be interspersed with notes to the teacher that are not shaded. If there are notes to the teacher within the shaded areas, they are indicated by italics and parentheses.

Common Core State Standards for English Language Arts

Unless otherwise specified, all standards are for grade 7.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of California's Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the template that follow.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Reading Rhetorically

Prereading

Getting Ready to Read

The first four prereading activities are informal and conversational. They allow time to prepare students to respond to the topic before asking them to analyze two opposing points of view. Informal assessments for this part of the module would be to note student engagement, to see if the “wheels are starting to turn” regarding how or why the topic matters, and to check that students are separating individual preference from a social and economic problem.

Offer students a virtual drink of water. Present two options. One option is a glass of water filled from the tap; the other is an unopened commercial bottle of water. Ask students which water they would prefer to drink. Then tally and post the results on the board.

Activity 1: Getting Ready to Read

Raise your hand if you prefer drinking tap water.

Raise your hand if you prefer drinking bottled water.

There is no need to discuss the results of this opening activity. If all students raised a hand, then each has expressed an opinion; thus the topic matters. Bias towards either tap or bottled water has been established.

Exploring Key Concepts

Students have stated personal preferences, but can they defend or explain their choices? The true/false chart asks students to think about why they prefer to drink tap or bottled water. Each statement represents a component of the topic critical to developing an argument in favor of either tap or bottled water. Wondering whether or not a statement may be true or false activates a student's prior knowledge and builds a framework for comprehending texts that use topic-specific instead of everyday language.

Post the following chart. Ask students to read each statement silently first. Let students know you will read the statements aloud and ask them to raise hands or give thumbs up for their choice of true or false. Record the totals in each column, and at the end of the activity, ask students if the results are surprising or predictable.

Activity 2: Thinking Actively about the Topic and Key Concepts

Read each statement, and decide whether you believe it is true or false. Then check ✓ the box that represents your answer.

(Based on <http://www.storyofbottledwater.org>)

	True	False
1. Bottled water tastes better than tap water.		
2. Bottled water is safer than tap water.		
3. Plastic bottles are recyclable.		
4. Bottles of water are a convenient and easy way to drink water.		
5. Bottled water is a cheap enough source of clean water.		

Each of the opinions in Activity 2 represents key issues important to the debate about bottled vs. tap water. As a class, ask students to reread the statements above to find the important and defining words. Underline the word or words students suggest. If there is disagreement, encourage students to provide a reason or explanation.

Have students rewrite one of the statements in Activity 2 as a question (e.g., Is bottled water safer than tap water?).

Ask students if the answers to their questions are important to individuals or groups of people or both? Is it a personal or social and economic issue?

Keep the discussion short or ask without guiding the response. The learning objective is that students begin to see the complexity of the question “Which is better—tap or bottled water?”

Activity 3: Naming Key Concepts

Each of the opinions in Activity 2 represents key issues important to the debate about tap vs. bottled water. List the signal words from the five statements.

- taste
- safer
- recyclable
- convenient and easy
- cheap and clean

The argument that arises from tap vs. bottled water pits individual preference against that of social and economic needs. At this point, help students understand how a social point of view may or may not be the same as an individual point of view.

Define **Social**: (adj.) something or someone relating to society. Remind students that a society (n.) has to do with how groups or communities of people interact and relate to each other. A social issue matters to society. An individual issue matters to a person.

Define **Economic**: (adj.) something relating to money or making a profit. Remind students that an economic issue can relate either to an individual or to society. An economic issue can also relate to a corporation or business.

Examples:

- Individual—It is easier to buy a bottle of water when thirsty than having to carry water from home.
- Social—Empty plastic bottles are polluting our oceans and creating islands of waste that span for miles.
- Economic—Bottled water costs money, but tap water is free (in most places, but not everywhere).

Create a T-chart with the headings “social,” “individual,” and “economic.” Ask students to suggest where the five words—taste, safety, ease, recycling, and clean— should be placed. Ask if they are social, individual, or economic values or some combination. Below is an example of a possible outcome. The objectives are for students to understand that social issues have multiple points of view, some different from their own, and for students to establish a background for their developing understanding.

Activity 4: Clarifying Terms

Suggest where the five “signal words” from Activity 3 should be listed in reference to social, individual, and economic values. Does each word on the list represent a social value, an individual value, an economic value, or some combination?

Social	Individual	Economic
<i>safer</i> <i>recyclable</i> <i>clean</i> <i>cheap</i>	<i>taste</i> <i>safer</i> <i>easier</i> <i>convenient</i> <i>clean</i> <i>cheap</i>	<i>cheap</i>

To debate the merits of tap vs. bottled water in a way that demonstrates understanding of the issues, students should know and use precise vocabulary that calls attention to the key issues. Complete the chart below with your

students to match words from Activity 3 to academic terms that best represent the topic issues. Some words may be repeated. Ask students to record the chart in their notes.

Note: Read and review the academic terms first to check student understanding. Point out suffixes like “ability” and how it makes the adjective “affordable” a noun. To encourage student analysis of a complex word pair, ask students which word in the phrase “environmentally responsible” is more important. Do the same for “consumer preference.”

Activity 5: Identifying Synonyms

The author of the text uses various synonyms for the key words in Activity 3. Complete the chart below by noting in the right column the synonym the author uses for the key word in the left column.

Key Words	Synonyms Used In Text
taste	<i>consumer preference</i>
safer	<i>reliable</i>
recyclable	<i>environmentally responsible</i>
convenient and easy	<i>manageable</i>
cheap and clean	<i>affordable and healthy</i>

Ask students to take an individual stand. In asking students to choose a position, you are positioning them to frame and develop an argument that would be persuasive to others.

Activity 6: Be Heard! Take A Stand

Imagine that a new policy has been written that says every classroom will provide drinking water for students. Vote on the ballot below for your preference in providing water to students: tap water, bottled water dispenser, or individual bottles of water?

Voting Ballot: Mark your choice with a ✓.

The best way to supply every classroom with drinking water is to

- _____ A. Install a drinking fountain that uses school tap water.
- _____ B. Install a water dispenser (or water cooler) that uses bottled water.
- _____ C. Provide individual bottles of water.

**CCSS for ELA/
Literacy**

**Reading –
Informational Text**

**5a. Analyze the use of
text features (e.g.,
graphics, headers,
captions)... CA**

Surveying the Text and Making Predictions

Hand out copies of “The Story of Bottled Water.” Ask students to read the title, look at the illustration, and glance over the text. Ask them to respond to the following questions. An annotated and footnoted version of the script is provided at the end of the Teacher Version as a reference. This version is only for you and not for the students.

Seventh graders are still learning the art of discussion. Pair students and ask them to discuss each question with their partners before sharing ideas with the whole class. Practicing first with a partner makes every student an active participant. Read a question. Give student pairs one minute to discuss their ideas; then lead a whole class discussion. The first four questions can be answered with informal responses. Ask students to record what they predict the article will be about in their notes. The activity should take less than ten minutes.

Activity 7: Preview, Predict, and Prepare for Reading

Answer the following questions in preparation for reading “The Story of Bottled Water”:

1. “The Story of Bottled Water” could have been titled “Bottled Water.” What changes by adding the word “story” to the title?

By adding the word “story” to the title you are making the writing more entertaining than something with a list of facts. It could have a plot and could be something you care about or want to read.

2. The word “script” can mean handwriting, a speech, or words for a play or movie. How is “script” used here in this transcript of the video?

Someone seems to be saying these words, so it may be words for a speech, a play, or a movie that will be seen or heard by a viewing and listening audience.

3. Based on the illustration, what kind of story can we predict “Bottled Water” will be?

The picture is a cartoon! The character is guzzling a plastic bottle of water and will probably throw the bottle into an already full trashcan of empty bottles of water.

4. Read the quote below taken from the script:

“This story is typical of what happens when you test bottled water against tap water” (4).

In this sentence, “test” is not a noun; it is a verb, and water is the object of the verb. What does it mean to test one type of water against another?

Test measures performance. When we take tests, we are graded on how many questions we get right and wrong. Testing bottled water against tap water means in each of the tests there will be measures of performance and one will get a higher grade than the other.

5. What do you predict the article will be about? Write down your prediction.

I predict the story will probably be about how bottled water is bad for the environment since the picture shows a trash can full of empty plastic bottles.

I predict the story will make people feel wrong for liking bottled water more than tap.

I predict the story will be about quality tests on bottled and tap water and which one is healthier for you.

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words.** CA

Understanding Key Vocabulary

Before reading the script for “The Story of Bottled Water,” have students complete the task in Activity 8. Students may do this activity in pairs as well. You may also choose to model the first one and do the second one together before asking students to work on their own. Dictionaries should be available. When done, ask students to compare responses in groups of 4 before sharing with the whole class.

Activity 8: Understanding Key Vocabulary

Read each quote from the text. Then choose the best meaning for the bold word or words. Finally, explain in your own words the meaning of the vocabulary word or words.

- “Is it cleaner? Sometimes, sometimes not: in many ways, bottled water is less **regulated** than tap” (5).
 - In this excerpt, **regulated** means having a regular and uniform shape.
 - In this excerpt, **regulated** means controlled by rules or laws.

Explain in your own words the meaning of **regulated**:

I don't think the word “regular” makes sense here. Drinking water should be clean. If not people get sick. Laws are written to protect us from bad food and water.

- “Yet people in the U.S. buy more than half a billion bottles of water every week. That's enough to circle the globe more than 5 times. How did this come to be? Well it all goes back to how our **materials economy** works and one of its key drivers, which is known as **manufactured demand**” (8).
 - In this quote, **materials economy** means a system of buying, selling, and managing money based on the value and use of raw materials like oil, water, and trees.
 - In this quote, **materials economy** means fake paper money like in Monopoly.

Explain in your own words the meaning of **materials economy**:

It's hard to say what materials economy means but I choose “a” because it describes a market based on the materials needed to produce, sell, and buy stuff we want. You can't really buy stuff with fake money.

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- c. In this quote, **manufactured demand** means anything that is made and then bought.
- d. In this quote **manufactured demand** means a made-up demand, made-up by or manufactured by advertisers to convince people to buy something they want, but may not really need.

