

Backwards Design Unit Planning

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

Fuld, Gloria

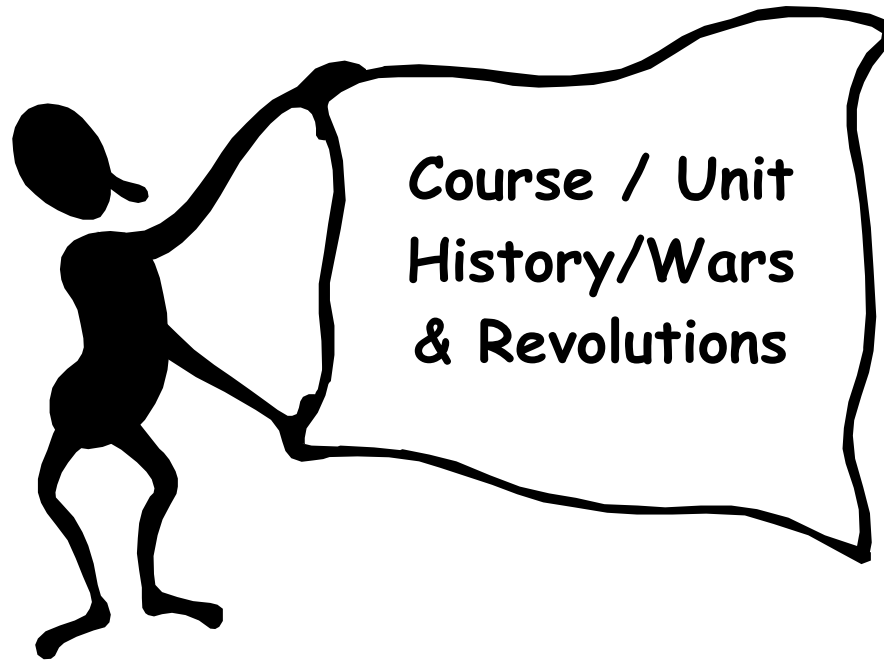
Junior High School 185

History: 6th Grade

How Are Wars and Revolutions Engineered?

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Essential Question: How are wars and revolutions engineered?

Suggested Time Frame: Four weeks

Theme: Engineering

Graphic Overview of Unit

Suggested Time Frame:

Backwards Design Unit Planning

Essential Question: How are wars and revolutions engineered?

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How Are Wars and Revolutions Engineered?

Revolution

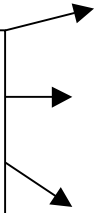
French Revolution

Russia

“WWI-WWII”

Mini-Units

* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment



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Unit's Culminating Project: (briefly explain in 2-3 sentences):

The students will create a plan to engineer a war or revolution in the role of the lead architect.

Stage 1- Desired Results

Standards-Based Learning Goals: 2.1, 2.1 a, b, c, 2.2, 2.2 a, b, c, 2.3, 2.3 a, b, c, 2.4, 2.4 a, b, c, d

Concepts

Big Ideas for this Unit

How are geography, economics, people, and key events connected to shape a war/revolution? These connections may be the subjects of deliberate action rather than undirected happenstances thereby suggesting engineering.

Magnet School Theme: Engineering

How does the Big Idea in your unit connect to your theme?

Deliberate action associated with geography, economics, people, and key events is critical in understanding the success or failure of war/revolution. This big idea is referring to the school's theme of engineering. The connection is that war and revolution are engineered. They do not just happen.

Enduring Understandings

Why and how do wars and revolutions come about?

Change is inevitable with war. Change can

Overarching Essential Question: (this question should connect to your school theme)

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happen in an instant or take several years. War is a double-edged sword.	How are wars and revolutions engineered?
Content and Skills	
Content Students will know... Revolution Industrial Revolution The Textile Industry New Technology Child Labor The Changing Way of Life Industrial Growth French Revolution Reign of Terror Russia and Its Neighbors Tran Siberian Railroad A Land of Contrasts Birth of the Soviet Union The 20th Century WWI WWII The Cost of War The European Community Toward A New Century	Skills Students will be able to... Analyze and Interpret Data Interpret Primary Documents Justify A Position Evaluate Reasons For... Differentiate Between Fact and Fiction Produce A Time Line Produce A Written Report Identify Cause and Effect Present an Oral Report

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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:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal) Analyze key wars to determine how they were engineered.

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R- (role) You are the lead architect of a revolution amongst a group of revolutionaries.

A- (audience) The whole group of revolutionaries, not just the leaders.

S- (situation) Presentation to the revolutionaries in which you analyze major revolutions and, breaking them down into their smallest parts to determine how they were engineered.

P- (purpose and product) Graphic organizer and a strategic model showing how wars are engineered.

S- (standards for performance) Presentation skills (oral), presentation skills (visual - PowerPoint), how persuasive you are,

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knowledge of the subject matter.

Student Task

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

You should give this task to them on the first day of the unit. This way they know where they are going.

Pretend you are a military/revolutionary leader who is planning a revolutionary campaign. Select one war/revolution and construct a plan for how this event war or revolution was engineered within the framework of using this information to help forge your own revolution.

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Rubric For Culminating Project

www.rubistar.com

Project Component	1	2	3	4
Knowledge/ understanding	Presentation demonstrated limited knowledge of	Presentation demonstrated some knowledge of	Presentation demonstrated considerable knowledge of	Presentation demonstrated thorough knowledge of

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	facts, terms, concepts, and relationships	facts, terms, concepts, and relationships.	facts, terms, concepts, and relationships.	facts, terms, concepts, and relationships.
Communication (oral)	Language and/or delivery resulted in information not being communicated effectively.	Language and/or delivery resulted in information being communicated orally with limited effectiveness.	Language and/or delivery resulted in information being communicated orally with some effectiveness.	Language and/or delivery resulted in information being communicated orally with significant effectiveness.
Communication (visual)	Inappropriate or ineffective use of visuals.	Presentation was organized in a somewhat effective manner.	Presentation was organized in an effective manner.	Presentation was organized in a highly effective manner.
Application	Presentation did not generate participation and/or interest by other	Presentation did generate some participation and/or interest by other	Presentation generated significant participation and/or interest by other	Presentation generated a great amount of participation and/or interest by

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	members of the class.	members of the class.	members of the class.	other members of the class.
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Unit's Essential Question: How are wars and revolutions engineered?

Mini-Unit Title (each mini-unit is approx 1 week long)	Big ideas of the mini-unit / concept statement (macro) What is the big idea of this mini-unit?	Key Content /Knowledge (Important Content to Know about, vocabulary, the specifics) (Micro)	Skills What should the students be able to do? (rule of thumb - skills are verbs – knowledge is a noun)	List of Topical / Content Based Questions (make sure to amend the essential question so that it becomes topical for this mini-unit)	Mini-Unit Assessment (must be aligned to the NYS / NYC exams. It can be a test or a quiz - i.e.: DBQ Essay; 10 multiple choice questions; or 3 constructed response questions)	Scaffolding towards the culminating project (what can be done during this mini-unit to develop the stage 2 culminating assessment (grasp))
Revolution	What is a	Industrial	Understand	How are	DBQ Essay	Research

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	revolution?	Revolution, New Technology	the difference between a technology revolution and a war based revolution.	revolutions engineered?		revolutions.
French Revolution	A need for change.	How did the French Revolution change France?	Ability to take core elements of the French Revolution and compare and contrast those with other revolutions.	What key events led to the outcome of the French Revolution?	Multiple Choice	Create a detailed timeline of the French Revolution.
Russia	How did individuals engineer revolution?	Tsars, Peter the Great, Catherine the Great, and Russian social classes.	Understand what a Class Revolution is. Compare and contrast with other types of revolutions.	How was the Russian Revolution different from the French Revolution?	DBQ Essay	Create a detailed timeline of the Russian Revolution.
WWI-WWII	How are wars engineered? How do military engineering strategies change over time?	Trench warfare, economic issues, cultural differences, forms of government.	Understand the critical elements that led to the start of both wars.	What is the difference between a war and a revolution?	Multiple Choice	Create a detailed timeline of WWI and WWII.

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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>Content Focus: Revolution</p> <p>Hook: What is the difference between a war based revolution and a technology revolution?</p> <p>Example: Pairs of students scan a photo from the Russian Revolution and a photo of workers building the railroad and list differences.</p> <p>Daily Assessment: Exit question.</p>	<p>Content Focus: Industrial Revolution The Textile Revolution New Technology</p> <p>Hook: Changing way of life through technology.</p> <p>Daily Assessment: Exit question.</p>	<p>Content Focus:</p> <p>Hook: Child labor - "Get to work kid!"</p> <p>Daily Assessment: Exit question.</p>	<p>Content Focus: Revolution</p> <p>Hook: So you want to be middle class.</p> <p>Daily Assessment: Exit question.</p>	<p>Content Focus: Revolution</p> <p>Hook: Pluses and minuses of the Industrial Revolution</p> <p>Daily Assessment: Exit question.</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): DBQ Essay</p> <p>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)</p>				

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Unit Resources

Books:

Websites:

Teacher Materials:

Other: