

Conflict, Consequences, and Solutions

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade 1
Suggested Duration: One 50-minute class period; ongoing

Stage 1 Desired Results

Established Goals

Social Studies Standard 2 Benchmark 4.5, 4.6 Identify conflict, consequence and solutions Students will identify conflict (problem), consequence and solutions. Students will use group making strategies as real situations.

IEFA Essential Understanding 3 The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

IEFA Essential Understanding 6 History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Understandings

- Montana Indian people still practice and teach their traditions.
- Montana Indian children still learn and practice their traditions.
- Native oral stories are respected.
- Everyone's life story is respected.

Essential Questions

- What happens when there is a conflict (problem)?
- What are actions of a good choice?
- What are actions of a bad choice?
- What language can you use to show respect for someone else?
- How can I see someone else's way of thinking?
- What are some ways I can solve a problem?
- What are the actions of a peacemaker?

Students will be able to . . .

- identify and explain an American Indian story conflict (problem).

- name the consequences or actions resulting from the problem (conflict) in the story.
- state a solution, or way to solve the problem (conflict) in the story.
- apply self-knowledge to create a new solution in the story and tell how to use it as a student peacemaker.
- demonstrate individual and group student actions and language of a peacemaker during a classroom or playground experience.
- take turns listening.

Students will know . . .

- it is important to always show respect (for the other person you may have a conflict with) by using respectful language.
- thoughtless choices or actions often lead to consequences. Think before speaking.
- it is important to put yourself in the other person’s “shoes” to understand that person. Listen to the other person.
- I can always learn from someone else.
- there is more than one way to find a solution or solve a problem.
- the words and actions of a peacemaker and mean them.
- we can all listen to each other to solve problems.

Stage 2 Assessment Evidence

Performance Tasks

1. Each student will gain the ability to solve a problem in a respectful manner through teacher-guided role playing.
2. Students will perform a role play acting out a conflict, consequences, and solution. This can be in pairs or small groups).
3. Each student will gain the life skill ability to solve a problem in a respectful manner during a classroom or playground conflict, demonstrating the actions and language of a peacemaker.
4. Classroom performance of Possum’s Tail, from *Pushing Up the Sky* (see resources).

Other Evidence

Each student will demonstrate the life skill ability to be a peacemaker by understanding conflict, resolving it, and learning from it, thereby helping others to learn to do the same (this is ongoing and is supported through the teacher's guided framework, modeling, and praise for specific student learning experiences toward becoming a peacemaker, and recorded as anecdotal information).

Stage 3 Learning Plan

Learning Activities

What learning experiences and instruction will enable students to achieve the desired results: Students will understand and identify conflict as it is presented in the lesson story or literature by utilizing American Indian authors. Students will recognize and name the consequence or action of a bad choice, and the consequence or action of a good choice. Students will reflect on the solution (how the problem was solved) and formalize how they (each) could identify another solution to the same story problem. Using a story to help students relate to how they can identify their own self-knowledge about conflict, places the responsibility on the student. The teacher is the facilitator, providing a guided framework.

W = help students know where the unit is going and what is expected?

Students and teacher will discuss (in general) conflicts (problem) they recognize (on playground, with a sibling, etc.), the consequence or action from the conflict, and how they may have found a solution (solved the problem). This is an *ongoing* student discussion, often using daily conflicts to support expectations, discussion, and modeling of appropriate actions and language. The teacher provides a guided framework by allowing students to ask and answer the questions.

- What was the conflict or problem?
- What was the consequence or actions after the problem?
- Did you have to say anything or do anything to end the conflict (problem)? What words did you use?
- How do you show respect to and for other students?
- Was there another way you could have solved the problem? What is it?
- Should everyone have the same choices and rules? Why?
- Should you care about everyone having the same choice? Why?
- Who is responsible for resolving a conflict?
- What does it mean to accept another person?
- What might be the words and actions of a peacemaker?

H = hook all students and hold their interest?

After the discussion, read a literature book and/or read and practice a play (see resource list), and tell students they are going to hear a very important story that has a big "conflict, consequences and a solution."

E = Equip students, help them experience the key ideas and explore the issues?

Teacher creates a list of new vocabulary words: Conflict, problem, consequence, respect, acceptance, action, solution, solve, empathy, peace, peacemaker, care.

Teacher models and role plays ways for students to create a classroom council of three students each week to help students solve their own conflicts and think of ways to solve the problems from the

conflict. The goal is to lead to individual responsibility to solve a small problem or conflict. Assessments (1, 2) will occur after practicing role plays and discussions.

R = Provide opportunities to rethink and revise their understandings and work?

Provide time for students to match the words, say the words, write the words, and discuss again meanings and how the words are used in a sentence. Some students may want to draw pictures to go with some of the vocabulary words.

Provide time for students to reflect on how they might have found different solutions and tell about them or act them out with a partner to role play.

Assessment (3) is ongoing and may be noted as an anecdotal note as teacher, parents, or other staff observe an individual student gaining this life skill.

E = Allow students to evaluate their work and its implications?

Students can create a class council to discuss any classroom conflict and be motivated to solve their own class conflicts. Students can role play the words and actions of a peacemaker, and then put it into real practice.

Assessment (4) will occur as students develop an understanding about conflict, consequence, and solution through performing these actions in a classroom play.

T = Be tailored (personalized) to the different needs, interests, and abilities of learners?

Provide different story levels to meet the needs of all students, which support identifying a problem, actions, and a solution.

Provide different levels of role playing and beginning stages of conflict resolution for different levels of learning.

O = Be organized to maximize initial and sustained engagement as well as effective learning?

Collect literature resources to support the Essential Understandings listed (support this with American Indian authors for authentic literature).

Students can identify other literature conflict, consequences, and solutions to support self-knowledge.

Resources

Bruchac, Joseph (Abenaki/Slavic). "Possum's Tail" (Cherokee) or "Wihio's Duck Dance" (Cheyenne). *Pushing Up the Sky: Seven Native American Plays for Children*. New York: Penguin Books, 2000. 94 pp. ISBN: 0-8037-2168-4

Step toe, John. *The Story of Jumping Mouse*. Caldecott Honor Books. ISBN: 9780688087401

Wheeler, Bernelda (Cree/Saulteaux). *A Friend Called 'Chum'*. Illustrated by Andy Stout. Winnipeg, Manitoba: Pemmican Publications Inc., 1984. 29 pages. ISBN: 0-919143-13-X (out of print).

Additional possible resource

Northern Cheyenne Research and Human Development Association. (Northern Cheyenne) [*Insects Off To War*](#). *Indian Reading Series Level 1, Book 5*. Portland, OR.: Northwest Indian Reading and Language Development Program Northwest Regional Educational Laboratory, 1977.

What happened to some insects who went to war because they had nothing to do.