

Backwards Design Unit Planning

Unit's Essential Question: How can arts move and spark a dream filled culture?

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)
Harlem Renaissance background	Inequities and lack of freedoms have affected people and the way they relate/react to others.	Social inequality, racism, why it started, areas affected, important people, migration.	Analyze social inequalities/racism of the era. Judge the social inequalities/racism affecting their lives.	Why did A. Americans migrate to Harlem? What sparked the movement? What inequities did these people face?	Reaction and Reflections in writing journals. Comparison of situations they face to those faced by people of the Harlem Renaissance and how they deal/dealt with them.	Students will complete essay on the injustices they face and how they are affected by them. The GRASP, Student Task and Rubric are introduced.
American Dream	The concept of the American Dream has influenced many time	Importance of dreams, Walther Dean Myer's Interpretation ("Harlem")	Analyze/interpret Myer's American Dream in the book "Harlem." Infer the concept of	Describe to me your idea of what the American Dream is.	Daily written reactions in writing journal. American	American Dream Poem Assignment.

Backwards Design Unit Planning

	<p>periods in our Country's History.</p>	<p>Analysis of dream poems.</p>	<p>the American Dream.</p> <p>Evaluate own concept of Am. Dream.</p> <p>Compare/contrast Cullen's "For a Poet" and Hughes' "Dream Deferred" for analysis of the American Dream: value of, hope for, protection of, etc.)</p>	<p>How do our struggles with self and society affect our American Dream? How do we react/how do others react?</p> <p>How do Cullen and Hughes use poetry to express their American Dream?</p>	<p>Dream Responses.</p> <p>Listening skills practice, and responses.</p>	
<p>Political influences/ Artists/ Musicians</p>	<p>People use the arts as a way to express their journey towards the American Dream.</p>	<p>Political influences: W.E.B. Duboise, Booker T. Washington, Martin Luther King Jr.</p> <p>Influence of Louis Armstrong, Duke</p>	<p>Analyze the political view points of the era and how they supported the American Dream.</p> <p>Explore the musical effects of Armstrong, Ellington, Fitzgerald and how they drove, moved, and energized the</p>	<p>How did the struggles the politicians faced and the speeches they gave support the American Dream?</p> <p>Why did the music of Armstrong, Ellington, and Fitzgerald</p>	<p>Short responses describing influential musicians in their (students) lives.</p> <p>Listening skills practice and responses.</p>	<p>Comparison essay of musician of the past and musician of the present.</p>

Backwards Design Unit Planning

		Ellington, Ella Fitzgerald, Billie Holliday.	society of the Harlem Renaissance.	<p>have such an effect on the society they lived in?</p> <p>How has the music of Armstrong, Ellington, and Fitzgerald influenced the music we listen to today?</p>		
<p>Research Project/American Dream project</p>	<p>The concept of the American Dream has influenced many time periods in our Country's History.</p> <p>People use the arts as a way to express their journey towards the</p>	<p>Research Process,</p> <p>Public Speaking process,</p> <p>Poetry, Song, Speech Writing.</p>	<p>Researching, Essay writing, Public speaking, Creative writing in a specific genre.</p>	<p>How do we find sources for our research project?</p> <p>How can we site the sources we use?</p> <p>What are some effective traits of a successful public</p>	<p>Peer-editing responses.</p> <p>Self-editing reflections.</p> <p>Conference conversations with the teacher.</p>	<p>Research/ American Dream Project Presentation</p>

Backwards Design Unit Planning

	Am. Dream.			speaker?		
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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 Focus: Inequities and lack of freedoms have affected people and the way they relate/react to others.</p> <p>Hook: Beware! Prejudices exist in this class! Complete survey on bias.</p> <p>Daily Assessment: Graphic Organizer on Inequities of the Harlem Renaissance.</p>	<p>Content Focus: Background of the Harlem Renaissance.</p> <p>Hook: What in your neighborhood/culture needs a “face-lift?”</p> <p>Daily Assessment: Written short-response on a personal renaissance/KWL chart</p>	<p>Content Focus: Northern Migration</p> <p>Hook: For what reasons did your family come to this country?</p> <p>Daily Assessment: Summary of Reasons why African Americans migrated north.</p>	<p>Content Focus: Walter Dean Myer’s “Harlem.”</p> <p>Hook: Analyze this photo (Lady on top of building with arms outstretched). Using information you know about the Vibe of the Harlem Renaissance, Infer the theme of the photo.</p> <p>Daily Assessment: Review of the list of connections between “Harlem” and the information we know about the Harlem Renaissance.</p>	<p>Content Focus: Harlem Hotspots</p> <p>Hook: If someone was to visit Flushing for the first time, where would you tell them to go first?</p> <p>Daily Assessment: Graphic Organizer of important Harlem places.</p>

Weekly Assessment (must be aligned to the NYS / NYC exams):

Reaction and Reflections in writing journals, both in short-response form and extended response form.

Comparison of situations they face to those faced by people of the Harlem Renaissance and how they deal/dealt with them.

What have the students produced that scaffolds towards the units culminating assessment?

Students will complete essay on the injustices they face and how they are affected by them.

(for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)

Backwards Design Unit Planning

Backwards Design Unit Planning

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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: The concept of the American Dream has influenced many time periods in our Country's History.</p> <p>Hook: If you could have one thing out of life, what would it be?</p> <p>Daily Assessment: Listening Skills practice/response.</p>	<p>Content Focus: Compare/contrast Cullen's "For a Poet" and Hughes' "Dream Deferred" for analysis of the American Dream: value of, hope for, protection of, etc.</p> <p>Hook: List your most prized possession. If someone threatened to take away this possession, what would you do to protect it?</p> <p>Daily Assessment: Group Chart comparison/ Venn Diagram on Poem comparison</p>	<p>Content Focus: American Dream Poem</p> <p>Hook: What is your American Dream?</p> <p>Daily Assessment: 1st Draft of American Dream Poem.</p>	<p>Content Focus: "Mother to Son"</p> <p>Hook: Out of all the things that your parents have told you, what has really stuck in your mind?</p> <p>Daily Assessment: Group work: Idea for project (own "Mother to Son" poem.</p>	<p>Content Focus: Continuation of "Mother to Son"</p> <p>Hook: Before I show you my model of my poem, "Teacher to Student," what kinds of advice do you think I included?</p> <p>Daily Assessment: Group Poem First Draft.</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): Completion of the American Dream poem. 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) Completion of The American Dream poem. Group Poem.</p>				

Backwards Design Unit Planning

Backwards Design Unit Planning

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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
Content Focus:	Content Focus:	Content Focus:	Content Focus:	Content Focus:
Hook:	Hook:	Hook:	Hook:	Hook:
Daily Assessment:	Daily Assessment:	Daily Assessment:	Daily Assessment:	Daily Assessment:
Weekly Assessment: (must be aligned to the NYS / NYC exams): 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)				

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Unit Resources

Books:

Websites:

Teacher Materials:

Other: