

Backwards Design Unit Planning
New York City Department of Education
Magnet Program District 25 & 28

**School Name: Rachel Carson I.S. 237 Magnet School
for the Arts**



Essential Question: How do competing views of power and morality lead to global conflict?

Suggested Time Frame: 4-6 Weeks

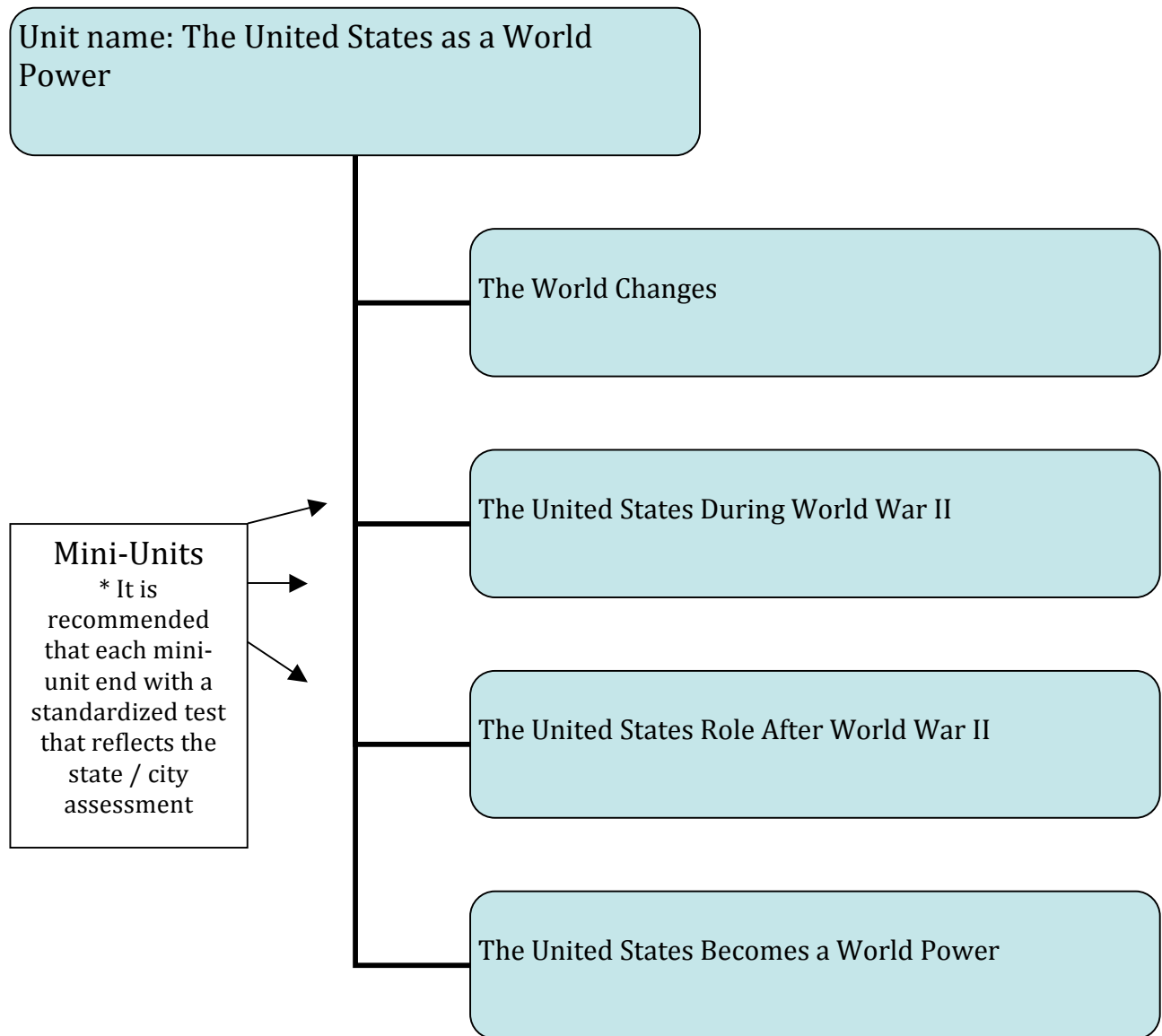
Theme: School of the Arts

Graphic Overview of Unit

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Suggested Time Frame: 4-6 Weeks

Essential Question: How do competing views of power and morality lead to global conflict?



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

Students will present a persuasive speech from the point of view of an important 20th century world leader justifying their government's beliefs and policies regarding global conflict.