Explain in your own words the meaning of **manufactured demand**:

This is about making up the demand for something. Advertisers or companies that produce bottled water may be making up a demand for the product. People may not really want it but because of advertisement think they do.

3. “So how do you get people to buy this **fringe product**? Simple: You manufacture demand” (11).
- a. In this quote, **fringe product** means something with a decorative tassel.
- b. In this quote, **fringe product** means something for sale that is different or unconventional.

Explain in your own words the meaning of **fringe product**:

Fringe is used as an adjective here, not as a noun, so it can't be something that edges a rug. But it is still a kind of an edge or edgy, like music or a person that is different from a norm.

4. “When we’re done,” one top water exec said, “tap water will be **relegated** to showers and washing dishes” (13).
- a. In this quote, **relegated** means demoted or devalued.
- b. In this quote, **relegated** means to follow rules.

Explain in your own words the meaning of **relegated**:

Shower water and dish washing water do not have to be as clean or taste as good as drinking water, so it must be a put down to relegate something and definitely not a promotion. Other than similar letters, it has nothing to do with the word “regulated.”

5. “They’re trashing the environment all along the **product’s life cycle**. Exactly how is that environmentally responsible?” (16)
- a. In this quote, **product’s life cycle** means the time period for the life of a bottle from its production to its decomposition.
- b. In this quote, **product’s life cycle** means the time period between when a bottle is produced and when it is purchased.

Explain in your own words the meaning of **product’s life cycle**:

I think this means the time a bottle is still a bottle, which can be long after when it has been bought, emptied, and thrown away. Bottles take a really long time to break down, so in talking about the environment, we’re talking about trash and how long a bottle takes to decompose.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Making Predictions and Asking Questions

Often students read written statements like those below and believe they are true because they sound authoritative. Challenging statements when outside the conversation is difficult. You can invite students into the conversation by asking them to change a statement into a question. Questions invite answers with multiple points of view. Each different view can represent a position or focus and a basis for further study and inquiry. It also becomes clearer how to structure an argument in defense of a personal position when trying to answer a question.

Ask students to restate each statement in the form of a question. Ask them also to (tentatively) answer each with a yes, no, or I don't know. Ask them, "What do you know or what more do you need to know in order to persuade someone else to agree with you?"

Activity 9: Making Predictions and Asking Questions

Rewrite each of the following statements in the form of a question. Answer each with a "yes," "no," or "I don't know." What do you know or what more do you need to know in order to persuade someone else to agree with you?

1. Bottled water is safer to drink than tap water.

Question: *Is bottled water safer to drink than tap water?*

Response: *I don't know. I would have to know more about how safe each one is and then compare one to the other.*

2. Water bottles can be completely recycled and safe for the environment.

Question: *Can water bottles be completely recycled and safe for the environment?*

Response: *Yes. I have a purse made from recycled shopping bags.*

3. Everyone can afford clean drinking water.

Question: *Can everyone afford clean drinking water?*

Response: *No. In Haiti after the earthquake, many people were unable to buy and drink clean water.*

Reading

Reading – Informational Text

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading for Understanding

Watch video. Length: 8:04 <http://www.youtube.com/watch?v=Se12y9hSOM0>

Ask students to return to the predictions they made before watching the movie and to review the vocabulary. Have students, working in pairs or independently, discuss their responses to the movie by answering the questions below. Ask them if they better understand the vocabulary.

Activity 10: Watching “The Story of Bottled Water”

Now that you have watched the movie, answer the following questions, which ask you to return to the predictions you made before watching the movie and to record some of your initial responses.

1. Which of your predictions turned out to be true?

I predicted the story will probably be about how bottled water is bad for the environment since the picture shows a trash can full of empty plastic bottles. The movie went into greater detail about what “product life cycle” means and how piles of water bottles are mounting all over the world.

I predicted the story will make people feel wrong for liking bottled water more than tap, but I didn’t know that tap water could be just as healthy and cheaper. I better understand the idea of “manufactured demand” and how I don’t really feel wrong, but I do think differently about liking bottled water more than tap.

I predicted the story will be about quality tests on bottled and tap water and which one is healthier for you. There were no test reports, but there was information and strong opinions expressed about how bottled water was a phony and made up idea.

2. What was surprising or interesting to you?

I was surprised that the movie was a cartoon with goofy sounds. It seemed really childish and funny but also full of information about bottled water I didn’t know, some of which was upsetting and made me want to do something for the environment.

Ask students to independently read the script.

Activity 11: Reading for Understanding, “The Story of Bottled Water”

Read the script for “The Story of Bottled Water.”

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Noticing Language

The words listed in the vocabulary self-assessment chart are important for understanding the argument inside Leonard’s movie. Some of the terms have already been introduced and discussed. This is an opportunity for students to let you know how well they understand each word or phrase in marking the appropriate column.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Activity 12: Vocabulary Self-Assessment Chart

The words listed in the vocabulary self-assessment chart are important for understanding the argument inside Leonard’s movie.

Review the vocabulary from “The Story of Bottled Water,” and note how well you understand the meaning of each word or phrase by checking the appropriate column.

“The Story of Bottled Water” vocabulary (paragraph #)	Definition	Know It Well	Have An Idea	Don’t Know It
pristine (1)	<i>unspoiled, spotless, or pure</i>			
campaign (2)	<i>promotion, a fight, planned acts, or voter seeking activities</i>			
regulate (5)	<i>control something by rules or laws</i>			
sustainable (7)	<i>able to be maintained, maintaining ecological balance</i>			
consumer demand (7)	<i>what buyers want influences what manufacturers will produce</i>			
manufactured demand (8)	<i>what manufactures want to produce influencing what buyers think they want</i>			
designer product (10)	<i>something made by someone famous or made to be fashionable</i>			
relegated (13)	<i>to demote or downgrade something</i>			
environmentally responsible (15)	<i>acting with intention of improving or maintaining the health of the environment</i>			
product’s life cycle (16)	<i>how long a product maintains its basic form and structure, a time period spanning production to decomposition</i>			
landfill (19)	<i>an area or burial of waste material</i>			
downcycle (20)	<i>used to describe turning a product into a lower quality product</i>			

Prerequisite Grade 4 Standard: Reading – Informational Text

- Determine the main idea of a text and explain how it is supported by key details...

Grade 7 Writing

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Reading – Informational Text

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; ...
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Understanding the Main Idea

Before asking students to analyze or challenge the text, ask them first to succinctly articulate the main idea in the text.

Ask students to come up with one sentence that covers the essential who, what, when, and why of the text. They could do this in pairs.

Students should hold on to this assignment because it will provide a foundation for their full summary assignment as guided in Activity 15.

Activity 13: Understanding the Main Idea

Before more deeply analyzing or challenging the text, it is important to succinctly articulate the main idea in the text.

Write one sentence that notes the essential who, what, when, where, and why of Annie Leonard's "The Story of Bottled Water."

Annie Leonard's "The Story of Bottled Water" argues that the bottled water industry designed an ad campaign that made people believe they preferred and were willing to buy water in a bottle, even though producing and selling bottled water is harmful to the environment, costly to consumers, and no better, maybe even worse than filtered and regulated tap water.

Analyzing Stylistic Choices; Annotating and Questioning the Text

A second reading of the script encourages students to be more critical of the text by noting its stylistic features. Leonard wants her audience to respond a certain way and to do so uses three main rhetorical devices in her argument. The first is telling stories to make her points more personally appealing. Second, she asks questions to engage the viewer and reader and involve them in the argument. Asking questions is a particularly interesting rhetorical device. Leonard asks questions most of us do not know how to answer, yet the question captures and sustains our interest. Third, she makes strong points that she repeats over and over throughout the article.

Leonard asks us to see how the bottled water industry manufactures consumer demand through an effective advertising campaign. Take this opportunity to ask students to find the stylistic features of Leonard's writing that work to persuade her audience. How does she try to persuade us?

The three tasks in Activity 14 break down "stylistic choices" into three rhetorical devices: stories, questions, and repetition.

To facilitate the "Telling Stories" component of this activity, divide the text of "The Story of Bottled Water" into three sections that separate the script into three stories. You could do this with the students.

Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Division:

- Leonard tells a story about bottled water and manufactured demand.
- She tells a story about mountains of empty plastic bottles in India
- She tells a story about how consumers can fight back.

Then ask students to reread the text and decide where one story ends and another starts by marking the start of each story with an asterisk (*).

Activity 14: Analyzing Stylistic Choices; Annotating and Questioning the Text

Leonard wants her audience to respond a certain way and to do so uses three main rhetorical devices in her argument: 1) She *tells stories* to make her points more personally appealing, 2) she *asks questions* to engage the viewer and reader and involve them in the argument, and 3) she *makes strong points that she repeats over and over* throughout the article.

Complete the activities below to notice these stylistic features of Leonard’s writing and the ways she uses them to try to persuade her audience.

*	?	!
Telling Stories	Asking Questions	Repetition of Points

Telling Stories:

1. Read your assigned section of “The Story of Bottled Water.”
2. Mark the start and end of the story in the section with an asterisk (*).
 - ¶1-¶14: *story of how bottled water came to be*
 - ¶15-¶25: *trashing the environment*
 - ¶26-¶33: *consumer activism*
3. Complete the sentence:
 “This section (# 1, 2, or 3) is the story of _____.”

Asking Questions:

1. Skim the script and write a question mark symbol for each question by the question in the margin.
2. How do you think the author wants you to answer? Yes? No? I don’t know, but tell me more? Does Leonard ever ask a question and then answer it? If you think Leonard answers one of her own questions, draw an arrow → from the question to the answer.

Repetition of Points:

Leonard addresses four main points: affordability, health, taste, and environmental responsibility, repeatedly throughout the argument.

1. You will be assigned one of the four main points:
 - Affordability
 - Health
 - Taste
 - Environmental responsibility

- Highlight or underline text that helps to explain students' assigned point. Copy the text into a graphic organizer. Find three to four quotes that help to explain the point.
- In one to two sentences, summarize the assigned point.

