



# Model Lesson Plan

## Social Studies

### Grade 3

#### Topic 5 - What Causes Conflicts Among People?

#### Stage 1 - Desired Results

##### Established Goals:

- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (GLE 3.2.1)
- Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (GLE 3.4.1;3.5.1)

##### Understandings:

- Misunderstandings can cause conflict; learning to listen carefully and remembering to take turns can prevent problems. (GLE 3.2.1)
- Everyone has a culture. It helps to shape how we see the world, ourselves, and others. (GLE 3.2.1)
- You need to understand your own culture in order to begin to understand someone else's culture. (GLE 3.2.1)
- We can also differ from one another in other ways—for example, our abilities and our personality. These all need to be taken into consideration when we look at another person's point of view. (GLE 3.2.1)

##### Essential Questions:

- Why kinds of conflicts can be caused when we don't listen carefully?
- How might we misunderstand someone different from us?
- What is culture?
- What are some external things one can observe that demonstrate culture?
- How does my culture shape me?
- Why is it important to understand culture?
- If they are from different cultures, why might people misunderstand each another?
- Why is careful listening important?

##### Students will know...

- Cultural background influences how decisions are made.

##### Students will be able to...

- Tell why beliefs and ideas vary from person to person. Sometimes we misunderstand someone because we don't know their ideas or point of view.
- Tell why people may behave as they do; this is because of the things they believe in and value.
- Tell why it helps to know about your own culture when you are trying to understand another culture.
- Tell why seeing something from someone else's point of view can help prevent conflict.
- Define terms and new words in their notebooks, on class assignments and from learning activities. The teacher models note taking, and each class member produces a set of notes.

#### Stage 2 - Assessment Evidence

##### Performance Tasks:

- Tell or write about a conflict they are aware of, and relate that conflict to one source, using one of the new vocabulary words.
- Demonstrate and record a personal accomplishment descriptive of one new vocabulary word or concept.
- Tell or write how conflicts can cause misunderstandings.

##### Other Evidence:

#### Stage 3 - Learning Plan

##### Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussion and keep it on track.
- E= Teachers guide the discussion activities carefully. Students may wish to contribute specific examples of conflicts; the teacher should move the discussion so that students know why misunderstandings occur.
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings.
- E= Students evaluate their own understanding of what a conflict is, and how conflicts occur.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in about one or two class periods (about 25-30 minutes each); this should keep student engagement and learning high.



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#### Vocabulary:

- New: culture, point of view, misunderstanding, differences, conflict, tolerance, acceptance
- Review: decision making, interpretation

#### Other Activities to Learn: Toss-Up Concept/Vocabulary Review

- Needed: a soft ball, students standing in 2-3 lines (face-to-back of person in front of them), 2-3 student helpers.
- First person in line has the ball, student helpers have teacher prepared lists, each says a vocabulary word or concept to their team, person with ball defines or explains the term, then passes the ball back.
- First team to get ball to end of line wins.
- Can be repeated as often as teacher can tolerate!

#### Suggested Books To Read:

Bruchac, Joseph (Abenaki), *Eagle Song*. 1997, b/w illustrations (Mohawk).

Danny Bigtree, a fourth-grade Mohawk youngster whose family has just relocated from the Akwesasne reservation in upstate New York to Brooklyn, has a tough time making friends, especially since the usual teasing of the new kid in class takes the form of racial taunting. How he deals with this, with the help of his family, is a good story, reminding one of Lenore Keeshig-Tobias' *Bird Talk* (for younger readers). [Reviewed by Oyate}

Indian Reading Series. "Levels I, II, III Teacher's Manual" in particular [www.nwrel.org/indianed/indianreading/](http://www.nwrel.org/indianed/indianreading/) (Download free any title)

Or [www.nwrel.org/nwreport/2003-09/Indian.html](http://www.nwrel.org/nwreport/2003-09/Indian.html) (Available again)

Written by local Indian authors and illustrated by Indian artists from the Plains and Northwest, the series comprises 140 stories - levels K-6 for reading, but all ages can appreciate the stories. The stories and activities can also be used in the teaching of science, social studies, the arts, etc.

Preface to Teachers' Guide Levels I, II, III: . . . The materials were authenticated by the participating tribes and field-tested with over 1,200 Indian and non-Indian children in 93 classrooms through-out the Northwest. . . . The Teacher's Manual reflects the thinking of the more than eighty teachers who were involved in the trial stages of the materials and who provided us with invaluable ideas [suggestions for teachers] which were incorporated into this manual.

The "Guide" provides Background Information, Objectives, Language and Experience, "Here's How" Program Implementation suggestions, and over 60 pages of Teaching Activities, including several for each of the following: Dramatization, Talking About, Retelling the Story, Writing Down, Making Books, and Word Study.