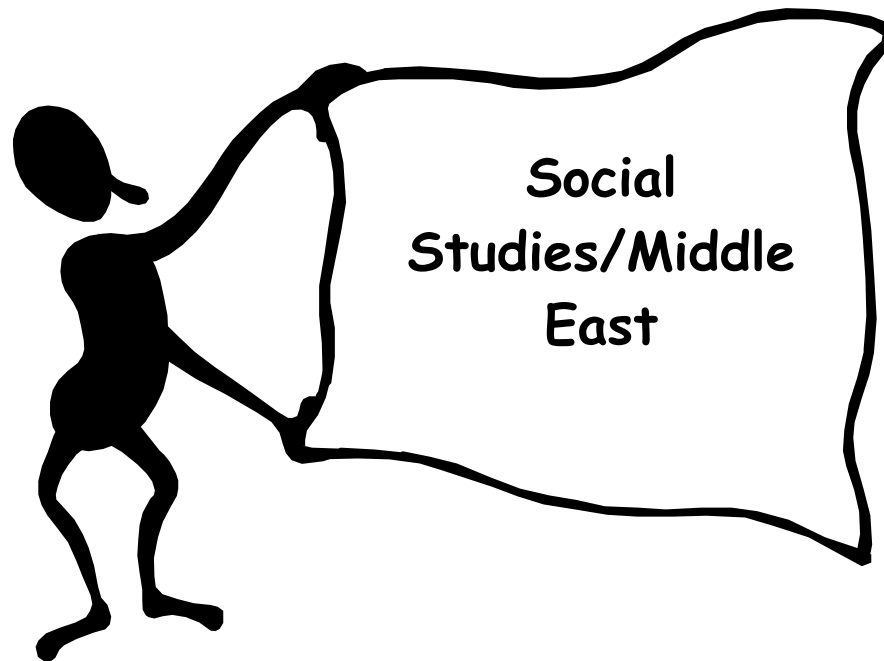


## **Backwards Design Unit Planning**

**Teacher/School: Aspires JHS185 Magnet School**

**New York City Department of Education  
Magnet Program District 25 & 28**

School Name  
ASPIRES JHS185 Magnet School



**Essential Question: How do geography, economics, people, and key events connect to build a region?**

**Suggested Time Frame: 6-8 weeks**

**Theme: Architecture**

## Backwards Design Unit Planning

Teacher/School: Aspires JHS185 Magnet School

Stage 1- Desired Results	
<b><u>Standards-Based Learning Goals:</u></b>	
Concepts	
<b>Big Ideas for this Unit</b> <ul style="list-style-type: none"> <li>• Connections</li> <li>• Communities</li> <li>• Systems</li> <li>• Environments</li> <li>• Change or continuity</li> <li>• Interactions</li> </ul>	<b>Magnet School Theme:</b> Architecture  <b>Relevant/Connected Big Idea:</b> <ul style="list-style-type: none"> <li>• How we live often tells others about who we are?</li> <li>• Buildings are dependent on location?</li> <li>• How does location determine function?</li> </ul>
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The location of a place influences a people’s way of life.</li> <li>• History often defines our past and who we are as a culture.</li> </ul>	<b>Overarching Essential Question(s):</b> How do geography, economics, people, and key events connect to build a region?
Content and Skills	
<b>Content</b> <b>Students will know...</b> <ul style="list-style-type: none"> <li>• Geography of the Middle East (deserts, regions, rivers, mountains) 3.1c, 3.1d</li> <li>• <b>FOCUS: Case study of an early</b></li> </ul>	<b>Skills</b> <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Identify the geographic features of the Middle East</li> </ul>

