

ABC Brainstorming

Topic: Tigris

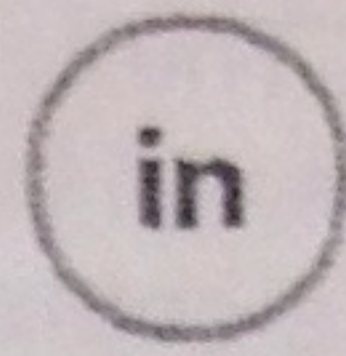
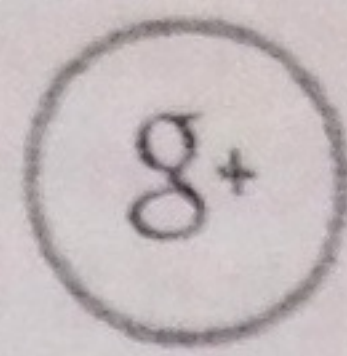
Brew

Ahmadigan	Gilgamesh	Mesopotamia	Summerian
Aincern	Hot	Mediterranean	Sister
Abundance	Hot	Middle East	Syria
Bagdad	Hot	N	Spain
Civilization	Hot	Over abundance	Tigris
Crops	Hot	Persian Gulf	Turgy
Dependabot	Hot	Painted water	U
Drought	Hot	Q	V
Empty in the	Hot	River	Water
Persian Gulf	Hot	Religion	Worship
Essentials	Hot	Religion	XYZ
Flood	Hot	Religion	Zagros
From	Hot	Religion	mountain
East	Hot	Religion	

Iraq's new war is a fight for water

by Nizar Latif and Phil Sands

September 4, 2009



Updated



In Iraq, fresh water may soon be a thing of the past

Dam projects by neighbouring states are drastically reducing the flow of the Tigris and Euphrates and helping to turn a once-fertile plain into desert. Phil Sands and Nizar Latif report as an environmental crisis deepens. As bombs continue to tear apart its towns and villages, Iraq is now in the grip of an environmental crisis that experts and officials warn may do what decades of war have not been able to - destroy the country. The new war on Iraq, says one member of the country's parliament, "is a war of water".

The Tigris and Euphrates, two of the world's great water courses, fed life to the historic lands of Mesopotamia, the land between two rivers. The previously lush plains south of Baghdad are widely held to be the cradle of civilisation, the birthplace of some of humanity's greatest achievements and earliest empires. Today, however, those same rivers are increasingly starved of water. The floodplains on either side of the Euphrates and Tigris, Iraq's old fertile agricultural heartlands, are parched. In northern Iraq, underground supplies of water have been so depleted they may never recover.

Wells once 200 metres deep now have to go down twice as far to reach the lowered water table. A majority of existing wells in the region are running dry. "Vast areas of Iraq are now cracked and barren, the marshes have dried up and dust storms worse than anyone can remember obscure the sun," says Ibrahim al Alubiddi, an economics professor at Baghdad's Mustansariya University. "These are the symptoms of a water shortage that threatens Iraq. It's a real crisis and could lead to disaster unless radical solutions are found quickly."

The immediate effects have also been felt in other countries. This summer a series of vast Iraqi dust clouds have drifted down the Arabian Gulf, as far south as the UAE. The clouds have been unusually large, a consequence of Iraq's increased desertification, itself a result of water shortages that, according to Mr Alubiddi, have been made worse by war, corruption and poor environmental policies. Iraq's devastating water shortages have three main causes: upstream dams in Turkey and Syria have drastically reduced the flow of the Tigris and Euphrates; rainfall levels have hit record lows; and inefficient management techniques mean Iraq wastes what limited water it does have.

"The drought has been a real issue; without rain there has been no replenishment of rivers and groundwater aquifers," says Mohammed Amin Faris, a leading Iraqi water official. "We used to have droughts once a decade. Now we are worried they are coming every two or three years because of global climate change. In addition to that, we have other problems. Neighbouring countries are putting up dams that have stopped us getting the water we had in the past."

According to Iraqi government figures, water flow in the Euphrates is currently some 200 cubic metres per second as it crosses into Iraq, less than half of the minimum amount required to help the country meet its basic needs. Much of the water is stopped in Turkey, while Syria, battling its own

The Great Tigris

By: Brendan M. Freitag

Choose a Person, Incident or Topic
and Write a Pantom Poem

1. Begin by writing four original lines.

1	Lush land laying between the rivers
2	Perfect plains south Baghdad
3	Vast cracked band of barren dead desert
4	Diseases killing innocent Iraq children now mad

2. REPEAT lines 2 and 4 and expand ideas in lines 5 and 6:

2	Perfect plains of south Baghdad
5	Are purfussly parched
4	
6	

3. REPEAT lines 5 and 6, expand ideas in lines 7 and 8:

5	
7	
6	
8	

4. FINALLY, repeat lines 1, 3, 7 and 8 in the following order:

7	
3	
8	
1	

5. Write your title at the top of your final draft. Punctuate that book title correctly and edit for grammar, spelling, and usage
6. Use computer graphics or original art to illustrate if you wish.

