

Project Title: How does **conflict** change the world around us?

Teachers/Team: Pruitt / Zentmeyer
Grade Level: 5th
Curriculum Area(s): Social Studies, Language Arts, Writing, Technology, Information Skills, Visual Arts, Physical Education, Music
Social Studies: Describe the impact of wars and conflicts on United States citizens, including but not limited to the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the 21st Century War on Terrorism. Curriculum Goal: NCSCOS 4.05 Essential Question: How does conflict change the world around us?
Focus Question/Statement: What is the difference between a war and a conflict? Focus Question/Statement: What was the impact of _____ war/conflict on the United States citizens? Focus Question/Statement: What impact has United States' involvement in conflicts had on her citizenry?
Language Arts: Conduct research (with assistance) from a variety of sources to expand understanding of text. Curriculum Goal: NCSCOS 3.06
Writing: Use technology as a tool to enhance and/or publish a product. Curriculum Goal: NCSCOS 4.10
Technology: NCSCOS Objective 1.14 Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of resources in content projects/assignments. Strand - Multimedia/Presentation NCSCOS Objective 2.15 Select, discuss and evaluate digital resources and information for content, accuracy, usefulness and cite sources. Strand - Telecommunications/Internet
Information Skills: NCSCOS 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based). NCSCOS 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

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Proposed Learning Activities:

First 2 weeks of February

- Introduce Conflict
- Teacher creates a big visual timeline - adding events as discussed - creating a Big Picture
- Media - Find Read-A-Loud's to accompany each major conflict era
- Media - Do a lesson on copyright and citing sources
- TF - Create a Pages - Digital Notecard - with Must Have's and Can Do's

End of February

- Divide Students into groups to represent each war
- Students begin to research and dig to find foundation information - using digital notecards
- Find 4-5 images that they think represent their Conflict

Feb / March

- Art - Create a Propaganda Poster from their conflict era by mid March
- Music - Patriotic Music from the many time periods
- PE - Period Games - Emphasize time / what resources they had / limitations, etc.

March

- Students - Create a journal / diary to help them understand what their life would have been like if they had been living then...
 - Introduction: My name is.. What is the date? Where did they live? What did parents do?
 - Other ideas: What was life like? What was a typical day? How did the conflict affect them?
- Students Create Digital Diary entree using keynote, highlighting images, and record their voice reading a selected diary entry
 - Use Photo Booth to create a timely picture of themselves to include on first slide and paste on the cover of their diary / journal
 - Use Photo Booth to take a picture of their Propaganda Poster to include in digital diary

Description of Culminating Task: Combine Digital Diaries to create a movie to present info to class and show to parents at the end of the year.
Assessment: Rubric (Digital Diary)

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