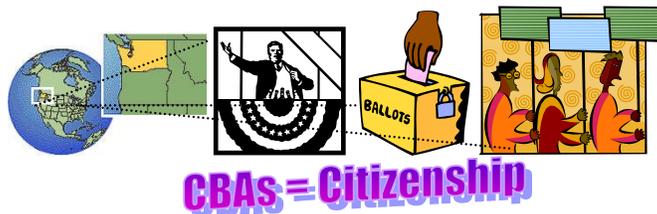
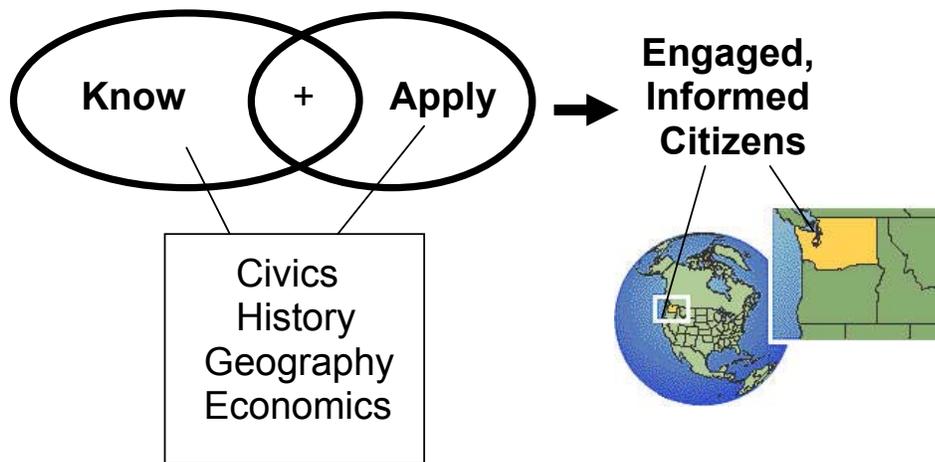


Assessing Students’ Understanding of the World

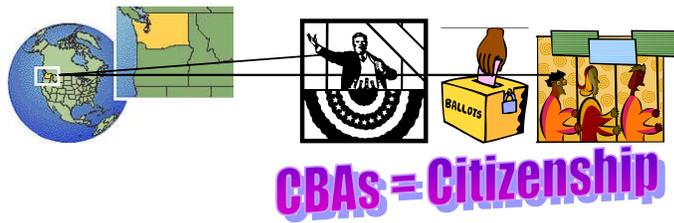
Washington State Social Studies
CLASSROOM-BASED ASSESSMENT
PILOT MATERIALS –

Office of Superintendent of Public Instruction

*Goal II of the Basic Education Act: “Students will **know** and **apply** concepts and principles of mathematics; **social, physical, and life sciences; civics and history; geography; arts; and health fitness.**”*



B. Purpose of CBAs



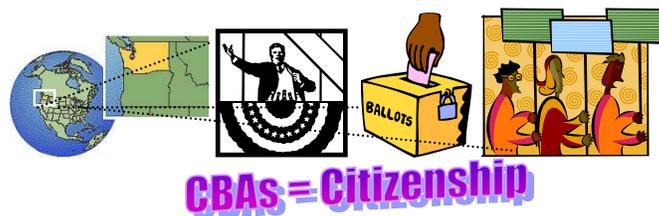
Citizenship

One of the main purposes of our public education system, as stated in the Basic Education Act, is to prepare students to become responsible citizens. The classroom-based assessments are uniquely designed to help us realize this purpose because they require students not only to learn essential knowledge and concepts in civics, history, geography, and economics but also to apply their learning in a way that has value beyond school. Goal II of the Basic Education Act says that students will both “know and apply” the concepts contained within the social sciences and these assessments ensure that students can do both. By completing these classroom-based assessment models, students will demonstrate that they understand not only what the Constitution says but also how it applies to a specific historical or contemporary situation; not just the concept of economic scarcity but how societies attempt to satisfy needs and wants through various economic systems; not merely where countries and capitals are geographically located on a map but how the interactions people have with these places affects our environment; not solely the history of state, nation, and world but also why we need to know about our past.

Our Guiding Principles

In addition to helping students become responsible citizens, each classroom-based assessment model asks students to do three things: construct new knowledge, engage in disciplined inquiry, and recognize learning’s value beyond school¹. To elaborate, students must come to their own understanding of basic social studies concepts and how these concepts apply to their world and in this way, they construct new knowledge. The models also require students to look at problems and situations from the perspectives the social studies provide. To become responsible citizens, students must be able to construct a meaningful understanding of our history to better inform current decisions (Historical Perspective) to apply geographical concepts to understand processes that impact our world (Geographic Perspective), to use knowledge of government, law, and politics to take action on local, national, and international issues to further the public good (Civic Perspective), to understand the factors that affect production, distribution, and consumption to make decisions (Economic Perspective), to investigate and analyze a variety of perspectives on issues to develop new solutions (Critical Thinking Skills), and to exhibit group process and communication skills to participate in democratic decision making (Interpersonal and Group

¹ These assessment principles come from Fred Newmann’s work including the book *Successful School Restructuring* [Newmann, F. & Wehlage, G. (1995). *Successful School Restructuring*. Alexandria, VA. Association for Supervision and Curriculum Development].



Skills). By providing students with these skills and perspectives, students will become both responsible citizens and better students. In addition, by requiring students to conduct disciplined inquiry, these assessments will help students not only to meet Goal II of the Basic Education Act but also Goal III, which states that students will think analytically, logically, and creatively.

Furthermore, each model is intended to engage students in learning that they will see as having direct meaning and importance for their own lives outside of school. To be truly meaningful and engaging, classroom-based assessments must have value for students outside of the classroom. Specifically, most models ask students to practice skills directly relate to their current and future duties as citizens: these skills include critical thinking and civic discourse.

