



UNIT 5.01

WHERE DO I BELONG?

SCHEDULE

Day 1
Action News
Reader's Theater

Day 2
Mapping Communities

Day 3
Word Study

Day 4
Journals and Journeys

Day 5
Interview

Homework
Interview about Communities

Day 6
Interview Findings

Day 7
Math

Day 8
Prepare to Discuss

Day 9
Prepare to Discuss
Discussion

Day 10
Writing

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Action News

Where do I belong?

Rodriguez Family's Home Destroyed by Fire

SHARON Good day, student viewers! I'm looking forward to working with our field reporter, Reid Moore, to give you accurate and up-to-date information about events going on in your community and around the world. Today, Reid is on the scene in the town of Glenvale with a report of a recent house fire there. Reid, what have you learned so far?

REID MOORE: Good day to you, Sharon. Sadly, this hasn't been a good day for the Rodriguez family. While they were away at the beach, a fire broke out and their house burned down. They were left homeless. Fortunately the parents, their three children, and their dog Rolf were safe at the beach. Even the doghouse went up in flames!

SHARON: Oh no! Poor Rolf! Tell me, Reid, was the family able to save any of their possessions?

REID: Unfortunately not. The fire spread so quickly that it destroyed almost everything inside – all their family photos, their new furniture, and all their clothes. A neighbor told me that the family had just moved to Glenvale from another state.

SHARON: That's terrible. So, Reid, has the family received any kind of help?

REID: Well, the Red Cross paid for them to live in a motel for a few days and has given them some money to buy meals and some new clothes.

SHARON: The Red Cross? I thought the Red Cross helped only in major or **global** disasters, like earthquakes and hurricanes. Have any **local** groups helped out?

REID: Yes, they have. The Rodriguez family belongs to the **local** Catholic church, and the church community is organizing a yard sale to collect money for the family. Members of other religious groups have also **responded** by collecting clothes for them. Even the Girl Scouts are organizing a dog wash on the town **common** to raise money for the family. Hey! Maybe Rolf will come!

SHARON: Reid? The news?

REID: Sorry – getting back to the news. The mayor of Glenvale visited the Rodriguez family and promised to connect them with more **local** groups for **support**.

SHARON: It sounds like Glenvale is a very supportive and welcoming community!

REID: I agree, Sharon. It's nice to see how many communities within Glenvale – like the religious groups and the Girl Scouts – groups that the family's not even connected to – are reaching out to help.

SHARON: But how did these smaller community groups know how to help?

REID: It's the power of communication, Sharon! Because so many people use the internet, messages and emails spread the word about what the family needed. In fact, a **local** resident created an online "care page" for the Rodriguez family, asking for **support**. So far, the page has raised almost \$5,000.

SHARON: Five thousand dollars! That's an incredible response.

REID: I'll say it again, Sharon. It's all about the power of communication.

SHARON: And community. Well, that's it for now. Thank you, Reid. This is Sharon Wright, signing off!



Discussion question: What groups in your community help people in need?



wordgen.serpmedia.org/action_news

Reader's Theater

Where do I belong?

Discussing Communities

Line

- 1 **Sharonda:** Hey, did anybody hear about the terrible fire this weekend? I know that family! Luisa Rodriguez, who's in fifth grade at Adams Elementary, is one of my friends. They lost everything.
- 2 **Mr. Little:** I did hear that a house burned to the ground and that the family was left homeless. But I also heard that the community **responded** by coming together to help them out. So, that got me thinking about what it really means to belong to a community.
- 3 **Sharonda:** You know, Mr. Little, I've always thought a community is the neighborhood where you live. My best friend, Monica, lives in my neighborhood, so she and I are members of that community, right? But then, hearing that people outside the neighborhood **supported** the Rodriguez family made me think that community might be a lot more than just a neighborhood.
- 4 **Damon:** Well, when I think about community, I think about groups that have something in **common**, like my basketball team. We work together, care about each other, and we have a **common** purpose: winning!
- 5 **Sharonda:** Wait a minute, Damon. You have to try out for your so-called community. Communities should welcome everyone – like they did for the Rodriguez family.
- 6 **Julian:** I don't think you're right, Sharonda. I don't think there can be just one simple definition of a community. There are different types. What do you think, Mr. Little?
- 7 **Mr. Little:** Julian, I think you're right. There are communities that include everybody, and there are communities that choose who they include. Take me, for example. I sing in my synagogue choir, so I consider myself part of a musical community, but I had to try out for the choir. They don't let people who can't carry a tune in. On the other hand, I didn't have to try out to be part of the Jewish community – I was born into it.
- 8 **Julian:** Well, my parents are Haitian, so I guess I was born into the Haitian community here in the United States. We also speak Haitian when we get together. Does this make me part of both the Haitian community and a language community?
- 9 **Sharonda:** I would say so. How about you, Mr. L.?
- 10 **Mr. Little:** It sounds like we're agreeing that there are language communities, sports communities, religious communities, and neighborhood communities. I'm beginning to wonder what *isn't* a community.