Stage 1- Desired Results

Standards-Based Learning Goals:

Social Studies Standard 1: History of the United States and New York State – Key Ideas

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1.1, 1.2, 1.3 and 1.4	
Concepts	
<p>Big Ideas for this Unit:</p> <p>Power Conflict Decision Making Morality Perspective/Point of View</p>	<p>Magnet School Theme: School of the Arts</p> <p>How does the Big Idea in your unit connect to your theme? This unit is related to the arts because it requires students to play the roles of 20th century world leaders and to use acting, voice, and speech skills to present a speech from that leader's point of view.</p>
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Competing views of power and morality often lead to global conflict ➤ The decisions governments make have far reaching political and moral ramifications ➤ Choices world leaders make have great consequences for the future ➤ There is more than one “right” answer to most conflicts ➤ By understanding competing views of politics and morality in America and the world, we will gain greater insight into the US’s role as a superpower. 	<p>Overarching Essential Question: (this question should connect to your school theme)</p> <ul style="list-style-type: none"> ➤ How do competing views of power and morality lead to global conflict? ➤ How should our leaders respond to differing viewpoints about morality and politics? ➤ How can the decisions we make today affect generations of the future? How should our leaders respond to global conflicts? ➤ How do we make good decisions when there is often more than one “right” answer to a problem? ➤ How can we better understand the United States role in world affairs?
Content and Skills	
<p>Content Students will know...</p>	<p>Skills Students will be able to...</p>

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<ul style="list-style-type: none"> ➤ Isolationism ➤ Aggression ➤ Communism ➤ Nationalism ➤ Imperialism ➤ Totalitarianism ➤ League of Nations ➤ Appeasement ➤ Axis ➤ “Double V” campaign ➤ Island hopping ➤ Holocaust ➤ Nuremberg Trials ➤ Public Opinion ➤ Truman Doctrine ➤ Alliances ➤ United Nations ➤ Neutrality Acts, ➤ Good Neighbor Policy ➤ Militarism ➤ Political and Social Impact ➤ Economic Competition ➤ Poverty ➤ Containment ➤ Détente ➤ Superpower ➤ Foreign Policy ➤ Domestic Policy ➤ Interdependence ➤ Korea ➤ Viet Nam ➤ Cold War ➤ NATO ➤ Warsaw Pact ➤ Cuban Missile Crisis ➤ Peace Corps ➤ National Aeronautics and Space Administration 	<ul style="list-style-type: none"> ➤ Identify and discuss the causes of World War II ➤ Explain the impact that the rise of Communism had on the United States ➤ Analyze the impact of the Failure of the League of Nations on the World ➤ Explain why Japanese Americans and other groups faced special problems during the war ➤ Describe how American forces advanced in the Pacific ➤ Justify why World War II is known as the deadliest war in history ➤ Describe how the United States responded to Soviet expansion. ➤ Explain why the United States became involved in the conflict in Korea ➤ Analyze the Vietnam War’s impact on the United States and Southeast Asia ➤ Analyze how the United States’ foreign policy changed ➤ Describe how the United States responded to Soviet expansion. ➤ Explain what events during 1949 increased Cold War tensions. ➤ Analyze the impact of the Cuba missile crisis during the Cold War. ➤ Discuss how the Cold War led to an arms race. ➤ Discuss examples of the global impact of the Cold War.
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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.

G- (goal)

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You will write a persuasive speech from the point of view of a major 20th century world leader to convince your audience that your actions and policies are justified and moral

R- (role)

A world leader involved in a 20th century global conflict

A- (audience)

Citizens of the country you represent (and the world community as a whole)

S- (situation)

You are a world leader in the midst of a 20th century global conflict. You must present a speech that will be broadcast to citizens of your country and to people around the world. You must defend your government's beliefs and policies and persuade your audience that your role in the current global conflict is justified and morally correct.

P- (purpose and product)

Purpose:

- To examine history from the point of view of a world leader in order to gain insight into how governments make important global decisions and how these decisions affect everyday citizens (both at home and abroad).

Product: A Persuasive Speech

- Choose an important global conflict that you have studied in class.
- Pretend you are one of the major world leaders involved in this conflict.
- Prepare a speech that will be broadcast to the citizens of your country and to people around the world.
- Defend your country's role in this global conflict and persuade your audience that your country's actions are both justified and morally sound.
- Your speech should include specific examples of your country's beliefs, actions, and policies during this time, and should present strong arguments supporting your government's decisions to act as it has
- Optional: Include viewpoints of different countries about your government's role in this conflict.

