

PEACE BY PIECE

A Project Based Learning (PBL) unit designed to engage K–6 students in leadership through advocacy for peaceful solutions to local or community conflicts.



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PEACE BY PIECE

Welcome to the *Peace by Piece* project! We hope that engaging in this project will be a deeply meaningful experience for you, your students, and the community in which you live.

Peace by Piece was developed through a partnership with Students Rebuild for the **Facing Difference Challenge** that runs through May 4th, 2018. The Facing Difference Challenge provides a simple way for educators to support students to take creative action to build empathy, understanding and peace through facing and positively engaging difference. You can learn more about the Challenge **here** and register to participate **here**.

Informed by Students Rebuild teachers themselves, utilizing this unit can deepen the learning of students participating in the Challenge but also provides a meaningful learning experience for anyone wanting to engage students in high quality project based learning.

Peace by Piece is an extended learning opportunity so to help you implement successfully, we have included a detailed project plan and set of resources. The following overview orients you to the materials and offers some suggestions for how to get started.



UNIT OVERVIEW

What is included in the unit?

Peace by Piece is a Project Based Learning (PBL) unit designed to engage K–6 students in leadership through advocacy for peaceful solutions to local or community conflicts. The unit includes the following components:

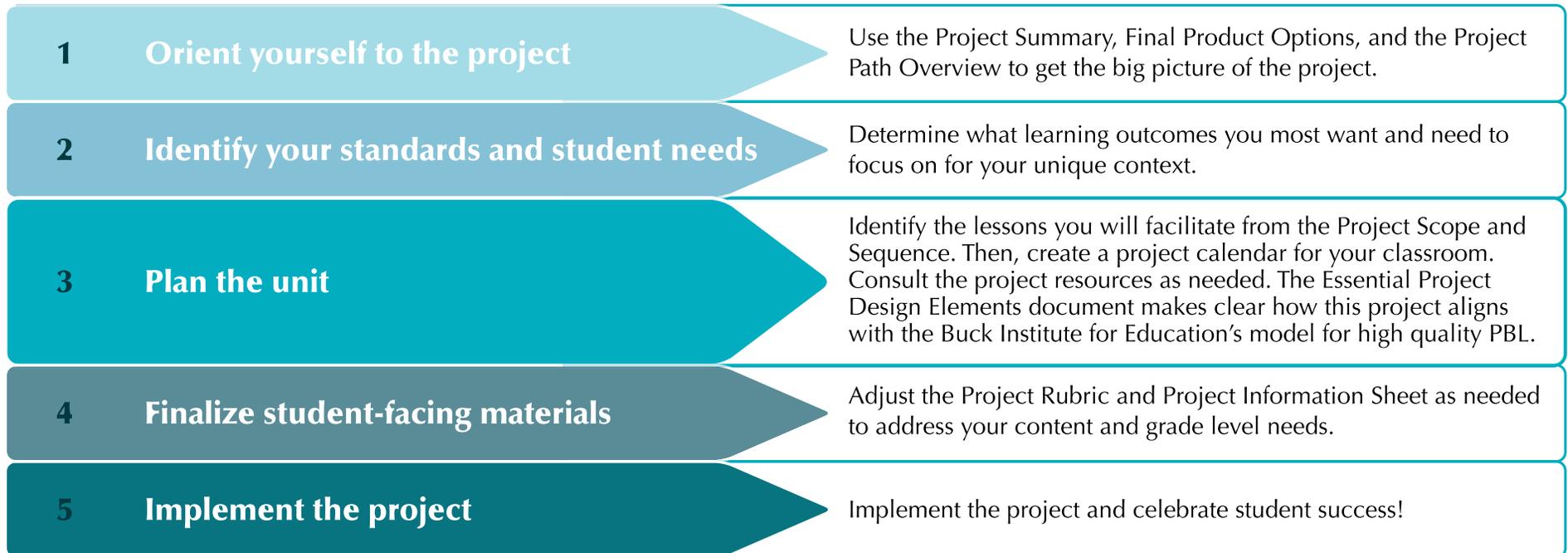
- * Project Summary
- * **Final Product Options**
- * **Project Path Overview**
- * Project Resources
 - ✦ Educator Planning
 - **Project Scope and Sequence** (includes lessons)
 - **K–6 Content Standards**
 - **How this project addresses the Essential Project Design Elements from the Buck Institute for Education**
 - **Resource Guide**
 - ✦ Student-Facing
 - **Project Information Sheet** (student-facing)
 - **Project Rubric**



How do I get started?

The project is designed to be adopted or adapted in K–6 settings based on the needs of your students, time available, and the content and grade level that you teach. To that end, this project provides a robust set of materials.

Whether you are new to Project Based Learning or you are an experienced practitioner, review the suggested approach below to help you most effectively unpack and implement this PBL unit:



UNIT OVERVIEW (continued)

Three things you will notice about the lessons:

1. This project includes facilitation options for key lessons and the final products which we are calling “simple approach” and “complex approach.” The “simple approach” keeps the scope of student work and project engagement more limited. This allows educators to facilitate the project in a shorter time frame and with more teacher direction. The “complex approach” is for educators who have the space and time for a longer project experience with additional student-centered inquiry opportunities. Use the lessons or products that best meet the needs of you and your students.
2. Some of the project lessons assume that educators already have strategies and resources for teaching key knowledge or skills, such as reading comprehension skills or how to compare and contrast ideas. In other cases, full lesson steps are provided.
3. Duration of the lessons is provided; however, all times are estimates. Shorten or extend lessons as needed.

How can I share my work with others?

First, let us know that you will be using the unit by filling out a simple form following [this link](#). The link is also listed on the Students Rebuild website at www.studentsrebuild.org/learning. This will allow us to know who is using the unit to push any new supportive resources to you directly and share any other helpful communications.

Once you implement the project, we invite you to share your experience with this unit by emailing info@studentsrebuild.org. You can further share students’ peacebuilding efforts on Twitter and Instagram [@studentsrebuild](#) using [#facingdifference](#). Thank you for participating in this Challenge project and facing difference with us and others around the globe!



PROJECT SUMMARY

Title: <i>Peace by Piece</i>	Grade Level: K–6
Subject Area(s): Language Arts, Social Studies	Duration: 15–21 hours or approximately 3 weeks
Driving Question	How can we as student leaders advocate for peace?
Key Knowledge, Understanding, & Success Skills	<p>English Language Arts (ELA)*</p> <p>Writing</p> <p>CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>Reading</p> <p>CCSS.ELA-Literacy.RI.3.1 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. History/Social Studies (Embedded ELA Standards) CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>History/Social Studies</p> <p>Standard 7A: The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.</p> <p><i>*Other grade level standards are noted in the K–6 Content Standards for Peace by Piece document. While this Project Based Learning (PBL) unit specifically names third grade Common Core State Standards (US-based standards), the content strands (e.g., narrative writing) were selected so that educators could adapt this project anywhere along the K–6 span and in any context, including outside the United States.</i></p>
Final Products	Individual: Narrative Reflection: “The Peacekeeper in Me”; Informational Writing (contribution to team project)
<i>Note: See Final Product Options for other choices.</i>	Team: Public group presentation explaining community conflict and possible peaceful solutions

PROJECT SUMMARY (continued)

In this Project Based Learning unit, students will learn about local peacebuilding needs and design a solution that they will propose in a Peace Summit. In Peace Teams, students will collaborate to do the following:

Define the term *peace* and the characteristics of a peacemaker.

