



<p>1. What is our purpose? 1a) To inquire into the following:</p> <ul style="list-style-type: none"> ● transdisciplinary theme Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and interconnectedness of individuals and civilizations, from local and global perspectives. ● central idea Differing beliefs about land and its resources alter relationships between people. 	<p>Class/grade: 4th Grade Age group: 9 -10 yrs School: Willard School code: 7202 Title: Land Conflicts Teacher(s): Gray, Negrete, and Van Der Heide Date: 4/16/18 – 5/31/18 Proposed duration: 90 hours over 6 weeks</p>
<p>1b) Summative assessment task(s): What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Project: students will choose a presentation method depicting a land conflict situation from our unit. The project may include an invented or existing land and its resources, the people groups involved in the conflict, the reasons for the conflict, the different points of view, and if/how the conflict was resolved. The teacher will assess students' ability to include and accurately depict and explain the above criteria.</p> <p>Through the study of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ● reflect on more than one side of an issue ● help resolve conflict on the playground or at home ● be aware of world issues and conflicts and develop action plans related to them 	<p>2. What do we want to learn? What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key concepts: causation, change, and perspective Related concepts: value, conflict</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea? Reasons for conflict A case study of California and its inhabitants through time Land disputes throughout the world</p> <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. What is a land conflict and where do they exist? 2. What could cause a land conflict? 3. Which groups of people are presently involved in land conflicts? 4. How are people/groups affected by conflict? 5. How are land conflicts resolved? <p>Provocations</p> <ol style="list-style-type: none"> 1. Desk classroom scenario space and ownership.

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?

- Teacher and students simulate classroom conflict scenario and discussion about rights and property in the classroom.
- Teacher charts students' knowledge of conflicts and their causes.

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

- Through the conflict research project, teachers will assess students' ability to include and describe: groups involved, area of conflict, reason for conflict, and outcome.
- Through timeline activities, teacher will assess students' ability to sequence the land conflicts of California correctly.
- From mapping activity, teacher will assess students' ability to: find world conflicts in the news; chart them appropriately on a map; and state the conflict, the participants, and the viewpoints.
- Through class discussions and research activities, teacher will assess students' ability to use a variety of resources, to glean information, and present it in an organized way.

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?

1. Teacher/students will enact a conflict scenario in order to stimulate discussion of conflicts and write a definition of conflict. Students will list conflicts they know about and offer possible reasons for their causes.
2. Teacher/students investigate conflicts and their causes, including personal conflicts.
3. Teacher/students will discuss how conflicts affect people groups and land, resources, and animals.
4. Students investigate land conflicts in California history, making note of the parties involved, the areas in conflict, reasons for conflict, and the outcomes. [Native American, early exploration, Mission, rancho, Gold Rush, Transcontinental Railroad, Statehood]
5. Students will make timelines of California conflicts.
6. Students will chart conflicts on a world map
7. Student teams choose a conflict within the world (past or present) to research and present orally and graphically to the class. Projects include groups involved, area of conflict, reason for conflict, and outcome.
8. Project: students will present land conflict situation from our unit and re-enact it. The project will include an invented land and its resources, the people groups involved in the conflict, the reasons for the conflict, the different points of view, and if/how the conflict was resolved.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Research Skills: formulating questions and recording, organizing, collecting, interpreting, and presenting data as students research and present conflicts.

Social Skills: cooperating, respecting others, resolving conflict, and adopting a variety of group roles as students work together in teams to conduct and present research.

Communication Skills: reading, writing, and presenting as students research and report findings.

Attitudes and profiles: knowledgeable, cooperation, respect, and empathy as students show concern for the people involved in conflicts and as they work to resolve their own conflicts.

Connections to NGSS standards of Earth and space science

- Motion of waves-relates to land and its resources
- Rock patterns-
- Changing land
- Plate tectonics

5. What resources need to be gathered?

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

Computer lab for script typing, Social studies text: California, Number the Stars By the Great Horn Spoon

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

The classroom setting will be conducive to cooperative group investigation. Community members affected by land conflicts will visit classrooms to enhance students' knowledge of land conflicts and their effects.