S- (standards for performance)

- Use lessons from history (prior knowledge and teachings) in your speech
- Provide 2 or 3 policies that had a significant affect on global conflicts of the time
- Include examples to justify the decisions made by the world leader you are focusing on

*Persuasive Essay/Speech is being taught in the ELA classroom. Skills needed for this particular lesson will be targeted in both ELA and social studies.

Backwards Design Unit Planning **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.

Dear World Leaders of the Twentieth Century,

You have been asked to present a persuasive speech that will be broadcast to the citizens of your country and to people around the world. In this speech you must defend your country's role in an important global conflict from the 20th century and persuade your audience that your country's actions during this conflict are both justified and morally sound. Your speech should include specific examples of your country's beliefs, actions, and policies during this conflict, and should present strong arguments supporting your decisions to act as you do. You must also find a way to include viewpoints from other countries, world-wide, about your government's role in this conflict.

Standards for Performance Checklist: Ask Yourself These Questions

- Did you work in groups to do research and peer-edit speeches?
- Did your group choose a specific country, leader, and conflict to focus on?
- Did you write your speech in first person (from a world leader's point of view)?
- Did you use lessons from history (prior knowledge and teachings) to support your views?
- Did you cite 2 or 3 of the policies your government supports that has a significant affect on the global conflict your country faces?
- Did you include logical evidence to justify the decisions your government makes?
- Did you use a minimum of two primary source documents to help you write your speech?
- Did you provide viewpoints from various countries about your leader and/or country?
- Does your speech run approximately five minutes?

*Be sure to create your speech so that listeners are persuaded that your
government's decisions are justified.

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Rubric for Culminating Project

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
Speech	Speech meets all requirements.	Speech meets 4 - 5 requirements.	Speech meets 2 - 3 requirements.	Speech meets 0-1 requirements.
Organization	Speech is very well organized with well-constructed evidence and logic.	Speech is organized with some-evidence and logic.	Speech is organized, but evidence is limited.	The Speech appears to be disorganized with no evidence or logic.

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Unit's Essential Question: How do competing views of power and morality lead to global conflict?

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)	
The World Changes	Pride in oneself and nation	Nationalism, Militarism, Imperialism, Totalitarianism, Fascism, Traditions, Culture, Behavior , Isolationism	Identify and analyze patterns and trends. Explain causes and effects of world policies. Compare world leaders. Discuss why the United States adopted a policy of isolationism. Summarize how aggression led to war in Asia and Europe.	How do one country's policies and decisions affect other countries actions?	C r e m q
The United States during World War II	United States at war	Axis, Appeasement, Nazi-Soviet Pack, "Double V" Campaign, Allies, D-Day, island-hopping, Holocaust, Nuremberg Trials	Describe how the United States responded to World War II. Question why the United States entered the war. Explain the impact that the rise of Communism had on the United States. Analyze the impact of the Failure of the League of Nations on the World.	What impact did the war have on American lives?	W t s d
The United States role after World War II	Understanding differences	Public Opinion, Communism, NATO, United Nations, Détente	Justify why World War II is known as the deadliest war in history?	How do World wide opinions affect public opinion about one's	P t s c

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The United States becomes a World Power	Understanding why the United States is a World Power	Marshall Plan, Truman Doctrine, Domestic Policy, Containment, Superpower, Interdependence	<p>Describe how the United States responded to Soviet expansion.</p> <p>Explain why the United States became involved in the conflict in Korea.</p> <p>Analyze the Vietnam War's impact on the United States and Southeast Asia.</p> <p>Analyze how the United States' foreign policy changed.</p>	How do you think United States Foreign Policy affects world politics and world opinions ?	To (r sh co re es

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A Week at a Glance – Copy as Necessary

Week 1

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 TAILOR work to student needs Be ORGANIZED to maximize engagement	
Monday	Tuesday	Wednesday	Thursday
<p>Content Focus: Nationalism, Militarism, and Imperialism</p> <p>Hook: Explain how one's pride in their nation can create conflict.</p> <p>Daily Assessment: Share-out of students' findings.</p>	<p>Content Focus: Triple Alliance, Triple Entente, Nazi-Soviet Pact, Axis, Munich Conference</p> <p>Hook: Research how secret agreements led to World War II.</p> <p>Daily Assessment: Exit Card</p>	<p>Content Focus: Russian Revolution, 2nd Russian Revolution, and Rise of Communism</p> <p>Hook: Identify how changes in Russia affected policies and partnerships in World War II.</p> <p>Daily Assessment: Journal entry</p>	<p>Content Focus: Isolation, Neutrality Acts, Good Neighbor Policy</p> <p>Hook: Identify why the United States did not enter World War II at the beginning.</p> <p>Daily Assessment: Sharing of ideas</p>

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

Multiple-Choice Quiz and a written response on early United States Foreign Policy including a primary source analysis.

