

Backwards Design Unit Planning

Unit’s Essential Questions: What does it mean to “rock the boat?” Why do individuals rock the boat? Are you a lover or a hater? Are you someone who sits, someone who hides, or someone who stands?

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)
Understanding how stereotypes and racism cause conflict	Conflict and Empowerment	*Stereotypes, racism, bias, diversity, culture *Conflict – different kinds of conflict presented in the texts *Causes of conflict *Social issues	*Define stereotypes, racism, bias, diversity, and culture from select texts *Identify examples of stereotypes, racism, and bias from select texts	1. How does diversity play a role in our society? 2. What internal and external forces cause conflict to occur? 3. How can a reader identify examples of stereotypes and racism in a text? 4. How are individuals affected by stereotypes	1.Exit Cards 2. Graphic Organizers – Conflict and Stereotypes 3. Constructed Response – Students will use information from the Organizers to complete the task. 4. Multiple choice quiz – 10 questions 5. Part I – Cartoon Strip	The students will apply their understanding of concepts which will help them complete the first part of the Grasp.

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				and racism?		
Understanding how to make choices when faced with difficulty/ difficulties	Conflict and Empowerment	<ul style="list-style-type: none"> *Characteristics of a play *Conflict resolution Strategies – avoidance, competition, compromise, collaboration 	<ul style="list-style-type: none"> *Identify the characteristics of a play *Analyze how the characters and their choices are influenced by racism *Evaluate a character’s choice in response to stereotypes and racism 	<ol style="list-style-type: none"> 1. How can we identify the characteristics of a play? 2. What criteria did the characters use to solve the conflicts in their lives? 2. What criteria can we use to evaluate a character’s decision / choice? 3. How were the characters influenced by stereotypes and racism? 4. How does a character’s conflict situation affect a reader? 	<ol style="list-style-type: none"> 1.Exit Cards 2.Multiple Choice – Scenarios on Conflict Resolution Strategies 3. Constructed Response – In paragraph form, students will write a paragraph response on the effects of stereotypes and racism on individuals. 4. Comic Strip – Part II 	Students’ understanding of key concepts will help them to complete Part II of the Grasp.
Understanding how to express oneself	Conflict and Empowerment	<ul style="list-style-type: none"> *Expression *Perspectives *Morals and 	*Discuss and articulate how art forms allow	<ol style="list-style-type: none"> 1. How can an individual express his or 	<ol style="list-style-type: none"> 1.Graphic Organizer – T Chart 	Students’ understanding of key

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<p>through the Arts / Artistic Communication as a Form of Expression</p>		<p>values *Idioms *Empowerment</p>	<p>individuals to express themselves and serve as a source of empowerment</p>	<p>her thoughts and feelings about something? 2. How does art serve as a motivating force for individuals? 3. How does the following idiom “Rock the Boat” relate to our study on stereotypes and racism? 3. How does the idea of “Rocking the Boat” serve as a source of empowerment for individuals?</p>	<p>2. Group Task – Students will illustrate the following idiom – “Rock the Boat” 3. Constructed Response</p>	<p>concepts will help them to organize the important information for the Grasp and begin to eliminate the information that is not important to expressing the stereotypes and their feelings.</p>
<p>Understanding symbolism as an artistic device to</p>	<p>Conflict and Empowerment</p>	<p>*Poetic Devices – symbolism, mood, theme, simile,</p>	<p>*Understand the poetic devices used to convey symbolism,</p>	<p>1. How does an author use symbolism to convey a powerful</p>	<p>1. Multiple Choice quiz on poetic devices in the text 2. Constructed</p>	<p>Students will apply key concepts to help them choose the</p>

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<p>convey powerful messages</p>		<p>metaphor</p>	<p>mood, theme, simile, metaphor *Interpret and analyze select poems *Compare and contrast multiple representations of a text and a piece of art</p>	<p>message? 2. How does an author employ poetic devices to create images in the mind of the reader? 3. How can we apply our understanding of poetic devices to interpret poetry? 4. How can a Venn Diagram help the readers to understand the messages presented in a text? 5. What are the advantages of discussing multiple texts on the same topic? 6. What will we create to</p>	<p>Response - Symbolism 3. Venn Diagram - Compare / Contrast different mediums</p>	<p>task that is just right for them.</p>
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				express our thoughts and feelings about stereotypes and racism?		
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A Week at a Glance – Copy as Necessary

- Week 1

<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: How does diversity play a role in our society?</p> <p>Hook: 1. What makes our society so diverse? Read Aloud from Chicken Soup on differences 2.(ELL Learners) – Picture from a magazine of a diverse neighborhood/ a picture of a class I had last year – What do you notice about the picture?</p> <p>Daily Assessment: Exit Cards</p>	<p>Content Focus: What internal / external forces cause conflict to occur?</p> <p>Hook: Skit on conflict- Student will act out a scenario with the teacher on conflict</p> <p>Daily Assessment: Graphic Organizer – Students will complete an organizer based on a scenario from the Conflict Resolution text</p>	<p>Content Focus: How can a reader identify examples of stereotypes and racism?</p> <p>Hook: Students will read a short story on racism - Shirley Jackson</p> <p>Daily Assessment: Constructed Response – How is the perspective of the two young boys different from that of the mother? Give specific examples of words and actions that tell you so.</p>	<p>Content Focus: (Continued)</p> <p>Hook: Current Events - Article from the newspaper</p> <p>Daily Assessment: Multiple Choice quiz on stereotypes</p>	<p>Content Focus: How are individuals affected by stereotypes?</p> <p>Hook: Cartoon strip from Conflict Resolution text</p> <p>Daily Assessment: Part I – Creating a scenario for a cartoon on the topic of conflict – stereotypes or racism</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams):</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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: A Week at a Glance – Copy as Necessary

Week 2

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: How can we identify the characteristics of a play?</p> <p>Hook: Play Review starring Sean Combs as Walter Lee Younger</p> <p>Daily Assessment: Exit Cards</p>	<p>Content Focus: What criteria did the characters use to solve conflicts in their lives?</p> <p>Hook: Scenario on Conflict Resolution strategies</p> <p>Daily Assessment: Constructed Response – Read an article from the newspaper. Identify the conflict. Pretend that you are the individual with the conflict. Write five questions that you would use to formulate a decision that would lead you to a resolution.</p>	<p>Content Focus: How were the characters influenced by stereotypes and racism?</p> <p>Hook: Poem – “The Cold Within”</p> <p>Daily Assessment: Constructed Response Answer the focus question. In a second paragraph, explain how this piece of literature made you feel.</p>	<p>Content Focus: What criteria can we use to evaluate a character’s decision / choice?</p> <p>Hook: Poem – “Mother to Son”</p> <p>Daily Assessment: Constructed Response Evaluate the mother’s actions – Why does she react the way she did to her son’s behavior? Why is this an important life lesson?</p>	<p>Content Focus: How does a character’s conflict situation affect a reader?</p> <p>Hook: “Making Sarah Cry”</p> <p>Daily Assessment: Part II – Complete the cartoon strip</p>
Weekly Assessment (must be aligned to the NYS / NYC exams):				
<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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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: