Water, Different Views

Compare how place, time, and experience shape people's ideas

4.P.2.2.B "Compare perspectives of individuals and groups from different regions and experiences, including the past and present."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each voice's main water concern and circle an action that voice wants people to take so you can compare their views.

Three Ways to Care for Water

1. In the 1930s, a long drought struck parts of the Great Plains. In Oklahoma, dry soil blew across farms during dust storms. Imagine a farmer named Ruth watching her corn fail. She would want enough rain to grow food. She would also ask neighbors to plant grasses to hold soil in place. For Ruth, caring for water and soil meant protecting her farm and feeding her family.

2. Today, a neighborhood group in Phoenix, Arizona, faces a different water problem. Phoenix is in a dry region, and many homes use water from rivers and underground sources. The group asks neighbors to plant desert plants instead of thirsty lawns. They want people to use less water so their community has enough in the future. Unlike Ruth, they choose plants for yards, not crops for food.

3. On the coast of Maine, a fishing crew also cares about water, but their worry is not the same. Their work depends on healthy ocean life. They ask people to keep trash out of streams because streams can carry it to the sea. All three voices want to protect water. Their ideas differ because of where they live and how they use water.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do Ruth and the Phoenix group want different kinds of plants to help their communities?

2. How are Ruth's reasons for caring about water different from the Maine crew's reasons?

3. What different actions do the Phoenix group and the Maine crew ask people to take?

4. How does the drought in Ruth's time shape her view differently from the Phoenix group's view today?

3 YOUR TURN

Your own words

Imagine a student near a lake in snowy Minnesota, where roads are salted in winter. In three sentences, explain the student's view of protecting water, compare it with one voice in the passage, and explain how place or experience shapes the difference.

ANSWER KEY

Water, Different Views

GRADE 4 · 4.P.2.2.B

PART 1 · READ AND MARK

Underline each voice's main water concern and circle an action that voice wants people to take so you can compare their views. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do Ruth and the Phoenix group want different kinds of plants to help their communities?	**Ruth wants grasses to hold farm soil in place. The Phoenix group wants desert plants in yards because they use less water.**
2	How are Ruth's reasons for caring about water different from the Maine crew's reasons?	**Ruth needs rain to grow food and protect her farm. The crew needs clean water for healthy ocean life.**
3	What different actions do the Phoenix group and the Maine crew ask people to take?	**The Phoenix group asks people to plant desert plants instead of thirsty lawns. The Maine crew asks people to keep trash out of streams.**
4	How does the drought in Ruth's time shape her view differently from the Phoenix group's view today?	**Ruth worries about failed crops and blowing soil during a drought. The Phoenix group wants to use less water so its community has enough in the future.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A student beside the lake might ask neighbors to use less road salt so it does not wash into the water. Like the Maine fishing crew, the student wants to keep harmful things out of nearby water. The student focuses on salt because winter roads near the lake are salted, while the crew focuses on trash that streams can carry to the sea.

Accept comparisons that accurately connect each view or action to the person's place, time, or experience. For Your Turn, look for three sentences that explain the student's view, compare it with a passage voice, and give a reason for the difference.