Reader's Theater continues on the next page.

Reader's Theater, continued

Where do I belong?

- 11 **Damon:** Well, my question is, how big or small can a community be? Since we all live on the earth, does that mean that we belong to the world community?
- 12 **Mr. Little:** Damon, now you're really thinking big. People sometimes call the world our **global** community. I guess a community can be as big as the Earth or as small as a **local** neighborhood.
- 13 **Sharonda:** Or as **local** as our classroom – right? That's a community we all belong to.
- 14 **Damon:** I feel a lot more a part of this class than I did in my old school. We never **communicated** about cool stuff like this.
- 15 **Mr. Little:** I'm glad, Damon. We're happy you're here and we promise to keep up the interesting conversations. Okay, listen up! I want you to think about the communities you **WANT** to belong to when you grow up. And I want you to tell me *why*. So, go home, think about it, and we'll talk tomorrow. Write down at least three communities you want to belong to, okay? Class dismissed!!

 **Turn and Talk:** What communities do you want to belong to when you grow up?

Mapping Communities

Where do I belong?

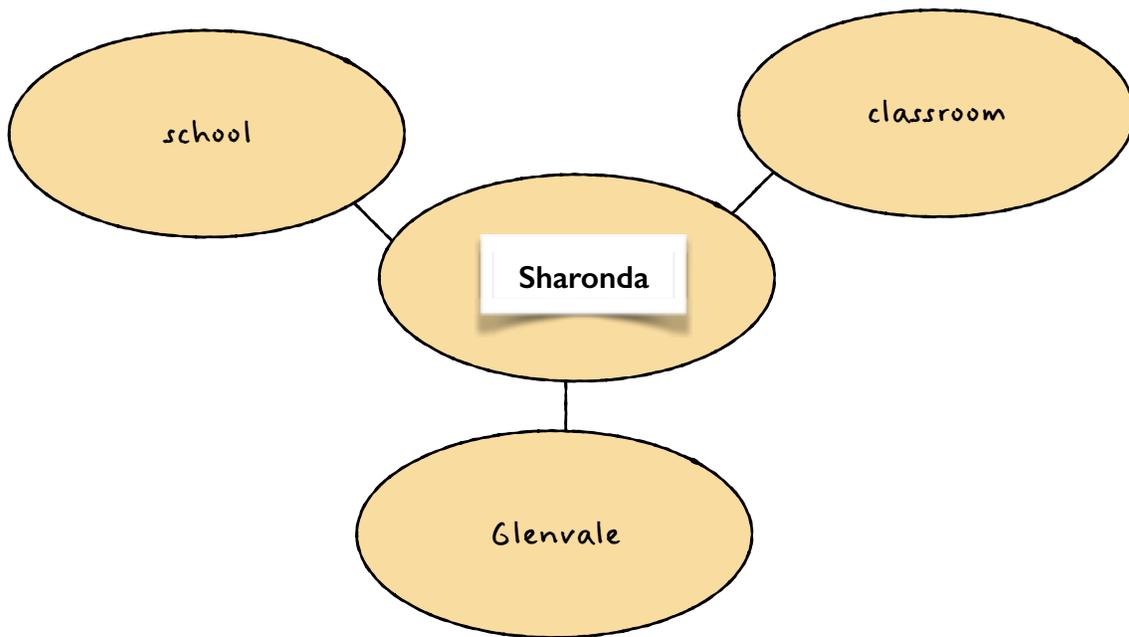
Sharonda's and Julian's Communities

As we learned in the newscast and Reader's Theater, a community is somewhere we feel we belong. It can also be a group of people with whom we share a **common** interest or belief that makes us feel that we belong together in some way. Communities can be **local** or **global**.