Revise-

Brendan

12-4-15 Apple

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Choose a Person, Incident or Topic
and Write a Pantoum Poem

The Great

Tigris

1. Begin by writing four original lines.

1	Lushland laying between the rivers
2	Perfect plains of south Baghdad
3	Vast cracked band of barren dead desert
4	Diseases killing innocent Iraqi children, now mad

2. REPEAT lines 2 and 4 and expand ideas in lines 5 and 6:

2	Perfect plains of south Baghdad
5	Are profusely parched
4	Diseases are killing innocent Iraqi children, now mad
6	Water no more due to starved sewage

3. REPEAT lines 5 and 6, expand ideas in lines 7 and 8:

5	Are profusely parched
7	Drying me up lack of rain
6	Water no more due to starved sewage
8	Gas now poisons my terrain

rhyme

4. FINALLY, repeat lines 1, 3, 7 and 8 in the following order:

7	Drying me up lack of rain
3	Vast cracked band of barren dead desert
8	Gas now poisons my terrain
1	Lush land laying between the rivers

- Write your title at the top of your final draft. Punctuate that book title correctly and edit for grammar, spelling, and usage
- Use computer graphics or original art to illustrate if you wish.

The Great Tigris

By Brendan

Choose a Person, Incident or Topic
and Write a Pantoum Poem

1. Begin by writing four original lines.

1	Lush land laying between two rivers
2	Perfect plains of south Baghdad
3	Vast cracked band of barren dead deserts <i>quiver</i>
4	Diseases killing innocent Iraqi children, now mad <i>Now more creek no good flow now road now sad</i>

2. REPEAT lines 2 and 4 and expand ideas in lines 5 and 6:

2	Perfect plains of south Baghdad
5	Are <i>are</i> profusely parched
4	Diseases killing innocent Iraqi children, now mad
6	Water no more due to starved <i>so</i> sewage

3. REPEAT lines 5 and 6, expand ideas in lines 7 and 8:

5	<i>plains</i> are profusely parched
7	Drying up lack of rain <i>now not a drop of rain</i>
6	Water no more due starved sewage <i>from the sky</i>
8	Gas now poisons my terrain on which they relied

4. FINALLY, repeat lines 1, 3, 7 and 8 in the following order:

7	Drying up lack of rain <i>not a drop of rain from the sky</i>
3	Vast cracked band of barren dead desert <i>quiver</i>
8	Gas now poisons my terrain on which <i>they</i> relied
1	Lush land laying between two rivers

- Write your title at the top of your final draft. Punctuate that book title correctly and edit for grammar, spelling, and usage
- Use computer graphics or original art to illustrate if you wish.

The Great Tigris

By: Brendan M. Freitag

Lush land lying between two rivers
Perfect plains of south Baghdad
Vast cracked band of barren dead deserts quiver
Now mere creek so sad

Perfect plains of south Baghdad
Plains profusely parched
Now mere creek so sad
Water no more sewage now starved

Plains profusely parched
not a drop of rain from the sky
Water no more due to sewage now starved
Gas poisons my terrain which they relied

Not a drop of rain from the sky
Vast band of barren dead deserts quiver
Gas poisons my terrain once they relied
Lush land lying between two rivers

Brendan

Elk Grove Unified School District – Informational/Explanatory Text-Based Rubric, Grade 6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information CCSS*: > RIT – 1 > W – 2	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to all parts of the prompt Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to most parts of the prompt Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Demonstrates little to no understanding of topic/text(s)
Organization CCSS: > W – 2a > W – 2c > W – 2e > W – 4	<ul style="list-style-type: none"> Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Logically groups related information into paragraphs or sections, including formatting Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> Organizes ideas and information into logical introductory, body, and concluding paragraphs Groups related information into paragraphs or sections, including formatting (e.g., headings) Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) Uses some simplistic transitions to connect ideas 	<ul style="list-style-type: none"> Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Does not group related information together Uses no transitions to connect ideas
Support/ Evidence CCSS: > RIT – 1 > W – 2b > W – 8 > W – 9b	<ul style="list-style-type: none"> Skillfully uses relevant and substantial text support from the resources with accuracy Uses credible and varied sources Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Uses relevant and sufficient text support from the resources with accuracy Uses credible sources Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Uses mostly relevant text support but may lack sufficient evidence and/or accurate use Uses mostly credible sources Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Does not use relevant or sufficient text support from the resources with accuracy Uses few to no credible sources Does not support opinion with facts, details, and/or reasons
Language CCSS: > L – 1 > L – 2 > W – 2d	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability Utilizes precise and domain-specific vocabulary accurately throughout student writing 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability Utilizes precise language and domain-specific vocabulary 	<ul style="list-style-type: none"> Uses some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions, but errors may interfere with the readability Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> Does not demonstrate sentence mastery Demonstrates limited understanding of grade level conventions, and errors interfere with the readability Does not utilize precise language or domain-specific vocabulary

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

Scoring Rubric: Poetry

Name Brendan Date _____

	4	3	2	1
Organization and Overall Impact	The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject in a new way or in a more potent way than ever before.	The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject.	The form of the poem should be more appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject, but this is accomplished through clichés, wornout images, or other predictable choices.	The form of the poem is not appropriate to the subject. The poem does not enable the reader to see, hear, feel, or think about the subject.
Elements of Poetry	Sensory details and figurative language create vivid images that contribute significantly to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, are used effectively and contribute to the meaning of the poem. Word choice is vivid and exact throughout.	Sensory details and figurative language contribute to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, also add to the meaning of the poem. Most word choices are precise.	Sensory details and figurative language may be overused, underused, or inappropriate to the subject; sound devices, such as rhyme, alliteration, or onomatopoeia, may be overused or underused, or they may fail to add to the meaning of the poem. Word choices may be vague, repetitive, or imprecise.	There is no use—or consistently confusing or inappropriate use—of sensory details, figurative language, or sound devices. Words may be misused or unclear.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	The poem is difficult to understand at times because of errors in mechanics, usage, grammar, or spelling.	The poem is consistently difficult to understand because of errors in mechanics, usage, grammar, or spelling.

Comments _____