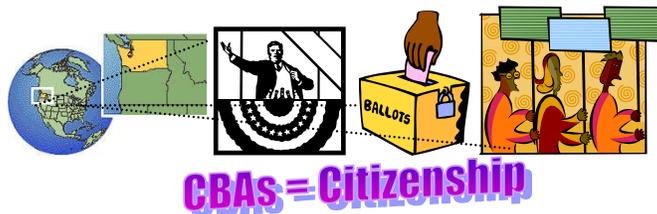
Accountability & Flexibility

These assessments also balance the effort to ensure accountability for all essential learning and the benefits of providing teachers with the flexibility they need to meet the diverse needs of their students. They provide teachers and students with an overview of the model, the rubric by which the final student work will be evaluated, and several supporting documents to facilitate the completion of the model. However, teachers and students can decide on the specific content and method of presentation and thus, fit these models into existing lessons and units throughout the year. In this way, by adapting classroom-based assessments to students of varying abilities and learning styles, classroom-based assessments can reveal more detailed information on diverse learners than standardized exams.

In addition, the teachers who created these models designed them to fit with units already being taught in social studies classrooms across the state. This design comes from the belief that the most valid indicators of student learning can come from the classroom. For example, those who use Project Citizen to teach students about the Constitution and community involvement will be able to incorporate the “Public Issues” classroom-based assessment model into their unit fairly easily. Schools who participate in History Day will also find several of the models immediately adaptable to this competition. In fact, any of the myriad of programs in Washington State that require students to engage actively in history, civics, economics, and geography could incorporate one of the classroom-based assessment models included in this packet. The Model United Nations, History Lab, Junior Achievement, Youth in Government, Mock Trial, and Youth Court are some of the many ways students are already engaging in work similar to that of the classroom-based assessment models.

Sufficiency & Proficiency

Despite this expansive flexibility, there are components of these models and this classroom-based assessment system included to ensure accountability. First, the classroom-based assessments are designed to promote essential learning in the social sciences throughout students’ academic careers. Thus, they are required at all three benchmark levels – 5th grade, 8th grade, and 11th grade. While the models included in this packet are just one set for one benchmark, they relate directly and reinforce models at the other benchmarks. For example, students will begin engaging with public controversial issues in the 5th grade, then again more systematically in the 8th grade, and even more thoroughly in the 11th grade (See Scope & Sequence Chart) *** We also encourage teachers to use these models at off-grades: K, 1st, 2nd, 3rd, 4th, 6th, 7th, 9th, 10th, 12th. Eventually,



OSPI will provide suggested topics for these grades as well. However, in the meantime, we encourage you to adapt these models so that they can be used in classrooms at any level. Our ultimate goal is to ensure both sufficiency and proficiency: students will be able to complete a sufficient number of good CBAs at a proficient level.

Consistency

Moreover, OSPI will take steps to ensure consistency in administration and scoring of these classroom-based assessments. For each model, you will see one component or student product that is required for reporting to your district and to OSPI. In addition, OSPI will sample work from various districts and schools each year to ensure reliability in scoring and to assist districts with consistency. OSPI also hopes to provide sufficient training in the use of the rubrics to promote greater agreement in evaluations of student work among different teachers of the same grade and subject.² In the Fall, OSPI will post information on these trainings on their website. There will also be a scorer training program on-line through which you can ensure that your evaluation of your students' work is fair and consistent with other teachers across the state. Teachers who have participated in this type of scoring training often describe it as the most powerful professional development they have experienced because, as scorers, the professionals take control of the standards.

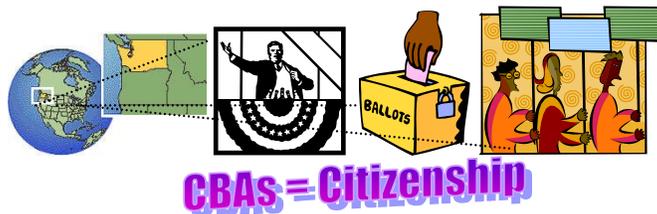
Cultural Sensitivity

In arranging projects for a classroom, it is important to ensure that all students have a voice in the decision-making process in terms of choices of issues and questions. Students from diverse backgrounds will have diverse issues and questions. These models are flexible enough to allow for full inclusion of all students. So, for example, human rights can be examined in terms of the experiences of colonists during the early days of American settlements, the treatment of slaves during the 17th-19th centuries, Japanese internment during World War II and the current experiences of Arab Americans throughout the United States. In addition to diversity in content, these models allow for diversity in pedagogy. Students from cultures that value collective decision-making can have opportunities to share ideas and discoveries while students from cultures that value individual inquiry can have opportunities to investigate and organize information. One significant issue for assessment, however, is that each student is individually accountable for her or his own learning and demonstration of that learning. Therefore, all products to be evaluated for state accountability purposes must be prepared individually. This may require teachers to help students understand that individual understanding and skills are valued; therefore, during steps of the project all student work must be done independently.

Conclusion

In sum, the social studies classroom-based assessments provide a remarkable opportunity to engage students in the enduring dilemmas embedded in the study of family, community, our nation, and the world. Examining these dilemmas makes history, civics, economics, geography, and the skills of disciplined inquiry and critical thinking come alive for students and allows them to explore the role of responsible citizen. Through this learning, students model responsible citizenship and are more committed to enhancing the social fabric in which they live.

² i.e. interrater reliability



II. The Models

a. ELEMENTARY Controversial Issues (Civics)

- i. Student Directions
- ii. Student Checklist
- iii. Rubric
- iv. Teacher Directions
- v. Suggested List of Topics

b. MIDDLE SCHOOL – People on the Move (Economics & Geography)

- i. Student Directions
- ii. Student Checklist
- iii. Rubric
- iv. Teacher Directions
- v. Suggested List of Topics

c. HIGH SCHOOL - Causes & Effects of Conflict – (History, Civics, Economics, & Geography)

- i. Student Directions
- ii. Student Checklist
- iii. Rubric
- iv. Teacher Directions
- v. Suggested List of Topics



ELEMENTARY

Controversial Public Issues

You will write your position on a controversial public issue.

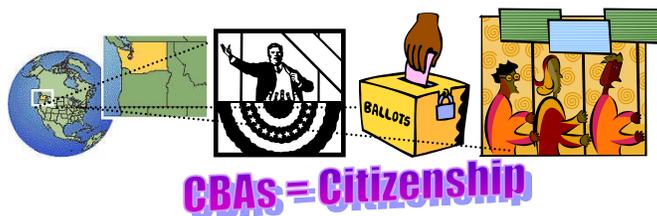
Directions to students

You will:

- Select a public issue relating to yourself, the world, and our democratic ideals (liberty, justice, equality, life, common good, rule by law, pursuit of happiness)
- Identify different viewpoints on the issue.
- Gather information on the different points of view and the reasons for these points of view through research and working with classmates.
- Identify the rights and responsibilities of people with different points of view in solving the problem or making a decision.
- Form your own opinion on the issue
- Present a written persuasive position statement supported with evidence.

Format

The position statement may take any of a variety of forms, i.e. essay, letter to the editor or politician, journal entry, newspaper article.



Student Project Checklist

Use this checklist to guide your work. Make sure you complete each task in the checklist.

Researching the issue

- I participated in the brainstorm of public controversial issues in class.
- I helped make sure the issue we chose was related to the democratic ideals of the United States. (liberty, justice, equality, life, common good, rule by law, pursuit of happiness)
- I learned about the public controversial issue in class
- I learned about how the issue connects to our democratic ideals.
- I researched at least two different viewpoints on this issue and wrote down reasons for these points of view.
- I used primary and secondary sources.
- I identified the rights and responsibilities of people with different points of view in solving the problem or making a decision about the issue.
- I documented the sources of information I used.
- I shared the different viewpoints I researched in a town meeting held in class.

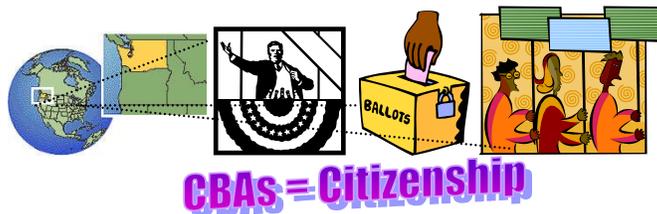
Getting Ready to Write

- I used a chart to compare and contrast the different viewpoints and reasons for the various opinions.
- I used the chart to compare and contrast the rights and responsibilities with different points of view.
- I chose a position statement to direct my writing
- I organized my thinking in class.

Writing

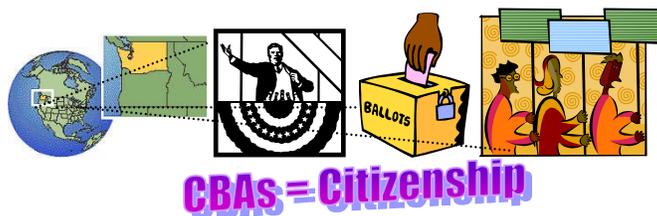
- I wrote a draft of my position statement
 - I stated my position in the introduction of my paper.
 - I introduced the issue and its relationship to the democratic ideals
 - I described other points of view on the issue.
 - I described others' rights and responsibilities related to the issue
 - I included at least three accurate supporting details from my research in my paper.
 - I explained the connections between the evidence and my position statement.
 - I described my rights and responsibilities related to the issue.

I revised and edited my work to make it easier for others to read.



Graphic Organizer: Use this to help you organized your thoughts and research on different points of view.

Issue =			
	Perspective	Rights	Responsibilities
Group 1 =			
Group 2 =			
Myself			

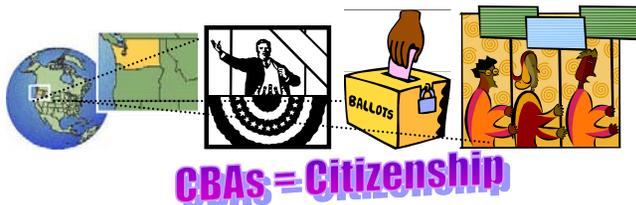


Rubric (Teachers may use their district preferred Writing Rubric to score this written account.)

	4 Exceeding Standard	3 Meeting Standard	2 Approaching Standard	1 Substantially Below Standard	
<p>Civics EALR 1.2 Student examines key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law</p> <p>Civics EALR 4.1 Student understands individual rights and their accompanying responsibilities including problem-solving and decision-making</p> <p>Social Studies Inquiry and Information Skills</p>	<p>Clearly explains how issues related to the democratic ideals and how these ideals relate to one another</p> <p>Predicts likely consequences if people involved in the controversial issue are able to resolve their differences or if they are unable to do so</p> <p>Uses solid evidence from at least four sources.</p> <p>States a sophisticated position that is clearly connected to sources</p>	<p>Clearly explains how the issue connects with several of our democratic ideals.</p> <p>Show solid understanding of their own and others' rights and responsibilities in solving problems or making decisions related to this issue.</p> <p>Uses solid evidence from at least three sources</p> <p>States a position that is clearly connected to sources</p>	<p>Clearly explains how the issue connects with only one of our democratic ideals.</p> <p>Shows partial understanding of their own and others' rights and responsibilities in solving problems or making decisions related to this issue.</p> <p>Uses solid evidence from at least two sources</p> <p>States a position that is ineffectively connected to sources</p>	<p>Does not explain how the issue connects with any of our democratic ideals.</p> <p>Shows minimal understanding of their own and others' rights and responsibilities in solving problems or making decisions related to this issue.</p> <p>Uses solid evidence from one source or no sources</p> <p>Position is inaccurate, missing, or unconnected to sources</p>	

Total Points: _____

Each item is worth one point. There are a total of 16 points. To meet the standard students must receive at least 12 points..



Directions for teachers

Students will examine a controversial issue relating to themselves and the world, identify and gather information on the different viewpoints on the issue, formulate their own positions on the issue, and present a written persuasive paper supported with evidence and commentary.

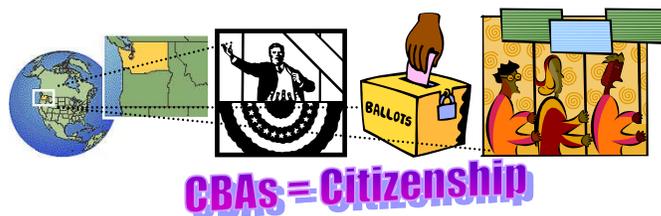
Student Performance Step	Teacher Instructional Step
<ul style="list-style-type: none"> • Select a controversial issue relating to yourself, the world, and our democratic ideals (liberty, justice, equality, life, common good, rule by law, pursuit of happiness) 	<ul style="list-style-type: none"> • Select and teach activities designed to introduce students to public controversial issues and how they are a part of our democratic society. This is an introduction to civic involvement. Different issues should be used for the final assessment. <i>See Resource List for possible sources.</i> • Review the purpose of the performance. Explain the relationship of this assessment to Civics EALRs and vocabulary: 1.2 (<u>democratic ideals</u>); 1.3 (<u>citizen participation</u>); and 4.2 (<u>civic discussion</u>). Describe how these relate to the foundational documents and the construction of a democratic republic. • Review vocabulary related to the performance. • Teachers may select one controversial issue for all students OR present a list of appropriate issues from which students may choose.
<ul style="list-style-type: none"> • Identify different viewpoints on the issue. 	<ul style="list-style-type: none"> • Give students practice taking different viewpoints on a familiar issue and using the Group Process/Civic Discourse rubric to do self and peer evaluation.
<ul style="list-style-type: none"> • Gather information on the different points of view through research and working with classmates. 	<ul style="list-style-type: none"> • Collect background information from a variety of sources (i.e. textbook, Internet, videos, articles, newspapers, etc.) on various public controversial issues. This may be with student help. • Give students the guidelines for sharing various points of view (forum, hearing, discussion) including procedures and use of Group Process/Civic

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	<p>Discourse rubric.</p> <ul style="list-style-type: none"> • Select a variety of activities to reinforce background knowledge on these issues. • Review how to select primary and secondary sources to investigate issues and questions. • Explain purpose and demonstrate <u>documentation</u> of resources (i.e. format for a bibliography). • Explain specific expectations for numbers and types of sources and demonstrate formats for bibliography.
<ul style="list-style-type: none"> • Form your own opinion on the issue 	<ul style="list-style-type: none"> • Demonstrate how to organize multiple perspectives using mind mapping or graphic organizers.
<p><i>THE FOLLOWING SECTION WILL BE ASSESSED AND SCORES REPORTED TO THE STATE</i></p>	
<ul style="list-style-type: none"> • Present a written persuasive position statement supported with evidence. 	<ul style="list-style-type: none"> • Select (or allow students to select) the written format (e.g., letter, editorial, essay) students may use in presenting their positions. • Review characteristics of persuasive writing using the Persuasive Writing rubric. • Give students opportunities to draft their written piece, evaluate it using the persuasive writing rubric, and revise their writing as needed. • Have students write their final persuasive position paper in class.

List of Suggested Topics



MIDDLE SCHOOL
(-TO BE REFORMATTED)

People, Places, and Prosperity

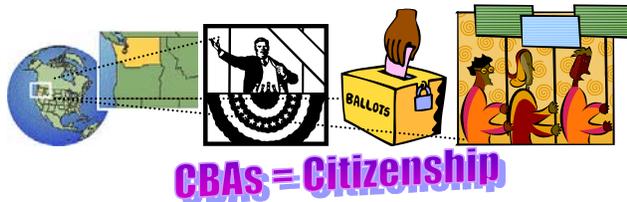
Grade 8 Classroom Based Assessment

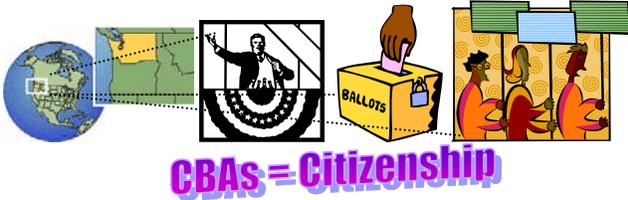
You will present how geography and economics have affected the development of a culture of your choice.

Directions to Students

You will:

- Conduct research on a culture
- Explain how human settlement patterns, migration streams, and the movements of goods over time interrelate and affect the development of culture
- Explain how the methods used meet the economic needs and wants of citizens
- Present a historical account that illustrates how geography and culture affect the development of culture



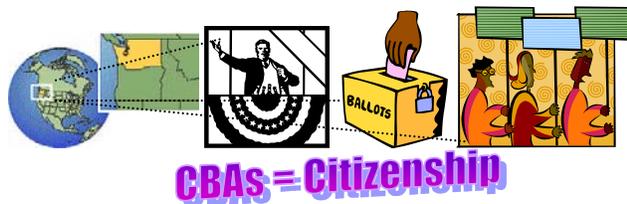


Social Studies Classroom Based Assessment
Grade 8
People, Places, and Prosperity

Middle School: By the end of 8th grade, students will select a culture and analyze the interrelationship among human settlement patterns, migration streams, and the movement of goods over time. In addition, students will identify and explain the methods that the culture used to meet the economic needs and wants of its citizens.

Directions:

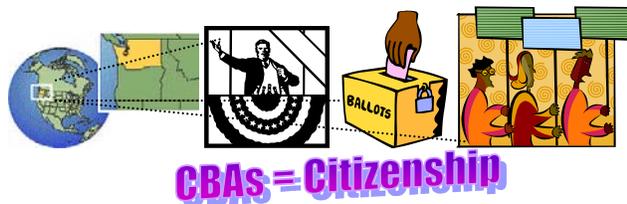
- Identify a group of people that has migrated from one place to another and conduct research using a wide variety of geographic tools (maps, charts, graphs, Internet, texts and encyclopedias) and strategies (reading, note taking, summarizing, drawing maps, creating graphic organizers) in order to describe the movement of people, goods and ideas over time.
- Analyze and explain the interrelationships between the movement of the people and the settlement patterns and spatial arrangement of the places involved using maps, charts, and/or essays
- Identify various methods (trade and specialization, currency, tariffs, treaties, etc) societies use to meet the economic needs and wants of citizens. Draw on the above information to analyze why this culture used their particular method to meet the needs of its citizens
- Prepare the appropriate maps, graphs, charts, and/or illustrations to support the conclusions regarding these interrelationships
- Organize information to prepare a historical account (from the perspective of someone living in that culture) that clearly illustrates how geography and economics affect the development of culture. Students can present using a variety of modes.



Student Checklist

Researching the issue

- Identify a group of people that has migrated from one place to another and conduct research using a wide variety of geographic tools (maps, charts, graphs, Internet, texts and encyclopedias) and strategies (reading, note taking, summarizing, drawing maps, creating graphic organizers) in order to describe the movement of people, goods and ideas over time.
- Analyze and explain the interrelationships between the movement of the people and the settlement patterns and spatial arrangement of the places involved using maps, charts, and/or essays
- Identify various methods (trade and specialization, currency, tariffs, treaties, etc) societies use to meet the economic needs and wants of citizens. Draw on the above information to analyze why this culture used their particular method to meet the needs of its citizens
-
- I selected a public issue.
- I made sure that the issue...
 - ...relates to constitutional rights, protections, and responsibilities
 - ...involves people with a variety of perspectives on this issue.
- I researched background, policies, and a stakeholder's perspective related to the issue.
- I used and documented at least one primary source and several secondary sources.
 - I included at least one reference from a foundational document (Constitution, Declaration of Independence).



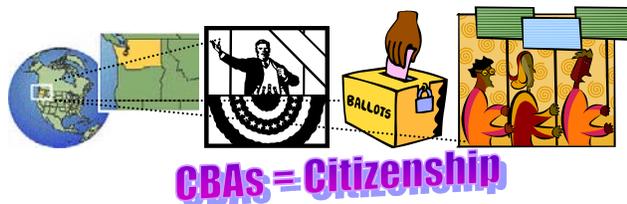
- I examined sources to ensure that they are valid, reliable and credible research sources (double-check statistics, look for bias, etc.); I identified facts and opinions.
- I studied at least three artifacts from the time period or event in class.
- I created an annotated bibliography documenting each source (including title, author, publisher, date) and a 2-3 sentence description of the credibility, reliability, value, and usefulness of the information in each source.

Getting Ready to Write

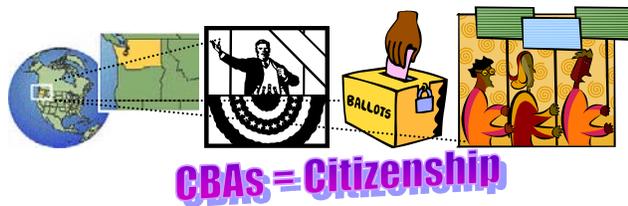
- Prepare the appropriate maps, graphs, charts, and/or illustrations to support the conclusions regarding these interrelationships
- Organize information to prepare a historical account (from the perspective of someone living in that culture) that clearly illustrates how geography and economics affect the development of culture. Students can present using a variety of modes.

Writing

- I wrote a draft of my persuasive position paper
 - I included a main idea in my writing
 - I included at least three supporting details in my writing
 - I made connections between the sources I researched and the issue.
 - I compared and contrasted other perspectives I collected with my own in my paper.

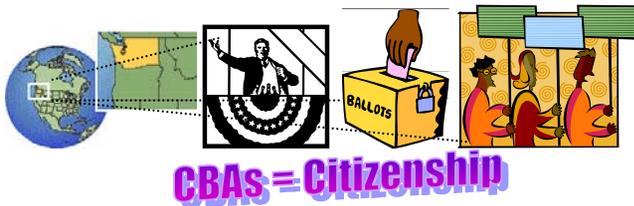


- I wrote with a specific audience in mind.
- I revised and edited my work
- I published my work

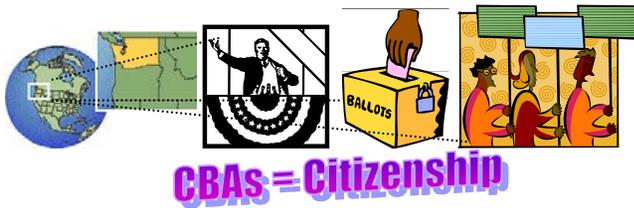


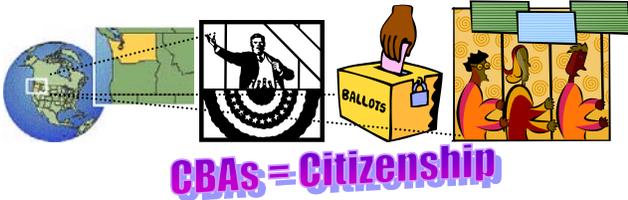
Rubric

	4 Exceeding Standard	3 Meeting Standard	2 Approaching Standard	1 Substantially Below Standard	
<p>Geography EALR Observes and analyzes the interaction between people, the environment, and culture.</p> <p>Geography EALR 3.2 Analyze how the environment and environmental changes affect people</p> <p>3.2.1b Describe how people adapt to their environment to meet basic human needs and concerns (Human/ Environment Interaction, Region)</p>	<p>Map accurately shows all of the following:</p> <ul style="list-style-type: none"> • The starting location and destination • The route • The geographic features that affected their route • Map also represents causal factors related to the movement <p>The map is extensively detailed, neat, and informatively labeled Map is effective and pleasing</p> <p>Visual representation accurately shows and analyzes geographic causes for movement and for choosing the destination</p>	<p>Map accurately shows all of the following:</p> <ul style="list-style-type: none"> • The starting location and destination • The route • The geographic features that affected their route <p>The map is detailed, neat, clearly labeled, and easy to read</p> <p>Visual representation accurately shows geographic causes for movement and for choosing the destination</p>	<p>Map accurately shows two of the following:</p> <ul style="list-style-type: none"> • The starting location and destination • The route • The geographic features that affected their route <p>The map is minimally detailed and neat, and labels are clear</p> <p>Visual representation accurately shows geographic causes either for the movement or for the choice of destination</p>	<p>Map accurately shows one of the following:</p> <ul style="list-style-type: none"> • The starting location and destination • The route • The geographic features that affected their route <p>The map is attempted, however it is difficult to read or understand</p> <p>Visual representation shows inaccurate geographic causes for movement and for choosing the destination</p>	



<p>Economics EALR 1.1 Students understand the essential characteristics of past and present economic systems.</p> <p>2.2.2a Understand how differences in property rights, ownership, and non-economic values and beliefs result in different methods of production and distribution of goods and services</p>	<p>Visual representation accurately shows and analyzes economic causes for movement and for choosing the destination</p>	<p>Visual representation accurately shows economic causes for movement and for choosing the destination</p>	<p>Visual representation accurately shows economic causes either for the movement or for the choice of destination</p>	<p>Visual representation shows inaccurate economic causes for movement and for choosing the destination</p>	
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INSTRUCTION FOR THE PERFORMANCE

These instructional steps guide and facilitate the performance described above.

