1. What is our purpose

1a) To inquire into the following:

- **transdisciplinary theme**  **WHO WE ARE**
  
  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

- **central idea**
  
  People have the responsibility to create a more peaceful world.

1b) Summative assessment task(s):

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students will show they are peacemakers through one (or more) lines of inquiry in the following forms:

- Creative form: art, poetry or narrative story
- Written form: research and report on past or current events, action-takers/peacemakers, initiatives or projects.
- Social action form: initiate project or program for self, family, class, school, local community or larger/global community

Students submit a peace action plan. Students analyze how they can promote peace within themselves, at home, school, politically, and ecologically.

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**Key concepts:** connection, perspective, responsibility

**Related concepts:** relationships, systems, equality, compromise

What lines of inquiry will define the scope of the inquiry into the central idea?

**Inquiry into:**

- building relationships (connection)
- resolving conflict (perspective)
- sharing finite resources (responsibility)

What teacher questions/provocations will drive these inquiries?

What is conflict? Why do we fight? What is peace? Why is peace valuable? What can we do to create a more peaceful world? What does it mean to build peace? What might peacebuilding look like? How can conflicts be resolved without resorting to violence? What different types of relationships do we have? How do our actions impact our relationships? How do feelings influence our actions? Is peace a feeling? When you have experienced peace in the past what actions were taking place? What can you do locally or globally to get involved to make a positive difference? What are ways we can work toward peace throughout the year and not for just one day?
### Planning the inquiry

<table>
<thead>
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<th>Week 1:</th>
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<td>● <strong>Lesson 1 - Five Spheres of Peace</strong>: Students will play a game that involves listening and group brainstorming about the definition of peace; identify many different types of relationships they have in their lives including examples of personal, social, political, institutional, and ecological relationships; identify how these relationships are all interconnected through creating a relationship web; engage in collaborative critical thinking toward identifying ways of building peace between these relationships (connection, relationships, systems, social and communication skills; tolerance)</td>
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<th>Week 2:</th>
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| ● **Lesson 2 - Personal Peace I**: Students will identify and label the emotions of a character within a story; come up with peaceful responses to challenging emotions (connection, relationships, communication skills, empathy)  
● **Lesson 3 - Personal Peace II**: Students will practice two methods of reflection, contemplation, and expression: art and journaling (connection, interpretation, communication and self-management skills, respect) |

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<th>Week 3:</th>
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| ● **Lesson 4: Social Peace I**: Students will create collages of their needs and wants; compare colleges and identify similarities and differences between the needs and wants represented in the group; explore how conflicts can arise when needs and wants are not met (perspective, conflict, thinking and communication skills, empathy)  
● **Lesson 5: Social Peace II**: Students will choose responses to conflict that best communicate wants, needs, and feelings; create “I feel” statements to express emotions (perspective, conflict, communication skills, empathy) |

| Week 4: |
Lesson 6: Political Peace I: Students will identify rights and corresponding responsibilities they feel are important for their fictional town; reflect upon their processes of group decision-making; explore skills useful for building peace within group decision-making processes (responsibility; thinking and social skills, respect)

Week 5:

Lesson 6: Political Peace II: Students will guess what object is in a cut piece of photograph based on their previous experiences of seeing similar shapes; discuss how their previous experiences helped form their opinions of what object was in the photograph; brainstorm practices for building peace when differences of opinions arise between people; use strategies in a group activity that challenges group members with differing opinions to come to a consensus; reflect on what strategies were most useful for building peace in the midst of differing opinions (perspective, compromise, thinking and communication skills, respect)

Field Trip:

Students will participate in international flag ceremony and call for peace at International Peace Day at Daley Plaza.

ELA:

Students will read the City of Chicago Proclamation and the State of Illinois Proclamation to discuss purpose and meaning of official documents.