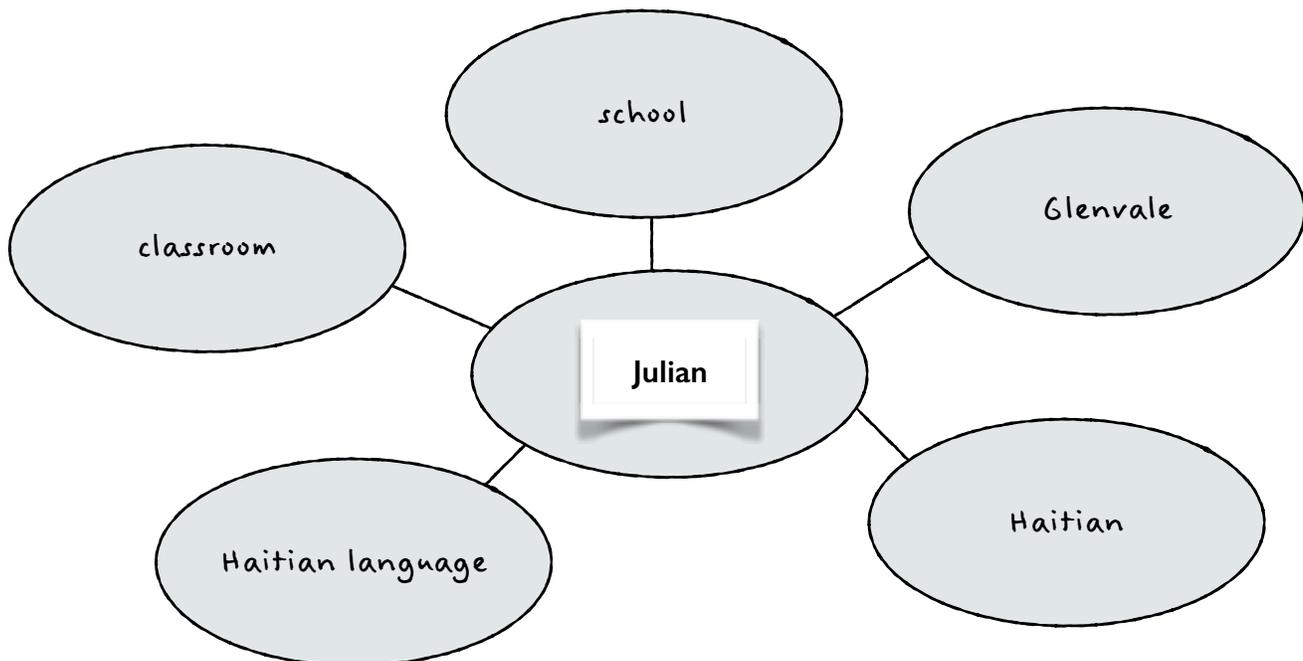
Our own communities might overlap with some of the communities of our friends. For example, someone in your language community or your neighborhood might also be on your sports team.



