

UNIT 1: ELEMENTARY -- UNITED STATES HISTORY

ENCOUNTER, COLONIZATION, AND DEVASTATION: THE TRIBAL PERSPECTIVE

Level 3

Instructional Support Materials

[Causes of Conflict CBA](#)

[Causes of Conflict CBA Graphic Organizer](#)

Learning Goals

Students will:

- Describe the background of the conflict
 - Demonstrate an understanding of the conflict by explaining relevant ideas from each of the four social studies perspectives
 - Identify conflict on a timeline of events related to the causes of conflict using ideas from each of the four social studies perspectives (geography, history, civics, and economics)
 - List three sources
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Time: Approximately 3 class periods

Teacher Preparation

Essential Question

- Discuss with students what the focus of the CBA is, why it is important, and how it is relevant to students' lives.
- Develop and/or share Essential Questions with students on the topics, events, issues, or questions related to the CBA.

Key Concepts, Vocabulary, & Background Knowledge

- Select a topic, issue, event, or question related to the CBA. Use it as a model to help students understand the key concepts related to the CBA.

Inquiry

- Determine the level of choice for students in selecting the topic, event, issue, or question for the assessment. It could be something related to the class or school, a school issue, something historical, or something related to a current

local, state, national, or global issue, etc. Possible ways of determining the topic, event, issue, or question include having:

- Students choose from a predetermined list of issues; OR teachers select it.
- Have the students brainstorm stakeholders related to the topic, event, issue, or question.
- Have the students brainstorm relevant sources.
- Model how to locate information about the topic, event, issue, or question and the multiple perspectives on it using pre-selected sources (newspapers articles, websites, etc.).
- Have students look at sources related to the topic, event, issue, or question and the multiple stakeholder perspectives. This can be done as a whole class activity, in small groups, or individually and with pre-selected resources or student generated research. Students can be assigned stakeholder roles for in-depth research.
- Model how to document the sources of information properly (see rubric).

Discussion

- Hold a class discussion on the topic, event, issue, or question.
- Determine a type of public forum to hold with the class. Students can keep notes (see graphic organizer provided) on stakeholder perspectives, their positions, and their reasons. Some options for the forum are:
- A town meeting on the topic, event, issue, or question with the stakeholder positions represented (if relevant).
- Hold a debate with students role-playing multiple perspectives.
- Hold a summit with discussion

Organization, Synthesis, Position & Presentation

- Introduce students to the assessment task, including the “Student Directions” page and the rubric
 - Have students use their inquiry notes and research to complete the final product graphic organizer.
 - Have students develop an initial draft of a coherent paper or presentation that address all aspects of the rubric.
 - Allow students opportunities to receive feedback on their paper or presentation for any aspects of the paper or presentation not scored on the rubric, such as conventions.
 - Have students complete a final form of their paper or presentation.
 - Score student’s final work using the rubric and/or the scoring matrix.
 - Consider opportunities for students to present their work to a meaningful audience.
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Learning Activities

Complete the “Causes of Conflict” CBA

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