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<p><b>people of the Middle East</b> (Sumer, Mesopotamia) – key geographic features 3.1a, 3.1c, 3.1d – Daily life 2.1a – social and political organization 2.1a, 5.1a – culture ( – Economic systems 4.1a, 4.1e – people and events in history 2.</p> <ul style="list-style-type: none"><li>• <b>Growth and Development: Expansion of Ottoman Empire</b> 2.1b, 2.2c</li><li>• European Crusades and religion in the Ottoman Empire 2.1b, 2.2c</li><li>• Resistance to European influences 2.1b, 2.2c</li><li>• Effect of alliance with Germany and Austria-Hungary during World War I 2.1b, 2.2c,</li><li>• The rise of modern Middle Eastern nations (Iraq, Saudi Arabia, Kuwait) 2.1b, 2.2c</li><li>• Palestine and the creation of Israel 2.1b, 2.2c</li><li>• Economics and oil in the Persian Gulf 2.3c, 4.1b</li></ul> <ul style="list-style-type: none"><li>• <b>FOCUS: Case study of a contemporary Middle Eastern nation</b> <b>(Israel, Jordan, Iraq, Saudi Arabia, etc.)</b> – geographic and political boundaries of modern Middle East 3.1c, 3.2d – the formation of the modern Middle East 3.1c, 3.2d – key events and people 2.2c, 2.3a – daily life 2.1a – cultural legacies 2.1a – forms of government 5.1a – Middle Eastern economy today 4.1a, 4.1c, 4.1e, 4.1f – issues of diversity and interdependence 2.1a, 3.1d, 4.1a, 4.1c</li></ul>	<ul style="list-style-type: none"><li>• Explain a day in the life of a Mesopotamian</li><li>• Diagram the social and political systems of the ancient middle east</li><li>• Identify the Sumerians, Babylonians, and Israelites</li><li>• Identify their government, writing systems, economic systems, religion, architecture</li><li>• Compare and contrast ancient times to modern times in the Middle East</li></ul>
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## Backwards Design Unit Planning

Teacher/School: Aspires JHS185 Magnet School

<ul style="list-style-type: none"><li>- religion 2.1a</li><li>- development of urban centers 3.1c</li><li>- impact of technology 2.3c</li><li>- current issues 2.2a, 2.4d</li></ul>	
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## **Backwards Design Unit Planning**

**Teacher/School: Aspires JHS185 Magnet School**

### **Stage 2- Summative Assessment Evidence**

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

➤ Design the Culminating/Summative Task:

G- (goal)

In groups, students will write a newspaper about a certain period of time in the Middle East

R- (role)

Students are reporters

A- (audience)

Newspaper readers, teachers, other students

S- (situation)

Bleeker Times is hiring a new team of reporters, and it is the student's job to apply for that role.

P- (purpose and product)

Purpose is to get students to objectively report information about the Middle East in newspaper format. Content will include historical knowledge of the Middle East, and an understanding of newspaper format. Product will be a synthesized newspaper from the entire group including all newspaper features.

S- (standards for performance)

## Backwards Design Unit Planning

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### Student Task

In the space below, write the task exactly as students will see it.

**Bleeker Times wants you! The talented staff of the Bleeker Times is looking for a new team of reporters, and we are relying on you to give us the whole truth, and nothing but the truth!**

**You are a reporter, and it is your job to present the news of the Middle East! Your team is responsible for reporting all the information of your time period.**

**You will be broken into teams of five, and each reporter will have a different responsibility.**

**Each newspaper should include the following:**

**1. Five articles, one devoted to each of the following: politics, economics, architecture, geography, and a biographical sketch of a key person in that time frame, are required. Each article must be at least 200 – 250 words, and needs to explain the five “W”s of your topic. You also need to make sure that you give credit to the sources of your information.**

**2. Five other features that may be any of the following as long as they include some references to the Middle East: pictures and captions, celebrity gossip and fashion, food/book/movie reviews, recipes, advertisements, classifieds, advice columns, sports columns, business, crosswords, and comics.**

Newspaper Rubric

adapted from [http://coe.west.asu.edu/students/creuss/newspaper\\_rubric.htm](http://coe.west.asu.edu/students/creuss/newspaper_rubric.htm)

Student Name \_\_\_\_\_

## Backwards Design Unit Planning

**Teacher/School: Aspires JHS185 Magnet School**

CATEGORY	4	3	2	1
<b>Who, What, When, Where &amp; How</b>	All articles adequately address the 5 W's (who, what, when, where and how).	90-99% of the articles adequately address the 5 W's (who, what, when, where and how).	75-89% of the articles adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).
<b>Layout - Headlines &amp; Captions</b>	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
<b>Layout - Columns</b>	Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "fairly professional."	Columns are typed. There are adequate "gutters" between most columns and articles. It is easy to read, but looks somewhat nonprofessional.	Columns are not neatly typed and/or "gutters" are not adequate, so newspaper is somewhat difficult to read.
<b>Contributions of Group Members</b>	Each person in the group has contributed at least two articles and one graphic without	Each person in the group has contributed at least one article and one graphic with a few	Each person in the group has contributed at least one article with some minimal assistance from peers.	One or more students in the group required quite a lot of assistance from peers before

## Backwards Design Unit Planning

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	prompting from teachers or peers.	reminders from peers.		contributing one article.
<b>Spelling and Proofreading</b>	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
<b>Articles - Purpose</b>	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
<b>Requirements</b>	All of the required content was present.	Almost all the required content was present.	At least 75% of the required content was present.	Less than 75% of the required content was present.

