



Grade 6 - Unit 2 - Water Changes Everything

Unit Focus

Water is an essential resource, not only because it impacts food production. Access to water can impact economic and educational opportunities as well as health and well being. In short, this unit is about the ways that complex societies rely on, fight over, and work together to secure access to water.

After an introduction to the unit in which students explore the modern extent of water scarcity around the world and develop an understanding of the sources of the problem, students will conduct a historical inquiry into how early civilizations dealt with getting access to water and make judgments about water as a source of conflict or cooperation. Students will then conduct a second inquiry in which they explore the modern "costs" of water and make judgments about which cost is the greatest.

After conducting these inquiries, students will use the interpretations developed in order to identify and advocate for an existing product that might help to alleviate water shortages. Students will adopt the perspective of a stakeholder in an area of water shortage, find a solution that aligns with their interpretations of whether water is a source of conflict or cooperation, and develop a pitch to the World Bank seeking funding to further develop the product.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 6</i> 920852 Dimension 1. Developing Questions & PLANNING INQUIRIES 920853 Constructing Compelling Questions 920854 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... • D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 920857 Constructing Supporting Questions 920858 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ... • D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. 920864 Dimension 2. Applying Disciplinary Concepts & TOOLS 920886 ECONOMICS 920887 Economic Decision Making 920888 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and</p>	<p>T1 Analyze how geography impacts people and people impact geography.</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Civilization depends on having ready access to water, and how humans deal with getting that resource reveals essential elements of human nature</p> <p>U2 Economic decisions about the use of natural resources affect the wellbeing of individuals, businesses, and societies.</p> <p>U3 The desire for goods creates interdependence as well as conflict.</p> <p>U4 Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.</p>	<p>Q1 Why don't many people on the planet have access to clean water?</p> <p>Q2 How did the development of river valley civilizations alter life for the people who lived in them? Did the "taming" of water resources lead humans to greater conflict, or greater cooperation?</p> <p>Q3 How do cultures and communities use water resources?</p> <p>Q4 How do people work together to solve geographic and environmental issues?</p>	

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	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>society as a whole.</p> <p><i>920909 GEOGRAPHY</i></p> <p><i>920910 Geographic Representations: Spatial Views of the World</i></p> <p><i>920911 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. <p><i>920930 HISTORY</i></p> <p><i>920941 Historical Sources and Evidence</i></p> <p><i>920942 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources • D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. <p><i>920948 Causation and Argumentation</i></p> <p><i>920949 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. • D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. <p><i>920954 Dimension 3. Evaluating Sources & USING EVIDENCE</i></p> <p><i>920955 Gathering and Evaluating Sources</i></p> <p><i>920956 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p><i>920959 Developing Claims and Using Evidence</i></p> <p><i>920960 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. • D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <p><i>920963 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION</i></p> <p><i>920964 Communicating Conclusions</i></p> <p><i>920965 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i></p> <ul style="list-style-type: none"> • D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, 	<p>K1 Vocabulary: water shortage, water stress, and water crisis</p> <p>K2 Water is an essential resource not just for sustaining life, but for the development of complex societies</p> <p>K3 Differences between farming settlements and civilizations</p> <p>K4 Ways in which a lack of water has profound repercussions (for health, economy, education)</p>	<p>S1 Historical inquiry using SCIM-C strategy</p> <p>S2 Recognizing water shortage, water stress, and water crisis</p> <p>S3 Recognizing parts of the world where water crises are more prevalent</p> <p>S4 Identifying reasons for water scarcity.</p> <p>S5 Creating thesis statements and outlines</p>

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social media, and digital documentary).
• D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
920969 Critiquing Conclusions
920970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...
• D4.4.6-8. Critique arguments for credibility.
920973 Taking Informed Action
920974 INDIVIDUALLY AND WITH OTHERS, STUDENTS...
• D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Student Growth and Development 21st Century Capacities Matrix
Collaboration/Communication
• Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.
Self-Direction
• Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.