**Unit Backwards Design Planning (UBD) Template**

**Name: Anna Foreman**

**River Civilization: Mesopotamia: Euphrates and Tigris**

# *Step One: Identify Desired Results (Essential Question(s) National/State/Common Core Standards)*

**Unit Summary and Rationale:**

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| Give a brief overview of the unit content, concepts, and core activities. Provide a rationale for why this unit is important for students.  This unit focuses on The Mesopotamia River Valley; included will be lessons on location, development, religious practices, inventions, farming, trade, and industry. Interactive lessons, student inquiry, videos, group and partner work will all be used in teaching this unit. At the end of the unit students will develop a travel brochure to show what they have learned.  This unit is important for the students to learn about the Mesopotamian Valley, students should know the valley is called the Cradle of civilization and the reasons why. Students need to know some of the modern inventions we use today came from the Mesopotamian River valley, including the wheel. They also need to know the impact they had on our modern day writing system. This will also familiarize them with different cultures and ways of life. |

**Essential Question(s):**

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| List the essential questions that underlie this unit. You may have more than one question. Make sure they are linked to the rationale stated above.  What impact did the people of the Mesopotamian River Valley have on our lives today?  What could be different in our lives if the Mesopotamian people hadn’t been around? |

**National Standard(s) or Choose any of your Current National Standards**Optional

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| Use NCSS Standards. Please write out Thematic Strand and Performance Expectations, and indicate page number(s). Use more than one Strand.  Thematic Strand: CULTURE  Performance Expectation:  **Human beings create, learn, share, and adapt to culture.**The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.  Thematic Strand: Culture  Performance Expectation:  **Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.** They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.  Thematic Strand: People, Places and Environments  Performance Expectation:  **The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.** Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships. |

**State Standard(s)/Common Core:**

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| Use the ONLS for Social Studies.  List at least two different content strands with at least one content statement supporting each. List the skills topic from either strand, listing the content statement that supports it (there is only one for each strand).  THEME: REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE  Topic: Early Civilizations  Strand: History  Content Statement:  2. Early civilizations (India, Egypt, China and Mesopotamia) with  unique governments, economic systems, social structures, religions,  technologies and agricultural practices and products flourished  as a result of favorable geographic characteristics. The cultural  practices and products of these early civilizations can be used to help  understand the Eastern Hemisphere today  Theme: Regions and People of the Eastern Hemisphere  Topic: Human Systems  Strand: Geography  Content Statements:  6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.  Include at least 1 Common Core Literacies Standard Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.WHST.6-8.8](http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Key Ideas and Details: [CCSS.ELA-LITERACY.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

**Unit goal(s)**

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| **Unit Goal(s)** | Clearly state the major goal(s) of this unit   1. The Mesopotamian Valley had a big impact on modern technology. 2. People impact different areas in different ways. 3. Find and cite information on the Mesopotamian River Valley. |

**Description of Teaching Methodology**

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| **Teaching Methodology** | Discuss the various teaching methods you will be using and why you have chosen these method  Whole class instruction with use of technology. This method will be used to engage students in the unit. I chose this method to grab the attention of the students and to be able to have a class discussion on the Mesopotamian River valley. Through the discussion I can see if students have any prior knowledge or misconceptions.  Student Inquiry/Research- This method will be used so students can have some responsibility for their learning. They will use the resources provided to find more information on the topics they are researching for their travel brochures.  Group Work- Group work will enhance student’s ability to work collaboratively and also allow them to gain information from their peers.  Partner Work- This method was chosen to allow students to work collaboratively developing their brochure. This will allow for a greater understanding. |

**Context for Teaching**

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| **Context for**  **Teaching** | Discuss the circumstances in which you will teach. Type of school, class size, room arrangement, schedule, available resources including technology, hard copy etc.  I will teach in a charter school with 6-8 students. Classroom is large enough to accommodate all comfortable. Student desks will be placed in one large group where they can all see the smartboard, tv and whiteboard. We will have a 45 minute period for social studies in the mid morning. We will have a classroom computer available and also computers in the computer lab. The library will be available for students to access books and other types of resources. Our information will be mostly online resources, there are no text books available. |

# *Step Two: Determine Acceptable Evidence*

How will you know if students have answered the essential questions, reached the desired results and met the standards? What will you accept as evidence of student understanding and proficiency? List pre-, formative, and summative assessments here. Be sure to include a range of appropriate activities along the continuum, including informal checks for understanding, observation/dialogue, quizzes/tests, academic prompts, and performance tasks/projects.