After the entry event is launched and the driving question is introduced, students will generate questions that will help the class answer the driving question and complete the design solution and presentation. Next, students will explore people who embody what it means to be a peacemaker and identify those traits. Using small group discussions (such as book clubs or Socratic seminars), students will collectively define “peace” and develop a deeper understanding of the characteristics of a peacemaker.

Define the term *conflict*.

Through varied lessons (such as direct instruction, simulations, interviews, and presentations) students will use the inquiry process to ask questions and learn more about why we need peace in our world. Examples of conflict (ranging from the individual to global level) will be shared through read alouds and informational text. Students will then collectively define “conflict” and begin to make the connection between the importance of peace to help solve conflicts.

Individual: Identify traits of peace in life to solve conflict.

Using narrative and informational text, students will identify traits that peacemakers exhibit in solving conflicts. Through narrative writing and personal reflection, students will identify and explain what traits of peace they have when solving conflicts in their own lives.

Classroom or local community: Ideate peaceful solutions to solve local conflict.

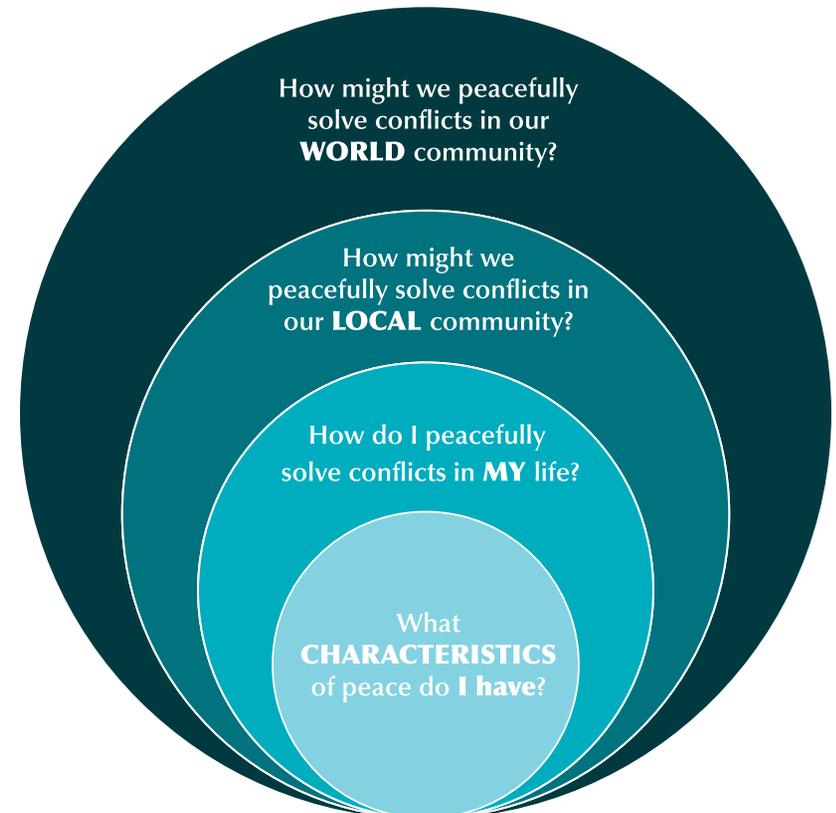
Teacher will facilitate a whole class discussion about a local conflict that needs to be solved. Students will be divided into Peace Teams (collaborative groups) and create a presentation to share their vision and logistics of the proposed solutions. Solutions should answer the basic questions (What is the solution? When could this take place? Who is involved? Where could we find resources? How will this solution take place?) and any additional questions students/teams might formulate.

Global community: Identify how the world uses traits of peace to solve conflict.

As a whole class, students will explore how community (national and global) conflicts are solved peacefully, answering questions such as “How do the peacemakers solve those conflicts? What traits of peace do they demonstrate?”

Present solution to the conflict to local or classroom community.

Peace Teams will present to an audience beyond their classroom (see following major products) and individual students will complete writing pieces based on suggested writing prompts.



FINAL PRODUCT OPTIONS

Select one individual and one team product for your students to produce. Each product includes an analog and technology option.

Final Product Presentation	SIMPLE APPROACH		COMPLEX APPROACH
<p>Individual Product</p> <p>The Peacekeeper in Me</p>	<p>Narrative writing published describing a conflict in student's life and how he/she might solve it peacefully. Writing will include:</p> <ul style="list-style-type: none"> * Student's traits of a peacemaker that will help student be successful * An example of how another peace leader or peacemaker in history has solved a conflict using similar character traits <p>Leveraging Technology:</p> <p>Individual writing with technology</p> <p>Individual digital writing blog posts and/or Google docs (i.e., reflections, responses to writing prompts, planning, or drafts)</p> <p>Opportunity to discuss digital citizenship.</p> <p>Four Platforms You Can Use to Make a Blog for Kids</p>	<p>Narrative writing published in book form, paper blog, or collected in class anthology, describing a conflict in student's life and how he/she might solve it peacefully. Writing will include:</p> <ul style="list-style-type: none"> * Student's traits of a peacemaker that will help student be successful * An example of how another peace leader or peacemaker in history has solved a conflict using similar character traits <p>Leveraging Technology:</p> <p>Individual digital writing pieces are curated to create an informational narrative on how to be peace advocates in a digital story format.</p> <p>Digital illustrations, photographs, or graphics match the context of the text.</p> <p>Opportunity to discuss digital citizenship.</p> <p>Possible storytelling apps: Explain Everything, Book Creator, Book Writer, Creative Book Builder, and Sock Puppets</p>	<p>Narrative writing shared in the form of a TED Talk in front of a public audience, describing a conflict in student's life and how he/she might solve it peacefully. Writing will include:</p> <ul style="list-style-type: none"> * Student's traits of a peacemaker that will help student be successful * An example of how another peace leader or peacemaker in history has solved a conflict using similar character traits <p>Leveraging Technology:</p> <p>Individual writing pieces are published in a video format or as a podcast guide.</p> <p>Videos or podcasts can be curated on a community website for community members to view or as a resource for conflict resolution experts (such as parents, school counselors, social workers, or teachers).</p> <p>Possible podcast apps or programs: Garageband (Mac) or Audacity (PC)</p>
<p>Team Product</p> <p>Peace Summit (Presentation)</p>	<p>Group presentations with visuals or artifacts explaining conflicts in community and possible solutions to another class</p> <p>Leveraging Technology:</p> <p>Peace summit with technology</p> <p>Group presentations each using a digital storytelling to explain conflicts in community and possible solutions to another class. Presentations can be done in person or virtually.</p> <p>Possible storytelling apps: Explain Everything, Book Creator, Book Writer, Creative Book Builder, and Sock Puppets</p>	<p>Group presentations with visuals or artifacts explaining conflicts in community and possible solutions in a whole school assembly</p> <p>Peace summit (additional technology integration possibilities)</p> <p>PROJECT FLOW</p> <ul style="list-style-type: none"> * <i>Google Apps (Docs, Slides, Forms, Keep, or Classroom): to manage and present the project collaboratively</i> * <i>Skype, Google Hangout: to interview community experts and to receive feedback</i> <p>PROJECT PRESENTATION</p> <ul style="list-style-type: none"> * <i>iMovie</i> * <i>Skype, Google Hangout: to present their live presentation to an audience outside of their immediate community</i> 	<p>Group presentations with visuals or artifacts explaining conflicts in community and possible solutions to community outside of school (possible ideas city council, police, and other community helpers)</p>

