

Causes of Conflict CBA

Understanding the causes of conflicts may help us resolve current conflicts or even prevent future ones from occurring. You will research a conflict and analyze its causes from different social science perspectives.

Directions to students¹

In a cohesive paper or presentation², you will:

- State a position on why a factor (or factors) played a primary role in causing the conflict AND find similarities between this conflict and current conflicts.
- Provide reason(s) for your position that include:
 - An evaluation of factors causing the conflict from two or more of the following social science perspectives:
 - geographic
 - political
 - economic
 - cultural
 - sociological
 - psychological
 - Relevant information from two or more primary sources to support reasons for the position.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

¹ This directions page guides students towards the “proficient” level (level “3”) for this CBA. To help students reach “excellent” (level “4”), please refer to the rubric or, if available, the graphic organizer.

² Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

High School – Causes of Conflict CBA Rubric (Recommended for 9th/10th Grade*)

		-----PASSING-----		NOT PASSING ----->	
GLE (EALR)	4 - Excellent	3 – Proficient	2 – Partial	2 – Partial	1 - Minimal
4.3.1. Analyzes and interprets historical materials from a variety of perspectives in world history (1450-present). (9 th /10 th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)	States a position on which factor played a primary role in causing the conflict AND Draws a conclusion about how studying this conflict helps us understand the causes of specific conflicts in the world today.	States a position on which factor played a primary role in causing the conflict. AND Finds similarities between this conflict and current conflicts.	States a position on which factor played a primary role in causing the conflict without finding similarities between this conflict and current conflicts.	States a position on which factor played a primary role in causing the conflict WITHOUT taking a position. OR □ States a position on which factor played a primary role in causing the conflict that is unclear.	
4.3.2. Analyzes the multiple causal factors of conflicts in world history (1450 – present). (9 th /10 th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)	Provides reason(s) for the position supported by evidence. The evidence includes: • An evaluation of factors causing the conflict from three or more of the following social science perspectives: ○ geographic ○ political ○ economic ○ cultural ○ sociological ○ psychological.	Provides reason(s) for the position supported by evidence. The evidence includes: • An evaluation of factors causing the conflict from two of the following social science perspectives: ○ geographic ○ political ○ economic ○ cultural ○ sociological ○ psychological.	Provides reason(s) for the position supported by evidence. The evidence includes: • An evaluation of factors causing the conflict from one of the following social science perspectives: ○ geographic ○ political ○ economic ○ cultural ○ sociological ○ psychological.	Provides reasons for the position on causes of the conflict without explaining factors causing the conflict from social science perspectives OR Attempts to explain factors causing the conflict from one or more social science perspectives in an unclear or minimal way.	
5.4.1. Evaluates multiple reasons or factors to develop a position a paper or presentation. (9 th /10 th Grade) (EALR 5.4. Creates a product...)	Provides reason(s) for the position supported by evidence. The evidence includes: • An analysis of specific, relevant information from three or more primary sources.	Provides reason(s) for the position supported by evidence. The evidence includes: • An analysis of specific, relevant information from two primary sources.	Provides reason(s) for the position supported by evidence. The evidence includes: • A description of relevant information from one or more specific artifacts and/or primary sources.	Provides evidence from primary sources that do not support the position.	
5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product...) 5.2.2 Evaluates the validity, reliability, and credibility of sources while researching an issue or event.	• Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography.	• Makes explicit references within the paper or presentation to three credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography.	• Makes explicit references within the paper or presentation to two credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography.	• Makes explicit references within the paper or presentation to one credible source that provides relevant information. • Cites the source within the paper, presentation, or bibliography.	

* OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.

** Please also refer to the document “Scoring Notes for Secondary Social Studies CBAs” when evaluating student work.