Students will listen to and closely read Martin Luther King, Jr’s “I Have a Dream” speech and write about their own dreams for peace. (responsibility, perspective, equality, thinking and communication skills, responsibility, respect)

Writing:

Students will bring object or picture of what represents peace to them and write a concrete description of their object/image and reflect on how it brings them peace. (connection, communication skills, respect)

Science: Conserving Natural Resources

Science Lesson 1: What Are Natural Resources? Students will make journals; observe models of categories of natural resources; identify natural resources on the school grounds, record them on a chart, and describe them in their
journals; determine the natural resources used to make various items on the school grounds and in the classroom; compare items made from different natural resources.

- **Science Lesson 2: People Use Natural Resources** Students will make “Earth Pockets” using paper plates in which the students place a string of illustrations and words that show the transformation of a natural resource into a product; work in groups to make mobiles that represent the kinds of natural resources humans need in order to live; classify an item based on the natural resource from which it was made; make a collage of items made from a specific natural resource.

- **Science Lesson 3: Landfills in a Jug** Students will listen to story, *Farewell to Shady Glade* by Bill Peet or *Where Once There Was a Wood* by Denise Fleming, and discuss how a landfill can affect habitats of wildlife and people; construct model landfills in a gallon jug, add garbage to these models on a daily basis, and record what has been added; discuss what they can do with the new garbage when most of their model landfills are full; identify the garbage they placed in the model landfill that could have been reused or recycled.

- **Science Lesson 4: There is No “Away”** Students will look at the pictures of a landfill in *Where Does the Garbage Go?* by Paul Showers and describe a landfill; classify classroom garbage according to the kinds of natural resources used to make the garbage; listen to the story *Katherine and the Garbage Dump* by Martha Morris and relate the actions of the character to actions they can take with the garbage in the classroom; classify items that can be reduced, reused, or recycled.

- **Science Lesson 5: Treasures of the Earth--A Play** Students will perform a play about the importance of natural resources to people; write a pledge to do one thing to conserve natural resources; share the actions they have done based on their pledge.

**PSPE (Personal, Social, PhysEd):**

- **Second Step Anti-Bullying Program**
- **Digital Citizenship**
  - Lesson 1: Rings of Responsibility
  - Lesson 2: Power of Words
  - Lesson 3: Private and Personal Information

**MIRTL:**

- Students will analyze Edward Hicks’ Peaceable Kingdom
Spanish: PYP World Language

- Students will listen and the historical Biography of peaceful movement for change. "Cesar Chavez."
- Students will write in Language B (additional language) the profiles that best describe Cesar Chavez the leader of a peaceful movement of change.
- Students will discuss International Peace Day and learn about Hispanic leaders who created a movement and change.
- Students will sing "De Colores" in English and Español. This song is a traditional song of Peace and Unity. "De Colores" is also considered the anthem of the United Farmworkers of America, a Union founded by César Chávez.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Transdisciplinary Skills

Thinking skills: (comprehension, application, dialectical thought) Students will grasp meaning from materials learned, communicate and interpret learning; make use of previously acquired knowledge in practical or new ways; and think about two or more different points of view at the same time, understand those points of view, and realize that other people can also take one's own point of view.

Social skills: (accepting responsibility; respecting others, cooperating, resolving conflict) Students will learn to assume responsibility, listen sensitively to others, make decisions based on fairness and equality, recognize that others' beliefs, viewpoints, religions and ideas may differ from one's own, and state one's opinion without hurting others.

Communication skills: (listening, speaking, reading, writing, non-verbal communication) Students will listen to each other, express their own ideas and opinions clearly, read a variety of material, make inferences and draw conclusions; write their own opinions, and understand the way images and language interact to convey ideas, values, and beliefs.

Self-management skills: (safety, code of behavior, informed choices) Students will engage in personal behavior that avoids placing oneself or others in danger or at risk, know and apply appropriate rules or operating procedures of groups of people, and select an appropriate course of action or behavior based on fact or opinion.