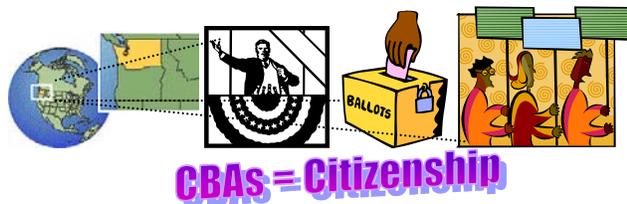
Suggested Time: 10 Days

Instructional Steps:

Prerequisite Instructional Activities

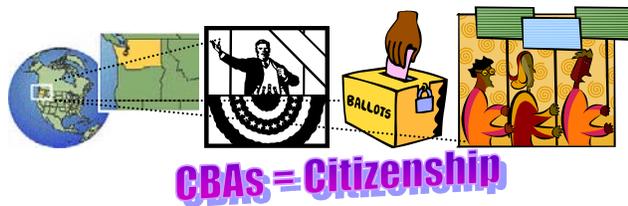
- Explain the purpose of the performance and how the performance relates to the Essential Academic Learning Requirements for Geography and Economics
- Review vocabulary related to the performance (e.g., geographic features, settlement, migration, goods, needs, wants, supply, demand, community, scarcity)
- Review five themes of geography and focus on human environmental interactions
- Review students' understanding of economics by having them brainstorm the methods that societies use and have used to meet the economic needs and wants of their citizens
- Teach, review, and have students practice the use of various geographic tools and various strategies for presentation of geographic and economic information
- Facilitate students' analysis of interrelationship among these concepts and the effect of geography and economics on culture
- Discuss components of historical accounts; provide students with various examples
- State expectations for various presentation modes (diary entries, dramatic representation, video, etc). Have the class brainstorm potential audiences for their presentations and how they might need to adjust the language, graphics, and other representations based on the intended audience.
- Model ways to organize information using outlines, graphic organizers, mind maps, note cards, etc and demonstrate how to incorporate and refer to graphs, tables, charts, pictures, etc. into a written piece or presentation

Complete the Task



Possible Extensions:

- Host a culture night, whereby each student presents to the community
- Turn the classroom into a globe, with different sections of the class devoted to different cultures, their artifacts, their maps, etc
- Create a new society with special emphasis on the geography and economic structure
- Research a country that is currently experiencing economic struggle. Trace the roots of this and propose a way to improve the situation. Contact a relevant nonprofit organization and present your solution.



Connections to State Goals:

Goal 1 (Student Task- reading background information, reading statistics, graphs, etc):

Reading:

2.2- Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

3.1 Read to learn new information

1.5 Read using features of nonfiction text and computer software

Writing (Student Task-writing historical account):

2.2-2.3 Writes for different purposes and writes in a variety of forms

Communication (Student task- representing information and presenting information):

1.2 Listen and observe to gain and interpret information

2.1-2.5 Communicates ideas clearly and effectively (audience, content/ideas, delivery, language/style, action/sound/images)

Math (Student task-understanding statistics, charts, patterns, and representing new information through charts, graphs, etc):

1.2 Understand and apply concepts and procedures of measurement

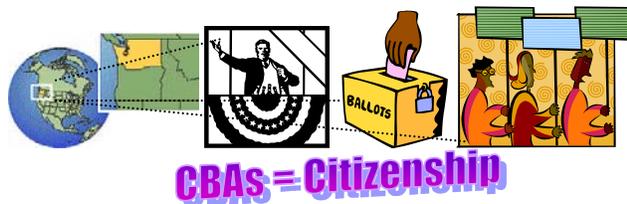
1.4 Understand and apply concepts and procedures from probability and statistics

2.1 Investigate situations by searching for patterns and using a variety of approaches

4.3 Represent and share information

Goal 2:**Geography:****Economics:****History:****Social Studies Skills:**

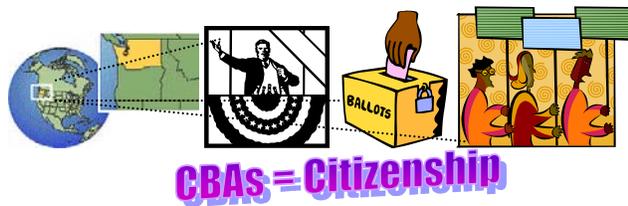
Goal 3: Many social studies skills, included in this assessment, relate to Goal 3; however, specifically, students must think logically and analytically in order to understand, analyze, and represent charts, graphs, and statistics. However, creative thinking is stimulated through the presentation of the historical account.

Goal 4:

Relevance to Work/World- This assessment is authentic in that students need to use technical writing, including tables, charts, graphs, etc. to understand and present information both in college and the world of work.

Connections to Groups:

This assessment provides could easily be turned into various extension activities. The blend of geography, economics, and culture enables students to see themselves as part of a global world. Links to International Education, the World Affairs Council, Washington Council of International Trade, as well as a host of nonprofit groups.



HIGH SCHOOL

PLACEHOLDER – TO BE REFORMATTED

Causes & Effects of Conflict

Grade 11 Classroom Based Assessment

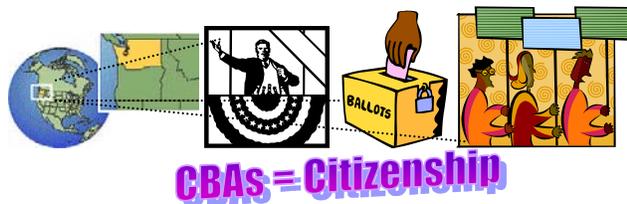
Research and Persuasive Writing

You will research a conflict from the present or the past, present findings on the conflict from a historical, geographic, civic, and economic perspective.