PROJECT PATH OVERVIEW

Project Step	Lessons	Key Activities	Key Resources	Assessment Opportunities
Launch Project: Entry Event & Driving Question				
Entry Event Students will explore artifacts that spark curiosity.	Lesson 1: <i>What are your curiosities about "peace"?</i>	<ul style="list-style-type: none"> * Watch video introducing why we need peace. 	<ul style="list-style-type: none"> * Video * Notebook or writing journal 	Reflection Journal
Build Knowledge and Develop and Critique				
Define the term peace and the characteristics of a peacemaker. Students will explore people who embody what it means to be a peacemaker and identify those traits.	Lesson 2: <i>What is "peace"?</i> Simpler to Complex Option Lesson 3: <i>How can I define "peace"?</i> Lesson 4: <i>What are characteristics of a peacemaker?</i>	<ul style="list-style-type: none"> * Learning Stations: text, video, art * Chalk Talk Routine * Color, Symbol, & Image Routine * Making Meaning Routine * Comprehension Inferencing * Narrative Writing 	<ul style="list-style-type: none"> * Video * Appropriate leveled informational text * Art * Notebook or writing journal 	Visible Thinking Routines Comprehension Responses Reflection
Define the term conflict. Students will use the inquiry process to define "conflict."	Lesson 5: <i>Why do we need peace in our lives?</i> Lesson 6: <i>What is conflict?</i> Simpler to Complex Option	<ul style="list-style-type: none"> * Zoom-In Routine * Making Meaning Routine * Whole Class Discussion * Comprehension: Summarizing * Narrative Writing 	<ul style="list-style-type: none"> * Appropriate leveled informational text * Notebook or writing journal 	Visible Thinking Routines Comprehension Responses Reflection
Individual: Identify traits of peace in life to solve conflict. Students will identify traits that peacemakers exhibit in solving conflicts.	Lesson 7: <i>How do I use my traits of a peacemaker to solve conflicts in my own life?</i>	<ul style="list-style-type: none"> * Writing Workshop * Narrative Writing 	<ul style="list-style-type: none"> * Appropriate leveled informational text * Notebook or writing journal 	Writing Draft Reflection

Project Step	Lessons	Key Activities	Key Resources	Assessment Opportunities
Build Knowledge and Develop and Critique (continued)				
<p>Classroom or local community: Ideate peaceful solutions to solve classroom or local conflict.</p> <p>Students will be divided into Peace Teams and create a presentation to present their vision and logistics of the proposed solutions.</p>	<p>Lesson 8: <i>What conflicts exist in my community?</i></p> <p>Lesson 9: <i>Which conflict is relevant to me? To my group? To my class?</i> Simpler to Complex Option</p> <p>Lesson 10: <i>What are possible peaceful ways we can solve the community conflict?</i> Simpler to Complex Option</p> <p>Lesson 11: <i>Which peaceful solution will we our peace team research? What might we need to consider in our solution?</i></p> <p>Lesson 12: <i>How do other perspectives affect our solution to our community problem? "How might we begin to design a peaceful solution to the conflict?"</i></p>	<ul style="list-style-type: none"> * Chalk Talk Routine * Circle of Viewpoints Routine * Fishbowl Activity * Research About Community Conflicts * Informational Reading Comprehension * Critical Thinking Compare/Contrast * Informational Writing * Understanding Collaboration Rubric * Brainstorm of Community Conflicts * Brainstorm of Solutions to conflicts * Narrative Writing 	<ul style="list-style-type: none"> * Appropriate leveled informational text * Notebook or writing journal * Collaboration rubric 	<p>Visible Thinking Routines</p> <p>Comprehension Responses</p> <p>Collaboration Rubric</p> <p>Reflection</p>
<p>Global community: Identify how world uses traits of peace to solve conflict.</p> <p>Students will explore how community (national and global) conflicts are solved peacefully.</p>	<p>Lesson 13: <i>How do people and leaders solve global problems using peace?</i></p>	<ul style="list-style-type: none"> * Informational Reading * Comprehension: Determining Importance * Collaboration Discussion 	<ul style="list-style-type: none"> * Appropriate leveled informational text * Collaboration rubric * Notebook or writing journal 	<p>Visible Thinking Routines</p> <p>Comprehension Responses</p> <p>Collaboration Rubric</p> <p>Reflection</p>

PROJECT PATH OVERVIEW (continued)

Project Step	Lessons	Key Activities	Key Resources	Assessment Opportunities
Present Products and Answers to the Driving Question				
<p>Present solution to the conflict to classroom or local community.</p> <p>Peace Teams will prepare presentation and present to an audience beyond their classroom and individual students will complete writing pieces based on suggested writing prompts.</p>	<p>Lesson 14: <i>How can we document our learning?</i></p> <p>Lesson 15: <i>How might we design a peaceful solution to the conflict?</i></p> <p>Lesson 16: <i>How can we improve the quality of our solution idea using others' feedback?</i></p> <p>Lesson 17: <i>How might we redesign a peaceful solution to our community conflict?</i></p> <p>Lesson 18: <i>What is the most effective way to present our peace team's solution?</i></p> <p>Lesson 19: <i>How can we provide and receive feedback from others?</i></p> <p>Lesson 20: <i>How can we revise our presentation after feedback from ourselves?</i></p>	<ul style="list-style-type: none"> * Informational Writing * Presentation Rubric * Charrette Protocol * Team Reflections with Collaboration Rubric * Public Speaking and Presentation Rubric Lesson * Feedback Protocol * Dress Rehearsal * Narrative Writing 	<ul style="list-style-type: none"> * Appropriate leveled informational text * Notebook or writing journal * Presentation rubric * Collaboration rubric * Notebook or writing journal 	<p>Visible Thinking Routines</p> <p>Comprehension Responses</p> <p>Collaboration Rubric</p> <p>Presentation Rubric</p> <p>Reflection</p>
	<p>Lesson 21: <i>How did our Peace Team's presentation answer the driving question?</i></p> <p>Lesson 22: <i>How did I answer the driving question individually and as a member of a Peace Team? What connections can we make between the global conflict and the conflict in my community?</i></p>	<ul style="list-style-type: none"> * Presentation Day * Self-Evaluation with Presentation Rubric * Project Reflection * Harkness Protocol/ Spider Protocol 	<ul style="list-style-type: none"> * Self-evaluation * Presentation rubric * Project reflection * Notebook or writing journal 	<p>Visible Thinking Routines</p> <p>Comprehension Responses</p> <p>Collaboration Rubric</p> <p>Presentation Rubric</p> <p>Reflection</p>

PROJECT SCOPE AND SEQUENCE

Launch Project: Entry Event & Driving Question

Lesson 1: What are your curiosities about “peace”?