### GRID TEMPLATE

**Essential Question: How do geography, economics, people, and key events connect to build a region?**

Mini-Unit Title	Big ideas of the mini-unit / concept	Knowledge (Important Content to	<i>Skills</i> What should the students be able	How does this connect to the theme of your	Possible List of Topical Essential Questions /	Mini-Unit Assessment	Benchmarks / Scaffolding	Culminating Project
								-

## Backwards Design Unit Planning

Teacher/School: Aspires JHS185 Magnet School

<p><b>Who are the Sumerians?</b></p>	<p><b>Adaptation, communities, culture, environments, interaction, interdependence, justice, perspective, systems, technology</b></p>	<p><b>Writing systems, Government/ Law, Type of Religion, Politics, Architecture, Geography</b></p>	<p><b>Write a newspaper article. Answer test prep passages Read non- fiction Complete graphic organizers</b></p>	<p><b>Architecture feature for culminating project on Middle East</b></p>	<p><b>What can I learn from the past? How does a region's geography, climate, and natural resources affect the way people live and work? What is power? What forms does it take? What does it mean to make a living? What does it mean to be civilized?</b></p>	<p><b>Test Prep passage Reading comprehension passages Graphic organizers</b></p>	<p><b>Two newspaper items of their choice</b></p>	<p><b>Middle Eastern Newspaper</b></p>
<p><b>Who are the Babylonians? Middle East</b></p>	<p><b>Adaptation, communities, culture, environments, interaction, interdependence, justice, perspective, systems, technology</b></p>	<p><b>Writing systems, Government/ Law, Type of Religion, Politics, Architecture, Geography</b></p>	<p><b>Write a newspaper article Answer test prep passages Read non- fiction Complete graphic organizers</b></p>	<p><b>Architecture feature for culminating project on Middle East</b></p>	<p><b>What can I learn from the past? How does a region's geography, climate, and natural resources affect the way people live and work? What is power? What forms does it take? What does it mean to make a living? What does it mean to be civilized?</b></p>	<p><b>Test Prep passage Reading comprehension passages Graphic organizers</b></p>	<p><b>Two newspaper items of their choice</b></p>	<p><b>Middle Eastern Newspaper</b></p>
<p><b>Who are the Israelites?</b></p>	<p><b>Adaptation, communities, culture, environments, interaction, interdependence, justice, perspective, systems,</b></p>	<p><b>Writing systems, Government/ Law, Type of Religion, Politics, Architecture, Geography</b></p>	<p><b>Write a newspaper article Answer test prep passages Read non- fiction Complete graphic</b></p>	<p><b>Architecture feature for culminating project on Middle East</b></p>	<p><b>What can I learn from the past? How does a region's geography, climate, and natural resources affect the way people live and work?</b></p>	<p><b>Test Prep passage Reading comprehension passages Graphic organizers</b></p>	<p><b>Two newspaper items of their choice</b></p>	<p><b>Middle Eastern Newspaper</b></p>

## Backwards Design Unit Planning

*A Week at a Glance – Copy as Necessary*

<p>WHERE is the student going and what is expected          HOOK with needed skills to experience and explore          Opportunity to REVISE and RETHINK their understanding</p>	<p>Allow students to EVALUATE work and implications          TAILOR work to student needs          Be ORGANIZED to maximize engagement</p>			
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content:            What was Mesopotamia? Why is it So important?</p> <p>Hook:            Fill in “K” and “L” of “KWL” about Mesopotamia  <a href="http://printables.scholastic.com/printables/detail/?id=35525">http://printables.scholastic.com/printables/detail/?id=35525</a></p> <p>Daily Assessment:            Webquest  <a href="http://www.cte.jhu.edu/techacademy/fellows/Weinshel/webquest/jrwindex.htm">http://www.cte.jhu.edu/techacademy/fellows/Weinshel/webquest/jrwindex.htm</a></p>	<p>Content Focus:            What was the geography of ancient Mesopotamia?</p> <p>Hook:            Have you ever gone for a hike or a walk?*</p> <p>Daily Assessment:            Map of ancient middle east  <a href="http://books.google.com/">http://books.google.com/</a>            books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</p>	<p>Content Focus:            How and why does a map change?</p> <p>Hook:            Map modern “Mesopotamia”</p> <p>Daily Assessment:            Modern map, Venn diagram  <a href="http://books.google.com/">http://books.google.com/</a>            books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</p>	<p>Content Focus:            Who were the first Sumerians?</p> <p>Hook:            What did you have for breakfast? What would you eat if there were no farms?</p> <p>Daily Assessment:            Pioneer worksheet  <a href="http://books.google.com/">http://books.google.com/</a>            books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</p>	<p>Content Focus:            How did agriculture help t Sumerians create a civilization?</p> <p>Hook:            What do you need to call a group a civilization?</p> <p>Daily Assessment:            Responses to questions  <a href="http://books.google.com/">http://books.google.com/</a>            books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</p>

