

5th Grade, Shared Reading Unit 4: *Systems*

How can one factor impact a system?

¿Cómo puede un factor afectar un sistema?

9 weeks (43 sessions)

STAGE 1: DESIRED LEARNING

Essential Question: How can one factor impact a system? ¿Cómo puede un factor afectar un sistema?

Essential Understanding: Students will understand that...

That the world is made up of a range of systems that support the function of a community. Students will explore different types of systems, from very simple to complex, and will understand that systems are composed of individual parts. Each part must “do its job” in order for the system to function properly and each part impacts the whole system.

Students and teachers will read the novel *A Long Walk to Water*, to learn about systems that impact human life outside of the United States. As the novel is set in Southern Sudan and is told from the perspectives of two different characters, students realize that water is a natural resource that cannot be taken for granted. It’s a natural resource that all life depends on and connects all humans globally. Students summarize each character’s story (including geographic setting, time/date, events, and realizations) using a chronological timeline of events. When students compare the timelines of each character, they are able to understand why the author crafted the story using the unique structure that she used.

From a science and social science perspective, other than our global well of water, migration, refugeeism, and human compassion and drive for change are major themes that students will explore. Supplementary texts, videos, images, and resources are integrated into the unit’s inquiries so that students draw conclusions about the relationships among water, migration, refugeeism, communities, and their own global impact. Some titles include- *One Well*, *Our World of Water*, and *Stepping Stones: A Refugee Family’s Journey*.

Students will compare and contrast patterns of human water consumption across the world, and will discover that the amount of water on Earth has remained the same for as long as Earth has existed. They will explore different forms and reservoirs of water and discover that each interacts as parts of one, shared, global water system. They will conclude that because of Earth’s single well of water that we all rely on, we are all connected as a global community. Therefore, our human interactions with water (and other elements) have an impact on others globally. Through this discovery, students begin to consider their own roles in smaller communities and the global one because humans have the power to impact communities and their systems.

Students will extend the theme of human compassion and drive for change beyond the novel as they learn about other children and young adults who recognized a need for a change in their own community. Their determination resulted in impactful change.

Connection to Writing: From an expressive standpoint, students will conduct research about the geography and water consumption patterns in regions outside of the United States. They will gather details and evidence about what it would be like to travel to this location. Students will show what they've learned by designing an infographic to provide to a tourist who might need tips and information to be aware of while visiting this location.

These understandings and discoveries are developed and deepened throughout the unit using inquiry questions, such as- Are all humans connected?, What is a person's responsibility to their community?, How does water impact everything?, Can our roles change?, Can one person impact a community?, How are natural resources essential, yet harmful?, Why do people leave their homes?, How do human differences provide opportunities?, and How can one factor affect a system?

Looking Back:

The theme of identity is carried into this unit from the previous three. In this unit, students analyze others' communities and compare them to their own to discover ways in which they're similar to humans all over the world.

The concept of stories and the perspectives of those who tell them is another theme that has carried through from the first three units, as students read multiple stories that share perspectives in new ways.

Unit 4 Inquiry Progression		
Inquiry #	Inquiry Question	# Sessions
Inquiry 1	Are all humans connected? ¿Están todos los humanos conectados?	4 Sessions
Inquiry 2	Are the characters' communities like mine? ¿Las comunidades de los personajes son como la mía?	3-4 Sessions
Inquiry 3	Should gender determine someone's role(s)? ¿Debería el género determinar el(los) rol(es) de alguien?	5 Sessions
Inquiry 4	How can one person impact a community? ¿Cómo puede una persona impactar a una comunidad?	4 Sessions
Inquiry 5	How are natural resources essential, yet harmful? ¿Por qué los recursos naturales son esenciales y, al mismo tiempo, perjudiciales?	6 Sessions
Inquiry 6	Why do people leave their homes? ¿Por qué la gente abandona sus hogares?	5 Sessions
Inquiry 7	How do natural and human factors impact the world? ¿Cómo impactan los factores naturales y humanos en el mundo?	6 Sessions
Inquiry 8	How does technology impact people and communities? ¿Cómo impacta la tecnología a las personas y las comunidades?	6 Sessions

Inquiry 9	How can one factor impact a system? ¿Cómo puede un factor afectar un sistema?	5 Sessions
Total Sessions		44 Sessions