45 minutes

Student Learning Target:

I can ask curious questions about peace.

Lessons/Activities:



Student Inquiry/Entry Event

Watch video (see possible choices on **Resource Page**). Introduce the driving question and project product and presentation. Then, have students generate questions. Record on a group chart (also known as **Need to Know (NTK) List**).

Students placed in Peace Teams (heterogeneous teams predetermined by teacher). Teams engage in team builder and complete a **team contract**.

Teacher introduces Project Information Sheet or Project Wall and location of materials for project management purposes.

Reflection:



Narrative Writing

Introduce project journal for reflection. Students reflect on their experience in the entry event and share what they are looking forward to learning.

Scaffolding: Use sentence frames to jump start writing.

Project Scope and Sequence: *Build Knowledge and Develop and Critique*

Lesson 2: What is “peace”?

Student Learning Target:	I can define “peace.”	
Lessons/Activities: 	<p style="text-align: center;">SIMPLE APPROACH 45 minutes</p> <p>Student Inquiry/Critical Thinking</p> <ol style="list-style-type: none"> 1. To introduce the lesson, teacher facilitates a Chalk Talk to capture initial thinking of students’ perception of “peace.” 2. Students do ONE of the following: <ol style="list-style-type: none"> a. Listen to or watch video or song (“I Wish,” 2016 Peace Day Song) b. Listen to or read text about peace or leaders of peace. 3. To close the lesson, students do the Color, Symbol, and Image Routine. The purpose of this routine is to distill the essence of ideas nonverbally. 	<p style="text-align: center;">COMPLEX APPROACH 60 minutes</p> <p>Student Inquiry</p> <p>Learning Stations: Piecing “Peace”</p> <ol style="list-style-type: none"> 1. Teacher explains learning stations to students. (10 min) Kindergarten Transition Management Tips 2. Peace Teams rotate through learning stations during which they will learn more about peace to answer their individual and/or class questions. (10 min each including transition) Stations include: <ul style="list-style-type: none"> • Text focused on peace (See Newsela text or picture books in the book resources section of the Resources Page.) • Video or song (“I Wish,” 2016 Peace Day Song) • Art 3. To close the lesson, students do the Color, Symbol, and Image Routine. The purpose of this routine is to distill the essence of ideas nonverbally.
Reflection: 	<p>Narrative Writing</p> <p>Students individually complete 3-2-1 in their writing journals.</p> <p>Review DQ and NTK Questions (10 min)</p> <p>“What questions have we answered today? What new questions have come up for you?”</p>	<p>Narrative Writing</p> <p>Students individually reflect in writing journal at each station answering the question “What is peace?”</p> <p>Review DQ and NTK Questions (10 min)</p> <p>“What questions have we answered today? What new questions have come up for you?”</p>

Lesson 3: How can I define “peace”?

Student Learning Target: I can define and elaborate the definition of “peace.”

Lessons/Activities:



Student Inquiry

Students read their reflections from the previous day’s learning stations and add any additional questions or reflections to their thinking.

SIMPLE APPROACH

45 minutes

COMPLEX APPROACH

60 minutes

Reading Comprehension: Summarizing

Teacher reads aloud text about peace and/or leaders of peace. See scaffolding options below to support reading comprehension:

- * Pre–K: **Interactive Read Aloud**
- * 2nd–4th: **Interactive Read Aloud**

Critical Thinking and Elaboration of Ideas

Teacher explains the **Making Meaning Routine** and models it by guiding the discussion and writing using questioning to help prompt thinking and ideas. Focus word is “peace.”

Reading Comprehension: Summarizing

Peace Teams read several text sources about peace and/or leaders of peace. See facilitation options below to support reading comprehension:

- * Whole class reads common text
- * Flexible grouping with leveled readers
- * Teams read texts with different examples of conflict.

Critical Thinking and Elaboration of Ideas

Teacher explains the **Making Meaning Routine** and how each team will define and elaborate the definition of “peace.”

1. Teacher facilitates the routine by leading each step.
2. Peace Teams complete each step as collaborative groups.
3. The activity is a silent process in which student thinking is captured on the chart paper.
4. Teacher clarifies each step of the routine during the facilitation.

Reflection: **Narrative Writing**

Students individually reflect in writing journal after the Making Meaning Routine by answering the question “What is peace?” in their own elaborated definition.

Review DQ and NTK Questions

“What questions have we answered today? What new questions have come up for you?”



Lesson 4: *What are characteristics of a peacemaker?*

45 minutes

<p>Student Learning Target:</p>	<p>I can identify character traits of a peacemaker in narrative/informational text. I can identify traits of peace in me.</p>
<p>Lessons/Activities:</p> 	<p>Student Inquiry/Review DQ and NTK Questions</p> <p>“Today we are going to talk about the qualities of a peacemaker. Which of our questions might we be able to answer at the end?”</p> <p>Reading Comprehension Strategy: Inferencing</p> <p>Teacher introduces character traits (Teaching Channel video) to students.</p> <ol style="list-style-type: none"> Using a read aloud book or an excerpt from a narrative text, teacher models how to infer from text to identify character traits. The text should be about a peacemaker (i.e., Martin Luther King Jr., Malala Yousafzai, or Gandhi). Peace Teams discuss which traits helped that person be a successful peacemaker. Each team shares and justifies their explanation with evidence from their reading to the whole class. Teacher writes team ideas on a circle map, displayed for the whole class to see. The topic of the circle map is “Traits of a Peacemaker.” <p>Peace Teams independently read common text about different peacemakers and peace leaders. (Text selection can be common or different for each group.)</p> <ol style="list-style-type: none"> Teams read and discuss text and identify traits of a peacemaker from main characters. On a circle map, students write the character traits. Each Peace Team shares their traits of a peacemaker. To close, teacher adds new traits to the class circle map and puts a star on common traits.
 <p>Reflection:</p>	<p>Narrative Writing</p> <p>Students reflect in their writing journal by responding to prompt “What traits do peacemakers have? What traits do I have that help me be a peacemaker?”</p>

<p>Student Learning Target:</p>	<p>I can explain the importance of peace in our lives.</p>
<p>Lessons/Activities:</p> 	<p>Student Inquiry</p> <p>Show a visual (art or illustration) of conflict using the Zoom In Routine.</p> <p>Individually students generate questions they have about the visual on a question sheet.</p> <p>Social Studies</p> <p>Peace Team discuss questions generated from the routine in addition to the following:</p> <ul style="list-style-type: none"> * How might this conflict be solved with peaceful solutions? * What kinds of traits would a person or persons need to demonstrate to solve this conflict peacefully?
<p>Reflection:</p> 	<p>Narrative Writing</p> <p>Students reflect in their writing journal by responding to prompt “What connections can I make about today’s learning?”</p> <p>Review DQ and NTK Questions</p> <p>“What questions have we answered today? What new questions have come up for you?”</p>

Project Scope and Sequence: *Build Knowledge and Develop and Critique*

Lesson 6: *What is conflict?*

Student Learning Target:

I can define “conflict.”
I can explain conflicts in my own life.

