**Course Title: Human Interaction**

Grade Level: Fourth Grade

Unit: Conflict

**Abstract:**

During this unit of study, students will be taking a closer look at conflict. They will discover that conflict takes place in many different aspects of life, including individual conflicts, and conflicts much greater than one person. They will have the opportunity to complete a first person presentation over a person in a historical period, as well as conduct research and orally argue a point about a public issue to the class.

**Focus Questions:**

* How do/did resolutions change how we live today?
* How does conflict affect our nation in the past and now?

**Instructional Resources**

*-Indiana Memory:*

* (World War II Ration Books) <https://digital.library.in.gov/Search/Results?lookfor=World+War+II+ration+books&submit>=
* (World War II Memorial) <https://digital.library.in.gov/Record/ISL_p16066coll15-290>
* (Scrap Metal Drive) <https://digital.library.in.gov/Record/ISL_p15078coll13-2>
* (Jefferson Proving Ground) <https://digital.library.in.gov/Search/Results?lookfor=Jefferson+Proving+Ground+&submit>=

*- Indiana Department of Natural Resources* . (n.d.). Retrieved from <http://www.in.gov/dnr/parklake/>

*- Kids Konnect: World Wars* . (2012). Retrieved from http://www.kidskonnect.com/subjectindex/16-educational/history.html

- Perritano, J. (2010). *World War I: America at war*. Scholastic.

- Adams , S. (2007). *World War I*. DK Children.

- Stanchak, J. (2011). *Civil War*. DK Publishing.

*- The Civil War for Kids* . (2005, December 02 ). Retrieved from <http://www2.lhric.org/pocantico/civilwar/cwar.htm>

*- Civil War- Indiana*. (n.d.). Retrieved from http://civilwarindiana.com/

- Herbert, J. (1999). *The Civil War for Kids: A History with 21 Activities*. Chicago Review Press

*- Indiana Department of Environmental Management* . (n.d.). Retrieved from http://www.in.gov/idem/4231.htm

- Student Textbook

**Catalog of Lessons**

1.) Conflict

In this lesson, students will be introduced to the word and culture of conflict. Conflict takes place in many forms, many of them within individuals and others within groups or even nations. Students will discuss conflicts they are aware of, and how they became conflicts in the first place. Our goal is for the students to get a deeper understanding of conflict and the consequences it brings. This will take place at different learning centers. Students will be required to complete a task at each center. This will include defining conflict in their own terms, and by dictionary, finding conflict in different novels, searching the internet for current event conflicts, and figuring out how conflict arose in the different American wars.

2.) Conflict Resolution

In this lesson, students will apply their knowledge of conflicts discussed in the previous lesson and learn/discuss different ways conflicts can be resolved peacefully. Examples of such resolutions may be but are not limited by any means to talking conflicts out with peers, having debates with large groups of people, settling a lawsuit, and as simple as apologizing.

3.) Civil War

In this lesson, students will do independent research to gain knowledge of the Civil War. They will relate what they know about the Civil War to the Versailles State Park, which played a key role in Indiana’s involvement during the Civil War. Students will also need to research when this war took place, who was involved, and any other facts they find to share. Students will complete a first person presentation about a native Hoosier during this time period. This will allow them to look at the goods that people produced in the times of the Civil War, along with find how the conflicts affected each of these individuals.

4.) WWI

In this lesson, students will be given background knowledge of World War I. They will relate what they know about this war to Ft. Harrison, as it played a role in Indiana’s involvement in World War I. Students will be expected to create a PowerPoint presentation, oral presentation, or a poster that tells about a good or service that was made in Indiana. Also at this time, we would like to take students on an out of class trip to Fort Harrison. This is the lesson in which students will take a greater look into goods, not only now, but in the past, and see their importance in each time in history.

5.) WWII

In this lesson, students will be given background knowledge about World War II. They will relate what they know about this war to the Jefferson Proving Grounds, which played a key role in Indiana’s involvement in World War II. Students will pick a position on the conflict that arose from the Jefferson Proving Grounds, and present his/her case in a class debate. This is an issue in today’s society, so we will be taking a look also at what government is doing about it today. This will help the students better decide which side they choose for their debate. We will be looking to gain a deeper understanding of pollution, and it’s consequences on our world.

