

# River Rights

**2/28-3/2**

Take out a piece  
of binder paper  
and title it “Quick  
Write 2/28”

## Quick Write

Think about how much water you and members of your household use on a daily basis. Respond to one or all of the prompts.

1. What would you do if you were told that you and your family had to use half as much water as you usually use? How would you adjust your water consumption?
2. What kind of reason would make this change in water usage more acceptable?
3. Who would you want to decide this? (A popular vote/state legislature/governor?)

Fold your paper  
and make eight  
boxes

# Delta



A delta is an area of land in which a river divides into smaller rivers and empties into a larger body of water.

# Channel



a length of water wider than a strait, joining two larger areas of water, especially two seas.

# Canal



an artificial waterway constructed to allow the passage of boats or ships inland or to convey water for irrigation.



# Irrigate



supply water to (land or crops) to help growth, typically by means of channels.



# Aqueduct



an artificial channel for conveying water, typically in the form of a bridge across a valley or other gap.

# Runoff



the draining away of water (or substances carried in it) from the surface of an area of land, a building or structure, etc.

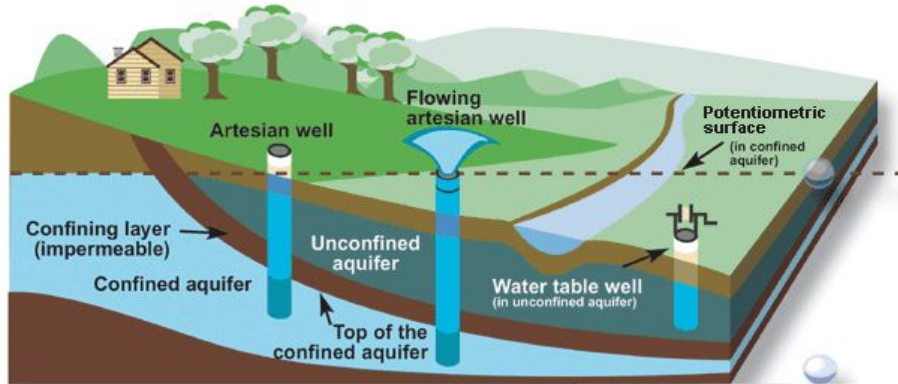
# Bank



the word **bank** generally refers to the land alongside a body of water.

# Aquifer

## Aquifers and wells



Source: Environment Canada, USGS

a body of permeable rock that can contain or transmit groundwater.

What do the titles “River Restoration Project Offers a Sprinkling of Hope” and “River Plan Too Fishy for my Taste Buds” tell you about the authors’ positions on the river restoration project? Record these ideas and prepare to share them with the class.

Reading

Articles



# Noticing Language

Science Vocabulary Activity

# Fact vs. Opinion

Reread the first article, “River Restoration Project . . .,” and use different color highlighters to identify the facts presented from the arguments made representing the writer’s opinion.

As a way to identify facts from opinions, look for statistics, facts, researched evidence, and carefully chosen words that express opinions.

You will then use a similar strategy for the second article, “River Plan Too Fishy....” Note which article has more facts (logos) and which is more emotional in tone (pathos).