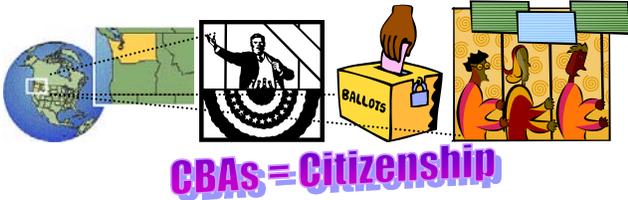
You will:

- Choose a conflict from the present or the past
- Examine the causes and effects of the conflict
- Identify the participants, time and place in which the conflict occurred, and the basic causes of the conflict.
- Analyze the conflict through the four social studies strands - history, geography, civics, and economics - using inquiry and information skills, critical thinking skills and group process skills.
- Complete an essay explaining the relative importance of the four strands to the conflict including some visual elements (maps, graphs, charts, timelines, etc...).

Format



Your discussion of the relative importance of the four strands to the conflict should be in the form of an essay. The visual display could take multiple forms.



Causes & Effects of Conflict

Student Directions:

- Background Research
 - Select a conflict
 - Locate relevant primary and secondary sources
 - Research the conflict from the perspective of all four strands
 - Research multiple sides of the conflict from a geographic perspective using the five themes of geography.
 - Research multiple sides of the conflict from an historical perspective.
 - Use primary and secondary sources
 - Identify causes and effects
 - Sequence significant events
 - Research multiple sides of the conflict considering civic issues: laws, rules and stakeholders involved
 - Research multiple sides of the conflict from an economic perspective
- Group Process
 - Discuss impact of all four strands on conflict with others who are investigating the same conflict
 - Develop timeline of significant events
 - Develop own perspective on the conflict
 - Use ideas from discussion to develop thesis statement
- Writing Process
 - Write a persuasive essay.
 - Use evidence from all four strands in essay.
 - Indicate which strand had most dominant influence.
 - Include two or more arguments to support thesis.
- Create a visual display
 - Demonstrate key elements and findings of essay.



Student Checklist

Background Research

- I selected a conflict.
- I found relevant primary and secondary sources.
 - I researched the conflict from the perspective of all four strands
 - I researched multiple sides of the conflict from a geographic perspective using the five themes of geography.
 - I researched multiple sides of the conflict from an historical perspective.
 - I used primary and secondary sources
 - I identified causes and effects
 - I sequenced significant events
 - I researched multiple sides of the conflict considering civic issues: laws, rules and stakeholders involved
 - I researched multiple sides of the conflict from an economic perspective

Group Process

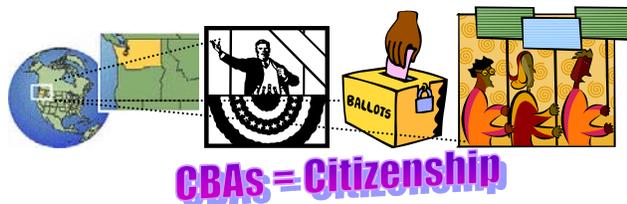
- I discussed the impact of all four strands on conflict with others who are investigating the same conflict.
- I developed a timeline of significant events.
- I developed my own perspective on the conflict.
- I used ideas from discussion to develop my thesis statement.

Writing

- I wrote a draft of my position statement
 - I wrote a persuasive essay.
 - I used evidence from all four strands in essay.
 - I indicated which strand had the most dominant influence.
 - I included two or more arguments to support my thesis.
- I revised and edited my work
- I turned in my work

Visual Display

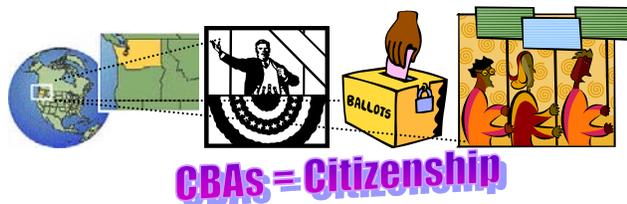
- I visually displayed key elements and findings of my essay.



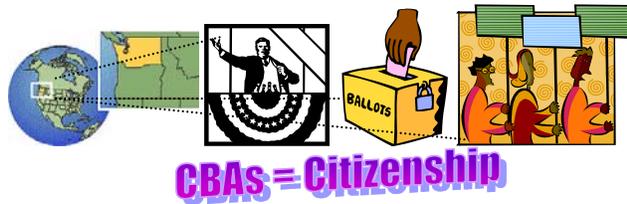
Causes & Effects of Conflict

Persuasive Writing Rubric

Criteria	4 – Exceeding Standard	3 – Meeting Standard	2 – Approaching Standard	1 – Well Below Standard
Inquiry & Information Skills 1	Formulate clear and concise thesis statement Annotated Bibliography that addresses all four strands comprehensively	Formulate clear thesis statement. Annotated Bibliography that addresses all four strands adequately	Vague attempt to formulate a thesis statement Incomplete Annotated Bibliography	No thesis statement . Inadequate or missing Annotated Bibliography
Critical Thinking Skills 3	Express multiple stakeholders' points of view. Integrate historic, geographic, economic, and civic perspectives comprehensively	Express several stakeholders' points of view Integrate historic, geographic, economic, and civic perspectives adequately	Does not Express multiple stakeholders' points of view Integrate historic, geographic, economic, and civic perspectives	Fails to express stakeholders' points of view Integrate historic, geographic, economic, and civic perspectives comprehensively
History Strand Elements included: ___ Primary source ___ Sec. source ___ Events/sequence ___ Research evid.	Includes all elements. Evidence is exemplary, accurate, extensive and convincing; contains no errors	Includes all elements Evidence is accurate and convincing; may contain minor errors	Includes 2 elements. Evidence lacks accuracy and/or is unconvincing; has many errors	Includes 1 element Evidence is generally inaccurate and/or missing



Geography Strand __Identifies geographic factors using any of five themes	Exemplary evidence of incorporating geographic factors	Clear evidence of incorporating geographic factors	Inadequate evidence of incorporating geographic factors	Lacks evidence of incorporating geographic factors
	Evidence is exemplary, accurate, extensive and convincing; contains no errors	Evidence is accurate and convincing; may contain minor errors	Evidence lacks accuracy and/or is unconvincing; has many errors	Evidence is generally inaccurate and/or missing
Economics Strand __Economic Conditions at time __Government interaction __Scarcity/choice issues	Includes all elements.	Includes all elements	Includes 2 elements.	Includes 1 element
	Evidence is exemplary, accurate, extensive and convincing; contains no errors	Evidence is accurate and convincing; may contain minor errors	Evidence lacks accuracy and/or is unconvincing; has many errors	Evidence is generally inaccurate and/or missing
Civics Strand __Laws involved __Civic Issues __Stakeholders __Foundational Documents	Includes all elements.	Includes all elements	Includes 2 elements.	Includes 1 element
	Evidence is exemplary, accurate, extensive and convincing; contains no errors	Evidence is accurate and convincing; may contain minor errors	Evidence lacks accuracy and/or is unconvincing; has many errors	Evidence is generally inaccurate and/or missing



Causes & Effects of Conflict

TEACHER INSTRUCTIONS FOR THE PERFORMANCE

These instructional steps guide and facilitate the performance described above.