Cornell Note Style Graphic Organizer

Main Point	Text Support
<i>Affordability</i>	<p><i>"Bottled water costs 2,000 times more than tap" (7)</i></p> <p><i>"Spend money improving water systems" (28)</i></p> <p><i>"People are choosing to pocket the hundreds or thousands of dollars they would otherwise be wasting on bottled water." (32)</i></p>
<p>Summary</p> <p><i>Drinking tap water saves money for the consumer because it's free. If free drinking water systems were improved, it would be free and healthy.</i></p>	

Postreading

Reading – Informational Text

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Writing

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Summarizing and Responding

Ask students to write a summary of Leonard's "The Story of Bottled Water" that includes her purpose for writing, her main points, the problem, and her proposed solution. Students at this point have a good deal to say about the topic. Organizing their thoughts and opinions into a short summary is a scaffold for building an argument with additional points of view. All students may benefit from the template for writing. You might ask students to revise after an initial draft so they would have the opportunity to add sentences, change words, and make the paragraph more correct in form and personal in style. Final version paragraphs may vary depending on how far students stray from the template.

Students could complete this assignment in pairs. Writing with a partner can be both a support and a challenge.

Activity 15: Summarizing the Text

Using the summary guide below, write a summary of Leonard's "The Story of Bottled Water" that includes her purpose for writing, her main points, the problem, and her proposed solution.

Summary Guide for Annie Leonard's "The Story of Bottled Water"

The Parts and Structure of this Guided Summary

- Sentence One:** Name the author and title of the script and the author's purpose for writing this story.
- Sentence Two:** Retell the beginning of the story by listing three points in the campaign for bottled water.
- Sentence Three:** State if and how the bottled water companies were successful with their ad campaign.
- Sentence Four:** State a possible problem associated with bottled water.
- Sentence Five:** State three points that support tap over bottled water.
- Sentence Six:** Construct a concluding statement presenting Annie Leonard's point of view.

Summary Sentence Frames for "The Story of Bottled Water"

Sentence One

The central focus of _____'s article, _____,
(author's first and last name) ("title of article" –
in quotation marks)
is about how bottled water _____.
(author's purpose for writing)

Sentence Two

_____ starts by saying that if advertising companies
(author's last name)
could persuade people to believe tap water _____,
(point one)
_____, and _____,
(point two) (point three)
then more people would choose to drink _____.

Sentence Three

The ad campaign for the bottled water company was _____
(successful or unsuccessful)
because people now believe _____.
(explain how the campaign was or was not successful)

Sentence Four

According to _____, the bottled water companies
(author's name)
may not have told the truth bottled water _____.
(problem with bottled water)

Sentence Five

Tap water may be better than bottled water in that _____,
 _____ (point one)
 _____, and _____.
 _____ (point two) _____ (point three)

Sentence Six

In conclusion, _____ believes tap water may be
 _____ (author's last name)
 _____.
 _____ (Leonard's point of view regarding positive benefits of tap water)

Annie Leonard's "The Story of Bottled Water" begins with an ad campaign designed to make people afraid to drink tap water. If advertising companies could persuade people to believe that tap water tastes bad, is unhealthy, and is inconvenient, then more people would choose to buy and drink bottled water. The campaign worked. People now buy and drink bottled water and believe the water tastes better, is more convenient, and safer than tap water. According to Leonard, however, the ad campaigns may not have told the whole truth. Bottled water, she claims, harms the environment whereas tap water can be safer and more regulated than bottled water and does not harm the environment. In conclusion, Leonard believes tap water may be the cleanest, safest, most affordable solution for providing drinking water for people all around the world.

Reading – Informational Text

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Thinking Critically

“The Story of Bottled Water” is an entertaining story designed to appeal to a popular audience. What about a counterargument? While students may have changed their initial position, they may still be responding more from prejudice than reason. Additional points of view will help students weigh arguments triggered by both emotion and reason, and help them to develop a more analytical and critical response to the social issues regarding drinking water. The additional two texts will better enable students to take an informed stand on a social, rather than just a personal issue. The three texts together will help students learn to question a text, be critical of a writer's purpose, and be aware of writing styles that work to affect the reader's response.

The first additional text produced by *Bottledwatermatters.com* is a one page public press release sponsored by the bottled water industry promoting bottled water. It addresses the same issues discussed in Leonard's “The Story of Bottled Water,” but from an opposing point of view. It presents a counterargument.

Project or hand out copies of the text from *Bottledwatermatters.com* and ask students to analyze it.

6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Activity 16: Thinking Critically—PAT (Preliminary Analysis of Text)

“Bottled Water Matters” is a one page public press release sponsored by the bottled water industry promoting bottled water. It addresses the same issues discussed in Leonard’s “The Story of Bottled Water,” but from an opposing point of view. It presents a counterargument.

Upon first glance, what do you notice when looking at “Bottled Water Matters”?

- *Numbers and facts*
- *A Facebook link*
- *Categories similar to “The Story of Bottled Water”*
- *Different writing style (more like a textbook than a story)*
- *Statements about what bottled water is (healthy, safe, important, local, strictly-regulated, and environmentally conscious)*
- *Blue water bubbles in the background*

Divide the students into seven groups. Assign each group one of the seven sections or paragraphs from “Bottled Water Matters” to read and answer the questions in Activity 17.

Activity 17: Thinking Critically—The Writer’s Purpose

In your group, read your assigned section or paragraph of “Bottled Water Matters” and discuss the following questions:

1. Who wrote this? What do we know about the author or writers?
 - Scientists*
 - Marketers*
 - Industry employees*
2. Does the writer, or do the writers, seem trustworthy? Why?
 - Writing is fact-based, which makes it seem true.*
 - The US Food and Drug Administration supports the claims.*
 - Statistics are hard to understand and seem to not tell a whole story.*
3. What do the writers claim bottled water is?
 - Healthy, safe, important, local, strictly regulated, and environmentally conscious*
4. Is the writing serious or funny? Why?
 - It is serious because it states facts.*
 - It is funny because it is a Web site and there is a Facebook link.*
5. Does the writing make you laugh, feel sad, or experience anger? Why?
 - I don’t feel emotional.*
 - I feel a little angry because the information doesn’t address how recycling actually works.*

- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Ask each group to reread its section from “Bottled Water Matters” and to choose one of the claims in their section that they find particularly believable. Ask students if there is a claim they find hard to believe. Have students record their notes.

Activity 18: Assessing Believability

Reread your assigned section. Choose one of the claims about bottled water you find particularly believable. Is there a claim you find hard to believe?

Section Name	Believable Claim	Hard to Believe
<i>Environmentally conscious</i>	<i>“The amount of water used for bottled water production accounts for less than 2/100 of a percent of the total ground water withdrawn in the United States”</i>	<i>“...the bottled water industry is particularly efficient and making significant progress to further reduce its environmental impact.”</i>

The second additional text is a statement from the Economic and Social Council of the United Nations declaring the human right to clean and affordable drinking water. This text neither endorses nor opposes bottled water. It does not take the side of either tap or bottled water. Instead, it makes a case for drinking water being more than a consumer product. The United Nations’ statement is a call to action for the world to acknowledge that drinking water is “indispensable for living a life of dignity.”

The first six sentences in the United Nations introduction on “the right to water” can be a powerful language lesson in rhetoric. Each sentence is a complete and complex text that makes a claim, appeals to emotion, and logically arrives at the conclusion, such as “The human right to water entitles everyone to sufficient, safe, acceptable, physically accessible, and affordable water for personal and domestic uses.”

Read the introduction to students; then divide the class into six groups, giving each group one of the six sentences (the third and last sentence are the most complex). Then lead students through unPAC-ing the sentences as described in Activity 19.

Activity 19: Using Logic, Emotion, and Expertise to Craft Powerful Statements

The Economic and Social Council of the United Nations declares the human right to clean and affordable drinking water. This text neither endorses nor opposes bottled water. Instead, it makes a case for drinking water being more than a consumer product.

In your group, examine your assigned sentence by completing the following activities:

1. Read your group's assigned sentence from the United Nations' introduction to "the right to water."
2. **UnPAC** (paraphrase, annotate, connect):
 - a. Paraphrase: restate the sentence using everyday words the best way you can.
Everyone needs water, but there may not be enough to go around.
 - b. Annotate: underline words you think are key to understanding the sentence.
Water, life, health.
 - c. Connect: What is the purpose of the sentence? Why does it matter?
The purpose of the sentence is to make the point that not everyone has the water they need. It matters because people die without clean water. This also means that some places have clean water and some places do not.
3. Questions for discussion:
 - a. Is this an emotional or logical statement? Why?
 - *It is emotional because it implies that people don't have enough water to live.*
 - *It is logical because water is necessary for life.*
 - *It is both logical and emotional because it is obvious and clear that water is necessary for life and very sad to imagine not having enough water for your family.*
 - b. Are there counterarguments or claims? Why?
 - *I don't think so. I suppose you could say there is enough water for everyone but not with everyone using as much as they wanted.*
 - *You could not say that people don't need water.*
 - c. Do you agree with your assigned sentence?
 - *Yes.*
 - *Yes and no. Public good means we are all responsible for everyone else, and I don't see how that works when I live here and people in another country need water.*

Ask students to return to the chart in Activity 18 and using their notes add a believable and hard to believe claim for Leonard and for the United Nations' statement on "the right to water."

Divide students into groups of four. One student is the moderator. One student represents "The Story of Bottled Water." One student represents the bottled water industry. One student represents the United Nations. The moderator chooses a believable claim or a hard to believe claim and gives each actor a chance to defend or promote the claim. An option would be to do

this dramatization like a fishbowl in which three students at a time role-play and debate claims made in the three texts.

Activity 20: Assessing Believability— A Staged Rehearsal

Return to the chart in Activity 18 and use your notes to add a believable and a hard to believe claim for Leonard, and for the United Nations’ statement on “the right to water.”

