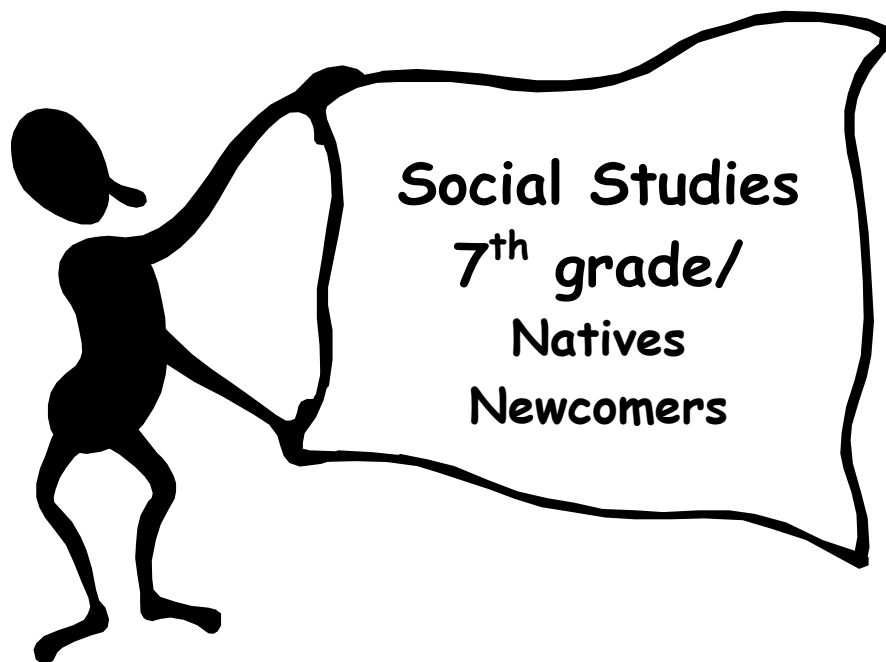


Backwards Design Unit Planning

**Teacher/School: Reza Pootrakul / RFK MAGENT Middle School for Community
Studies**

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

**Robert F. Kennedy Community Middle School
I.S. 250 Q**



**Essential Question: What was the impact of European exploration on the
America's land and people?**

Suggested Time Frame: 6 weeks

Theme: Community Studies

Graphic Overview of Unit

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Suggested Time Frame: 6 Weeks

Essential Question: What was the impact of European exploration on the America's land and people?

Natives & Newcomers: Western Settlement in America

Motivating factors behind the European settlement of North America.

The impact of European settlement on Native Americans.

The influence geographic factors had on European settlement and exploration.

Life in Colonial America

Mini-Units

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

Unit's Culminating Project: (briefly explain in 2-3 sentences): The Culminating Project for this unit is a video presentation. The video presentation will give students the opportunity to present the problem of eminent domain. They will relate this current dilemma to the early interactions between Europeans and Native Americans.

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Stage 1- Desired Results	
<p><u>Standards-Based Learning Goals:</u></p> <p>1.The students will understand how different experiences, beliefs, values, traditions and motives cause individual and groups to interpret historical events and issues from different perspectives.</p> <p>2.The students will be able to describe the relationships between people and environments and the connections between people and places.</p>	
Concepts	
<p>Big Ideas for this Unit</p> <p>-The Exploration and settlement of North America by the Europeans affected life for both the Native American people and Europeans.</p>	<p>Magnet School Theme: Community Studies</p> <p>Relevant/Connected Big Idea:</p> <p>The interaction between Europeans and Native Americans is related to the problems of eminent domain in the students' community.</p>
<p>Enduring Understandings</p> <p>-We are interdependent. We live in a global community. Students will understand that immigration can effect and change a community.</p> <p>-Students will understand that studying the history of early America can offer insight into our own community issues.</p> <p>-Students will understand that discrimination against a particular ethnic group can lead to the destruction and demoralization of a community.</p>	<p>Overarching Essential Question(s):</p> <p>What was the impact of European exploration on the America's land and people?</p>
Content and Skills	
<p>Content Students will know...</p> <p>-Vocabulary</p>	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> • Create a web graphic organizer to demonstrate the interrelationships between different native American tribes.

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<p>Native Cultures</p> <ul style="list-style-type: none">• Native People• Traditions• Ceremony• Religion• Economics• Exploration• Europe <p>Rivalry</p> <ul style="list-style-type: none">• Economics• Point of View• Politics• African• Culture	<ul style="list-style-type: none">• Create a Venn Diagram comparing and contrasting Native American tribes.• Create a timeline to track major events and dates during the early exploration and settlement of North America.• Compare and contrast Native American and Western Culture.• Write a letter from the point of view of a Native American and write their opinion on Europe's Settlement.• Formulate an argument and offer evidence that supports Europe's Settlement of North America.• Critique written works from both points of view. (European & Native American)
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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:

G- (goal)

Your goal is to help city officials and the general public understand the problems business owners at Willets Point NYC are facing in regard to eminent domain. (Having their land legally taken away from them.)