Lessons/Activities:



Student Inquiry

Review DQ and NTK questions.

“Yesterday, we explored a ‘conflict.’ What other questions do you have about conflict? Today, we are learning more about conflict by reading and elaborating with the **Making Meaning Routine** we learned. What questions do you think we might answer on our NTK list?”

SIMPLE APPROACH

30 minutes

Reading Comprehension: Summarizing

Teacher reads aloud text about conflict. See the following scaffolding options to support reading comprehension:

- * Pre–K: **Interactive Read Aloud**
- * 2nd–4th: **Interactive Read Aloud**

Critical Thinking and Elaboration of Ideas

Teacher facilitates the **Connect, Extend, Challenge Routine**. This routine is for connecting new ideas to prior knowledge. Students write their individual responses on post-it notes and add them to a class chart. Keep students’ visible thinking alive over time.

COMPLEX APPROACH

60 minutes

Reading Comprehension: Summarizing

Peace Teams read several text sources about conflict. See the following facilitation options to support reading comprehension:

- * Flexible grouping with leveled readers.
- * Teams read texts with different examples of conflict.

Critical Thinking and Elaboration of Ideas

Teacher explains the **Making Meaning Routine** and how each team will define and elaborate the definition of “conflict.”

1. Teacher reviews each step of the routine.
2. Peace Teams complete each step as collaborative groups.
3. The activity is a silent process in which student thinking is captured on the chart paper.
4. Peace Teams do a gallery walk of each group’s chart paper and comments using post it notes on connections and questions to their own learning.
5. Teacher facilitates a whole class discussion focused on “What is conflict? Why is peacemaking important to preventing and solving conflict?”

Reflection:

Narrative Writing

Students reflect in their writing journal by responding to prompt “What connections can I make about today’s learning? What conflicts exist in my own life?”



Student Learning Target:	I can identify conflicts in my life. I can identify the traits of a peacekeeper in me that help me solve my conflicts.
Lessons/Activities: 	Writing Workshop: Drafting <ul style="list-style-type: none">* K–2 Guided Writing Workshop* Writing Workshop in Primary <ol style="list-style-type: none">1. Students review writing journal entries from Lessons 4 (identifying character traits) and 6 (identifying personal conflicts).2. Individually, students draft a writing piece in response to the following narrative prompt. Organizers and other writing tools may be used to scaffold this process. <p>Narrative Writing Topic: The Peacekeeper in Me</p> <p>Describe a conflict in your life and how you might solve it peacefully. What traits of a peacemaker will you need to demonstrate in order to be successful? Give an example of how another peace leader or peacemaker in history has solved a conflict using similar character traits.</p>
 Reflection:	Review DQ and NTK Questions <p>“What questions have we answered today? What new questions have come up for you?”</p>

Project Scope and Sequence: *Build Knowledge and Develop and Critique*

Lesson 8: *What conflicts exist in my community?*

Student Learning Target:

I can identify conflicts in my community.*

**Type of community (class, school, local, state, national, or global) is teacher choice. For early elementary, it is highly suggested to keep the focus on class, school, or local issues.*

Lessons/Activities:



Student Inquiry

Review DQ and NTK questions.

“We learned about ‘What is a conflict?’ Today we are going to learn more about conflicts in our own community. Which of our questions might we be able to answer at the end of our lesson?”

Social Studies/ELA

Individual students explore possible conflicts in their own community (classroom, school, city, state, or national level) and read about a conflict that interests them. See the following for possible sources of information for this lesson:

- * Anonymous survey of students in class about conflicts/problems they’ve experienced (class)
- * Interview with school counselor, principal, or social worker (school)
- * Local newspaper or interview with city official (city)
- * State newspaper or copy of “Governors State of the State” Address (state)
- * Current events media focusing on news (nationally)
 - Newsela
 - Time for Kids (subscription needed)
 - Scholastic News
 - Tween Tribute
 - The Learning Network (The New York Times)

Informational Reading Comprehension: Determining Importance

1. Teacher introduces grade-appropriate graphic organizer.
2. Students determine important causes of the conflict and record on their graphic organizer.
3. Students explain their thinking using the prompt, “Why is this a conflict? What caused it?”

Narrative Writing: The Peacekeeper in Me*

Students continue to writing their drafts using the writing process of drafting, conferring, revising, and editing.

**The writing can be part of the social studies time frame of the lesson or can be implemented in the students’ writing block for the day.*



Reflection:

Narrative Writing

“What connections can I make about today’s learning? What conflicts exist in my own life?”

Lesson 9: Which conflict is relevant to me? To my group? To my class?

Student Learning Target: I can identify conflicts relevant to our class.

Lessons/Activities:



Student Inquiry

Review DQ and NTK questions.

“Yesterday we explored conflicts that exist in our own community. What other questions came up for you about conflicts? What are you curious to answer?” Teacher records additional questions on the NTK chart.

SIMPLE APPROACH

25 minutes

COMPLEX APPROACH

40 minutes

Social Studies: Critical Thinking

1. Teacher creates a **Circle Map** visible to the class.
2. Students think of three words to describe or summarize the conflict they researched in a previous lesson either in their writing journals or on individual post it notes.
3. Students (or teacher) writes down words or post the notes on the circle map. Similar words are starred.
4. Based on interest results, a problem/conflict is chosen for the class to focus on by the teacher.

Social Studies: Critical Thinking/Compare & Contrast

1. Teacher partners students (preferably with students not from their Peace Teams). In their partnerships, students share the conflict they explored and complete a **Venn Diagram** on their Community Conflict Activity Sheet using these questions as talking points:
“How are the conflicts similar? How were the conflicts different? What caused them to be conflicts?”
2. Student partners present to the class their organizer emphasizing the characteristics of their individual conflicts and the similarities and differences that their conflicts had with others.
3. Teacher records current event and why it is a conflict in a visible space (whiteboard, paper, or digital platform).
4. Peace Teams discuss and decide which of the conflicts they want to solve. Using a voting method (slips of paper, raised hands, Google forms), each team votes on the top 3 community conflicts that they would like to solve.
5. Based on interest results, a problem/conflict is chosen for the class to focus on by the teacher.

Narrative Writing: The Peacekeeper in Me*

20–30 minutes

Students continue writing their drafts using the writing process of drafting, conferring, revising, and editing.

