

What is the story a fifth grader is able to tell by the end of the year? Throughout history, conflicts occur. People resolve conflicts in different ways. Governments play a role in conflict and resolution. Attitudes about conflicts and resolutions differ amongst individuals, groups and societies. Throughout time we can see patterns and anomalies of conflict and resolution.

Cross-Cutting Concept/Theme: Conflict & Resolution
 Related to Science Cross-Cutting Theme: Systems & Interactions

Essential Questions for the year:
 What are the various types of conflict in and among societies?
 How does conflict shape one’s identity? How does one’s identity shape conflict?
 How are resolutions to conflicts created?
 What conflict and resolution patterns do we see over time? Are there anomalies that can cause conflict and resolution?
 What are the costs and benefits of conflicts and their resolutions on the individuals and society as a whole?

PURPOSE AND FRAMEWORK FOR D39 SOCIAL STUDIES CURRICULUM

The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include:

- Dimension 1. Developing Questions and Planning Investigations** -Students will develop questions as they investigate societal issues, trends, and events.
- Dimension 2. Applying Disciplinary Concepts and Tools** - Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures.
- Dimension 3. Gathering, Evaluating, and Using Evidence** - Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.
- Dimension 4. Working Collaboratively and Communicating Conclusions** - Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.

(Adapted from Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, Council of Chief State School Officers, 11/12/2012)

THE CONCEPTUAL LENSES OF SOCIAL STUDIES

- CIVICS:** In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.
- ECONOMICS:** Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.
- GEOGRAPHY:** Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of inter-relationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interpretations and explanations necessary to make decisions and solve problems.
- HISTORY:** Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.
- CULTURAL ANTHROPOLOGY:** Thinking like a cultural anthropologist requires examination and analysis of humans, past and present. It includes study of societal practices within and across cultures. The study of anthropology promotes understanding of how people’s behaviors change over time as well as the impact of these changes on each of the disciplines within Social Studies.

Unit I Inquiry Question: How does civil disobedience shape society and individual's engagement in civic life?

Content Vocabulary: disobedience, protest, nonviolent protest, injustice, direct action, passive action, grassroots groups

Academic Vocabulary: claim, evidence, compare, contrast, resolution, conflict

Guiding Questions

- How does the structure of our government define what it is?
- Why might there be civil disobedience?
- What are types of civil disobedience?
- Do all people protest in the same way?
- Does civil disobedience shape society and individual's engagement in civic life?
- Do direct actions/passive actions shape society and individual's engagement in civic life?

Big Ideas and Formative Understandings

Tensions between and among individuals, groups, and institutions.

Thinking historically, civically, economically, culturally, geographically

- ♦ Define civil disobedience
- ♦ Provide examples of civil disobedience
- ♦ Determine the difference between direct action (strikes, sit-ins, boycotts, disruptive picketing, lock-downs and occupations) versus passive action (displaying signs, distribute flyers, petitions, passive picketing, and soap-boxing) and assess whether any of these actions can be defined as civil disobedience (MLK Mandate)
- ♦ Explore and identify the reasons (i.e. personal interests, needs and talents...etc) individuals engage in civil disobedience
- ♦ Locate key geographical areas involved in actions of civil disobedience and conflict

Examining primary sources provides a powerful sense of history and the complexity of the past and present.

- ♦ Differentiate between primary and secondary sources
- ♦ Use prior knowledge and work with multiple primary sources to find patterns
- ♦ Move from concrete observations and facts to questioning and making inferences
- ♦ Compare multiple sources that represent differing points of view and contradictions
- ♦ Connect primary sources to the context in which they were created, synthesizing information from multiple sources
- ♦ Evaluate each resource considering who wrote it and the author's perspective, as well as when and where it was written
- ♦ Analyze primary documents for evidence to support a claim
- ♦ Compare and contrast primary and secondary accounts.
- ♦ Evaluate source materials using criteria
 - How does the author know these details (names, dates, times)? Was the author present at the event or soon on the scene?
 - Where does this information come from—personal experience, eyewitness accounts, or reports written by others?

Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account (e.g., diary entries, along with third-party eyewitness accounts, impressions of contemporaries, newspaper accounts)?

Groups and institutions work to meet individual needs, and promote or fail to promote the common good.

Thinking civically, economically, culturally

- ♦ Explain the role and impact of various individuals and grass-root groups in mobilizing society and civic groups
- ♦ Identify the outcomes of the act of civil disobedience
- ♦ Evaluate the benefits or cost to the individual and society
- ♦ Explore whether the government (local, state or federal) contributes to civil disobedience
 - Explore the government's influence on the outcome of the act of civil disobedience

Factors contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs.

Thinking culturally, geographically, civically, economically

- ♦ Analyze the impact of geography on the development and resolution of the conflicts
- ♦ Identify patterns that emerge throughout civic conflict

Unit 2 Inquiry Question: When the goals, beliefs, norms, and principles of two or more groups or institutions are in conflict, how are the conflicts resolved?

Content Vocabulary: interaction, accommodation, unity, diversity, conditions, contribution, compromise

Academic Vocabulary: claim, evidence, compare, contrast, resolution, conflict

Guiding Questions

Big Ideas and Formative Understandings

What is the relationship between conflict and civil disobedience?

How can conflicts of the past influence or inform current day conflicts?

How can varying beliefs and values influence the conflicts?

When two or more groups with differing norms and beliefs interact, accommodation or conflict may result.

Thinking culturally, geographically, civically, economically

- ♦ Define conflict
- ♦ Discuss possible situations in which a conflict has occurred
- ♦ Determine a possible reason(s) for conflict
- ♦ Explain a possible reason(s) for conflict
- ♦ Explore how conflict can be positive and/or negative
- ♦ Identify who might be involved in a conflict and their role in the conflict

There are conditions, actions (including civil disobedience), and motivations that contribute to conflict and cooperation among groups and nations.

Thinking historically, culturally, geographically, civically, economically

- ♦ Generalize about the cause/effect relationship between conflict and civil disobedience
- ♦ Provide examples of several types of conflict that have arisen in the world
- ♦ Identify the conflict in each of the situations.
- ♦ Determine and explain the reason(s) for the conflict
- ♦ Explain how the conflict is positive and/or negative
- ♦ Identify the parties involved, and determine their specific role in the conflict
- ♦ Explain the parties' role in the conflict

Groups and nations respond to tensions and conflicts associated with unity and diversity.

Thinking historically, culturally, geographically, civically, economically

- ♦ Identify the parties involved
- ♦ Identify reason(s) for the conflict
- ♦ Analyze any attempts at resolving the conflict
- ♦ Provide recommendations and advice on how to resolve a historical conflict using evidence from multiple historical/current conflicts

Unit 3 Inquiry Question: How do attitudes about conflicts and resolutions differ amongst individuals, groups, and societies?

Content Vocabulary: Compromise, objective, bias, characteristics, group conformity, social conformity, institutions, obstacles

Academic Vocabulary: claim, evidence, compare, contrast, resolution, conflict, viewpoint, perspectives, conflict, evaluate

Guiding Questions	Big Ideas and Formative Understandings
	<p>Individuals, groups, and institutions share common elements and also have unique characteristics. Thinking historically, culturally, geographically, civically, economically</p> <ul style="list-style-type: none"> ♦ Demonstrate how holding different values and beliefs can contribute to or pose obstacles to understanding between people and groups. ♦ Identify and explain viewpoint and perspective within a conflict. ♦ Identify the parties involved in a given conflict, and examine and explain the viewpoint of each party. ♦ Identify and explain the factors that form the viewpoints of the different parties. <p>Define bias and identify how biases influence point of view.</p> <p>Conflicts exist between expression of individuality and group conformity. Thinking historically, culturally, geographically, economically</p> <ul style="list-style-type: none"> ♦ Explain how multiple viewpoints create conflict and biases. ♦ Analyze the challenges that multiple viewpoints play in creating resolution. ♦ Evaluate how multiple viewpoints can have a positive or negative impact on the resolution. <p>Institutions may provide or undermine social conformity. Thinking historically, culturally, geographically, civically, economically</p> <ul style="list-style-type: none"> ♦ Analyze the challenges that multiple perspectives play in creating resolution. ♦ Justify and defend a viewpoint that contributes to the resolution of a conflict.

STATE AND NATIONAL SOCIAL STUDIES STANDARDS

ILLINOIS LEARNING STANDARDS FOR SOCIAL SCIENCE

STATE GOAL 14: Understand political systems, with an emphasis on the United States.
 14.C.2 Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law)
 14.D.2 Explain ways that individuals and groups influence and shape public policy.
 14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).
 STATE GOAL 15: Understand economic systems, with an emphasis on the United States.
 15.A.2b Describe how incomes reflect choices made about education and careers
 15.A.2c Describe unemployment.
 STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
 16.A.2a Read historical stories and determine events which influenced their writing.
 16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.
 16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

C3 FRAMEWORK (COLLEGE, CAREER & CIVIC LIFE) FOR SOCIAL STUDIES STANDARDS

Individually and with others, students construct compelling and supporting questions and
 D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
 D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
 D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.
 Individually and with others, students
 D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
 D2.Civics
 2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
 3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
 4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.
 5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
 6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government,

- 16.B.2b Identify the major causes of the American Revolution and describe the consequences of the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson and Benjamin Franklin.
- 16.B.2d Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt
- 16.C.2a Describe how slavery and indentured servitude influenced the early economy of the United States.
- 16.D.2a Describe the various individual motives for settling in colonial America.
- 16.D.2b Describe the ways in which participation in the westward movement affected families and communities.
- 16.D.2c Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States
- 16.E.2a Identify environmental factors that drew settlers to the state and region.

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

- 17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.
- 17.C.2a Describe how natural events in the physical environment affect human activities.
- 17.D.2a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

- 18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.
- 18.B.2a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).
- 18.B.2b Describe the ways in which institutions meet the needs of society.
- 18.C.2 Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.

ISBE MANDATES FOR SOCIAL STUDIES

African American History:

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History. These events shall include not only the contributions made by individual African Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation.

Study of the History of Women:

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the history of women in America.

These events shall include not only the contributions made by individual women in government, the arts, sciences, education and in the economic, cultural, and political development of Illinois and of the United States, but shall also include a study of women's struggles to gain the right to vote and to be treated equally as they strive to earn and occupy positions of merit in our society.

Disabilities:

A school district shall provide instruction on disability history, people with disabilities, and the disability rights movement. Instruction may be included in those courses that the school district chooses. Instruction may be included in those courses that the school district chooses. This instruction must be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination.

workplaces, voluntary organizations, and families.

7.3-5. Apply civic virtues and democratic principles in school settings.

8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.

10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

12.3-5. Explain how rules and laws change society and how people change rules and laws.

13.3-5. Explain how policies are developed to address public problems.

14.3-5. Illustrate historical and contemporary means of changing society.

D2.Economics

2.3-5. Identify positive and negative incentives that influence the decisions people make.

D2.Geography

1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

4.3-5. Explain how culture influences the way people modify and adapt to their environments.

5.3-5. Explain how the cultural and environmental characteristics of places change over time.

6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

D2.History

1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

2.3-5. Compare life in specific historical time periods to life today.

3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

5.3-5. Explain connections among historical contexts and people's perspectives at the time.

6.3-5. Describe how people's perspectives shaped the historical sources they created.

9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

10.3-5. Compare information provided by different historical sources about the past.

11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.

12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

14.3-5. Explain probable causes and effects of events and developments.

16.3-5. Use evidence to develop a claim about the past.

17.3-5. Summarize the central claim in a secondary work of history.

D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

D3.4.3-5. Use evidence to develop claims in response to compelling questions.

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.4.3-5. Critique arguments.

D4.5.3-5. Critique explanations.

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

NEW ILLINOIS LEARNING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

READING

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8 Explain how an author used reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

WRITING

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - Provide a concluding statement or section related to the opinion presented.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.