Text	Believable Claim	Hard to Believe
“Bottled Water Matters” <i>Section: Environmentally conscious</i>	<i>“The amount of water used for bottled water production accounts for less than 2/100 of a percent of the total ground water withdrawn in the United States”</i>	<i>“...the bottled water industry is particularly efficient and making significant progress to further reduce its environmental impact.”</i>
“The Story of Bottled Water”	¶17 <i>Each year, making the plastic water bottles used in the U.S. takes enough oil and energy to fuel a million cars.</i>	¶20 <i>“...shipped all the way to India just to be dumped in somebody’s back yard.”</i>
United Nations “right to water”	<i>Water is a limited natural resource, and a public good, fundamental for life and health.</i>	<i>It is a prerequisite for the realization of other human rights.</i>

Role Play and Debate! Each of you will be assigned a role. One student is the moderator. One student represents “The Story of Bottled Water.” One student represents the bottled water industry. One student represents the United Nations. The moderator chooses a believable claim or hard to believe claim and gives each actor a chance to defend or attack the claim.

The strategies in this section of the ERWC are designed to reinforce students’ learning of the content of the CCSS for ELA/Literacy in the preceding sections of the template and transfer that learning to other settings.

Reflecting on Your Reading Process

Reflection is an essential component in learning. Reflecting on their own reading process helps students consolidate what they have learned about being a thoughtful and active reader.

The questions in Activity 21 may be used to lead a discussion or as the topic for a quickwrite.

Activity 21: Reflecting on Your Reading Process

Before we move into the more formal writing component of this module, reflect on your experience reading the texts:

- In what ways have your reading and understanding of these texts improved as a result of our work with them?
- What reading strategies helped you most to deepen your understanding of the texts and the issues involved?
- How can you apply these reading strategies to other texts in other classes?

Connecting Reading to Writing

Discovering What You Think

Writing

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, ... focusing on how well purpose and audience have been addressed.

Considering the Writing Task

Many students do not do well on assignments because they don't read the assignment carefully and don't know exactly what to do.

Distribute a copy of the writing assignment, and read through the assignment with students.

Then have students turn to a classmate and share their responses to the following questions:

- To whom are you writing this letter?
- Why are you writing this letter?
- What – in general – are you trying to accomplish through the letter?
- How—in general – will you try to accomplish your goal?

Regardless of what choice students eventually advocate for in their letters, their responses to the questions above would be the same. Students may need reminding that, at this stage in the writing process, they are working simply to have a clear understanding of their writing task.

Activity 22: Considering the Writing Task

Write a letter to the School Board stating and explaining your choice of drinking water.

A new school district policy has been written that says every classroom in every school will have drinking water for all students. Students voted on their drinking water preference.

Choices were

1. Drinking fountain that uses tap water
2. Water dispenser (or water cooler) that uses bottled water
3. Individual bottles of water

The votes came in, and there is a three-way tie!

The School Board asks you to write a letter stating and explaining your choice of drinking water. They will read the letters and then make their decision.

Your letter will be evaluated on these criteria:

- Your response to the topic: tap vs. bottled water
- Your understanding of the topic
- Your organization and development of ideas
- Your production of a formal error-free letter

Your letter could be the difference!

Writing

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, ... focusing on how well purpose and audience have been addressed.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Taking a Stance

Remind students that a persuasive letter would be one that not only shows understanding of the topic, but also shows that the topic matters to the writer.

To help students determine their stance, lead them through Activity 23. Encourage students to make up their own minds and to decide for themselves which issues are more or less important to them.

Activity 23: Taking a Stance—What Is Most Important to You?

Below are the main issues involved in the tap vs. bottled water debate. Rank each issue 1-5, in order of importance to you.

Main Issues	Order of Importance
Environmentally Responsible	
Health and Safety	
Affordability	
Convenience	
Consumer Preference	

Ask students to think about their top three choices. Suggest that those issues inform their recommendation to the School Board and be the ones they use in their persuasive letters.

Have students engage in the Activity 24 to establish their stance—drinking fountains using tap water, water dispensers, or individual bottles of water.

Activity 24: Taking A Stance—Quickwrite

Which do you prefer? Should the School Board provide 1) drinking fountains using tap water, 2) water dispensers using bottled water, or 3) individual bottles of water?

You will have five minutes to write a response to the question and to explain your choice.

Reading – Informational Text

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Writing

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Gathering Evidence to Support Your Claims

Now that students have established their choice, it is time for them to return to their notes to find support for their positions. Point out to students that none of the three texts use direct quotes—they either state findings as their own conclusions or paraphrase the words of others. Students must decide if they are going to quote or paraphrase their sources. If they are going to use direct quotes, they must remember to state the source and punctuate correctly.

Allocate a sufficient amount of time for students to fill in the graphic organizer in Activity 25.

Model filling out the chart for students before having them work on their own or with a partner.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Activity 25: Gathering Evidence to Support Your Claims

Find quotes from the three texts to support your position and to help explain each issue.

Fill in the chart below with supportive quotes, the sources, a paraphrasing of each quote, and words that make you sound like an expert on the topic.

Main Issues	Quotes	Who Says It and Where?	In Your Own Words	Possible Vocabulary
Example: Environmentally Responsible	“Each year, making the plastic water bottles used in the U.S. takes enough oil and energy to fuel a million cars,” says Annie Leonard in “The Story of Bottled Water.”	¶17 Annie Leonard in “The Story of Bottled Water”	Leonard accuses the bottled water industry of wasting oil and energy to make plastic water bottles that could instead be used to provide gas for millions of cars a year.	material economy sustainable

Writing Rhetorically

Entering the Conversation

Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Composing a Draft

Many students find it useful to compose a draft using a writing template. Other students find templates restrict the creative process. While a template can be a formulaic tool, it can also be a scaffold that once students are ready can be removed. Depending on the time of year and writing development, you may choose the writing guide, the template, or give students a choice between the two.

As students compose their drafts, remind them to return to their previous work, especially Activities 22-25.

Activity 26: Composing A Draft

Select the letter-writing guide or template and begin composing a draft, referencing the prewriting work you have done in Activities 22-25.

A Letter-Writing Guide in Three Paragraphs:

Date

- Write month, day, and year

Salutation

- Begin with “Dear School Board” (add the name of your district).
- Follow with a colon

Paragraph 1: Introduction

- State the reason for writing
- State your position

Paragraph 2: Body

- Explain two or three issues that show you understand the topic
- Consider an opposing point of view

Conclusion

- Restate your position and why it matters to you
- Leave room for a catchy phrase!

A Basic Template

Month, Day, Year

Dear (name of school district) School Board:

We appreciate your offer to supply all students with _____
 _____ . I am

writing to propose that the best form of drinking water is _____
 _____ .

I believe _____ is better than

because (1st reason) _____

and (2nd reason) _____ .

According to (name and author of text) _____

_____, bottled water (Write a pro or
 con statement to support reason 1.) _____

_____. This matters to me

because (Explain why this matters and why it is important.) _____

_____ .

In the text, (title) _____ written by

(author) _____ , bottled water or tap water (Write a pro

or con statement to support reason 2.) _____

_____ .

This matters because (Explain why this matters and is important.) _____

_____ .

In conclusion, (choice of water) _____

is the best choice. Thank you for _____

_____ .

In closing, (catchy slogan) _____ .

Sincerely,

Student Name

Ask students to playfully compose slogans so that their voices stand out. Have students share slogans, and ask students to choose one to include in their letters.

Activity 27: Composing a Draft: Making Your Voice Stand Out!

So that your letter ends on a strong note, try to come up with a catchy slogan that represents your choice. Even though advertising campaigns make it look easy, writing a catchy simple slogan is a difficult task. The first step to writing a clever slogan is to choose the issue you believe is most important, and frame it as something that if you want it, you can have it.

Save money? Lap from the tap and support drinking fountains now!

Revising and Editing

Writing

- 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- 1d. & 2e. Establish and maintain a formal style.
- 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by ... revising, ... rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Reading – Informational Text

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Revising Rhetorically

The self-assessment guide in Activity 28 invites students into a conversation about effective writing by asking them to review their draft and make sure that they are addressing the issues that matter to them and are using language that will be effective. This is a pre-editing assessment that focuses more on content and purpose rather than mechanics and form.

Activity 28: Critiquing and Revising the Draft

Working closely with the draft you just wrote and the self-assessment guide below, identify the strengths of your draft as well as opportunities for continued improvement. Your self-assessment of the effectiveness of your letter is an important step in your revision process. At this stage, focus your attention on issues of content and purpose rather than mechanics.

Student Self-Assessment

Response to Topic <ul style="list-style-type: none"> Student writer begins with a clear description of topic and position The writer addresses claims and counterarguments with relevant and creditable reasons The writer persuasively concludes the letter 	One Sentence Description of Topic	What am I confident I am doing well?
	Main Support 1	
	Main Support 2	What vocabulary words make me sound like an expert?
	Main Support 3 (optional)	

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

	Conclusion: Why is this topic interesting, or why does it matter?	What support do I need?
Understanding of Readings <ul style="list-style-type: none"> • The writer accurately states and explains the issues • The writer distinguishes between different texts and sources 	One sentence listing different kinds of texts and sources:	

Editing the Draft

At this point, students may benefit from focusing their attention on surface-level issues such as grammar and usage errors, sentence clarity, sentence variety, word choice, and other stylistic features. At times, it can be difficult to see or hear your own work. Activity 29 is designed to help students hear their own letter and to address some surface-level issues they might have missed.

Activity 29: Editing the Draft

Ask your partner to read your letter aloud. If your partner pauses, look to see if spelling, sentence structure, or punctuation might be the problem. Ask your partner to read as if she were a member of the School Board. Is the letter convincing? Do the same for your partner.

After editing, write a final draft of your letter.

Allocate time for students to complete one last review of their letter—guided by Activity 30—before submitting it (e.g. putting it in the mail”).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
 - Spell correctly.

Writing

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by ... editing, ... (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the template.

Writing

10. Write routinely over extended time frames (time for research, reflection, and revision)

Activity 30: Assessing and Editing the Final Draft of The Letter

Review your letter one last time before you consider it to be complete.

Under “Ready to Mail,” check off sections that have been completed. Under “Progressing,” write what is missing or not ready for mail.