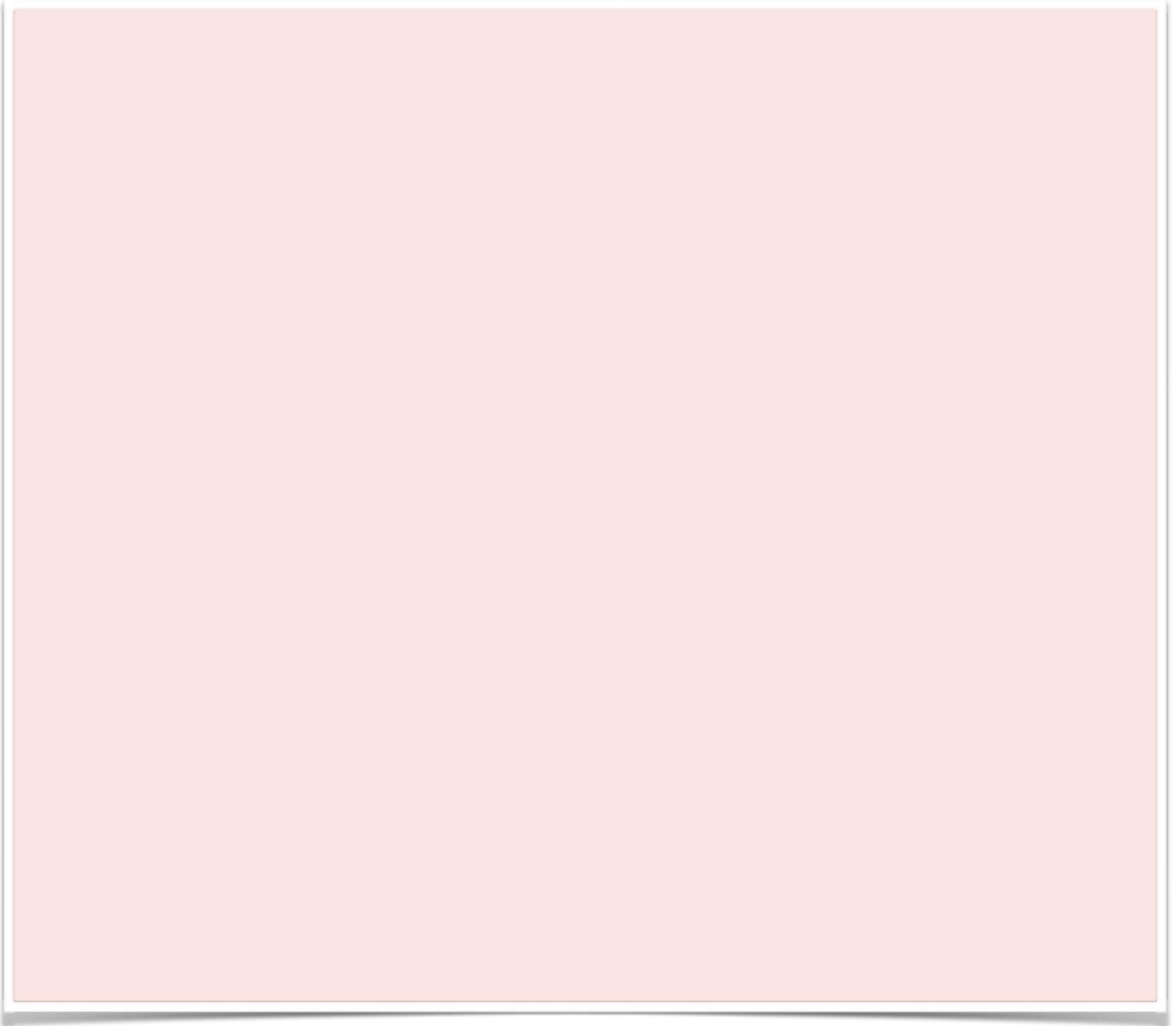
Here is a diagram of all the communities to which Sharonda belongs:



Here is a diagram of all the communities to which Julian belongs:



Create a similar diagram that shows the communities to which you belong.



Heads Up! Think of an adult to interview.
On Day 5, you will interview an adult about their “community history.” Start thinking now about an adult you know whom you could interview about the various communities he or she has belonged to over the years.

Word Study

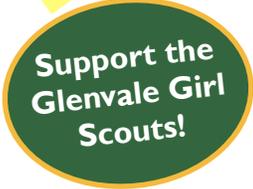
Where do I belong?

A Closer Look at Our Focus Words

	communicate	respond	local
<p>Definition</p> 	<p>(verb) to express a thought, emotion, or message to someone</p>	<p>(verb) to answer; to react</p>	<p>(adjective) nearby; belonging to a particular place</p>
<p>Turn and Talk</p> 	<p>What are some of the ways that people communicate with each other?</p>	<p>How would you respond if you saw someone trip and fall?</p>	<p>What are some local businesses you can name?</p>
<p>Other Forms of the Word</p> 	<p>communication (noun) a message that is transmitted</p>	<p>response (noun) an answer in words or action</p>	<p>localize (verb) to restrict to a certain area</p>
<p>Choose a picture</p> 	<p>Circle the sign that communicates friendliness.</p>  	<p>Circle the sign that shows how a town might respond to a local flood.</p>  	<p>Which sign advertises a local event?</p>  

Word Study, continued

Where do I belong?

	common	global	support
<p>Definition</p> 	<p>(noun) the shared land in the center of a town</p> <p>(adjective) shared; ordinary</p>	<p>(adjective) related to the whole world</p>	<p>(noun) help; assistance</p> <p>(verb) to help or assist</p>
<p>Turn and Talk</p> 	<p>What are some common punishments for misbehaving in school?</p>	<p>What is one global issue that you are concerned about?</p>	<p>If you were new to a school, what kind of support would you want?</p>
<p>Other Forms of the Word</p> 	<p>in common (idiom) shared likes and dislikes</p> <p>Example: My friend and I have a lot in common: We were both born in China and have large families.</p>	<p>globalize (verb) to make worldwide</p>	<p>supportive (adjective) providing help or assistance</p>
<p>Choose a picture</p> 	<p>Which of these is a common sight on a city street?</p>  	<p>Which of these signs is about a global problem?</p>  	<p>Which of these signs supports animal rights?</p>  



Bumper stickers are stickers that go on the back of cars, on a part of the car called the *bumper*. People use bumper stickers to **communicate** their opinions and promote ideas. They are short, concise, and sometimes funny.

One **common** bumper sticker reads:



This bumper sticker reminds people to find ways to do good in their **local** communities as a way to participate in solving **global** problems.

Another **common** bumper sticker **supports** women becoming strong leaders:



 **Discussion question:** What does the bumper sticker “*Knowledge = Power*” mean?

Write your own. Choose two different focus words from this week’s unit and create a new bumper sticker.

Groton, England, 1636

Dear Journal,

Last night my mother and father spoke with me after my little brother Samuel went to sleep. They said they had something very important to tell me. My father said that we needed to leave England. King Charles had made it too difficult for us to follow our religious beliefs, so my parents decided that we must leave England and journey to the New World. They said we would be free there. My dear Journal, I was more than surprised: I was stunned. How could I leave my school, my friends, and the village of Groton? This is my home! The place where I have belonged my whole life.

Although I was very upset, I tried to hear my father's words. He told us that we would settle in a new place called Massachusetts. Others from our church have settled there, so we will have our own religious community. Father said that he would need to become a farmer because we would need to grow our own food. I am to be a farmer's daughter?

Then my mother told me that the trip would be long and dangerous, but our strength, good health, and faith would help us through the journey. My little brother Samuel is too young to know what is in store for us. My mother handed me a book of papers she had bound together – a journal – in which I am now writing these words.

I will ask my best friend, Charity, to promise to write to me. Now I will also have my journal, which will need to become my friend. I am nervous and sad but also excited to be headed to a new place where we will be free.

Yours until next time,

Hester





Turn and Talk:

Why is Hester leaving her **local** community? How does Hester feel about leaving?

Who were the Puritans?

Hester and her family were Puritans. The Puritans were a religious group in England in the 1600s. The Puritans disagreed with the leaders of the Church of England. The King **responded** by taking away many of their rights.

Although the Puritans did not want to leave their community, their situation got worse. They decided it was time to move to a new place so they could be free to practice their religion. In 1630, about a thousand people left England to come to Massachusetts. Over the next ten years, more than twenty thousand men, women, and children left England to settle in the Massachusetts Bay Colony.

Interview

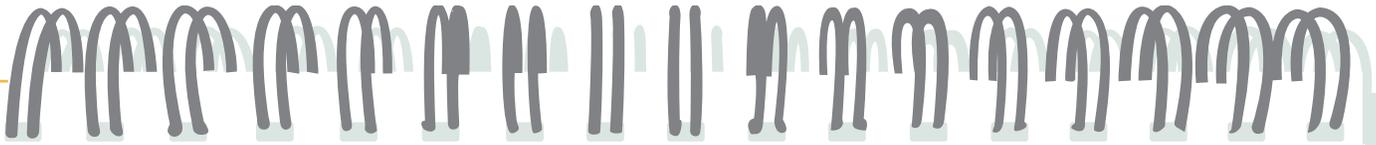
Where do I belong?

Community Histories

Learning about Formal Interviews

For your homework assignment, you will interview an adult. This adult could be one of your parents, a relative, a neighbor, or a friend. Investigate what communities this adult belonged to when they were younger and what communities they belong to now. For the interview, use the interview protocol that can be found in this unit.

Today, you will practice using the interview questions with a classmate. First, look at Pacha's interview of Julian.



