



**TEXAS PERFORMANCE STANDARDS PROJECT**  
Grade 6 Social Studies Unit  
*Everyone's a Winner: A Study of Conflict and Mediation*

This guide links the *Everyone's a Winner: A Study of Conflict and Mediation* unit to the Texas Essential Knowledge and Skills (TEKS) for sixth graders. *Everyone's a Winner* is a social studies unit that allows students to explore techniques of mediation and conflict resolution as they relate to historical and contemporary struggles. *Everyone's a Winner* also has interdisciplinary connections to other disciplines. For example, students will write for a variety of audiences and purposes and in a variety of forms, as covered in the English Language Arts TEKS. They will also use experimental and theoretical probability to make predictions, which the Mathematics TEKS cover. The following document includes the applicable TEKS and the details of the *Everyone's a Winner* unit. The asterisks indicate the TEKS which are testable on the Texas Assessment of Knowledge and Skills (TAKS). The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

**Texas Essential Knowledge and Skills**

The unit may address the following TEKS:

English Language Arts:

- 6.1 Reads grade-level text with fluency and comprehension
- 6.2 Understands new vocabulary and uses it when reading and writing
- 6.3 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 6.7 Understands, makes inferences, and draws conclusions about the varied structural patterns and features of literary nonfiction and provides evidence from text to support their understanding
- 6.9 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 6.10 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding
- 6.14 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 6.19 Understands the function of and use the conventions of academic language when speaking and writing
- 6.20 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions
- 6.21 Spells correctly
- 6.22 Asks open-ended research questions and develops a plan for answering them
- 6.26 Uses comprehension skills to listen attentively to others in formal and informal settings

6.27 Speaks clearly and to the point, using the conventions of language

Mathematics:

- 6.9 Uses experimental and theoretical probability to make predictions
- 6.10 Uses statistical representations to analyze data\* (Testable on the Grade 6 Mathematics TAKS, Objective 5)
- 6.13 Uses logical reasoning to make conjectures and verify conclusions\* (Testable on the Grade 6 Mathematics TAKS, Objective 6)

Science:

- 6.3 Uses critical thinking and scientific problem solving to make informed decisions
- 6.5 Knows that systems may combine with other systems to form a larger system
- 6.9 Knows that obtaining, transforming, and distributing energy affects the environment

Social Studies:

- 6.1 Understands that historical events influence contemporary events
- 6.3 Uses maps, globes, graphs, charts, models, and databases to answer geographic questions
- 6.4 Understands the characteristics and relative locations of major historical and contemporary societies
- 6.5 Understands how geographic factors influence the economic development, political relationships, and policies of societies
- 6.6 Understands the impact of physical processes on patterns in the environment
- 6.7 Understands the impact of interactions between people and the physical environment on the development of places and regions
- 6.8 Understands the various ways in which people organize economic systems
- 6.9 Understands the role factors of production play in a society's economy
- 6.10 Understands categories of economic activities and the means used to measure a society's economic level
- 6.11 Understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and non-democratic governments
- 6.12 Understands alternative ways of organizing governments
- 6.13 Understands that the nature of citizenship varies among societies
- 6.14 Understands the relationship among individual rights, responsibilities, and freedoms in democratic societies
- 6.15 Understands the similarities and differences within and among cultures in different societies
- 6.17 Understands relationships that exist among world cultures
- 6.19 Understands the relationships among religion, philosophy, and culture
- 6.20 Understands the relationships among science and technology and political, economic, and social issues and events
- 6.21 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology
- 6.22 Communicates in written, oral, and visual forms
- 6.23 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

**Description of Unit**

This task provides an introduction to mediation and the ethics behind it by way of examination of historical and contemporary conflicts. Students will learn various mediation techniques and apply their new knowledge and skills. In their investigations, they will consider controversial court cases and derive alternative solutions. In their independent research, students will participate in a group simulation of a

current conflict of local, state, national, or international interest. Students will then reflect on the process and what the future might hold.

## Goals

Students will meet these goals in their explorations:

- Ask questions and explore theories
- Have opportunities to generate new ideas
- Develop the essential skills of logical thinking, creative problem solving, intellectual risk taking, and communicating
- Become familiar with various techniques of mediation and conflict resolution strategies
- Gain awareness of current conflicts, nationally and internationally

## Phase I. Learning Experiences

1. Introduce the topic of mediation and conflict resolution. Hold a discussion on different types and levels of mediation—from peer mediation to mediation in a global context. Helpful websites include:

<http://www.wrightslaw.com/info/mediation.7steps.htm>

<http://www.ianrpubs.unl.edu/epublic/pages/publicationD.jsp?publicationId=147>

<http://www.mediationadr.net>

2. Evaluate political and historic conflicts: for example, Israel and Palestine, India and Pakistan, Japanese-American Internment during World War II. Further examples can be found at:

<http://library.thinkquest.org/11572/cc/index.html>

Consider the following:

- What were the issues at stake?
- What were the differing opinions in each case? Who held each opinion?
- How were the issues resolved?
- Have the issues been disputed again? How?
- Has there been a difference in more recent resolutions?

Have the class come up with alternative solutions to the conflict and provide supporting arguments for each choice.

3. As a class, come up with several issues of interest. Divide the class into small groups, and split the groups up by their opinions on each issue. Some controversial issues are listed at:  
<http://www.twinlakes.k12.in.us/info/library/connection/contro.htm>
4. Have the groups discuss and make a list of what information they would need to have in order to effectively be a part of a conflict resolution meeting.

## Phase II. Independent Research

### A. Research process

1. Select topics. Each student selects a role within one topic for which they would like to be involved in the resolution. Try to select issues for which there are at least two students on each side of the same issue, and two on another side, so that they can have a conflict resolution meeting when research is complete.

2. Asking guiding questions. Once students have selected their role, each student should think of three to five guiding questions, such as:
  - What is the point of view on this topic of a person in my role? Do I share or disagree with that point of view?
  - How will this issue best be mediated?
  - Who will be the people on the other side of the issue?
  - Is there a middle ground on the issue or are there compromises which can be made from the perspective of my role?
  - What would a concession look like from my side?
  - What are the future impacts of varying decisions on the issue?

While these examples are general, the student's questions should be specific to the chosen role. The questions should lead him/her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

3. Creating a research proposal. The student should include numerous components in the research proposal:
  - The issue to be resolved
  - The three to five guiding questions he/she will investigate, as well as hypothetical answers to those questions from the perspective of the role chosen
  - Resources he/she will need to find answers to questions, such as primary and secondary sources, correspondence with experts on the subject, etc.
4. Conducting the research. After the teacher has approved student proposals, each student begins using the resources he/she has identified and others he/she may encounter. During this stage, the student will need to keep a log, note cards, and/or resource process sheets for all the sources he/she uses and what he/she learns from each one.

## **B. The product**

For each issue, prepare to hold a conflict resolution meeting. Students should come to the meeting prepared to play their role, with talking points, background information, and decisions about what is negotiable and what is not negotiable.

## **C. Communication**

Hold the conflict resolution meetings, one issue at a time, using the guidelines established by the students in Phase I. The students who are not actively discussing an issue should take notes and prepare to discuss the success or failure of the conflict resolution. At the end of each meeting, time should be allotted for questions from the audience. The Q&A sessions should be impromptu and unscripted in order to accurately reflect student learning. At the conclusion of the meetings, hold a class discussion about what you have all learned. Were the meetings similar or did they vary widely depending on the issue under discussion? What suggestions might the students make to future conflict resolution meeting attendees?

## **D. A completed project consists of:**

1. The research proposal
2. A log, note cards, or resource process sheets
3. The product—each student's researched opinion for the conflict resolution meeting
4. A Works Cited Page
5. An audiotape or videotape of the presentation, including the unscripted Q&A session

Resources:

*Mediation for Kids: Kids in Dispute Settlement* by Fran Schmidt, et al  
*Everything You Need to Know About Peer Mediation* by Nancy N. Rue  
*Peer Mediation: Agreeing on Solutions* by Robert Wandberg  
*The Mediator's Handbook* by Jennifer E. Beer with Eileen Stief  
*Guidebook for Introduction to Mediation* by Glenn Currier

**THECB College Readiness Standards**

This unit may address the following THECB College Readiness Standards:

English Language Arts:

- I.A.2 Generates ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates thesis
- I.A.4 Recognizes the importance of revision as the key to effective writing
- I.A.5 Edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate
- II.A.1 Uses effective reading strategies to determine a written work's purpose and intended audience
- II.A.4 Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions
- II.A.5 Analyzes the presentation of information and the strength and quality of evidence used by the author, and judges the coherence and logic of the presentation and the credibility of an argument
- II.A.7 Evaluates the use of both literal and figurative language to inform and shape the percepts of readers
- II.A.9 Identifies and analyzes the audience, purpose, and message of an informational or persuasive text
- II.A.11 Identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme
- II.C.1 Reads a wide variety of texts from American, European, and world literatures
- II.C.2 Analyzes themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature
- II.C.3 Analyzes works of literature for what they suggest about the historical period and cultural contexts in which they were written
- III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener's understanding
- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- III.B.3 Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
- IV.A.1 Analyzes and evaluates the effectiveness of a public presentation
- IV.A.2 Interprets a speaker's message; identifies the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and respond appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations

- IV.B.3 Listens actively and effectively in group discussions
- V.A.1 Formulates research questions
- V.A.2 Explores a research topic
- V.A.3 Refines research topic and devises a timeline for completing work
- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.B.4 Uses source material ethically
- V.B.5 Designs and presents an effective product

Mathematics:

- IV.D.1 Computes and uses measures of center and spread to describe data
- IV.D.2 Applies probabilistic measures to practical situations to make an informed decision
- VIII.A.1 Analyzes given information
- VIII.A.2 Formulates a plan or strategy
- VIII.A.3 Determines a solution
- VIII.A.4 Justifies the solution
- VIII.A.5 Evaluates the problem-solving process
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning
- VIII.C.1 Formulates a solution to a real-world situation based on the solution to a mathematic problem
- VIII.C.2 Uses a function to model a real-world situation
- VIII.C.3 Evaluates the problem-solving process
- X.A.2 Connects mathematics to the study of other disciplines
- X.B.1 Uses multiple representations to demonstrate links between mathematical and real-world situations

Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- II.E.1 Understands descriptive statistics
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- IV.B.1 Understands how scientific research and technology have an impact on ethical and legal practices
- X.B.2 Knows the various sources of energy for humans and other biological systems
- X.C.1 Recognizes variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations
- X.D.1 Names and describes major environmental policies and legislation
- X.D.2 Understands the types, uses, and regulations of the various natural resources
- X.E.1 Describes the different uses for land
- X.E.2 Understands the use and consequences of pest management
- X.E.3 Knows the different methods used to increase food production
- X.E.4 Understands land and water usage and management practices
- X.E.5 Understands how human practices affect air, water, and soil quality

Social Studies:

- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.4 Evaluates the causes and effects of human migration patterns over time

- I.A.5 Analyzes how various cultural regions have changed over time
- I.A.6 Analyzes the relationship between geography and the development of human communities
- I.B.2 Identifies and evaluates sources and patterns of change and continuity across time and place
- I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history
- I.C.1 Evaluates different governmental systems and functions
- I.C.2 Evaluates changes in the functions and structures of government across time
- I.C.3 Explains and analyzes the importance of civic engagement
- I.D.1 Identifies and evaluates the strengths and weaknesses of different economic systems
- I.D.2 Analyzes the basic functions and structures of international economics
- I.E.1 Identifies different social groups and examine how they form and how and why they sustain themselves
- I.E.2 Defines the concept of socialization and analyze the role socialization plays in human development and behavior
- I.E.3 Analyzes how social institutions function and meet the needs of society
- I.E.4 Identifies and evaluates the sources and consequences of social conflict
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- II.A.1 Defines a “multicultural society” and considers both the positive and negative qualities of multiculturalism
- II.A.2 Evaluates the experiences and contributions of diverse groups to multicultural societies
- II.B.1 Explains and evaluates the concepts of race, ethnicity, and nationalism
- II.B.2 Explains and evaluates the concept of gender
- II.B.3 Analyzes diverse religious concepts, structures, and institutions around the world
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or identity
- II.B.5 Explains the concepts of socioeconomic status and stratification
- II.B.6 Analyzes how individual and group identities are established and change over time
- III.A.1 Distinguishes spatial patterns of human communities that exist between or within contemporary political boundaries
- III.A.2 Connects regional or local developments to global ones
- III.A.3 Analyzes how and why diverse communities interact and become dependent on each other
- III.B.1 Applies social science methodologies to compare societies and cultures
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies
- IV.B.2 Explains how historians and other social scientists develop new and competing views of past phenomena
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collect sources
- IV.C.1 Understands/interprets presentations critically
- IV.D.1 Constructs a thesis that is supported by evidence

- IV.D.2 Recognizes and evaluates counter-arguments
- V.A.1 Uses appropriate oral communication techniques, depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revises personal views when valid evidence warrants
- I.B.1 Considers arguments and conclusions of self and others
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modifies claims based on the results of an inquiry
- I.C.1 Analyzes a situation to identify a problem to be solved
- I.C.2 Develops and applies multiple strategies to solving a problem
- I.C.3 Collects evidence and data systematically and directly relate to solving a problem
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outline texts when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.B.3 Composes and revises drafts
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.3 Refines research topic based on preliminary research and devise a timeline for completing work
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.1 Identifies patterns or departures from patterns among data
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data

- II.D.3 Presents analyzed data and communicates findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately