

# Causes of Conflict CBA

A conflict<sup>1</sup> can have many causes. To avoid and resolve conflicts, it helps to understand these causes. You will develop a position in which you explain the causes of a conflict.

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## *Directions to students<sup>2</sup>*

**In a cohesive paper or presentation<sup>3</sup>, you will:**

- State a position on the main causes of a conflict
- Provide background on the conflict by describing three or more of the following:
  - who was involved in the conflict,
  - what the conflict was,
  - when the conflict took place, and
  - where the conflict took place.
- Provide background on the causes of the conflict by explaining two or more factors that helped cause the conflict.
- Provide reason(s) for your position that include:
  - An analysis of how the conflict may not have occurred if not for one or more of the main causal factors to support the position  
OR
  - An evaluation of why at least one factor is more important than others.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

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<sup>1</sup> Conflict can be defined as the struggle between opposing forces.

<sup>2</sup> This directions page guides students towards the “proficient” level (level “3”) for this CBA. To help students reach “excellent” (level “4”), please refer to the rubric or, if available, the graphic organizer.

<sup>3</sup> Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

**Middle School – Causes of Conflict CBA Rubric** (Recommended for 7<sup>th</sup> Grade\*)

		←-----PASSING-----→		NOT PASSING -----→		
GLE (EALR)	4 - Excellent	3 – Proficient	2 – Partial	1 - Minimal		
<p>4.3.2, Analyzes multiple causal factors that shape major events in Washington State and world history. (7<sup>th</sup> Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)</p> <p>5.4.1 Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation. (7<sup>th</sup> Grade) (EALR 5.4. Creates a product...)</p>	<p>States a position on the main causes of a conflict AND</p> <ul style="list-style-type: none"> <li>Explains whether the conflict could have been avoided.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Makes a generalization about what causes conflict.</li> </ul>	<p>States a position on the main causes of a conflict.</p>	<p>States a position on the conflict, but does NOT address what factors were the main causes.</p>	<p>Mentions a conflict but does NOT take a position on its causes.</p>		
	<p>Provides background on the conflict by describing <b>all four</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> who was involved in the conflict,</li> <li><input type="checkbox"/> what the conflict was,</li> <li><input type="checkbox"/> when the conflict took place, and</li> <li><input type="checkbox"/> where the conflict took place.</li> </ul>	<p>Provides background on the conflict by describing <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> who was involved in the conflict,</li> <li><input type="checkbox"/> what the conflict was,</li> <li><input type="checkbox"/> when the conflict took place, and</li> <li><input type="checkbox"/> where the conflict took place.</li> </ul>	<p>Provides background on the conflict by describing <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> who was involved in the conflict,</li> <li><input type="checkbox"/> what the conflict was,</li> <li><input type="checkbox"/> when the conflict took place, and</li> <li><input type="checkbox"/> where the conflict took place.</li> </ul>	<p>Provides background on the conflict by describing <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> who was involved in the conflict,</li> <li><input type="checkbox"/> what the conflict was,</li> <li><input type="checkbox"/> when the conflict took place, and</li> <li><input type="checkbox"/> where the conflict took place.</li> </ul>		
	<p>Provides background on the causes of the conflict by:</p> <ul style="list-style-type: none"> <li>Explaining** <b>three</b> factors that helped cause the conflict.</li> </ul>	<p>Provides background on the causes of the conflict by:</p> <ul style="list-style-type: none"> <li>Explaining** <b>two</b> factors that helped cause the conflict.</li> </ul>	<p>Provides background on the causes of the conflict by:</p> <ul style="list-style-type: none"> <li>Explaining** <b>one</b> factor that helped cause the conflict.</li> </ul>	<p>Provides background on the causes of the conflict by describing factors WITHOUT explaining how the factors caused the conflict.</p>		
	<p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>An evaluation of why at least one factor is more important than others AND</li> <li>An analysis of how the conflict may not have occurred if not for one of the main causal factors.</li> </ul>	<p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>An evaluation of why at least one factor is more important than others OR</li> <li>An analysis of how the conflict may not have occurred if not for one of the main causal factors.</li> </ul>	<p>Provides reasons for the position supported by evidence.</p>	<p>Provides reasons for the position supported by evidence.</p>	<p>Provides reasons for the position without any supporting evidence.</p>	
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7<sup>th</sup> Grade) (EALR 5.4. Creates a product...)</p>	<ul style="list-style-type: none"> <li>Makes explicit references within the paper or presentation to <b>four or more</b> credible sources that provide relevant information.</li> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Makes explicit references within the paper or presentation to <b>three</b> credible sources that provide relevant information.</li> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Makes explicit references within the paper or presentation to <b>two</b> credible sources that provide relevant information.</li> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Makes explicit references within the paper or presentation to <b>one</b> credible source that provides relevant information.</li> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>		

\* OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.

\*\* Please also refer to the document “Scoring Notes for Secondary Social Studies CBAs” when evaluating student work.