Your name: Pacha

Date: Nov 22

Where the interview took place: in class

Name of the person you are interviewing: Julian

**SAMPLE
INTERVIEW**

1. What communities did you belong to when you were younger?

I came to the community of Glenvale after moving quite a few times. My parents left Haiti right after I was born. They moved to Miami to take care of my grandfather who immigrated to the U.S. 20 years ago. My father, who is an engineer, was offered a job in Glenvale two years ago so we moved again. When I was in Miami, I played on the soccer team and sang in my local church. I belong to the same groups here but Glenvale is really different than Miami.

2. What communities do you belong to now?

I still belong to my church and a new soccer team here. Because I also want to be an engineer when I grow up, I do Odyssey of the Mind on the weekends. It's a group that comes together to solve problems. Last week we had to take a negative situation and find a positive solution to save an entire community. It's pretty cool.

3. What is the biggest change you've noticed between then and now?

Well, I'm older now, and I have different interests so I belong to different groups. Plus, my old school in Miami was really big and I didn't know many people. I like this smaller community.

Interview, continued

Where do I belong?

Practice with a Classmate

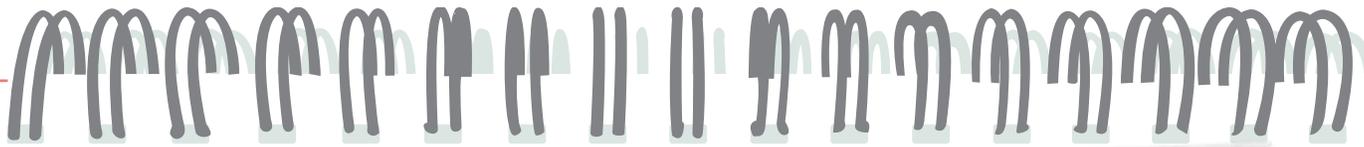
It's important for you to let the person you're interviewing know what your assignment is and why you'd like to interview him or her. You can use the words below to help you introduce the assignment:

"Thank you for agreeing to let me interview you. We are learning about communities in our fifth grade class, and we're interested in learning about what communities people belong to now, what communities they belonged to before, and whether or not their idea of community has changed since they were younger. Do you have any questions for me?"

"Let's begin the interview."

Now, interview your classmate and write down his or her answers.

You will repeat the same process at home tonight.



PRACTICE
INTERVIEW OF
CLASSMATE

Your name: _____

Date: _____

Where the interview took place: _____

Name of the person you are interviewing: _____

1. What communities did you belong to when you were younger?

2. What communities do you belong to now?

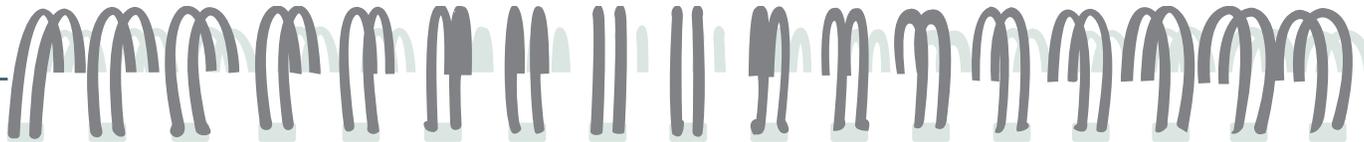
3. What is the biggest change you've noticed between then and now?

Community Interview Questionnaire

Where do I belong?

It's important for you to let the adult you're interviewing know what your assignment is and why you'd like to interview him or her. You can use the words below to help you introduce the assignment:

"Thank you for agreeing to let me interview you. We are learning about communities in our fifth grade class, and we're interested in learning about what communities people belong to now, what communities they belonged to before, and whether or not their idea of community has changed since they were younger."



Your name: _____

Date: _____

Where the interview took place: _____

Name of the person you are interviewing: _____



1. What communities did you belong to when you were younger?

2. What communities do you belong to now?

3. What is the biggest change you've noticed between then and now?

→ Bring your completed interview to class on Day 6 to share with the class.

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Interview Findings

Where do I belong?

Thinking about the Interview You Conducted

Share Your Findings

 Discuss the following questions with your class:

1. What communities did the adult belong to when he or she was younger?
2. What communities does the adult you interviewed belong to today?
3. What did you learn about the ways his or her communities changed over time?

Write Your Reaction

What surprised you most about how the person you interviewed responded to the interview questions?

Math

Where do I belong?

