

<b>Teacher(s)</b>	Boyd Gossett	<b>Subject group and discipline</b>	Individuals and Societies		
<b>Unit title</b>	Q3: Conflicts	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	

### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Conflict, Causality	Peace and Conflict Management
<b>Statement of inquiry</b>		
Change through conflict has consequences that can be helped by peace and conflict management.		
<b>Inquiry questions</b>		
<p><b>Factual</b>— 1. What consequences can conflict have? 2. What is peace and conflict management?</p> <p><b>Conceptual</b>— 1. How does conflict change a region? 2. How does peace and conflict management help a region?</p> <p><b>Debatable</b>— 1. Must you know a conflict's causes before you can help its consequences? 2. Can peace and conflict be managed?</p>		
Objectives	Summative assessment	
<p><b>Knowing and Understanding (Y3):</b></p> <ul style="list-style-type: none"> <li>- <b>A2:</b> demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples</li> </ul> <p><b>Investigating (Y1):</b></p> <ul style="list-style-type: none"> <li>- <b>B2:</b> follow an action plan to explore a research question</li> <li>- <b>B3:</b> collect and record relevant information consistent with the research question</li> <li>- <b>B4:</b> reflect on the process and results of the</li> </ul>	<p><b>Goal:</b> Your goal is to be a principled researcher at a Peace Conference by presenting the causality of conflicts in changing regions to identify a solution for peace and conflict management.</p> <p><b>Role:</b> You are a guest speaker at a Peace Conference who has been invited to present the causality of your conflict, as well as your peace and conflict management solution.</p> <p><b>Audience:</b> Your target audience is a mixture of parents, community members, and special guests, including a UNHCR representative. They are will attend the Peace Conference and rotate between</p>	<p><b>Statement of Inquiry:</b> Change through conflict has consequences that can be helped by peace and conflict management.</p> <p><b>Summative Assessment Task:</b> You are invited to a Peace Conference! You will research the causes of a current conflict in one of three locations (Myanmar, Sudan, or Syria) and propose a solution for future peace through either helping the human rights of refugees or correcting the historical legacies that have made the conflicts possible.</p> <p><b>Conceptual Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Change through conflict has consequences.</li> </ol>

<p>investigation.</p> <p><b>Communicating (Y3):</b></p> <ul style="list-style-type: none"> <li>- <b>C1:</b> communicate information and ideas in a way that is appropriate for the audience and purpose</li> <li>- <b>C2:</b> structure information and ideas according to the task instructions</li> <li>- <b>C3:</b> create a reference list and cite sources of information</li> </ul> <p><b>Thinking Critically (Y1):</b></p> <ul style="list-style-type: none"> <li>- <b>D3:</b> identify and analyse a range of sources/data in terms of origin and purpose</li> </ul>	<p>student displays in the style of a science fair. As guests rotate, you will stand next to your display and explain the causality of your conflict, your research process, and your peace and conflict management solution.</p> <p><b>Situation:</b> You have been invited as a guest speaker to a Peace Conference that educates about conflicts in Myanmar, Sudan, and Syria. You will explain the causality of one of the conflicts, giving information about civil war, human rights abuses, or refugee crises. You will offer a solution that will either help victims of one of the conflicts (or correct a negative historical legacy that helped create the conflict) through peace and conflict management.</p> <p><b>Product:</b> Your trifold display, essay, and elevator pitch presentation explains your research about the causality of the conflict.</p> <p><b>Standards:</b> These are a mixture of Y1 and Y3. Knowing and Understanding: A2 Investigating: B2, B3, B4 Communicating: C1, C2, C3 Thinking Critically: D3</p>	<ul style="list-style-type: none"> <li>2. Conflicts have consequences that students can help change.</li> <li>3. Conflicts that change the world often have multiple causality.</li> </ul> <p><b>Connection:</b> Conflicts in Myanmar, Sudan, and Syria are meaningful subjects for students to explore the Statement of Inquiry within real world contexts. The Peace Conference should also provide an authentic opportunity for assessment.</p>
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## Approaches to learning (ATL)

### ATL Skills to Explicitly Teach

#### Research Skills

#### VI. Information literacy skills

*How can students demonstrate information literacy?*

*Finding, interpreting, judging and creating information*

- Make connections between various sources of information
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

## VII. Media literacy skills

*How can students demonstrate media literacy?*

*Interacting with media to use and create ideas and information*

- Seek a range of perspectives from multiple and varied sources

Even though the students should think of themselves primarily as researchers, there are two other ATL skills that are vitally important in this summative assessment. They need to be communicators and thinkers. My professional judgement is that they would use these skills in Individuals and Societies, but it would be best to explicitly address these skills in Language and Literature. This would be easy since this the Peace Conference is a multidisciplinary summative assessment. I won't list out all the communications skills and thinking skills, since they would not be explicitly taught in Individuals and Societies like research skills, but I still thought it would be important to write them down here so nothing falls through the cracks.

## Communication Skills

### I. Communication skills

*How can students demonstrate communication through language?*

*Reading, writing and using language to gather and communicate information*

- Organize and depict information logically
- Structure information in summaries, essays and reports

## Thinking Skills

### X. Transfer Skills

*How can students transfer skills and knowledge across disciplines and subject groups?*

*Using skills and knowledge in multiple contexts*

- Combine knowledge, understanding and skills to create products or solutions

## Major ATL Learning Experiences

These are the three major learning experiences for students to practice turning their research into writing. Each step is supported with examples, models, and note organizers.

### 1. Initial Research / Writing Experience

- Writing Topic: Can young people change the world?
- Research Topic: Struggles and successes that young people have when they try to change the world.

- Note: This draft is a pre-assessment.

## 2. Formative Research/ Writing Experience

- Writing Topic: Why is it necessary for the attendees of the Peace conference to know the context of the conflict? Specifically, what are the causes and consequences of the conflict that they should know?
- Research Topic: Causes and consequences in Myanmar, Sudan, or Syria.
  - Note: This is learning experience is a group jigsaw, where each member researches a different cause and writes a different body paragraph on the practice essay.

## 3. Summative Research / Writing Experience

- Writing Topic: How is your solution a meaningful way to help the context of the conflict?
- Research Topic: Peace and conflict management solutions that help solve a human rights crisis or correct a longstanding historical legacy that creates a cycle of violence.
  - Note: At the Peace Conference, students will communicate the context of Peace and conflict management in real world conflict zones. These zones can be updated to reflect current events, but at the moment, Myanmar, Sudan, and Syria are meaningful zones to study. Students will prose a solution that helps solve a human rights crisis or correct a longstanding historical legacy that creates a cycle of violence. This solution will be an audience imperative to imagine a hopeful future. The essay is an argument that explains the solution and why it is meaningful.