Weekly Assessment:  
**Test Prep passage**  
**Reading comprehension passages**  
**Graphic organizers**

What have the students produced that scaffolds towards the units culminating assessment?  
 (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)  
 Newspaper article and role sheet  
 Students will write an article with the information that they researched and discussed in class.

## Backwards Design Unit Planning

*A Week at a Glance – Copy as Necessary*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Content Focus:</b> What was daily life like in ancient Sumer?</p> <p><b>Hook:</b> simulation</p> <p><b>Daily Assessment:</b> Reading and comprehension questions <a href="http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*">http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</a></p>	<p><b>Content Focus:</b> How did religion play a role in ancient Sumer life?</p> <p><b>Hook:</b> Video How could this story relate to the Neolithic Revolution?</p> <p><b>Daily Assessment:</b> Short presentation Map of ancient middle east <a href="http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*">http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</a></p>	<p><b>Content Focus:</b> Where did the ancient Sumerians pray?</p> <p><b>Hook:</b> What does your place of worship say about you?</p> <p><b>Daily assessment:</b> Ziggurat model or drawing (create your own place to worship, explain what it says about you.) Map of ancient middle east <a href="http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*">http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</a></p>	<p><b>Content Focus:</b> What changes did writing bring to human civilization?</p> <p><b>Hook:</b> How often do you write a day? What was the last thing you wrote? When did you write it?</p> <p><b>Daily Assessment:</b> Comprehension questions and translation. <a href="http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*">http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</a></p>	<p><b>Content Focus:</b> Who was Gilgamesh? What is an epic, and why is it important?</p> <p><b>Hook:</b> Who is your superhero? Why is it important to have superheroes?</p> <p><b>Daily Assessment:</b> Comic strip <a href="http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*">http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=lin+donn&amp;lr=*</a></p>

## Backwards Design Unit Planning

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**Weekly Assessment: Test Prep passage**  
**Reading comprehension passages**  
**Graphic organizers**

What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)

Newspaper article and role sheet

Students will write an article with the information that they researched and discussed in class.

### *A Week at a Glance – Copy as Necessary*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding	Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement
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## Backwards Design Unit Planning

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Content Focus:</b> Who were the ancient Babylonians?</p> <p><b>Hook:</b> What is the difference between a city and a civilization?</p> <p><b>Daily Assessment:</b> Brochure to the City of Babylon <a href="http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=">http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=</a></p>	<p><b>Content Focus:</b> What was daily life like in Babylon?</p> <p><b>Hook:</b> When you are done with school, explain what you want to do and why you want to do it.</p> <p><b>Daily Assessment:</b> Job resume for Babylonian jobs, comprehension questions. <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=62">http://edsitement.neh.gov/view_lesson_plan.asp?id=62</a> <a href="http://edsitement.neh.gov/lesson_images/lesson622/lesson622.pdf">http://edsitement.neh.gov/lesson_images/lesson622/lesson622.pdf</a></p>	<p><b>Content Focus:</b> Who was Hammurabi?</p> <p><b>Hook:</b> Why do we have laws?</p> <p><b>Daily assessment:</b> You be the judge worksheet <a href="http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=">http://books.google.com/books?id=WWihubqjnysC&amp;printsec=frontcover&amp;dq=</a></p>	<p><b>Content Focus:</b> What were the seven wonders of the ancient world?</p> <p><b>Hook:</b> List as many of the seven wonders of the modern world.</p> <p><b>Daily Assessment:</b> Brochure of the wonders of the ancient world. (<a href="http://www.timewarp trio.com/teachers-parents/lessons/pdf/twt-lesson-babylon.pdf">http://www.timewarp trio.com/teachers-parents/lessons/pdf/twt-lesson-babylon.pdf</a>)</p>	<p><b>Content Focus:</b> What did we learn about humanity by studying about ancient Sumer?</p> <p><b>Hook:</b> What do you think was the most important contribution Sumer left on humanity?</p> <p><b>Daily Assessment:</b> : Position paper/exit card answering the hook.</p>