Numbers Related to Hester's Story

Today we will be working with decimals. For the following questions, make sure to write all fractions in simplest form.

1. One hundred families lived in the village of Groton in England. Hester's family, along with twenty-two other families, left for a new life in America.

Write a decimal number that shows what part of the Groton families left for America.



2. Ten families lived in the neighboring village of Boxford. Three families from the village left for the New World.

Write a decimal number that shows what part of the Boxford families left for America.

3. Which of the two villages had a larger part of their families leave for America?

Word Study

Many of the words that are used in science, math, and social studies are *cognates*! What are cognates? Cognates are words in two different languages that sound or look similar and that come from the same root. The English word *problem* is *problema* in Spanish. Can you see the similarities in spelling?

Here are three of the six focus words translated into Spanish. Can you guess what they are in English? If you're lucky enough to speak Spanish or Kriolu or Portuguese, you may be able to figure these out quickly!

comunicar

común

responder

Did you notice?

The words **common**, *community*, and **communicate** all have something in **common**. They all begin with *com-*, which means "with" in Latin.

Common and **communicate** are from the Latin word *comunis*, meaning "to share." Many English words come from Latin, which was a language spoken more than 2,000 years ago.



Turn and Talk: How are the words **common**, *community*, and **communicate** related?

Prepare to Discuss

Where do I belong?

Characteristics of Communities

What do you think makes something a community?

Think about what you learned about *communities* from the following:

- Newscast
- Reader's theater
- Hester's journal
- Your interview

1. Look over the diagram you created on Day 2 and add to it any communities that you belong to that you might have left out. Think about **local** and **global** communities.
2. Using the communities from your diagram on Day 2, fill out the chart below and define the characteristics of these communities. You may also add communities to the chart that you might one day want to join.

Community	Characteristics
Baseball team	Have to try out, shared purpose
School	

More characteristics:

- | | |
|---------------------|--------------------|
| 1. open to everyone | 7. shared values |
| 2. have to try out | 8. shared place |
| 3. paid membership | 9. member by birth |
| 4. free membership | 10. _____ |
| 5. shared purpose | 11. _____ |
| 6. shared beliefs | 12. _____ |

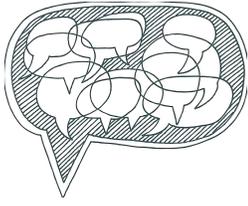


Turn and Talk: Share your chart with a partner. Do you notice any characteristics that are **common** to all or most of your communities?

Discussion

Where do I belong?

Comparing Schools



Read the following profiles of the two schools below. They are very different, but both are very good schools and many families want their children to attend either one. There is no cost to attend either school.

Discussion: Which of these two school communities would you rather belong to? Why? Use the chart you created on Day 8 to help inform your position.



MANUAL ELEMENTARY

Manual Elementary is located in a brand new facility with state-of-the-art technology. Each child is given a laptop that they use in school and at home. The school values educational excellence as well as a well-structured community. The Manual school year is 210 days long in comparison to the traditional 180-day school year. The students **support** this extended time because many students say that they don't have a lot to do in the summer. They would rather be learning, building skills, and getting ready for the future. Every month, Manual Elementary tests their students and tracks each student's progress. If students aren't doing well, teachers give them extra **support**. All students wear uniforms and are required to participate in a sport. The students say they feel the school's discipline and required exercise help them to focus on learning and prepare them for life. Manual's students do very well on state tests.

DALI ELEMENTARY ARTS ACADEMY



Dali Elementary is located in a rural area on an old farming estate. There are no computer labs nor any other forms of technology on the campus. The school prides itself on its focus on the arts and developing the whole child. They believe each child has a talent to be discovered and developed. They do not encourage competition; instead, they focus on cooperative learning projects. There are no grades and there is no testing at Dali. Students are encouraged to draw, sing, paint, sculpt, and dance. They are also encouraged to **communicate** their interests and values through their clothing. Each student is required to work on the farm and help with the school garden. Students are also required to help prepare and serve meals and help with clean up. The school believes that having students **support** each other builds a strong school community and strong children. The students also do very well academically although they do not participate in the state test.

Writing

Where do I belong?

Poster Design

Think of a **local** or **global** community you would like to create. In this final activity, you will design a poster that might appeal to people to join your community. In order to help you create your poster, answer the questions below. Try to use the focus words on your poster.

When you create your poster, make sure to:

1. Describe your community, including facts and characteristics: Who is welcome in your community? How does a person join?

2. Give important reasons why someone would want to join your community.

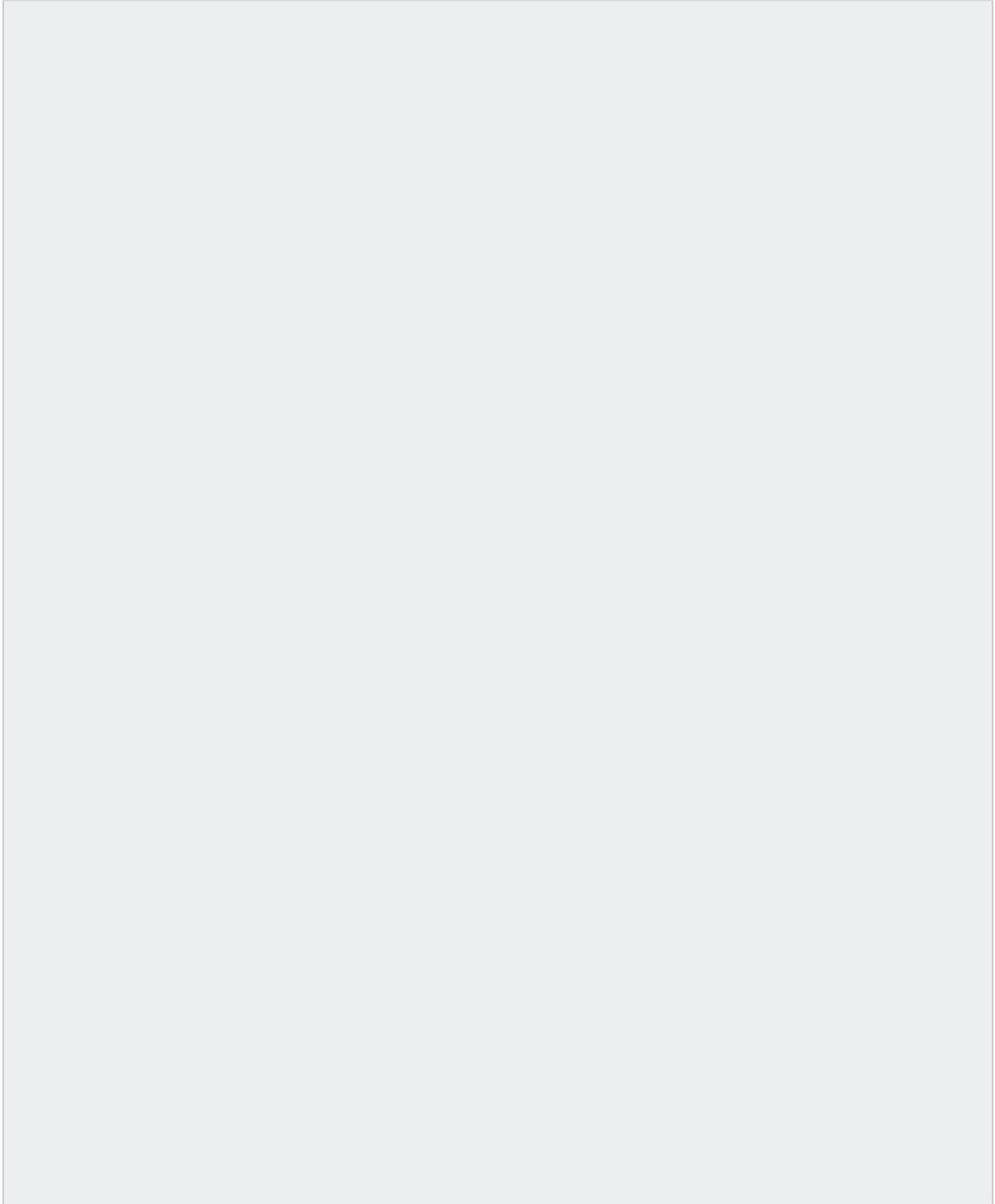
3. Give information about what interesting and exciting events are happening in your community.

4. Create a name that **communicates** your community's purpose.

5. Describe a symbol that would best represent your community.

→ Using the information from this page, create a poster that best represents your community on the next page.

Your poster:



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