



Social Studies

in Washington State

Causes of Conflict Grades 6 - 8

OSPI-Developed

Assessment

A Component of the
Washington State Assessment System

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Introduction

To Washington State Educators of Social Studies:

Welcome to one of our OSPI-Developed Assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Social Studies Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure and evaluate student growth; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments provide:

- Immediate information to teachers regarding how well students have acquired the expected knowledge and skills in their subject areas.
- Information that can lead to continued strengthening of teaching practices.
- Resources that enable students—as part of the learning experience—to participate in measuring their achievements.

This document includes the following parts:

- directions for administration
- the student's copy of the assessment
- scoring rubrics

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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CAUSES OF CONFLICT

An OSPI-Developed Assessment

Social Studies
Grades 6 - 8

Overview

This document contains information that is essential to the administration of *Causes of Conflict*, an OSPI-Developed Assessment for history. If this assessment is being used as a summative assessment to determine if specific social studies learning standards have been met, then prior to its administration, all students should have received instruction in the skills and concepts needed to achieve the standards.

This assessment may be used as an integral part of instruction; as such, it may be used as a formative assessment, summative assessment, culminating project, part of an alternative education packet, part of a lesson plan or unit of study, a pre- or post-assessment, or as an individual student portfolio item. In short, OSPI encourages the use of this and other OSPI-Developed Assessments to support deep social studies learning in line with our Washington State Learning Standards and the Common Core State Standards (CCSS).

Synopsis of *Causes of Conflict*

A conflict can have many causes. To avoid and resolve conflicts, it helps to understand these causes.

In this assessment, students will develop positions in which they explain the causes of a conflict.

Test Administration: Expectations

- The skills assessed by this item should be authentically incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.
- All industry and district safety policies and standards should be followed in the preparation and administration of any OSPI-Developed Assessment.

- Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.
- Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

Causes of Conflict requires students to demonstrate the ability to read source material, state a position, and support that position with reasoning and evidence. The student must prepare a written essay or oral presentation in which the student (1) examines how technology or an idea changed people’s actions, values, and/or beliefs, and (2) states and supports a claim regarding those changes.

- The task requires the student to state a position regarding how an idea or technology affected people’s lives.
- The task requires the student to explain how the technology or idea led to changes in people’s actions.
- The task requires the student to explain how the technology or idea led to changes in people’s values and/or beliefs.
- The task requires the student to list the sources that the student used.
- Prior to taking/receiving/administration of this assessment, students must have experience with:
 - Analyzing primary sources (close reading).
 - Citing sources.
 - Using text-based evidence.
 - Avoiding plagiarism.

If the students have experience with the above skills, the assessment should take 5–10 days. If the assessment is used as a teaching tool, it will take 3–6 weeks.

Learning Standards

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating and Taking Informed Action
developing questions and planning inquiries	civics economics geography history	gathering and evaluating sources developing claims using evidence	communicating and critiquing conclusions taking informed action

Washington State Standards—Social Studies Essential Academic Learning Requirements (EALRs): Grade Level Expectations (GLEs)*.

GLE 4.3.2 7 th Grade	Analyzes multiple causal factors that shape major events in Washington State and world history.
GLE 5.4.1 7 th Grade	Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.
GLE 5.4.2 7 th Grade	Creates an annotated bibliography, or works cited page, using an appropriate format.

CCSS Literacy—Reading Informational Texts (RI) and Speaking and Listening (SL)

CCSS RI 1 6 th Grade	Cite textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS RI 7 6 th –8 th Grades	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.
CCSS RI 9 6 th –8 th Grades	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CCSS SL 1 6 th –8 th Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-6–8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

*In a cohesive paper***: CCSS Literacy—Writing History/Social Studies (WHST)*

CCSS WHST 1 6 th –8 th Grades	Write arguments to support claims with clear reasons and relevant evidence.
CCSS WHST 4 6 th –8 th Grades	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS WHST 7 6 th –8 th Grades	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCSS WHST 9 6 th –8 th Grades	Draw evidence from literary or informational texts to support analysis, reflection, and research.

In a presentation: CCSS Literacy—Speaking and Listening (SL)

CCSS SL 4
6th–8th Grades

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

If implemented using technology: CCSS Literacy—Writing History/Social Studies (WHST)

**CCSS
WHST 6**
6th–8th Grades

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

*OSPI recommends that this classroom-based assessment be used at a particular grade level. If the assessment is used at another grade level within the grade band (3–5, 6–8, 9–12), the GLEs and CCSS may need to be adjusted to match the content.