**Weekly Assessment:**  
: **Test Prep passage**  
**Reading comprehension passages**  
**Graphic organizers**

## **Backwards Design Unit Planning**

# **Backwards Design Unit Planning**

## **Unit Resources**

### **Books:**

Donn and Maxie. Mr. Donn and Maxie's Always Something You Can Use Series: Ancient Mesopotamia/India. Culver County. Social Studies School Service: 2009.

### **Websites:**

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=622#03](http://edsitement.neh.gov/view_lesson_plan.asp?id=622#03)  
[http://edsitement.neh.gov/lesson\\_images/lesson622/JobList.pdf](http://edsitement.neh.gov/lesson_images/lesson622/JobList.pdf)  
<http://www.timewarp trio.com/teachers-parents/lessons/pdf/twt-lesson-babylon.pdf>  
[http://books.google.com/books?id=WWihubqjnysC&printsec=frontcover&dq=lin+donn&lr=\\*](http://books.google.com/books?id=WWihubqjnysC&printsec=frontcover&dq=lin+donn&lr=*)  
<http://www.cte.jhu.edu/techacademy/fellows/Weinshel/webquest/jrwindex.htm>

### **Teacher Materials:**

**See attached worksheets.**

### **Other:**

**These are some website for extra information-**

<http://school.discoveryeducation.com/lessonplans/programs/rootsofreligion/>  
<http://www.geocities.com/Athens/Olympus/5993/index.html>  
<http://mesopotamia.mrdonn.org/lessonplans.html>  
<http://www.timewarp trio.com/teachers-parents/lessons/pdf/twt-lesson-babylon.pdf>  
[http://books.google.com/books?id=WWihubqjnysC&printsec=frontcover&dq=lin+donn&lr=\\*](http://books.google.com/books?id=WWihubqjnysC&printsec=frontcover&dq=lin+donn&lr=*)  
<http://hypermedia.educ.psu.edu/k-12/edpgs/su96/meso/mesopotamia.html>  
<http://www.crystalinks.com/sumerart.html>  
[http://en.wikipedia.org/wiki/Sumerian\\_architecture](http://en.wikipedia.org/wiki/Sumerian_architecture)  
<http://www.historyforkids.org/learn/westasia/architecture/sumerian.htm>  
<http://www.dl.ket.org/humanities/connections/class/ancient/mesopbirth.htm>  
[http://www.strayreality.com/Lanis\\_Strayreality/Pics3/sumeri14.jpg](http://www.strayreality.com/Lanis_Strayreality/Pics3/sumeri14.jpg)  
<http://images.google.com/imgres?imgurl=http://mt4siit.hroyv.com/files/2008/12/the-steingebau-de-uruk-c-3000-bc-c2a9-er-2001.jpg&imgrefurl=http://mt4siit.hroyv.com/&usq=rERmOj0QhFNtdVHR4XVUKrphI-4=&h=480&w=640&sz=131&hl=en&start=29&um=1&tbnid=Q327nSM-NIPuXM:&tbnh=103&tbnw=137&prev=/images%3Fq%3Dsumerian%2Bcities%26ndsp%3D18%26hl%3Den%26safe%3Dactive%26sa%3DN%26start%3D18%26um%3D1>

## Backwards Design Unit Planning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Politics

			Resources
Who	Who were the ones in power in this government? Who were the ones governed? Who was the key person/key people that helped create this form of government?	_____ _____ _____	_____ _____
What	What was the type of government? What was the government called?	_____ _____ _____	_____ _____
When	When was this government created? When did the ruling class meet?	_____ _____ _____	_____ _____
Where	Where was this government created? Where did they hold their meetings?	_____ _____ _____	_____ _____
Why	Why did people create this form of government?	_____ _____ _____	_____ _____
How	How did people carry out the law?	_____ _____ _____	_____ _____

Information sources:

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## Backwards Design Unit Planning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Geography