Learner Profile Attributes:

Caring: Students show empathy, compassion and respect towards the needs and feelings of others as they learn how to resolve disagreements in the classroom. They have a personal commitment to service, and act to make a positive difference to the
lives of others and to the environment as they promote peace in the classroom and community.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Attitudes:** Empathy, Respect, Tolerance

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<th>Language Arts and Math</th>
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<td>- Classroom Accommodations/Modifications:</td>
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<td>The accommodations/modifications will be as follows:</td>
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<tr>
<td>- Administer in small group</td>
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<td>- Administer in location with minimal distractions</td>
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<td>- Read directions orally</td>
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<td>- Read entire test orally</td>
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<td>- Assign scribe to record reader</td>
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<tr>
<td>- Mark answers in test booklet</td>
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<td>- Extend time allotted by 50 percent</td>
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<td>- Allow 1 stop-the clock-breaks</td>
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<td>- Provide drink during testing</td>
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5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

**Web Resources:**

- [Chicago Build the Peace Committee](#)
- [National Peace Academy Curriculum](#)
- [Jane Addams Peace Association](#) list of books awarded for promoting the cause of peace, social justice, world community, and the equality of the sexes and all races.
- [Cooperative Children's Book Center](#) online resource of thematic bibliographies
- [http://learningpeace.com/](http://learningpeace.com/)
Audio-Visual Materials:

Dr. King's "I Have a Dream" speech video

Children of Heaven - award winning foreign-language film from Iran

Literature:

What Does Peace Feel Like? by V. Radunsky

Four Feet, Two Sandals by Karen Lynn Williams

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull

Night Boat to Freedom by Margot Theis Raven

Nasreen’s Secret School by Jeanette Winter

Henry and the Kite Dragon by Bruce Edward Hall

Silent Music: A Story of Baghdad by James Rumford

Always Remember Me: How One Family Survived World War II by Marisabina Russo

Ruth and the Green Book by Calvin Ramsey

Belle, the Last Mule at Gee’s Bend by Calvin Ramsey

Sojourner Truth’s Step-Stomp Stride by Andrea Davis Pinkey

Poems to Dream Together by Francisco Alarcon

Poem by Lao Tzu, Chinese philosopher

If there is to be peace in the world,
There must be peace in the nations.
If there is to be peace in the nations,
There must be peace in the cities.
If there is to be peace in the cities,
There must be peace between neighbors.
If there is to be peace between neighbors,
There must be peace in the home.
If there is to be peace in the home,
There must be peace in the heart.
– Lao Tzu, Chinese philosopher

**Informational text:**

*City of Chicago Proclamation for Peace Day*

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

A PYP bulletin board will display all the components of this unit including transdisciplinary theme, central idea, lines of inquiry, key concepts, transdisciplinary skills, highlighted learner profile attributes and attitudes. Students will reference this board when writing reflections.

A place will be provided where students can nominate model classmates who exhibit “caring” and “knowledgeable” and explain why student was nominated.

An interactive bulletin board decorated with “peace” words in other languages and a “NWSE (Need to Know, Wonder/Worrisome, Something to Share, Excited) poster will be available for students to display work.

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Reflecting on the inquiry
6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Mack: The central idea and theme were well connected. In setting up our classrooms, students thought about what is needed to have a peaceful, effective working classroom. The summative assessment allowed students to reflect, analyze and synthesize a great deal of information and show evidence of knowing the PYP essential elements. They decided what they would do to promote or maintain peace in five spheres of influence in their lives. They considered personal peace, peace in their family, community and world and how their actions are affecting others. Students showed evidence of internalizing their responsibility to promote peace. I hope this type of reflection and taking responsibility for their own peace and that of others becomes a lifelong pursuit.

Kim: Students showed their understanding that their actions have a consequence—both good and bad. Students embraced our school's essential agreements (being respectful, responsible, safe, kind) in their behavior both in the classroom learning environment and outside the classroom during recess, lunch and other unstructured times, and, hopefully, in their private lives beyond the school.

The summative assessment (individual peace action plans) show that students made the connection between having responsibility and taking action. However, I wanted them to take it a step further and not just make the plan but to show evidence that they put their plan into action. Perhaps, we should add a required component of evidence.

The connection between the transdisciplinary theme (sharing the planet) and the central idea was made by students as they learned about finite natural resources and landfills. In addition, they realized that there was a bigger world outside their small

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in “What do we want to learn?”
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Mack: Key concepts: connection, perspective, responsibility. Students demonstrated an understanding of how resolving conflict has a lot to do with perspective and empathy. Students were willing to consider how they must be responsible in the classroom, at home and in the community and how they are all connected. Personal peace was a difficult concept for them but we worked hard on understanding that if they can become aware of how to achieve a level of personal peace, that will connect/transfer to other areas of their lives.

Attitudes: Empathy, Respect, Tolerance. One of our books entitled: “Four feet two sandals helped students to develop empathy and respect for the generous spirit illustrated in the book. In response to reading Sadako’s 1,000 paper cranes, students demonstrated their ability to empathize with the main character and to transfer that in their relationships with other students.

Skills: thinking social, communication and self management. Since this unit is the beginning of the year, students had ample opportunity to practice self management skills, communication and thinking as we learned and practiced classroom essential agreements and how to be safe, responsible, respectful and caring/kind.

Kim: Students showed their understanding of the PYP concepts (connection, perspective, and responsibility) as well as their understanding of relationships and compromise. However, I am unsure of their explicit understanding of systems and equality. We may need to flush the ideas about these concepts further next time.

We spent a lot of time being very explicit about connecting the transdisciplinary skills to the activities as well as planned actions. Students showed clear understanding of which skill applied to different scenarios.

Students showed their respect and tolerance in their interactions with each other during group work and play. They showed their empathy to characters in stories facing hardships due to war, conflict, and lack of resources through their reflective writing. Knowledge in the form of self-awareness and caring was evident throughout this unit in student actions during the Peace Rally, Second Step social/emotional learning
community that can be impacted by their actions. In addition, they were able to show empathy and understanding when exposed to stories of children around the world who did not have peace.

Reflecting on the inquiry
8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

1. Why doesn't everybody recycle?
2. Can't you have a peaceful divorce?
3. How come people litter?

What is a refugee camp? Why are some soldiers bad? How come that government took away Nasreen’s father?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What is conflict? Why do we fight? What is peace? Why is peace valuable? What can we do to create a more peaceful world? What does it mean to build peace? What might peacebuilding look like? How can conflicts be resolved without resorting to violence? What different types of relationships do we have? How do our actions impact our relationships? How do feelings influence our actions? Is peace a feeling? When you have experienced peace in the past what actions were taking place? What can you do locally or globally to get involved to make a positive difference? What are ways we can work toward peace throughout the year and not for just one day?

The most effective questions were the ones which led to discussions about action and impact.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Rooms 101 and 102 will host a coat drive with donations going to Refugeeone, an organization which helps refugees get settled in the U.S.

Students took home the Four feet two sandals book, read it to their parents and discussed it.

On second day of school, after discussing central idea, Sophia Veranga wrote down

9. Teacher notes

Contact The Peace School in Chicago which has peace-related programs for the classroom ranging from art projects to workshops in Peace Breathing and Peace Yoga for students and teachers. Contact The Peace School, 3121 N. Lincoln Ave., Chicago, IL 60657, phone: 773-248-7959, fax: 773-248-7963, email: info@peaceschool.org

This unit has a heavy concentration on social emotional learning but is well placed in the year. It's difficult to not want to rush ahead to more content rich subject areas but this is foundational and we will be grateful we gave it the time it needed. The refugee crisis our country is facing will lend itself to continuing to discuss finite resources, and resolving conflicts. These are rich discussions we can have throughout the year as we discuss current events with an emphasis on perspective, tolerance and empathy.

We did not go to Call to Peace this year. Instead, we held our own Call to Peace at school. Next year, we will build giant dove and third graders will lead assembly (which needs to be 45 minutes, not 30). We will assign flags from around the world for students to make.

Making origami cranes works on fine motor skills...add that to next year’s planner.
and shared Make New Friends song.

Students discussed classroom novels/books with parents at home.