**Definition: *Evidence* in the CCSS refers to facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline.

***Students may do either a paper or a presentation in response to the assessment, provided that for either format, the response is documented in such a way that someone outside of the classroom can easily understand and review it using the rubric (e.g., a video recording of the presentation or an electronic written document).

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the Washington OSPI-developed social studies assessment for history (Grades 6–8). This assessment is called *Causes of Conflict*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubric with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.

Accommodations

Refer to the student's IEP or 504 plan.

Student's Copy of the Task

The following section contains these materials for students:

- the student's task: *Causes of Conflict* (Grades 6–8)
- assessment rubric
- worksheets and handouts (optional)

Causes of Conflict

A conflict can have many causes. To avoid and resolve conflicts, it helps to understand these causes. You will develop a position in which you explain the causes of a conflict.

Your Task

In a cohesive paper or presentation, you will:

- State a claim regarding the main causes of the conflict.
- Provide background on the conflict by describing at least three of the following:
 - Who was involved in the conflict.
 - What the conflict was.
 - When the conflict took place.
 - Where the conflict took place.
- Provide background on the causes of the conflict by explaining two or more factors that helped cause the conflict.
- Provide reasons for your claim, including one of the following:
 - An analysis of how the conflict might not have occurred had one or more of the main causal factors been absent.
 - An evaluation of why at least one factor is more important than the others.
- Refer explicitly in the paper or presentation to three or more credible sources that provide relevant information:
 - Cite your sources when you draw information from them: for instance, when you summarize, paraphrase, or quote, and when you refer to facts, figures, and ideas.
 - Provide complete publication information for each source in your bibliography or list of works cited.

Causes of Conflict Rubric

Score	4	3	2	1
Claim	I stated a claim about the main causes of a conflict, <i>and</i> I did at least one of the following: I explained whether the conflict could have been avoided. I made a generalization about what causes conflict.	I stated a claim about the main causes of a conflict.	I stated a claim about the conflict, but I did not explain which factors were the main causes.	I addressed the conflict without making a claim about the cause.
Concepts	I provided background by describing all four of the following: Who was involved in the conflict. What the conflict was. When it took place. Where it took place.	I provided background by describing three of the following: Who was involved in the conflict. What the conflict was. When it took place. Where it took place.	I provided background by describing two of the following: Who was involved in the conflict. What the conflict was. When it took place. Where it took place.	I provided background by describing one of the following: Who was involved in the conflict. What the conflict was. When it took place. Where it took place.
Causes	I provided analysis of the causes of the conflict by analyzing three factors that helped cause the conflict.	I provided background on the causes of the conflict by analyzing two factors that helped cause the conflict.	I provided background on the causes of the conflict by analyzing one factor that helped cause the conflict.	I provided some background on one cause.
Sources	I referred explicitly in the paper or presentation to four or more credible sources that provide relevant information.	I referred explicitly in the paper or presentation to three credible sources that provide relevant information.	I referred explicitly in the paper or presentation to two credible sources that provide relevant information.	I referred explicitly in the paper or presentation to one credible source that provides relevant information.
ELA Citations	I properly cited sources in the paper, presentation, and bibliography, using a specific format.	I adequately cited sources in the paper, presentation, and bibliography.	I minimally cited sources in the paper, presentation, and bibliography.	I incorrectly cited sources in the paper, presentation, and bibliography.

No Score (NS) is given if the work is unintelligible; in a language other than English; off topic; off purpose; or copied.

In this section, you'll find:

- **Outline for an Argumentative Essay**
- **Student's Checklist**
- **Works Cited (MLA)**

Outline for an Argumentative Essay

TOPIC:

THESIS (includes your claim and supporting evidence, without explaining it yet):

BACKGROUND:

REASON / evidence #1:

REASON / evidence #2:

REASON / evidence #3:

COUNTERCLAIM:

CONCLUSION:

Student's Checklist

- I stated a claim regarding how an idea or technology affected people's lives.
- I explained how the technology or idea led to two or more changes in people's actions.
- I explained how the technology or idea led to one or more changes in people's values and/or beliefs.
- I referred explicitly in the paper or presentation to at least three credible sources that provide relevant information.
- I cited sources correctly within the paper or presentation and provided the publication details of each source in a bibliography or list of works cited.
- I did not plagiarize.

Works Cited (MLA)

Source #1

_____, _____ " _____ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

_____ . _____

Title of Source (Italicized – Underline only if written by hand) Date

_____ . _____ . _____

Page Number(s) Type of Source Date Accessed (website only)

Source #2

_____, _____ " _____ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

_____ . _____

Title of Source (Italicized – Underline only if written by hand) Date

_____ . _____ . _____

Page Number(s) Type of Source Date Accessed (website only)

Source #3

_____, _____ " _____ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

_____ . _____

Title of Source (Italicized – Underline only if written by hand) Date

_____ . _____ . _____

Page Number(s) Type of Source Date Accessed (website only)

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this assessment:

- copies of the task (one for each student)
- copies of the rubric, handouts, worksheets, and glossary (one set for each student)

Guidelines

You can approach this assessment in any number of ways; however, the assessment is well suited to be a culminating activity of classroom instruction in history.