			Resources
Who	Who are the people that live in this region?	_____ _____ _____	_____ _____
What	What defines this region? What makes this place unique and different? What are the geographical features of this region? What is the weather like? What are the natural resources? What are some of the natural resources that really stand out?	_____ _____ _____	_____ _____
When	When did the geographical features form? When did people decide this was a good place to live? When has this region been featured in the news?	_____ _____ _____	_____ _____
Where	Where is this located on a map? Where specifically do the people live?	_____ _____ _____	_____ _____
Why	Why did a civilization grow here? Why is the "where" so important? Why did people move here?	_____ _____ _____	_____ _____
How	How does location affect the way the native people lived?	_____ _____ _____	_____ _____

## Backwards Design Unit Planning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Architecture

			Resources
Who	Who built these structures? Who were the people that got the jobs building these structures? Who got to live in these structures?	_____ _____ _____	_____ _____
What	What did these structures look like? What were these structures used for? What are some of the unique characteristics of structures from this period? What materials were used to build these structures?	_____ _____ _____	_____ _____
When	When were these structures built? When did the architecture become more modern?	_____ _____ _____	_____ _____
Where	Where were these structures built? Where did the builders get their materials?	_____ _____ _____	_____ _____
Why	Why were these structures built?	_____ _____ _____	_____ _____
How	How were these structures built? How did the public use them? How did they change over time?	_____ _____ _____	_____ _____

## Backwards Design Unit Planning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Economics

		Resources
Who	Who created the economic system of this region? Who were the people using this system?	
What	What is the difference between needs and wants? What goods and services did this government supply? What did it mean to make a living in this region? What type of money system did this region have?	
When	When did the economic system come into place? When did it change? When has the economic issues of your region been a concern in the media?	
Where	Where did the people of this region do their business, and what other countries did they trade with? Where was the first evidence of an economic system found?	
Why	Why was an economy created?	
How	How did these people trade? How does something acquire value? How does technological change affect the economy?	

Information sources:

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## Backwards Design Unit Planning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Key people

		Resources	
Who	Who are the key people that played a major role on developing this society?	_____	_____
What	What contributions did these people make to this civilization?	_____	_____
When	When did this person or this civilization exist? How did this person or civilization change the course of history?	_____	_____
Where	Where did this person or civilization come from? Where did this person or civilization create a change?	_____	_____
Why	Why did this person or civilization make such a big difference? Why is this person or civilization important?	_____	_____
How	How did this person or civilization contribute to the development of this region's history?	_____	_____

Differentiation

## Menu Activities

## **Backwards Design Unit Planning**

<p><b>Interpersonal</b> Write a letter or journal from the perspective of a person living in Mesopotamia</p>	<p><b>Intrapersonal</b> Prepare a debate on whether or not you think you could survive in Mesopotamia. Explain and defend your position.</p>	<p><b>Verbal/Linguistic</b> Analyze a portion of Gilgamesh. Prepare a short dramatic interpretation.</p>
<p><b>Musical</b> Write a song about life in Mesopotamia or do a short paper/presentation/webquest about musical instruments or the development of music in Mesopotamia</p>	<p><b>Visual</b> Do three to five sketches of Mesopotamian art and create museum cards explaining your drawings.</p>	<p><b>Kinesthetic</b> Build a model of a ziggurat and write about how you constructed it.</p>
<p><b>Mathematical/Logistic</b> Do some research and create a poster on the number system in Ancient Mesopotamia</p>	<p><b>Naturalistic</b> Research the use of medicine in Mesopotamia and complete a PowerPoint on it.</p>	<p><b>Technological</b> Complete a pod-cast/webquest on a topic of interest about Mesopotamia</p>

## **Backwards Design Unit Planning**

### Tiered Activity

#### Red Task:

Knowledge/Comprehension/Application

- Make a glossary that defines 10 terms we need to know for this unit. (verbal)
- Create a front page of a newspaper that explains and illustrates important events in Sumerian history. (visual)

#### Blue Task:

Application/Analysis

- Teach a lesson on a topic of interest that we haven't covered on Mesopotamia. (interpersonal)
- Do a class survey that shows what job your classmates would prefer in ancient Mesopotamia. (mathematical/logical)

#### Yellow Task:

Evaluation/Synthesis

- Top-ten list," List of the best and worst things about living in Ancient Mesopotamia." (verbal)
- Create a board game about survival in Ancient Mesopotamia (kinesthetic)