Make any final, needed improvements.

	Ready to Mail ✓	Progressing
Format of Letter Date and Salutation Opening includes purpose of writing Opening includes position statement Concluding statement in closing		
Organization and Support Body paragraph contains supporting reasons Reasons are convincingly ordered		
Response to Topic The writer demonstrates understanding of the topic and important topic issues		
Command of Language Grammar, spelling, and punctuation		

Reflecting on Your Writing Process

Have students complete Activity 31 on the back of their letter or separate sheet of paper. It is a good practice for students to reflect on writing about how they completed their assignments and what they learned that they can apply to other writing tasks. Such reflective work also provides an opportunity for students to cultivate their ability to evaluate the effectiveness of their own work.

and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Activity 31: Reflecting on Your Writing Process

Now that you have completed your letter, please respond to the following questions:

1. What do you think are the strengths of your letter to the School Board?
2. What aspects of your letter, if any, could be stronger?
3. In your own words, what do you think this letter writing assignment intended to teach you about writing? What did you learn about the writing process from writing this letter?
4. Were there any stages leading up to your final letter that you found to be the most helpful and would consider using when you write future letters or papers in this or other classes? Explain.

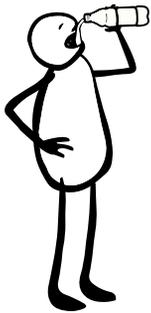
Footnoted and Annotated Script

THE STORY OF BOTTLED WATER

By Annie Leonard

One of the problems with trying to use less stuff is that sometimes we feel like we really need it. What if you live in a city like, say, Cleveland and you want a glass of water? Are you going to take your chances and get it from the city tap? Or should you reach for a bottle of water that comes from the pristine rainforests of... Fiji?

Well, Fiji brand water thought the answer to this question was obvious. So they built a whole ad campaign around it. It turned out to be one of the dumbest moves in advertising history.¹



See the city of Cleveland didn't like being the butt of Fiji's joke so they did some tests and guess what? These tests showed a glass of Fiji water is lower quality, it loses taste tests against Cleveland tap and costs thousands of times more.²



This story is typical of what happens when you test bottled water against tap water.

Is it cleaner? Sometimes, sometimes not: in many ways, bottled water is less regulated than tap.³

Is it tastier? In taste tests across the country, people consistently choose tap over bottled water.⁴

These bottled water companies say they're just meeting consumer demand - But who would demand a less sustainable, less tasty, way more expensive product, especially one you can get almost free in your

1. Fiji's ad ran in national magazines with the tagline, "The label says Fiji because it's not bottled in Cleveland," and as you'd expect, the city of Cleveland was not happy. CNNMoney.com ranked it #20 in their 101 Dumbest Moments in Business. To be fair, Fiji president Edward Cochran grew up near Cleveland, and said, "It is only a joke. We had to pick some town." But actually, Fiji, you didn't have to pick on some town. Picking on our public water systems isn't cool. Why don't you go beat up a hospital?
2. After seeing the offensive ad, Cleveland's public utilities director Julius Ciacca decided to put the two waters to the test; according to the Associated Press, the results found 6.31 micrograms of arsenic per liter in the Fiji bottle. Cleveland tap water, on the other hand, had no measurable arsenic. After safety comes taste: Cleveland's NewsChannel5 held a blind taste test. The result? Testers preferred Cleveland water. "I never had Fiji Water. I thought Cleveland was much more refreshing," one tennis player told reporters. "Just not as good as I thought it would be and not worth the price," one man said.

3. Municipal water in the U.S. is regulated by the Environmental Protection Agency, which does frequent testing, as do local authorities. The federal Safe Drinking Water Act empowers EPA to require water testing by certified laboratories and that violations be reported within a specified time frame. Public water systems must also provide reports to customers about their water, noting its source, evidence of contaminants and compliance with regulations.

The Food and Drug Administration, on the other hand, regulates bottled water as a food and cannot require certified lab testing or violation reporting. FDA monitors the labeling of bottled water, but the bottlers themselves are responsible for testing – kind of like the fox guarding the henhouse. Furthermore, FDA doesn't require bottled water companies to disclose where the water came from, how it was treated or what contaminants it contains. For a good article on the topic, see The New York Times, "Fewer Regulations for Bottled Water Than Tap, GAO Says," at <http://www.nytimes.com/gwire/2009/07/09/09greenwire-fewer-regulations-for-bottled-water->

THE STORY OF BOTTLED WATER

kitchen? Bottled water costs about 2000 times more than tap water.⁵ Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?

Yet people in the U.S. buy more than half a billion bottles of water every week. That's enough to circle the globe more than 5 times.⁶ How did this come to be? Well it all goes back to how our materials economy works and one of its key drivers which is known as manufactured demand.⁷

If companies want to keep growing, they have to keep selling more and more stuff. In the 1970s giant soft drink companies got worried as their growth projections started to level off.⁸ There's only so much soda a person can drink. Plus it wouldn't be long before people began realizing that soda is not that healthy and turned back to – gasp – drinking tap water.

Well, the companies found their next big idea in a silly designer product that most people laughed at as a passing yuppie fad.⁹ Water is free, people said back then, what will they sell us next, air?¹⁰

So how do you get people to buy this fringe product? Simple: You manufacture demand. How do you do that? Well, imagine you're in charge of a bottled water company.

Since people aren't lining up to trade their hard earned money for your unnecessary product, you make them feel scared and insecure if they *don't* have it.¹¹ And that's exactly what the bottled water industry did. One of their first marketing tactics was to scare people about tap water, with ads like Fiji's Cleveland campaign.

than-tap-g-33331.html

In a survey of 188 brands of bottled water, the Environmental Working Group (EWG) found only two providing such information about its product to consumers. Based on extensive research and testing, EWG developed a "bottled water scorecard" where you can compare brands, and learn more about the process of testing, labeling, and marketing bottled water: <http://www.ewg.org/health/report/bottledwater-scorecard-summary>

- In February, 2006, The New York Times submitted six bottled waters (a mix of domestic and imported, natural and purified) and one sample of New York City tap water for chemical analysis. Minerals like magnesium, calcium and even arsenic in trace amounts are expected in water, and nothing out of the ordinary turned up. In a bacteriological examination, six came back with results well within the parameters defined by the EPA. But one bottled spring water showed much higher levels of unspecified bacteria and was labeled "substandard for drinking water." Because only one bottle was tested, the brand was not named.

The Times then brought in its heavy hitters: the Restaurant Reviewers. In a blind tasting, The Times Dining staff sampled nine still waters: New York tap; Biota, a new Colorado spring water in a biodegradable bottle; Poland Spring from Maine; Aquafina, from Pepsi, the country's best seller; Dasani, from Coca-Cola; Saratoga, a natural mineral water from upstate New York; Smartwater, "vapor-distilled and electrolyte-enhanced"; Fiji, artesian water from the South Pacific (artesian water comes from a deep underground source, such as an aquifer, that has no contact with surface air); and

Penta, an "ultrapremium" water. None was universally disliked.

"We found that we were able to distinguish among two main types of water," says the New York Times report. Natural spring, mineral and artesian waters, which have "a velvety feel across the tongue and a slightly flatter flavor," and "purified waters, including tap water."

Corporate Accountability International's "Think Outside the Bottle" Campaign has held countless taste tests comparing bottled water to tap water, and the results generally favor the tap. But ultimately, the point isn't whether one tastes better than the other – its how our taste, and our tastes, are shaped by advertising, rather than by what's good for us.

- The consumer advocacy group Food & Water Watch offers this assessment, from their Take Back the Tap report (<http://www.foodandwaterwatch.org/water/pubs/reports/take-back-the-tap>): "A quick calculation comparing the average cost of one gallon of tap water to one gallon of commercial bottled water comes out to: **Tap water:** \$0.002 per gallon. **Bottled water:** Ranges from \$0.89 to \$8.26 per gallon." Here's how they break this out: "Pepsi's Aquafina brand, which is nothing more than tap water further purified, registered \$425.7 million in sales in 2005, followed by Coca-Cola's Dasani bottled tap water with a sales tally of \$346.1 million. Meanwhile, Nestlé's Poland Spring brand, which does come from spring sources, rang up sales of \$199.7 million. That all pencils out to bottled water costing consumers 240 to 10,000 times more per gallon than tap water that is as good, or better, and far more monitored." Fortune magazine writer Marc Gunther paid \$1.57 for a 20-ounce bottle of

THE STORY OF BOTTLED WATER

“When we’re done,” one top water exec said, “tap water will be relegated to showers and washing dishes.”¹²

Next, you hide the reality of your product behind images of pure fantasy. Have you ever noticed how bottled water tries to seduce us with pictures of mountains streams and pristine nature? But guess where a third of all bottled water in the U.S. actually comes from? The tap! Pepsi’s Aquafina and Coke’s Dasani are two of the many brands that are really filtered tap water.¹³

But the pristine nature lie goes much deeper. In a recent full page ad, Nestlé said: “bottled water is the most environmentally responsible consumer product in the world.”¹⁴ *What?!*

They’re trashing the environment all along the product’s life cycle. Exactly how is that environmentally responsible?

The problems start here with extraction and production where oil is used to make water bottles.¹⁵ Each year, making the plastic water bottles used in the U.S. takes enough oil and energy to fuel a million cars.¹⁶

All that energy spent to make the bottle even more to ship it around the planet and then we drink it in about 2 minutes?¹⁷ That brings us to the big problem at the other end of the life cycle – disposal.

What happens to all these bottles when we’re done? Eighty percent end up in landfills, where they will sit

Aquafina, Pepsi’s bottled tap water, and spent \$3.05 for one gallon (128 ounces) of gas. A bit of math shows that his bottled water bill amounted to \$10.05 per gallon: big profits for the bottlers. By comparison, most Americans pay about \$2 per 1,000 gallons for municipal water service.”

6. In the intro to his book, **Bottled and Sold: The Story Behind Our Obsession with Bottled Water** (2010), Peter Gleick offers the figures like this: “...every second of every day in the United States, a thousand people buy and open up a plastic bottle of commercially produced water, and every second of every day in the United States, a thousand plastic bottles are thrown away. Eighty-five million bottles a day. More than thirty billion bottles a year at a cost to consumers of tens of billions of dollars.”