**The writing can be part of the social studies time frame of the lesson or can be implemented in the students’ writing block for the day.*

Reflection:

Social Studies/Informational Writing

Students reflect individually in journal responding to the following prompt: “Today we learned that our community has several conflicts. How were all the conflicts similar? How were they different?”



Lesson 10: *What are possible peaceful ways we can solve the community conflict?*

30 minutes (Social Studies)

Student Learning Target:

I can identify peaceful ways to solve our community conflict.

Lessons/Activities:



Student Inquiry

Review DQ and NTK questions.

“Today we are going to learn more about peaceful solutions. Which of our questions might we be able to answer at the end of our lesson?”

Success Skill: Collaboration

Teacher prep: Understand **how to use the 4C’s rubrics**.

1. Teacher introduces **collaboration rubric**.
2. “As we learn about what it means to solve problems peacefully, we will expect each team to collaborate or learn well together too. We will be using this rubric today and for the rest of the project.”
3. Allow students time to read the rubric.
4. Discuss what the term might “look like, sound like, or feel like.”
5. Complete class **“Y chart.”**

Social Studies

1. Teacher facilitates the ideation of possible solutions to the community conflict.
2. “As a class we will focus on finding peaceful solutions to the conflict in our community. What might be some possible ways we can solve our conflict?” Teacher records ideas on a visible platform such as a list or circle map.
3. Peace Teams discuss the possible solutions generated by the class and decide on the top 3 they would like to research and design a presentation.
4. In order to avoid repetition of content or presentation topics, teacher assigns groups different solutions to the community conflict based on their interests.

Reflection:

Narrative Writing/Success Skills

1. Students reflect individually in journal responding to the following prompt:
“How successful were you in collaborating with your team based on the collaboration rubric? What makes you claim that?”
2. Then, Peace Teams discuss how successful they were as a group based on the collaboration rubric and areas they will need to improve.



Lesson 11: Which peaceful solution will we our peace team research? What might we need to consider in our solution?

<p>Student Learning Target:</p>	<p>I can research more about the solution to our community conflict. I can collaborate with my Peace Team.</p>	
<p>Lessons/Activities:</p> 	<p>SIMPLE APPROACH 20 minutes</p>	<p>COMPLEX APPROACH 45 minutes</p>
	<p>Student Inquiry</p> <ol style="list-style-type: none"> 1. Teacher reviews which solution to the community conflict is assigned to each Peace Team. 2. Peace Teams develop questions they have to try and implement solution. 3. Peace Teams begin researching. 	<p>Student Inquiry</p> <ol style="list-style-type: none"> 1. Teacher reviews which solution to the community conflict is assigned to each Peace Team. 2. Using Chalk Talk, each Peace Team silently discusses further questions and ideas they may have regarding their solution. See the following possible facilitation ideas for this activity: <ul style="list-style-type: none"> • For individual accountability, have each student write in a different color pen or marker. • If students have the same question or agree on a statement, have students put a checkmark next to it. • Support the Chalk Talk prompt with questions such as “What might you need to consider to help make this solution to our community conflict successful?” • Recording the Chalk Talk on chart paper for all students to participate is ideal. 3. After Peace Teams complete Chalk Talk, teams silently view other groups’ Chalk Talk sheets. Teacher asks students to consider these questions, “What connections can you make to the discussion on your group’s Chalk Talk compared to the other Peace Teams’ Chalk Talks? What new ideas did you discover in others’ ideas that you think might be helpful to your learning?” 4. Peace Teams return to their own Chalk Talk and silently add any additional ideas, questions, or affirmations (in the form of check marks) to their original silent discussion. 5. Teacher allows teams time to discuss their thinking and ideas aloud with each other.
 <p>Reflection:</p>	<p>Narrative Writing: The Peacekeeper in Me* 20–30 minutes</p> <p>Students complete writing their drafts using the writing process of drafting, conferring, revising, and editing.</p> <p><i>*The writing can be part of the social studies time frame of the lesson or can be implemented in the students’ writing block for the day.</i></p> <p>Review DQ and NTK Questions</p> <p>“What questions have we answered today? What new questions have come up for you?”</p>	

Lesson 12: *How do other perspectives affect our solution to our community problem? How might we begin to design a peaceful solution to the conflict?*

60 minutes

Student Learning Target:

I can define and elaborate the definition of “peace.”

Lessons/Activities:



Student Inquiry/Critical Thinking

Mini lesson: **Circle of Viewpoints** Routine

- * This routine helps students consider different and diverse perspectives involved in and around a topic. Understanding that people may think and feel differently about things is a focus for this routine. Teacher models this routine using the viewpoints of three to four different stakeholders in the community conflict. Each Peace Team member is assigned a different “character” stakeholder to be during the routine. (So, each group has three to four characters.)
- * Volunteer students (one representing each “character”) are asked to model the routine while the teacher facilitates a **fishbowl**.

Narrative Writing/Critical Thinking

In Peace Teams, students remain “in character” and now focus on their team solution to the community conflict, writing their viewpoints in their journal. Students follow the Circle of Viewpoints Routine in their team.

After the Circle of Viewpoints discussion, students individually write in their responses to this prompt: “Why is it important to consider others’ viewpoints as we design the solution to our community conflict? What questions about our proposal might different stakeholders have for us?”

Collaboration Time/Informational Writing Presentation Topics

Peace Teams will decide who will take on the tasks to research the following presentation subtopics for the solution to the community conflict:

- * Who will implement the solution? Why is this person important to the success of the proposed solution?
- * What is the timeline (scope and sequence) of the solution?
- * What materials will be needed? Where will they get the materials?
- * What might be some challenges to this solution, and how will they meet those challenges successfully?
- * Team members discuss ideas for these questions and begin researching and taking notes.

Reflection:

Narrative Writing/Success Skills

Using the collaboration rubric, students reflect individually in their journals responding to the following prompt:

“How successful were you in collaborating with your team based on the collaboration rubric? What makes you claim that?”



Student Learning Target: I can describe how others solve global problems peacefully.

Lessons/Activities: **Student Inquiry/Reading Comprehension**



Mini-lesson: Determining importance using **Selective Highlighting** (or note taking)

Students formulate questions about peace leader/person and then research by reading informational text. See resource list for possible choices. See the following possible facilitation options:

- * Read aloud to group
- * Whole class with the same text
- * Small groups with different text
- * Silent reading

Collaboration Time

Peace Teams discuss how global leaders solve conflict and challenges. As a group, team completes a Venn Diagram comparing how they are solving community conflict to how other leader(s) solve global conflict.



Reflection: **Narrative Writing**

Students reflect in their writing journals by responding to prompt “What connections can I make about today’s learning?”

Project Scope and Sequence: *Present Products and Answers to the Driving Question*

Lesson 14: *How can we document our learning?*

30 minutes

Student Learning Target: I can identify traits of quality informational writing.

