



Provocations:

- Students will be given preferential treatment based on the color of their shirt. (Example, all students wearing red get an extra 15 minutes of recess)
- Students will be allocated a limited number of resources in the classroom and they must decide how to share the resources during the allocated time.

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Planning the inquiry

**3. How might we know what we have learned?**

*This column should be used in conjunction with "How best might we learn?"*

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Read aloud stories involving conflicts within a community: students analyse both sides of the conflict within the story, how the characters react, how the conflicts are resolved and suggest other possible solutions.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- When given a scenario students will demonstrate how they will resolve the conflict by role-playing the situation.
- Locate examples of conflict within the global community through researching media outlets that communicate such news and information. Students will need to access information, locate the conflict, explain the cause of the conflict, and look at the conflict from more than one perspective.

**4. How best might we learn?**

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

**Social Studies**

-Students research conflicts locally and in the global community by watching the news, reading newspaper and report back to class. Groups will analyse the causes of those conflicts and form conclusions about the main causes of the conflicts.

**-Causes and effects of the War of 1812**

- Social Studies Textbook page 380-384
- Multiple Perspectives of the War of 1812: students will look at the meaning of the War of 1812 looking from many perspectives

Great Britain, Native Americans, British Colonies in Canada and the United States. Students will get into four groups. Each group will take the perspective of a different country and present.

**-Industrial Revolution changes led to conflict**

**HOOK LESSON INTRODUCTION**

1. ask students to talk about the game of Monopoly; how it is played, the object of the game, the penalties, etc.
2. Ask students what they would do if there were no rules specifying how much to charge for rent when someone lands on their property.
3. Explain that the game is based on the idea that even if people start out equally, some will acquire more than others and will use that wealth to their advantage.
4. Explain to students that in the late 1800s, some very wealthy individuals such as Rockefeller, Carnegie, and others used their power and influence in ways that were detrimental to others.
5. Students will get into groups of 5 to play Monopoly. (45 minutes)
6. Bring kids back after the game and debrief.

- Social Studies Textbook page 408-413

- <https://www.youtube.com/watch?v=qwhpTft26zM>

Students will watch this short video of still pictures and use sensory figure analysis to make connections between laborers and industry

- <https://www.youtube.com/watch?v=d4joqYycnqM>

Students will watch the industrial revolution overview to understand this time

- <https://www.youtube.com/watch?v=KHmqEqJN59o>

Child labor

- Students will play Monopoly to understand

-Progress in US (move west, Louisiana Purchase, expedition of Lewis and Clark, Manifest Destiny)

- Social Studies Textbook page 370-376
- Readers Theater (page 118) Hand-on Approach SS Workbook (Jefferson, Napoleon and the Louisiana Purchase)

-Causes and effects of the Civil War

Lesson 13.1 Causes of the Civil War

-Progress in industry and the mechanization of agriculture changed the way of life

Students will list ways that industry changed life as a result of the progress

- Textbook Chapter 12 Lesson 2 page 408)

### **Government**

- Students will understand the importance of the Declaration of Independence, the US Constitution and the Bill of Rights and how this affects each one of us and helps us to live peacefully.
  - Powerpoint (Principles of the Constitution)
- Students will create a T-chart the lists the positive and negative aspects of having and living with a government.
  - Textbook Chapter 10 page 336
  - <https://dlc.dcccd.edu/usgov1-4/federalism-pros-and-cons>
- Groups of 4 or 5 will research different types of governments throughout the world and learn about the structure of the government
- Students will be given scenarios about principals and they will need to sort them based on what principle it is ( federalism, separation of power and checks and balances)

What opportunities will occur for transdisciplinary skills development and for the development

of the attributes of the learner profile?

Transdisciplinary Skills

**Thinking Skills:** analysis, application,

**Social Skills:** resolving conflict,

**Communication Skills:** speaking, listening

**Research Skills:** collect data, record data, organize data and interpret data

Learner Profile

Empathy, inquirers, knowledgeable, thinkers, reflective, principled, open-minded

### 5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

#### Books:

- *Feathers and Fools* By Mem Fox
- *The Butter Battle, The Lorax* By Dr. Seuss
- *The Big Book for Peace* By Ann Durell
- *Hey Little Ant* By Philip and Hannah Hoose
- *Shilo* By P Naylor-Reynolds
- *Bridge to Terabithia* By Katherine Paterson
- Social Studies Textbook

Monopoly

#### Computer Resources:

<http://www.studyzone.org/testprep/ela4/o/causeeffectl.cfm>

<http://library.thinkquest.org/CR0210124/cause&effect.html>

<http://amhistory.si.edu/starspangledbanner/>

<http://www.regentsprep.org/regents/global/themes/conflict/social.cfm>

<http://www.history.com/topics/industrial-revolution/videos/the-industrial-revolution>

<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-7-effects.pdf>

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

public library, school library,

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Reflecting on the inquiry

## 6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

**The main objective that we were hoping to achieve was to develop an understanding of how people in societies live together. Conflicts are everywhere in our lives and it is critical that students be able to identify and resolve them as they arise. We did this by providing students with examples of how people around the world solve conflicts and develop systems so they can live together in peace.**

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

**To improve our assessment, we would create an outline or rubric for the students detailing exactly what we were looking for. Without this guide students had a hard time narrowing their presentation. They had a lot of questions about our expectations. If we give them an outline or rubric they will be more independently.**

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Through the summative assessment students explored at a local level and at a global level how conflict can lead to change. This was particularly evident when students used their skills they learned and put them into action. Students could be heard on the playground and in the classroom solving conflicts more peacefully. Students were more aware of others feelings and showing empathy towards one another. "I understand how you are feeling but right now I just don't want to play tag."

In the summative assessment students analyzed, they could clearly identify what would need to be done in order to achieve a longer lasting peaceful settlement to the issue. They used the PYP attitudes and learner profiles to explain this. For example one student wrote. Governments need to be open-minded to listen and learn from each other.

## 7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

### KEY CONCEPTS

**Connection** Make connections between the role of government and issues that drive social change.

**Causation** The analysis of situations from a global perspective provided a framework for the students to explore these situations: students need not just to identify the problem but also the possible causes of it.

**Change** Government changes as a result of social change.

### TRANSDISCIPLINARY SKILLS

**Thinking Skills:** Students pushed their thinking in understanding that others can have different opinions and still be right. They needed to brainstorm ideas to resolve their social issue conflict.

**Social Skills:** Respecting others: Through role-playing students learn to listen to other viewpoints, respect other opinions, and respond to others appropriately when you disagree.

**Communication Skills:** Speaking: While role-playing students learn to respond to others in an appropriate manner.

**Research Skills:** Students will develop their research skills by looking for an article about a social issue. Students will need to research and find out what caused this issue and research ways people have tried to solve in the past.

### LEARNER PROFILE AND ATTITUDES

**Principled** Through reflecting upon how conflicts are solved, both within the immediate community and within the global community, students develop a broader understanding of integrity, honest and a sense of fairness and justice.

**Open-minded** Through exploring various conflicts around them and the individual situations presented to them, students will better respect the views, value and backgrounds of others and consider a range of perspectives.

**Inquirers-** Students asked themselves questions about how they will solve the social issue so it will decrease the chances of it recurring.

**Empathy-** Students learn to understand others. Students were more caring to others who were different from them.

**8. What student-initiated inquiries arose from the learning?**

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Do other countries have a government with separation of powers?

Who makes the decision as to how a government is run?

Can a government change its form of government and how would they do this?

*At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.*

**What student-initiated actions arose from the learning?**

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students examine the dress code as set by the Code of Student Conduct that applies to every student in every school in the district. After finding out that each school in the district has its own set of rules, they challenge their school rules to make a proposal to change aspects of their dress code rules. Here the kids acknowledge they they understand the concept of federalism and how it involves cooperation between different levels of government.

**9. Teacher notes**