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:* Describe the participation of Indiana citizens in the Civil War. (4.1.8)
* Describe the participation of Indiana citizens in World War I and World War II. (4.1.10)
* Give examples of the kinds of goods and services produced in Indiana in different historical periods (SS 4.4.1)
* Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. (SS 4.2.7)
 | Students will:* present roles from Indiana society during the Civil War as first person presentations
* present different goods made in Indiana during World War I and/or II
* Debate if government should be able to make a mess and leave it.
 | * Pollution
* Goods
* Conflict
* Consequence
* Goods
* Environment
 |

**Course Title:** Human Interaction

**Grade Level:** Fourth Grade

**Unit:** Conflict

**Abstract**

This task is designed to assess the ability of children to model roles of different individuals in Indiana during the Civil War in a way that is consistent with historical accuracy. After researching the roles over a period of time, the students will present their first person presentations to the class. It is important the students describe and understand the importance each individual had.

**Prompt**

The children will be role-playing that they are living in the time of the Civil War. Each student will be given a predetermined role in society. Each student will complete independent research in the library, using his or her textbooks, articles, and research from home to come up with a picture and story for their character.

**Directions**

“Students, today we are going back in time to the different World Wars. During that time, there were many important people that played important roles during the war: Some were at home, some were at battle. You are going to research a role I have already chosen for you, and at the end, you are going to dress up as your person, or use props, and act as him or her. You will be telling us about who your person is, what their job was, what things they would be doing, and what their importance was during the Civil War. You will also need to look at the positive and negative points of your person’s job. After all the presentations are completed, I will ask you some questions about the presentations.”

1. What did you notice about all of the people that presented today?

2. Were they different?

3. Were there any similarities?

4. What were some of the important roles that everyone played?

Also, students will have to write in their journals about how the jobs they had differ from what jobs are like now. Would their life during the Civil War be different if they had the problems of unemployment like we have today?

**Procedures**

The students will conduct research using the Internet, books, articles, and their own textbooks over their selected person. They will prepare individually a first person presentation and present in front of the class in appropriate wardrobe or with props as if they were their person. They will tell who the person is, what their job was, what they would be doing during that time, and what their importance was during the civil war. They will also need to examine the positive and negative aspects of their person’s job. Students also need to complete a short journal entry about what jobs would are now compared to during the Civil War. At the end, students will convene with the teacher and the questions above will be asked.

An alternative to this task is for students to create a PowerPoint on their given person instead of a first person presentation.

They may also be presenting their people at the local historical society as a reenactment evening.

This assessed benchmark number one.

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| **Benchmark** | 1 | 2 | 3 | 4 | 5 |
| Students will:* Describe the participation of Indiana citizens in the Civil War. (4.1.8)
 | Students have a period prop and have not addressed any questions about their person OR students are missing the period prop and have addressed one question about their person. | Students have a period prop and have addressed one question about their person OR students are missing the period prop and have addressed two questions about their person. | Students have a period prop and have addressed two to three questions about their person OR students are missing the period prop and have addressed three questions about their person. | Students have a period prop and have addressed three- four questions about their person OR students are missing the period prop and have addressed all four questions about their person. | Students have a period prop and have addressed all questions about their person.  |

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**Abstract**

This task is designed to assess the student’s ability to research and present on a good or service from the World Wars. After researching their chosen good or service for an amount of time, students will create presentations to show the class. It is important that the students link their goods to the World Wars and Indiana.

**Prompt**

The children will be going back to the times of World War I and II. Each student will be given a good or service used during those times. Each student will complete independent research in the library, using his or her textbooks, articles, and research from home to come up with a picture of their good or service, and information about how it was used.