Lessons/Activities:



Informational Writing

Mini-lesson: Informational writing

- * Teacher explains the traits of quality informational writing and models an example.
- * Individually students write drafts of their designated subtopics.

Collaboration Time

Teacher explains presentation checklist to class.

Peace Teams continue to collaboratively design their presentation.



Reflection:

Review DQ and NTK Questions

“What questions have we answered today? What new questions have come up for you?”

Lesson 15: *How might we design a peaceful solution to the conflict?*

30 minutes

Student Learning Target: I can design solutions to a conflict.

Lessons/Activities:



Informational Writing

Students continue to write informational drafts using the writing process of drafting, conferring, revising, and editing.

Collaboration Time

Peace Teams continue to collaboratively design their presentation.



Reflection:

Review DQ and NTK Questions

“What questions have we answered today? What new questions have come up for you?”

Project Scope and Sequence: *Present Products and Answers to the Driving Question*

Lesson 16: *How can we improve the quality of our solution idea using others' feedback?*

45 minutes

Student Learning Target:

I can use feedback to improve my writing.

Lessons/Activities:



Student Inquiry

Review DQ and NTK questions.

"Today we will improving the quality of our projects with feedback. What questions do you think we will answer today? What additional questions about the presentation have come up for you?"

Feedback Protocol: **Charrette (video)**

Peace Teams receive feedback from each other using a feedback protocol.

Informational Writing

Students continue to write informational drafts using the writing process of drafting, conferring, revising, and editing.

Collaboration Time

Using the feedback they received from others, Peace Teams continue to collaboratively design their presentation.



Reflection:

Review DQ and NTK Questions

"What questions have we answered today? What new questions have come up for you?"

Student Learning Target:	I can revise my ideas.
Lessons/Activities: 	Informational Writing Students continue to write informational drafts using the writing process of drafting, conferring, revising, and editing. Collaboration Time Peace Teams continue to collaboratively revise and design their presentation. Teacher checks in with each group during work time to get a project status using presentation checklist.
 Reflection:	Team Reflection: Collaboration Rubric As a team, group members discuss the collaboration rubric and completes it together, citing evidence during today's project time. Teacher collects collaboration rubric from each team.

Lesson 18: *What is the most effective way to present our peace team's solution?*

45 minutes

Student Learning Target:

I can identify effective presentation skills.

Lessons/Activities:



Student Inquiry

Review DQ and NTK questions.

“Today we will learn more about how we can communicate successfully in presentations. What questions do you think we will answer today? What additional questions about the presentation do you think might come up for you?”

Informational Writing

Students complete final draft of informational writing.

Language Arts/Success Skill: Communication

Mini lesson: Public speaking (See blog, **Speaking Matters**)

Teacher models and teaches how to speak publicly to a group using communication skills such as eye contact, posture, voice (tone, pitch, loudness), or gestures.

Review **presentation rubric**.

Collaboration Time

Peace Teams prepare presentations.

Reflection:



Narrative Writing

Using the **presentation rubric**, students reflect individually in their journals responding to the following prompt: “How am I as a presenter? What areas do I need to improve? What are my plans to improve before the final presentation?”

Student Learning Target: I can provide quality feedback to others.

Lessons/Activities:



Student Inquiry

Review DQ and NTK questions.

“Today we will improve the quality of our presentations with feedback. What questions do you think we will answer today? What are possible questions you can ask others to help improve their presentations?”

Critical Thinking/Feedback Protocol (Such as Tuning Protocol)

Teacher introduces feedback protocol/routine and models the process. Peace Teams pair up with other teams and receive feedback from each other using feedback protocol.

Collaboration Time

Using the feedback they received from others, Peace Teams continue to practice presentation.

Reflection:



Narrative Writing/Success Skills

Students reflect individually in their journals responding to the following prompt:

“How did the feedback for our group help the presentation? What can I do to help my team be successful in communicating our information?”

Project Scope and Sequence: *Present Products and Answers to the Driving Question*

Lesson 20: *How can we revise our presentation after feedback from ourselves?*

45 minutes

Student Learning Target:

I can define and elaborate on the definition of “peace.”

Lessons/activities:



Success Skill: Communication

Dress rehearsal: Teams present their proposal to the teacher. Teacher completes communication or presentation rubric and provides verbal feedback. Teacher informs students of logistics of presentation day (such as schedule and dress attire).

Informational Writing

Teacher collects final drafts of student subtopics for Peace Team Proposals.

Collaboration Time

Using the feedback they received from others, Peace Teams continue to practice presentations.

Reflection:



Narrative Writing/Success Skills

Students reflect individually in their journals responding to the following prompt:

“Tomorrow is presentation day. What are the top three takeaways or learning you want your audience to gain from your presentation?”

Lesson 21: *How did our Peace Team's presentation answer the driving question?*

60 minutes

Student Learning Target: I can present to an audience.

Lessons/Activities:



PRESENTATION DAY!

- * Teacher meets with students to explain schedule and last minute details or changes.
- * Students present to public audience.

Reflection:



Narrative Writing

Using the **presentation rubric**, students reflect individually in their journals responding to the following prompt: "How successful do you think you were as a presenter?"

Project Scope and Sequence: *Present Products and Answers to the Driving Question*

Lesson 22: *How did I answer the driving question individually and as a member of a Peace Team?
What connections can we make between the global conflict and the conflict in my community?*

60 minutes

Student Learning Target: I can reflect on my learning and the success of the project.

Lessons/Activities:



Student Inquiry

Review DQ and NTK questions. “Let’s look at our questions. What questions have we been able to answer in this project? What questions do you still have? How might you be able to answer those questions?” Teacher explains that the last two questions will be part of the reflection page students will need to complete.

Critical Thinking: Summarizing and Synthesizing Information

Students complete reflection page that will ask students to do the following:

- * Explain understanding of content knowledge of community conflict/solution (social studies).
- * Describe challenges of project, presentation, and collaboration.
- * State questions they still have about subject and/or project and possible ways to get answer.
- * Choose favorite part of the project

Celebrate a job well done!

Reflection:

Critical Thinking Discussion: Harkness Protocol/Spider

Discussion prompt:

How can you use what you learned about collaborating in your Peace Teams to helping solve conflicts in your community and your world (Nigeria and Syria)?

Teacher introduces prompt and students discuss the prompt using examples from their project experience.



K–6 CONTENT STANDARDS

Reading Grade K	Writing Grade K
<p>CC.SS.ELA Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>CC.SS.ELA Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Reading Grade 1	Writing Grade 1
<p>CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>

K–6 CONTENT STANDARDS *(continued)*

Reading Grade 2	Writing Grade 2
<p>CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
Reading Grade 3	Writing Grade 3
<p>CCSS.ELA-Literacy.RI.3.1 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.</p>

Reading Grade 4	Writing Grade 4
<p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>

Reading Grade 5	Writing Grade 5
<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

K–6 CONTENT STANDARDS *(continued)*

Reading Grade 6	Writing Grade 6
<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>

HISTORY STANDARDS (K–5 EMBEDDED IN LITERACY STANDARDS)

Grade 2	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Grade 3	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Grade 4	CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Grade 5	CCSS.ELA-Literacy.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.
Grade 6	<p>CCSS.ELA-Literacy.RH.6 - 8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6 - 8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6 - 8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>

HOW THIS PROJECT ADDRESSES THE ESSENTIAL PROJECT DESIGN ELEMENTS

Key Knowledge, Understanding, and Success Skills

The *Peace by Piece* project is primarily a literacy unit with social studies content integrated as a secondary focus. The Key Knowledge and Understanding of reading and writing informational text is embedded throughout this project as students read about leaders of peace and examples of local and global conflicts solved with peaceful solutions. Depending on grade level, the social studies topics of citizenship, community, and historical examples of conflict and peace are discussed and understood with depth. As a way to live by example in terms of solving conflicts peacefully, the success skill of collaboration is taught and assessed in this project.

Challenging Problem or Question

As school leaders, students are compelled to advocate for a peaceful solution to a conflict or issue in their community. They will challenge other students in their school and the local community to find traits of peace in themselves to solve individual, classroom, local, national, and global conflicts. Students' advocacy and solution proposals will also be guided by a driving question, which they will return to throughout the project.

Sustained Inquiry

This project requires students to sustain an investigation into a community issue and research their problem or issue in both team and individual settings. Using online resources, talking with living resources, and gathering information from selected texts, students will continually enrich their understanding of the conflict and design a peaceful solution. This allows students to gain a sense of ownership over the project and be inspired to be peacemakers in their daily lives.

Authenticity

Students will have a chance to make an impact in their classroom or local communities by identifying a conflict and informing others of peaceful solutions through their solution proposals. Through the identification of personal traits held by peace leaders, students will acquire the skills and dispositions to challenge themselves and others to solve conflicts peacefully in both their daily lives and beyond.

Student Voice and Choice

Students will experience voice and choice by designing a peaceful solution to a classroom or local conflict. The opportunities for student voice range from articulating their peaceful solution ideas to their classroom community; expressing how they personally solve problems peacefully in their lives; writing throughout the project; and executing a unique presentation to the community. Choice is reflected in being able to select a peaceful solution, deciding on the layout of their individual journal, and determining what goes into their final Peace Summit Presentation.

Reflection

Reflection is an intentional part of the project flow. Through narrative writing, journaling, whole class discussions, and daily reviewing of the “need to know” questions, students have opportunities to metacognitively think about their learning individually and collaboratively with their teams. Thinking routines such as Chalk Talk and Making Meaning help make the learning visible and support student reflection. The focus on their reflections not only helps students self-assess their understanding of content but also the process of thinking and their ability to achieve the success skills.

Critique and Revision

To help create high quality work and thinking, critique and revision is embedded throughout the project. Protocols and routines such as Gallery Walk and Charrette engage students in structured feedback. The drafting, conferring, and revising stages of the writing process are collaborative conversations for students to reflect on their writing as well. As students prepare for the final presentation, teams give critique to each other and time is allocated in each of those instances for quality revision.

Public Product

The project culminates in the student-developed and -led Peace Summit. They will advocate for their peaceful proposal to a public audience of stakeholders such as other students, school leadership, and community members. They will also create a public product ranging in complexity.

PEACE *by* PIECE

Driving Question: *How can we as student leaders advocate for peace?*

Overview: In Peace Teams of 3–4, you will work together to explore different solutions to a community conflict. Each team will create a plan (peace proposal) for how to carry out one possible solution. Peace proposals will be shared publicly to an audience at a Peace Summit. At the end of this project, you will be able to answer the following questions:

- What is peace?*
 - What is a peacemaker?*
 - What is conflict?*
 - How am I a peacemaker?*
 - How do I solve conflicts peacefully?*
 - What are some ways to solve a community conflict?*
 - How does the world solve conflicts?*
 - How can we learn from the way others in the world solve conflicts to help solve conflicts in lives and community?*
-

Major Product

Individual:

- Narrative Reflection: “The Peacekeeper in Me”
- Informational Writing for Peace Proposal

Team:

- Peace Team Presentation (Peace Proposal)
-

Presentation Expectations

During your presentation, be sure to review the rubric and address the following:

- Share your answer to the driving question.
 - Explain the community conflict.
 - Include a detailed and logical plan of how to implement the solution.
-

Checkpoints

- Reflection journal
 - Narrative drafts
 - Teacher conferences
 - Drafts of Team Presentation
 - Charrette Protocol
 - Tuning Protocol
 - Presentation Rubric
 - Collaboration Rubric
-

Content Knowledge & Success Skills

Reading

- Understanding main idea
- Using text features to locate information
- Compare and contrast

Writing

- Supporting point of view with reasons
- Information text to learn about topics and share ideas
- Narratives using descriptive details and a clear sequence
- Research about a topic

History/Social Studies

- Understand selected cultures
 - Success Skill
 - Collaboration
-

Resources

- Informational books
 - Teacher-suggested websites
-

Materials

- Reflection journal
 - Narrative drafts
 - Teacher conferences
-

Supplemental Resources

- Rubrics (presentation and collaboration)
 - Presentation Plan
 - Team Management Log
-

PEACE *by* PIECE

PROJECT RUBRIC

	Feedback <i>Record any additional feedback to help the student improve.</i>	Developing	At Standard	Advanced <i>If the product exceeds expectations, how does it do so?</i>
English Language Arts Learning Target: I can write a narrative writing piece about "The Peacekeeper in Me."		<ul style="list-style-type: none"> * With guidance and support, writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences * Produces writing in which the development and organization are somewhat appropriate to the task and purpose 	<ul style="list-style-type: none"> * Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences¹ * Produces writing in which the development and organization are appropriate to task and purpose² 	
Collaboration Learning Target: I can effectively and successfully collaborate with my group. ³		<ul style="list-style-type: none"> * Uses design criteria and contextual constraints to inform initial planning, but does not use them throughout the development process * Makes judgments and decisions about design solutions but they are not consistently grounded in the criteria and contextual constraints * Can identify which components of the design fit within the criteria and contextual constraints, but may not be able to fully explain why 	<ul style="list-style-type: none"> * Is prepared for work with the team; studies required material and uses it to explore ideas in discussions * Helps make discussions effective by following agreed-upon rules, asking and answering questions, clearly expressing ideas * Listens to other points of view and disagrees kindly 	
Presentation Learning Target: I can present information about my solution proposal in a clear and organized way. ⁴		<ul style="list-style-type: none"> * Uses some descriptions, facts, details and examples that support ideas but there may not be enough, or some are irrelevant * Moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order * Shows some poise and confidence (only a little fidgeting or nervous movement) * Speaks clearly most of the time, sometimes too quickly or slowly; speaks loudly enough for most of the audience to hear 	<ul style="list-style-type: none"> * Uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a driving question * States main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner * Looks poised and confident * Speaks clearly, not too quickly or slowly, and loudly enough for everyone to hear 	

¹CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

²CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

³CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

⁴CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.