To get back to Annie’s number, that eighty-five million bottles a day, times seven days a week, gives us 595 million bottles a week. We asked the experts to do a little more math for us, and here’s what they came up with: Renee Sharp, Director of the California Office of Environmental Working Group offered the following calculation: “Assuming each bottle is 8 inches high, which is the height the 20 fl. Oz. Aquafina bottle I have on my desk for just this reason, 1 billion bottles would circle the globe 5.4 times, or would span the distance between Los Angeles and Tokyo 23 times.” Peter Gleick of the Pacific Institute says, “I also calculated that the bottles would circle the Earth 5 times. But I assumed 600 million bottles (which I think is a more accurate number than a billion) and 12 inches high each (I didn’t have a bottle on my desk to measure...).” The 600 million 12-inch bottles is more akin to Annie’s “more than half a billion bottles every week” being “enough to circle the globe more than 5 times.”

You know, when you’re talking about numbers this big and planets this fragile, unique, and essential to supporting all life, it’s good to consult a variety of sources...

7. Manufactured demand is a desire for something that didn’t just develop naturally but was stoked by some outside force. Manufacturing demand is a core strategy of today’s consumer economy. In order to get people to keep buying stuff, when most of us have plenty of stuff already, companies manufacture demand so we feel like we need ever more and ever newer clothes, cars, toasters, furniture, shoes...everything. I mean, it’s not like any of us just woke up and said “I need, really need, a new cell phone to replace my perfectly functional one” or “I really need a 15th pair of shoes.”

The main tool to promote manufactured demand is advertising. In the past, advertising served to make announcements (“just arrived!”) and then to distinguish products from one another, advertising’s main role these days is to manufacture demand: to convince us we will be more successful, more happy, more loved if we just had a new (insert any consumer good here.)

Now sometimes we really do need something, but a real need is different than manufactured demand. And manufactured demand has become so omnipresent that sometimes we get confused. It’s not just bottled water; it’s all over the place. Look around. Next time you’re about to lay out some hard-earned cash for something, stop for a minute and ask yourself: do I really need this or am I responding to the bombardment of messages convincing me I need this?

Our friends at Polar Institute tell us, “The real market value of bottled water lies in its perceived social value, a perception companies have worked hard to create. Between 10% to 15% of the

THE STORY OF BOTTLED WATER

for thousands of years,¹⁸ or in incinerators, where they are burned, releasing toxic pollution.¹⁹ The rest gets collected for recycling.

I was curious about where the plastic bottles that I put in recycling bins go. I found out that shiploads were being sent to India.²⁰ So, I went there. I'll never forget riding over a hill outside Madras where I came face to face with a mountain of plastic bottles from California. Real recycling would turn these bottles back into bottles. But that wasn't what was happening here. Instead these bottles were slated to be downcycled,²¹ which means turning them into lower quality products that would just be chucked later. The parts that couldn't be downcycled were thrown away there; shipped all the way to India just to be dumped in someone else's backyard.

If bottled water companies want to use mountains on their labels, it'd be more accurate to show one of those mountains of plastic waste.

Scaring us, seducing us, and misleading us – these strategies are all core parts of manufacturing demand.

Once they've manufactured all this demand, creating a new multibillion dollar market,²² they defend it by beating out the competition. But in this case, the competition is our basic human right to clean, safe drinking water.²³

Pepsi's Vice Chairman publicly said "the biggest enemy is tap water!"²⁴ They want us to think it's dirty



price of a bottle of water goes to cover advertising costs." (http://www.bottledwaterfreeday.ca/index2.php?section_id=21) This means we're actually paying to be manipulated by advertising.

8. An article in the Financial Times of May 5, 1983, titled **Marketing: Coke plugs market gap**, describes the trend, in part:

"NEVER-A-PLACE for the faint-hearted, the US soft drinks industry is today locked in a competitive battle which could prove to be just too much for some of the weaker contestants. The latest sally comes from the strongest of them all, Coca-Cola. This time last year, Coke had only two cola products on the market: after the launch of three new products this week, it now has six.

The proliferation of brands in this way has become common in the industry, probably because the overall growth in the market place is not what it was. US soft drink consumption, which was rising at an annual 6 per cent or more until the late 1970s, has been increasing at less than 3 per cent a year since 1980, and, as a result, the manufacturers are hunting for growth at each other's expense.

Coke had a big success with last year's new product, Diet Coke, which it is now launching in the UK with a Pounds 1.5m ad campaign starting this month (see this page April 7). It is now moving into

another segment of the market which is being expanded by health conscious Americans - caffeine free colas."

9. Those of you old folks in the audience (that's Generation X and beyond) may recall Orson Welles, circa 1977, gushing on television about "a place in the south of France where there is a spring, and its name is Perrier." That was the first ever television ad for bottled water, and thus began one of the most baffling cons in modern consumerism. The sad fact, though, is that it wasn't a passing Yuppie fad: in the three years following that ad, American sales of Perrier went up more than 3,000 percent. Speaking to the New York Times for an article of February 15, 2006 ("There Must be Something in the Water"), New York resident Johanna Raymond recalled, "I remember thousands of us running in Perrier T-shirts in the 1979 marathon. Perrier was the coolest thing then. It was more than water."
10. Another retro reference: in the 1987 screwball comedy *Spaceballs*, Mel Brooks pops open a can of Perri-Air, brings it to his nose and takes a deep breath of the pure oxygen. Twenty years later, it just goes to show that reality is stranger than science fiction.
11. When Fiji's ad said, "It's not bottled in Cleveland," the underlying message was, "because Cleveland's water is dirty and dangerous." Which is, in fact, not true, but this was the message that the bottled water industry had planted in our collective imaginations.

THE STORY OF BOTTLED WATER

and bottled water is the best alternative.

In many places, public water *is* polluted thanks to polluting industries like the plastic bottle industry!²⁵ And these bottled water guys are all too happy to offer their expensive solution²⁶ which keeps us hooked on their product.

It's time we took back the tap.

That starts with making a personal commitment to not buy or drink bottled water unless the water in your community is truly unhealthy.²⁷ Yes, it takes a bit of foresight to grab a reusable bottle²⁸ on the way out, but I think we can handle it.

Then take the next step -- join a campaign that's working for real solutions. Like demanding investment in clean tap water for all. In the US, tap water is underfunded by \$24 billion²⁹ partly because people believe drinking water only comes from a bottle! Around the world, a billion people don't have access to clean water right now.³⁰ Yet cities all over are spending millions of dollars to deal with all the plastic bottles we throw out.³¹ What if we spent that money improving our water systems or better yet, preventing pollution to begin with?

There are many more things we can do to solve this problem. Lobby your city officials to bring back drinking fountains.³² Work to ban the purchase of bottled water by your school, organization or entire city.³³

This is a huge opportunity for millions of people to wake up and protect our wallets, our health and the planet. The good news is: it's already started.

Bottled water sales have begun to drop³⁴ while business is booming for safe refillable water bottles.³⁵ Yay!

Polaris Institute breaks it down: "Wherever there are incidents of contamination or disruption in municipal water systems, companies have been quick to respond with the promise of security, playing on fears about the spread of germs and toxins and a growing lack of faith in governments' ability to provide security through reliable public services." (http://www.bottledwaterfreeday.ca/index2.php?section_id=21)

It's curious to note that the marketing of bottled water took off in North America in the 1990s, precisely when cigarette smoking, the fast food industry and the soft drink industry were coming under fire for promoting unhealthy lifestyles. By using images of waterfalls and pristine mountain springs, by associating bottled water with a healthy lifestyle, and by turning it into a status symbol, the bottled water industry has been successful at creating a mass market for their product. A variety of marketing techniques are used to associate bottled water with images of 'activity,' 'health,' 'relaxation,' and 'purity.'

In her book *Bottlemania* (2008), Elizabeth Royle refers to ads for Glaceau water "which ask, 'Who Approved *Your* Water?' The copy claims that tap water is 'rejected by Mother Nature'; springwater is

approved by nature 'for potty training animals' (accompanied by an ideogram of a fish pooping); and purified water is approved by the FDA, but 'investigated by the FBI' (with an ideogram of a belching factory.)" (Royle, *Bottlemania*, 34) In *Bottled and Sold: The Story Behind our Obsession With Bottled Water*, Peter Gleick tells of an ad received in the mail from Royal Spring, a Texas bottled water company, that said "Americans no longer trust their tap water ... Clearly people are more worried than ever about what comes out of their taps." (Gleick, *Bottled and Sold*, 7). It is these kinds of underhanded marketing techniques that lead us to believe that tap water is dangerous and deadly, often despite any legitimate evidence. As it turns out, from the big picture perspective, if you take into account the real harm from pollution and waste that can be traced directly to the beverage industry, the real danger lies with them...

- The quote is from Susan D. Wellington, president of the Quaker Oats Company's United States beverage division, which makes Gatorade, speaking before industry analysts in 2000. (See Peter Gleick, *Bottled and Sold*, 7.)
- An article of July 27, 2007 on CNN.Money.com said: "Pepsi-Cola announced Friday that the labels of its Aquafina brand bottled water will be changed to make it clear the product is tap water. The new

THE STORY OF BOTTLED WATER

Restaurants are proudly serving “tap”³⁶ and people are choosing to pocket the hundred or thousands of dollars they would otherwise be wasting on bottled water. Carrying bottled water is on its way to being as cool as smoking while pregnant. We know better now.

The bottled water industry is getting worried because the jig is up. We’re not buying into their manufactured demand anymore. We’ll choose our own demands, thank you very much, and we’re demanding clean safe water for all.



bottles will say, ‘The Aquafina in this bottle is purified water that originates from a public water source,’ or something similar, Pepsi-Cola North America spokeswoman Nicole Bradley told CNN. Coca-Cola does not have plans to change the labeling on its Dasani brand bottled water, a company spokesman told CNN, despite the fact the water also comes from a public water supply.” Read the article, here: http://money.cnn.com/2007/07/27/news/companies/pepsi_coke/

Now, the companies go to great length to tell you that, while their water originates from a public water source, it is more than “just filtered tap water.” They boast proprietary, state-of-the-art, multi-stage filtration processes and esoteric references to mineral additives that make their water more than just water, and certainly better than tap. But, as Tony Clarke of Canada’s Polaris Institute points out in his book, *Inside the Bottle* (2005), “unlike other resource production processes, where raw materials like timber, minerals, and oil are transformed into new products, bottled water is different. Bottled water is about ‘turning water into water.’” (*Inside the Bottle*, 54.)

14. The ad ran in Canada’s *Globe and Mail*, October 20, 2008, page E7; you can see it here: <http://www.ecojustice.ca/media-centre/media-release-files/2008.12.01--globe--nestles-complaint.pdf>. The ad caused such a stir among environmentalists that it merited an entire article in *This Magazine* titled “‘Environmentally friendly’ Bottled Water? No such thing” (<http://this.org/magazine/2009/05/15/environment-water-bottle/>). The article concludes with a sharp observation by Meera Karunanathan, the national water campaigner for the

Council of Canadians: “When the carbon footprint of drinking out of your tap is zero, you can’t deny that the environmental impact of bottled water is more harmful.”

In fact, to say that tap water (or anything, for that matter) has no carbon footprint might be an exaggeration, but a recent study commissioned by the Oregon Department of Environmental Quality called “Life Cycle Assessment of Drinking Water Delivery Systems: Bottled Water, Tap Water and Home/Office Delivery Water,” (<http://www.deq.state.or.us/lq/sw/wasteprevention/drinkingwater.htm>) concludes that “consuming water from the tap in an average reusable bottle, even if washed frequently in a highly inefficient dishwasher, reduces energy consumption by 85 percent and greenhouse gases by 79 percent... Even the best performing bottled water scenario has global warming effects 46 times greater than the best performing tap water scenario.” Which is to say, choosing tap water is not only good for your budget, it’s an important way to reduce global warming.

15. Most plastic water bottles are made of PET plastic, or polyethylene terephthalate, which is made from crude oil. The invention of PET in the 1970s made the portable water bottle possible. While plastic is everywhere because it is probably the most convenient material ever made, it comes at a high price. Back in 1993, the Glass Packaging Institute put out a report comparing glass and plastic, in which they noted that, “The production of the organic chemical industry has increased by a factor of ten over the past 40 years, a rate which

THE STORY OF BOTTLED WATER

has far outstripped total industrial production. In the U.S., plastics production has increased from 6 billion pounds in 1960 to 58 billion pounds in 1989. A major consumer of plastic production is the packaging industry, and containers account for nearly half of the total packaging material sales." (And this was before the bottled water boom...)

The report goes on: "The post-war boom in plastic and other petrochemicals has led to an enormous rise in the volume and toxicity of hazardous chemicals and wastes in the environment. The number of chemicals used and released that are known to cause cancer, birth defects and damage to reproductive systems has increased dramatically." (**Advantage Glass! Switching to Plastic is an Environmental Mistake**, by Henry S. Cole, Ph.D. and Kenneth A. Brown, 1993, 60.)

So much for bottled water being healthy....

16. The Pacific Institute breaks it down like this: "Because bottled water required approximately 1 million tons of PET in 2006, those bottles required roughly 100 billion MJ of energy. A barrel of oil contains around 6,000 MJ, so producing those bottles required the equivalent of around 17 million barrels of oil. This is enough energy to fuel one million American cars for one year." The rest of the details can be found in Pacific Institute's fact sheet on the topic, here: http://www.pacinst.org/topics/integrity_of_science/case_studies/bottled_water_factsheet.pdf
17. Two minutes, three minutes, four minutes, whatever...The point is, it takes A LOT of energy and resources to produce a plastic bottle that is meant to be used exactly ONCE. In *The Story of Stuff* Annie talks about "planned obsolescence": "Planned obsolescence is another word for 'designed for the dump.' It means they actually make stuff that is designed to be useless as quickly as possible so we will chuck it and go buy a new one. It's obvious with stuff like plastic bags and coffee cups, but now it's even big stuff: mops, DVDs, cameras, barbecues even, everything!" A couple of Annie's favorite books on the topic are *The Waste Makers* (1960) by Vance Packard, and *Made to Break* (2006) by Giles Slade.
18. According to the Container Recycling Institute (<http://www.container-recycling.org/>), in fact, 90 percent of PET bottles end up in landfills, where they take between 450 and 1000 years to break down.

In addition, a 2004 report from the Container Recycling Institute (*The 10¢ Incentive to Recycle*, by Jenny Gitlitz and Pat Franklin, CRI, 2004) tells us that "Beverage containers make up 4.4 percent of the waste stream and 40 to 60 percent of roadside litter," and goes on to say that "While municipal curbside recycling programs rippled nationally during the 1990's, they have been unable to keep up with increasing sales of single-serving beverages and away-from-home consumption of food and drinks. An estimated 118 billion beverage bottles and cans were landfilled, littered, or incinerated in 2002 – 83 percent more than were wasted in 1992, and more than twice the amount wasted in 1982."
19. Some good facts on incinerators can be found at <http://www.zerowasteamerica.org/Incinerators.htm>. To get more in-depth, see *Incineration: A Dying Technology* by Neil Tangri (2003); *Gone Tomorrow* by Heather Rogers (2005) and "Landfills Are Dangerous" in Rachel's Democracy and Health News, September 24, 1998, and *Incineration and Human Health* by Pat Costner, Paul Johnston, Michelle Allsopp (2001)
20. Annie wrote about one such case way back in 1994 in *Multinational Monitor*.

"Indian environmentalists, working with investigators from Greenpeace's International Toxic Trade Project, have discovered that Pepsi is involved in both producing and disposing of plastic waste in India. Under Pepsi's two-part scheme, plastic for single-use disposal bottles will be manufactured in India and exported to the United States and Europe, while the toxic by-products of the plastic production process will stay in India. Used plastic bottles will then be returned from these countries to India.

India will bear the burden of environmental and health impacts from plastic production and plastic waste, while consumers in industrialized countries will be able to continue using and disposing of massive quantities of unsustainable and unnecessary beverage packaging without absorbing the true costs - financial, health and environmental. In short, India gets shafted at both ends, while industrialized country consumers receive all the benefits.

Activists first learned of Pepsi's waste exports to India through U.S. Customs Department Data. Greenpeace researchers discovered records listing Pepsi as the exporter of about 4,500 tons of plastic scrap in 23 shipments during 1993.

The U.S. Customs records indicated that all of the waste exports were destined for the Southern Indian City of Madras. All of the shipments left from the U.S. West Coast: eight shipments from San Francisco, two shipments from Long Beach, 10 from Los Angeles, and three from Oakland. The most frequently used shipping lines for these waste shipments were OOCL and Presidential.

Much of the waste was dumped at the site of a factory owned by Futura Industries in Tiruvallur, outside of Madras. 'As we came over the hill in our auto-rickshaw, we saw a mountain of plastic waste,' recounts Madras environmentalist Satish Vangal, one of the researchers who discovered the site. "Piles and piles of used soda bottles stacked behind a wall. When we got closer to the factory, we found many bottles and plastic scrap along the road and blowing in the wind. Every bottle we saw said 'California Redemption Value.' They were all from California's recycling program and now they are sitting in a pile in India!' explains Vangal. 'We have enough problems dealing with our own plastic wastes; why should we import other peoples' rubbish?'

Pepsi officials in the United States acknowledge the waste is exported to India, but claim it is all recycled. Futura officials also say the waste is imported, but they admit that much of it is not actually recycled. The senior manager of the Futura plant, Dr. L.R. Subbaraman, estimated that 60 to 70 percent of the waste can be processed at his factory, but the rest is either too contaminated with residual materials or other garbage that arrives mixed in with the shipment, or is the wrong type of plastic. Subbaraman refused to disclose the fate of the waste which cannot be reprocessed at the plant.

Subbaraman reports that Futura has imported a total of 10,000 metric tons of plastic waste from Pepsi and other companies since 1992. If only 60 to 70 percent could be processed within the Futura plant, 3,000 to 4,000 metric tons of plastic garbage have been imported which were not recyclable. A visit to the back of the plant revealed a massive pile of plastic discards."

Find Annie's entire article at: <http://www.mindfully.org/Pesticide/Dumping-Pepsi-Plastic-India94.htm>

THE STORY OF BOTTLED WATER

21. Most plastic “recycling” is actually “downcycling.” In *Cradle to Cradle: Remaking the Way We Make Things* (2002) architect William McDonough and chemist Michael Braungart tell us that when most plastics are recycled, they are mixed with different plastics to produce a hybrid of lower quality, which is then molded into something amorphous and cheap, such as a park bench or a speed bump. This tells us that even something as “environmentally friendly” as recycling still does not really bring about sustainable use of resources, it just moves our waste around the built environment in ever-more degraded forms. Even worse, McDonough and Braungart say that “Downcycling can actually increase contamination of the biosphere,” (*Cradle to Cradle*, 57), because the process releases toxins, and because, “Since downcycled materials of all kinds are materially less rigorous than their predecessors, more chemicals are often added to make the materials useful again.”
22. When numbers get this big, they’re hard to track, but here are a few: The U.S. Census Bureau (<http://www.census.gov/Press-Release/www/releases/archives/miscellaneous/007871.html>) reports that Americans drank 23.2 gallons of bottled water per capita in 2004, up from only 2.7 gallons in 1980. Another report says we drink less, but still a lot: “The average American drinks approximately 14 gallons of bottled water a year. Assuming a population of 250 million, this comes to a staggering 13 billion liters (13 Gl = 13 ggaliters).” USEPA quotes the Beverage Marketing Corporation of 2004 (http://www.epa.gov/ogwdw000/faq/pdfs/fs_healthseries_bottlewater.pdf) to tell us that “Bottled water is the fastest growing drink choice in the United States, and Americans spend billions of dollars each year to buy it.” One report (<http://www.fastcompany.com/magazine/117/features-message-in-a-bottle.html>) tells us that in 2007, Americans spent more money on bottled water than on ipods or movie tickets: \$15 Billion.
23. If asked, “Is water a human right?” most of us would say “Of course!” without blinking an eye. And it is...sort of. But because “human rights” is a big complicated field of legal and technical concerns, it can get a little ... sticky. The Universal Declaration of Human Rights, the founding document of modern human rights law, for example, says nothing specifically about water. When it was written in the 1940’s it would’ve been hard to imagine companies buying and selling water in a way that denied it to anyone, so making water a human right would have seemed as silly as making air a human right. The document does say we all have the right to life, to health, to dignity, security, etc...But nothing about water. Of course, without water, there’s no life, health, dignity, or security, so.... The Universal Declaration protected what are called “political rights.” Only later did it become clear that we needed protections also of what are called “economic, social, and cultural rights.” In 2002, partly in response to growing concerns that poor people worldwide were being forced to pay for water or go without, the United Nations Committee on Economic, Social, and Cultural Rights wrote General Comment No.15, which is now considered the definitive and official interpretation of human rights laws regarding water. The whole thing can be read here: <http://www.righttowater.info/code/No15.asp>
- For those of you who may not have time to read the whole thing, the gist of General Comment 15 is in its introductory paragraph: **‘the human right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses’.** It notes that the right to water has been recognized in a wide range of international documents and reaffirms the fundamental importance of the right stating that: **‘the human right to water is indispensable for leading a life in human dignity. It is a prerequisite for the realization of other human rights’.**
24. This quote is from Robert S. Morrison, quoted in 2000, shortly before he was made chairman of Pepsico’s North American Beverage and Food division. The full quote is: “The biggest enemy is tap water ... We’re not against water—it just has its place. We think it’s good for irrigation and cooking.” Both this and the earlier citation, from Susan D. Wellington, are cited in a letter to the New York Times by Peter Gleick of the Pacific Institute, here: <http://www.nytimes.com/2001/08/24/opinion/1-tap-water-in-a-bottle-842370.html?scp=2&sq=water%20bottle&st=cse>, and in Peter Gleick’s book, *Bottled and Sold: The Story Behind Our Obsession With Bottled Water*, page 7.
25. ... and the oil industry and the mining industry ... and big agribusiness ... That is to say, the manufacturing of demand that we associate with bottled water leads to pollution such as that Annie wrote about back in 1994 (<http://www.mindfully.org/Pesticide/Dumping-Pepsi-Plastic-India94.htm>) and stunning pollution disasters like the great Pacific garbage patch, a floating dump the size of Texas, containing shoes, toys, bags, pacifiers, wrappers, toothbrushes, and bottles -- approximately 3.5 million tons of trash – out in the ocean midway between Hawaii and San Francisco (<http://www.greatgarbagepatch.org/>). The same “manufactured demand” leads to massive overconsumption of fossil fuels and the pollution it causes (<http://chevron toxico.com/>), an industrial system of agriculture that leaves toxic pollution in its wake, (<http://www.greenpeace.org/seasia/en/news/agrochemicals-a-major-source-o>), and mining for energy and mineral demand that is way out of control (<http://www.earthjustice.org/news/press/2010/scientists-agreemountaintop-removal-mining-is-destroying-appalachia.html>).
- That is to say, bottled water is a big problem...But it is also a symptom of a much bigger problem: using too much stuff, and leaving too much waste.
26. We’ve already covered the “expensive” part; for some critical thinking on the “solution” part, see the next footnote...
27. At the heart of the water issues is the fact that literally billions of people around the world – including in parts of the U.S. and other rich countries – do not have access to safe drinking water. The causes are complex, including both man-made political and economic causes, and natural causes; in short, it might be the water, it might be the pipes – or it might be the lack of water or the lack of pipes. In either case, selling bottled water (or even giving it away as some companies and organizations do as part of relief efforts in emergencies), will not fix the problem. The real fix is more public investment in water infrastructure, and community control of that infrastructure to ensure that the poorest and most vulnerable communities have their needs met. Even in places where both tourists and locals are urged to “not drink the water,” the long-term solution is not to avoid tap water – but to make the tap water safe to drink. Yes, this solution will cost money, but at least its an investment in something permanent, and that benefits everyone.
28. ...or mug ... or mason jar ... or sippy cup ... or ... With all the

THE STORY OF BOTTLED WATER

empty containers in your kitchen and all the good water flowing from the tap, there's no reason not to carry one.

29. By "underfunded," we mean the difference between what is currently spent and is projected to be spent on water infrastructure investment, and what will actually need to be spent during that same time period to keep service levels roughly comparable to desirable past and current service levels.

The \$24 billion projection is based on the rough averaging of two water infrastructure investment gap analyses conducted by the EPA (U.S. Environmental Protection Agency, "The Clean Water and Drinking Water Infrastructure Gap Analysis," September 2002, EPA 816-R-02-020, 50, <http://www.epa.gov/OGWDW/gapreport.pdf>) and by the Water Infrastructure Network, a coalition of labor, environment and water utility officials (see Water Infrastructure Network, Clean & Safe Water for the 21st Century, A Renewed National Commitment to Water and Wastewater Infrastructure, April 2000).

For a more detailed explanation, see the Congressional Research Service's 2008 report, "Water Infrastructure Needs and Investment: Review and Analysis of Key Issues" (<http://fas.org/sgp/crs/homesec/RL31116.pdf>).

30. More precisely, 1.2 billion people lack access to safe water and 2.6 billion lack access to sanitation, according to the UN Development Program's 2006 Human Development Report (<http://hdr.undp.org/en/reports/global/hdr2006/>).
31. Bill Sheehan, Director of the Product Policy Institute (<http://www.productpolicy.org/>), says "Three-quarters of the waste material that local governments are responsible for managing in North America is products and packaging; the costs of collecting PET bottles alone runs about \$900 per ton. That amounts to welfare for the makers of products and packaging. Citizens and their governments would be better served if those funds were supporting schools, police and parks, and other services that the market cannot or will not provide, like public water fountains ... In a time of tight budgets many local governments are asking why taxpayers and ratepayers, and not producers and consumers, are the ones paying to pick up products and associated packaging 'designed for the dump.' The costs of recycling and litter clean up should be the responsibility of producers and included in the purchase price."
32. Anyone remember water fountains? Coincidentally, just before the bottled water craze hit, it was taken for granted that public fountains were part of any public building: schools, offices, sports stadiums, parks. Where did they go? Polaris Institute in Canada has followed the story in that country, here: <http://www.insidethebottle.org/bottled-or-tapped-out-where-have-all-water-fountains-gone>.

Meanwhile, in the U.S., many state building codes mandate that there be one source of public water for every 1000 people the building has capacity for. This came up in recent news in two cases: In Cleveland (why always Cleveland?), the new sports arena that hosts the Cleveland Cavaliers basketball team removed its drinking water fountains. The only way for thirsty fans to get water was to wait in line at the concessions counter for a free small cup or pay \$4 for bottled water – or try to drink water from the bathroom faucets. As Peter Gleick of Pacific Institute wrote, "This wasn't the first time a sports arena ran into trouble over water fountains. In September 2007, the University of Central Florida opened its brand new 45,000 seat

football stadium with a sell-out crowd on hand to watch the UCF Knights battle the Texas Longhorns. The loser? The fans. With temperatures near 100 degrees the crowd found out the hard way that the stadium had been built without a single drinking fountain (in apparent violation of building codes). Security concerns kept out personal water bottles. And the only water available (other than the taps in the bathrooms) was \$3 bottled water, which quickly sold out. Eighteen people were taken to local hospitals and sixty more were treated by campus medical personnel for heat-related illnesses. After a massive public brouhaha, the University quickly retrofitted the stadium with water fountains." (http://www.sfgate.com/cgi-bin/blogs/gleick/detail??blogid=104&entry_id=56985)

The public fountains were brought back at the Cleveland Cavaliers' stadium, too. The lesson? We like our drinking fountains; in fact, we don't just like them...We need them for public health and safety. The other lesson? When people organize to take back our right to public water...we win.

33. Bottled water bans are spreading faster than we can count. The Polaris Institute in Canada says that as of December, 2009, 72 municipalities from 8 provinces and 2 territories had implemented restrictions on bottled water. (<http://www.wiserearth.org/article/7ccceaf282e8aa3514b2f3e309ed2cb6>) In the U.S., San Francisco, Minneapolis, Seattle, and Salt Lake City have all banned bottled water at city functions as a way of reducing budgets while promoting their cities' highly drinkable tap water (and these are just the big cities). At the 75th annual Conference of Mayors the mayors of these three cities introduced a resolution to ban bottled water in city functions nationwide.
34. The Beverage Marketing Corp. documents sales trends of bottled water, soft drinks, fruit juice and many other kinds of drinks. Its data shows that bottled water sales fell 1 percent in 2008 to 8.7 billion gallons, down from 8.8 billion gallons in 2007. In 2009, the company reported, sales remained depressed, on a par with 2008. The biggest hit was taken by Nestle, the Swiss company that is the world's biggest seller of bottled water under such brand names as Perrier, Poland Springs, San Pellegrino and Deer Park. The company reported that the volume of its bottled water sales fell 3.7 percent in the first half of 2009. A report by the WorldWatch Institute (<http://www.worldwatch.org/node/5878>) gives the details.
- Behind the story are some grisly details of what an industry does when its market share is under threat. Richard Girard of Polaris Institute wrote an in-depth article on that topic, here: <http://www.stopcorporateabuse.org/alternet-bottled-water-industry-faces-downward-spiral>
35. Many companies now sell safe, easy-to-clean, lightweight drinking water bottles; we found a pretty hefty selection available here: <http://www.reusablebags.com/store/bottles-accessories-c-19.html>. Our partners at Food & Water Watch and Corporate Accountability International offer sleek, stainless steel water bottles to their members.
36. Food & Water Watch, which has been supporting restaurants nationwide in making the switch back to good old tapwater, even offers a handy guide to the topic: <http://www.foodandwaterwatch.org/water/bottled/restaurants>