R- (role)

You are a public advocate in Queens County.

A- (audience)

The audience consists of council members and regular citizens.

S- (situation)

You have been asked by news channel 1 (NY1) to prepare a ten minute video about the eminent domain issues business owners are facing at Willets Point Queens. In your video, you should include testimonials from business owners, opinions from people who live in the area, facts and statistics. The video should be informative and discuss the idea behind eminent domain and how it's affecting this small community in Queens. The eminent domain issues of today will be related to the interactions between early European explorers and settlers in the Americas and the Native Americans.

P- (purpose and product)

The purpose of this product is to get you to see how the problems faced during early America are still being faced today. One business owner said "Eminent domain is nothing more than legalized theft".

S- (standards for performance)

Your proposed video needs to include...

-Photographs

-Videos

-Testimonials

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| <ul style="list-style-type: none">-Evidence-Historical Background on the area |
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Student Task

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

Assignment: Willets Point and Me

From The News Room: Eminent domain has come to Willets Point, the little corner of Queens near Citifield that the city wants to turn into a \$3 billion mixed used development with hotels, apartments, retail and a convention facility. New York 1 got hold of 790-page study of the area. The study says that Willets Point is a "burden on the health of the city's residents and economy." In the meantime, a look at the New York Economic Development Corp. website reveals the city has issued an RFP for a Willets Point Relocation Services Specialist. It notes that "Approximately 60% of the land is occupied by owner-occupant business, with the remaining 40% occupied by tenant businesses. These businesses would need to be relocated." The deadline for submitting a bid to help relocate businesses is June 23. There is a long road ahead, including a city land use process and what are likely to be numerous and complicated lawsuits, before a single chop shop business moves a hubcap.

Your Mission: You are a public advocate in the county of Queens and you have been asked by The New York 1 to create a short 10 minute informational video on the issues surrounding eminent domain and the problems faced by the land and business owners at Willits Point Queens. The land and business owners have established businesses that have been around for over 40 years and they demand for their voices to be heard. The video you create will be featured on our evening news for one week. The video will also be placed online.

Video Should include:

- Video Clips
- Sound Clips
- Music
- Photographs
- Testimonials
- Accurate Facts and data
- Reference to the interactions between early European explorers and settlers and the native people of the Americas.

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Rubric For Culminating Project

Understanding (60%)	Product (30%)	Presentation (10%)
4 = High level of understanding is demonstrated through evidence of independent application, subtle connections, and extensive and valid evidence to support all major claims and assertions.	4 = Composition is extremely well organized and fully developed, with extensive evidence of original ideas and assertions supported by consistent evidence of independent research.	4 = Culminating presentation is characterized by highly effective attention to the needs of the audience as well as creative use of visual aids to reinforce coherence, development, and persuasiveness.
3 = Adequate level of understanding is demonstrated through some original insights and sections that are well developed; other sections need additional evidence to support fully with evidence all major claims and assertions.	3 = Composition is generally clearly organized, with some sections fully developed through original analysis, but other sections would benefit from greater attention to supporting details and elaboration.	3 = Culminating presentation is characterized by a straightforward but underdeveloped approach, with some use of visual aids and generally a clear understanding and responsiveness to audience needs.
2 = Incomplete level of understanding is demonstrated through an account that contains some sections with original insights supported with adequate evidence; many aspects need much more development and evidence to make a convincing, complete, and insightful argument.	2 = Composition is somewhat superficial in its approach, with a tendency toward summary and highlights and with little attention to original analysis; much greater attention to supporting details, relevant evidence, and coherence of organization are required.	2 = Culminating presentation is brief and lacks overall evidence of attention to the needs of the audience; there is little use of visual aids to lend coherence to the presentation's organization, and there is a consistent need for further explanation and elaboration through supporting evidence.
1 = Little evidence of deep understanding is demonstrated as a result of a generally superficial account that tends to summarize rather than analyze key ideas; many aspects of the argument are sketchy or undeveloped, with little, if any, attention to balanced and reliable evidence to support claims and assertions.	1 = Composition is extremely superficial in its approach to presenting and supporting an original thesis and related supporting evidence and claims; there is little evidence of original analysis or insight; and overall writing is poorly organized, with little, if any, attention to an overall organizational plan or use of transitional expressions.	1 = Culminating presentation is inadequate, lacking any attention to the needs and background of the audience. Ideas are consistently summarized with no attention to the need to support and express them with power or conviction. No evidence is present of the need to organize information and claims visually.

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Stage 2- Formative Assessment Evidence	
Throughout the unit how will you check to make sure students are mastering the knowledge, skills, and understandings they need to be successful at the summative/culminating task?	
Assessment Formats on the State Test	Weekly Formative Assessments
Multiple Choice	For Content... Students will answer a short five question quiz.
Short Response	For Skills... Students will write one page essays on various topics.
Essay	For Understandings... Students will write a short answer response to questions pertaining to the Western Settlement of America.

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