**Directions**

“Students, today we are going back in time to the different World Wars. During that time, there were many important goods and services that helped not only people at home, but people at war. Some of these goods and services even came from Indiana. You will be conducting a research project on a given good or service. You will be telling us what your good or service is, how it was used in the war, where it was produced, and if this good or service is still used. I would like for you to have a picture or representation of your good or service. After all the presentations are completed, I will ask you some questions about the presentations.”

1. What did you notice about the goods and services presented?

2. How are some of these used for war?

3. Were there any that would go together?

4. What was a good that Indiana helped produce?

After that portion is completed, students are to write a response the following question: “Was there as big as a problem with people not having food as there is today? Why or Why not?” They will then need to think of solutions based on how the people during World Wars lived to help our society today make sure everyone has food.

**Procedures**

The students will conduct research using the Internet, books, articles, and their own textbooks over their given good or service. They will prepare individually a presentation using PowerPoint, posters, or any other way. They will tell what their good or service is, how it was used during those times, where it was produced, and whether we still use it. At the end, students will convene with the teacher and the questions above will be asked. Students will also be required to look at the lack of food in our society today and the lack of food back during the wars. They then need to find a solution to this problem.

An alternative to this task is for students to create a first person presentation as a person that use to make that good or service.

They may also be presenting these projects at the local historical society during a World War event.

This assessed benchmark number two and three.

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| **Benchmark** | 1 | 2 | 3 | 4 |
| Students will:* Describe the participation of Indiana citizens in World War I and World War II. (4.1.10)
 | Student answers one question on the assignment | Student answers two questions on the assignment | Student answers three to four questions on the assignment | Student answers all questions on the assignment. |
| * give examples of the kinds of goods and services produced in Indiana in different historical periods (SS 4.4.1)
 | Student presents a visual representation of a good or service produced in Indiana during WWII or WWII. |  |  |  |

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**Abstract**

This task is designed to assess students’ knowledge of public issues and how to formally take a stance. Students will research the Jefferson Proving Ground issue in Indiana. After learning about the issue, students will be asked to take a stance on whether or not government should be allowed to make a mess of public grounds, leaving debris and toxic waste behind for others to deal with and the environment to suffer from. Students will conduct research, make a formalized opinion, and argue their case in front of their classmates in a simulated debate.

**Prompt**

Students will research the background of the Jefferson Proving Ground conflict in Indiana. After learning about the conflict, students will look at the positive and negatives aspects of both sides. They will then formalize an opinion about whether or not government should make a mess of public grounds like in this case. After formalizing an opinion, the students will argue their point with supporting evidence, research, and testimonials.

**Directions**

“We have been studying wars and other conflicts that have risen in the United States. Today, you are going to learn about the Jefferson Proving Grounds conflict. After doing some research, you are going to make an opinion on whether or not you believe the government’s actions were fair and responsible in this case. Collect facts, research, interviews, and other testimonials to support your claim. You will be working independently. Turn in your opinions to me today, and prepare to share your opinion with the class tomorrow. After that is finished, you will be required to journal alternative solutions to this problem that has occurred.”

**Procedures**

The teacher will introduce the Jefferson Proving Ground conflict to the students. The teacher will guide students in the computer lab to conduct research on the topic. As students find research, the teacher will instruct them to write down interesting information, names, dates, and testimonials. They will need to look at the positive and negatives aspects of both sides before choosing a side to support. The teacher will give instructions on how a debate is constructed, and will give them guidelines to go by. The below rubric will be completed by the teacher to formally assess the skills in the benchmarks. Students will also be journaling alternative solutions to solve the Jefferson Proving Ground problem

Alternative: If students cannot participate in a class debate, they will be asked to write out their position on the Jefferson Proving Grounds conflict, with the same criteria listed in the rubric below.

Display: The conflict debate will be recorded (with parental permission) and posted on the Indiana State Park website, given prior discussions with the Park Board.

The benchmark assessed is number four.

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| **Benchmark** | 1 | 2 | 3 | 4 |
| Students will use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. (SS 4.2.7) | The student did not complete three of the elements in column four | The student did not complete two of the elements in column four | The student did not complete one of the elements in column four | The students selected a position, backed it up with research, made a claim, and presented orally to class |