Introduction of CBA and Identifying Conflict

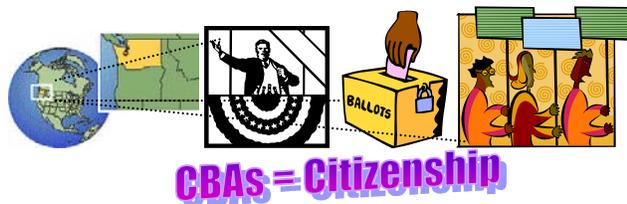
- Explain the relationship of this assessment to Social Studies EALRs.
- Explain the purpose of the performance.
- Review vocabulary related to the performance (thesis statement, timeline, Five Themes of Geography, annotated bibliography, high school social studies glossary).
- Review how history, geography, economic, and civics strands affect/influence conflict.
- Guide students in a brainstorm of conflicts they have studied or discussed in school; identify 3 conflicts from which students can choose.
- Have students identify a conflict they plan to examine.
- Review how to select and use primary and secondary sources.
- Delineate specific expectations for numbers and types of sources.
- Model or show expectations for note-taking, paraphrasing, and summarizing source information.
- Explain the purpose of and demonstrate formats for an annotated bibliography.

Inquiry and Information

- Give students time to conduct research on the various factors related to the conflict.
- Have students demonstrate to the teacher their progress through notes and documentation of sources.

Group Process and Thesis Development

- Guide the students in small group discussions to help them clarify their understanding of the history, geography, economic and civics strands related to the conflict using guiding factual, interpretative, and evaluative questions, a jigsaw, or a structured academic controversy.



- Model ways to organize information using outlines, graphic organizers, mind maps, note cards, etc.
- Individually or in small groups have students determine their thesis statement clarifying which of the four strands played the dominant role in the conflict.

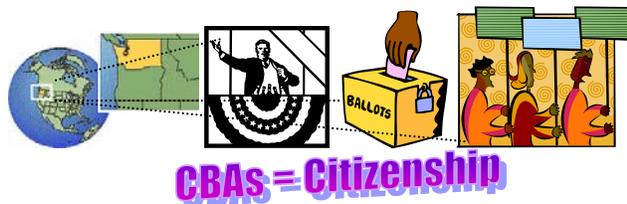
**THE FOLLOWING SECTION WILL BE ASSESSED AND SCORES
REPORTED TO THE STATE**

Writing Process

- Review the rubric for scoring the CBA
- Have students write the persuasive essay
- **The Evaluation**
 - Collect Essays
 - Evaluate each essay using the accompanying rubric
 - Compile and Report student results.
 - Report as instructed by your building/district.

Possible Extension Activities:

- Students who choose a current conflict may write to the United Nations or to Amnesty International to share their analysis.
- Students who choose a conflict from the past may locate an expert (i.e. historian, political scientist) and share their ideas via an email exchange.
- Students who chose a relatively recent conflict may find people who experienced this conflict and create an oral history to corroborate or supplement their findings.



Causes & Effects of Conflict

Research and Persuasive Writing

Grade Span: 11

Discipline: Social Studies

Washington EALRs: The student . . .

History 1.1 Understands and analyzes historical time and chronology.

History 1.2 Understands events, trends, individuals, and movements shaping the US, World, and Washington state history.

History 2.1 Compares and contrasts ideas in different places, time periods, and cultures, and examines the interrelationships between ideas, change, and conflict.

Civics 4.3 Explains how various stakeholders influence public policy.

Civics 3.1 Understands how the world is organized politically and how nations interact.

Geography 2.2 Describes the pattern humans make on places and regions.

Geography 3.1 Identifies and examines people's interaction with and impact on the environment.

Geography 3.2 Analyzes how the environment and environmental changes affect people.

Geography 3.3 Examines cultural characteristics, transmission, diffusion, and interaction.

Economics 1.1 Understands that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.

Economics 1.2 Understands that the availability and use of resources influences the production of goods and services to the economy.

Economy 3.1 Analyzes the role of government as participant in an economy through taxation, spending and policy setting.

Inquiry and Information Skills

Interpersonal, Group Process Skills

Critical Thinking Skills

*Add Reading, Writing, and Math EALRs

Assessment Summary The student will select and research a conflict focusing on time and place, stakeholders, and the causes and effects. The student will use inquiry and information skills, critical thinking skills and group process skills to examine and analyze the conflict through the four social studies strands: history, geography, civics, and economics. The student will complete an persuasive essay explaining the relative importance of the four strands to the conflict including some visual elements (maps, graphs, charts, timelines, etc.)

Materials and Resources:

Suggested Time Required: 2-3 weeks



Suggested Topics: PLACEHOLDER – TO BE ADDEDUS Wars:

Spanish-American War

World War I

World War II

Korean Conflict

Vietnam War

Persian Gulf War

US Military Action in Afghanistan

US Military Action in Iraq

International Wars:

World War I (from European, Asian, African, Australian Perspective)

World War II (from European, Asian, African, Australian Perspective)

Soviet invasion of Afghanistan

Falklands War

Spanish Civil War

Libya-Chad

Peru-Bolivia

Soccer War

Conflicts:

Kosovo

Rwanda

Bosnia

East Timor

Cambodia

Student Anchor Papers: PLACEHOLDER – TO BE ADDED