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)

The students have constructed both concepts and understandings that will be applied in their culminating task.

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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 TAILOR work to student needs Be ORGANIZED to maximize engagement	
Monday	Tuesday	Wednesday	Thursday
<p>Content Focus: Appeasement, Munich Conference, Nazi-Soviet Pact</p> <p>Hook: Explain how the United States responded to the outbreak of World War II.</p> <p>Daily Assessment: Journal Entry – Explain how aggression led to war in Asia and Europe.</p>	<p>Content Focus: Allies, Axis, Battle of Britain, Pearl Harbor</p> <p>Hook: What effects did Pearl Harbor have on American lives?</p> <p>Daily Assessment: Share-out</p>	<p>Content Focus: “Double V” campaign, Tuskegee Airmen, bracero program</p> <p>Hook: How did America mobilize the economy in World War II?</p> <p>Daily Assessment: Exit card-What impact did World War II have on American lives?</p>	<p>Content Focus: Battle of Midway, Iwo Jima, Battle of Bulge</p> <p>Hook: Investigate how the war in Europe came to an end.</p> <p>Daily Assessment: Students share-out their findings.</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams):</p> <p>Written response to political cartoons on the various aspects of America at war.</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> <p>The students have constructed both concepts and understandings that will be applied in their culminating task.</p>			

Week at a Glance Week 3

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 TAILOR work to student needs Be ORGANIZED to maximize engagement
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Monday	Tuesday	Wednesday	Thursday
<p>Content Focus: Berlin Airlift, NATO, Warsaw Pact</p> <p>Hook: Identify the humanitarian role the United States took after World War II.</p> <p>Daily Assessment: Exit card-Discuss how the Cold War began.</p>	<p>Content Focus: Marshall Plan/Anti-Communism</p> <p>Hook: Explain how the United States helped fight communism in other countries.</p> <p>Daily Assessment: Share-out</p>	<p>Content Focus: Truman Doctrine</p> <p>Hook: Research cause and effect of the Truman Doctrine on World Policies.</p> <p>Daily Assessment: Journal Entry</p>	<p>Content Focus: United Nations</p> <p>Hook: Identify how the United Nations became the police force of the world.</p> <p>Daily Assessment: Exit Card</p>

Weekly Assessment: (must be aligned to the NYS / NYC exams):
Write an essay on the events during 1949 that increased Cold War tensions.

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)

The students have constructed both concepts and understandings that will be applied in their culminating task.

Week at a Glance

Week 4

<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 TAILOR work to student needs Be ORGANIZED to maximize engagement</p>	
Monday	Tuesday	Wednesday	Thursday

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<p>Content Focus: Cold War, Containment</p> <p>Hook: Research various ways that the United States stopped the spread of communism in Europe and Latin America.</p> <p>Daily Assessment: List the causes of the Cold War on an exit card.</p>	<p>Content Focus: Cuban missile crisis, Bay of Pigs invasion</p> <p>Hook: Analyze how decisions made the United States almost led to World War III.</p> <p>Daily Assessment: Discuss why Cuba became a crisis spot during the Cold War.</p>	<p>Content Focus: Alliance for Progress (Peace Cops, OAS)</p> <p>Hook: Identify programs created by the United States to promote economic growth.</p> <p>Daily Assessment: Journal Entry- Student's will express their views based on decisions made by the United States for national growth.</p>	<p>Content Focus: Arms race</p> <p>Hook: Analyze how the United States and Soviet Union endangered the world.</p> <p>Daily Assessment: Write a newspaper article how the Cold War led to the arms race.</p>
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Weekly Assessment: (must be aligned to the NYS / NYC exams):
Research how the United States became a Superpower.

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)

The students have constructed both concepts and understandings that will be applied in their culminating task.

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Unit Resources

Books: Textbooks including: The American Nation
 America Is
 United States History

Chapter books including: *Voices of Freedom*
 The Diary of Anne Frank

Websites:

www.phschool.com
<http://streaming.discoveryeducation.com>
www.Fordham.edu/halsall.Mod/Modbook.48.html
www.Thespacerace.com
www.Thehistorylearningsite.com
www.history.com

Teacher Materials:

Handouts
Video
Quizzes
Primary & Secondary Documents
Political Cartoons
DBQ's

Other:

Document Camera
SMART Board
Laptops
Political, Physical & Historical Maps