While the essay format is often used for this assessment, it is not required. Students may make projects or PowerPoint presentations. Please note, however, that the final product must demonstrate that the student is able to complete the project individually; therefore, a group project is not an appropriate use of this assessment.

You should expose the students to primary source documents prior to administering this assessment.

You should also introduce students to a number of analytical methods before engaging them in the assessment; these include, but are not limited to:

- How to evaluate reliable and unreliable sources.
- How to formulate a claim.
- How to cite sources properly within a paper or presentation and in a bibliography, including instruction in APA, MLA, or Chicago citation methods.

Recommendations for Time Management

Time requirements for this assessment will vary widely based on your students' prior knowledge, chosen topics, and access to technology. If your students are completing the assessment as a culminating activity, expect to spend several days on research, collection of evidence, and outlining prior to the writing process. Writing and completion of projects can take from one day to a week depending on the prescribed format and pacing of your students.

Glossary

amendments: changes or additions to a document, such as the U.S. Constitution.

argue: to present reasons and evidence about a stance or opinion.

balance: harmonious arrangement or relation of parts within a whole.

bureaucracy: the administration of a government through departments managed by officials.

causal factors: the reason that something happened.

checks and balances: a process that allows each branch of government to limit the power of the other branches.

cite: note, quote, refer to, point out.

civic responsibility: the actions a citizen is required to do for the good of society.

claim: state to be true or existing.

common good: for the advantage or benefit of all people in society or in a group.

compromise: a settlement of differences in which all sides give up part of what they want in order to reach an agreement.

conflict: a struggle for power, property, etc.

consent of the governed: a theory of government that states that a government's legitimacy comes from the agreement of its citizens.

constituent: a person who is represented by an elected official.

constitutional issue: something that relates to the rights and government powers outlined in the U.S. Constitution. It often involves public disagreement.

controversial: something that produces public disagreement between individuals or groups holding opposing viewpoints.

core values: the basic principles or beliefs of a person or group.

credible: capable of being believed.

democracy: a form of government in which people choose leaders by voting.

demographic: identifying characteristics of human populations, such as age, gender, and nationality.

dictator: a person who rules with absolute power and authority.

doctrine: principles or beliefs of a group.

domestic: relating to matters within a country.

empower: to provide someone with authority to take action.

evidence: knowledge on which to base a belief; facts or information helpful in forming a conclusion or judgment; details that support an assumption.

explain: tell about something so people understand it.

explicit: fully and clearly expressed.

federal: a form of government in which power is divided between a central government and other, more localized governments.

foreign policy: the way a government interacts with other nations.

forms of government: the different methods of ruling a country or group.

framers/founding fathers: delegates to the Constitutional Convention of 1787 and others who helped to establish the government of the United States.

impact: an influence or strong effect.

initiative: the practice of allowing voters to propose and pass laws directly.

inquiry: an instance of inquiry.

international: involving two or more nations.

local: relating to a city or county level.

logically: according to logical reasoning.

multicultural: relating to or made up of people having different ways of life.

national interest: the collective needs of people when developing economic, social, or political policies.

negotiate: to discuss a matter in order to reach an agreement.

opposing: be against.

perspective: a way of regarding situations or topics; a specific viewpoint of an issue.

political parties: organized groups who seek to influence the structure and administration of government policies.

popular culture: parts of a culture, such as arts, entertainment, music, sports, fashions, and fads.

precedent: an act or decision that provides an example for later actions or decisions.

pros and cons: arguments in favor of and against a position or course of action.

reform: improvement made to existing structures or processes.

relevant: appropriate and makes sense at that particular time.

reliable: worthy of trust.

responsibilities: duties.

rights: something to which a person has a lawful claim: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.

sources: information taken from documents.

stakeholders: people who hold an interest in a business or project.

support: agreeing with or approving of a cause, person.

SOURCES:

“Constitutional Issues: Civil Liberties, Individuals, and the Common Good.” *Densho Civil Liberties Curriculum* v. 1.0. CD-ROM. Densho, the Japanese American Legacy Project, Seattle, WA. 2007.

CCSS Tier 2 Vocabulary Terms.

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- Washington State Social Studies Learning Standards: the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs).
- OSPI-developed classroom-based assessments.
- Intentional connections with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies.

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