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| Pre- | Formative | Summative |
| Class discussion | Checkpoint quizzes | Travel Brochure |

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| Using the chart above, explain why you chose these assessments to meet your unit standards and essential question(s). Describe the assessments themselves and what content or concepts they will measure. Discuss ways in which you might use formative assessments to inform your instruction. This description should be in narrative form.  The class discussion will allow me to see what prior knowledge students already have and what they are gaining throughout the lesson. If students are struggling with a particular topic, I will be able to make sure they gain the proper understanding. If students already have a good understanding of a particular topic, I can concentrate on another topic. This pre-assessment strategy will allow me to teach the information the students need to know. The checkpoint quizzes will measure their understanding at various points throughout the lesson. I will have concrete data on what they have already mastered and will be able to see if there are any topics we need to go back and relearn. The formative assessments will include the important questions the students need to know and I will be sure to cover these in my instruction. The travel brochure will measure their complete understanding at the end of the unit. This summative assessment will allow me to see that they have mastered the content and are able to explain it to another student. I will see that they have completed the required research and gained the understanding they need to master the content. |

# *Step Three: Matrix (Plan Learning Experiences and Instruction)*

Plan for at least five consecutive days. Be sure to include more than one strategy and assessment each day. Add more days as needed. You do not have to sue this Table –feel free to use any format you want for each lesson (as shown in the Cmap examples)

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| --- | --- | --- | --- | --- |
|  | **Topic/Content/**  **Geography Themes** | **Strategies/Activities**  Provide some sense of how your lesson will look ere –from start to finish –just enough detail to make sense to others | **Assessment** | **Materials** (teacher created & Instructional**)** |
| Monday | **History**  **Early Civilizations**  **Location** | **Show Prezi on Mesopotamia River Valley.**  **Discuss as a class the information provided in the Prezi**  **Have students take notes on important topics in their notebooks.**  **Exit slip** | **Student input/answers during class discussion**  **Exit slip stating three facts learned about Mesopotamia River Valley** | [**http://prezi.com/9e2pz\_teu7jr/mesopotamia-tigris-euphrates-river-valley-civilization/**](http://prezi.com/9e2pz_teu7jr/mesopotamia-tigris-euphrates-river-valley-civilization/)  **Computer and smartboard** |
| **Tuesday** | **History**  **Early Civilizations**  **Human Systems**  **Place, human Environment, and Movement** | **Show Students Various Pictures of artifacts from the Mesopotamian Valley, maps, writing, wheels, etc. from the gallery website.**  **Explain to the class why these are important. Have students link the information to yesterday’s introductory lesson.**  **Take short quiz**  **Introduce Travel Brochure Project** | **Discussion over pictures**  **Short 5 question quiz over what we have learned so far.** | [**http://www.bbc.co.uk/history/ancient/cultures/mesopotamia\_gallery.shtml**](http://www.bbc.co.uk/history/ancient/cultures/mesopotamia_gallery.shtml)  **Computer Smartboard** |
| **Wednesday** | **Early Civilizations**  **Human Systems**  **Regions**  **Places** | **Introduce students to Ducksters.com. Have the students follow along on the computer viewing some of the important aspects of the site.**  **At the end of the lesson, have students take quiz on site.**  **If time allows, they can complete crossword and word search.** | **Quiz included in ducksters.com website.** | **Computer lab, teacher and student computers.**  <http://www.ducksters.com/history/mesopotamia/ancient_mesopotamia.php> |
| **Thursday and Friday** | **Early Civilizations**  **Human Systems**  **Cite Textual Evidence**  **Place, Location, Region, Human Environment**  **Movement** | **Assign Student Partners and have them begin research for travel brochures.**  **Give list of resources to aide students in research.** | **Ask guiding questions to assist in gathering information on River Civilization.** | **Computers**  **List of resources** |
| **Monday** | **Early Civilizations**  **Human Systems**  **Cite textual Evidence**  **Place, location,**  **Region, human environment,**  **Movement** | **Students will put together their brochures and print them.** | **Rubric for brochures** | **Computers**  **Brochure templates** |
| **Tuesday** | **Early Civilizations**  **Human Systems**  **Cite textual Evidence**  **Place, location,**  **Region, human environment,**  **Movement** | **Present Travel Brochures to class** | **Class discussion over brochures** | **Student travel brochures** |

Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: USCD.

*Use of differentiated instruction – Give this a TRY!*

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| *Bullet list the accommodations you will provide for individuals and subgroups within your class (accelerated, ELL, special needs, etc.). This does not mean simply requiring students to do more or less; it means helping them access content and produce satisfactory work in ways best suited to their academic needs. This might include teacher modeling, utilizing graphic organizers, translation websites, differentiated reading materials, tiered activities, choice boards, etc.*   * List of resources * Guiding questions * Ability groups * Partners * Templates |

*Self-analysis:*

Using the table below, please describe how the content, strategies, and assessments you have planned meet at least FIVE criteria from our Social Studies Best Practices (BP) in class Activity:

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| Collaborative | Students will work together in groups and with a partner to develop their ideas and brochure. |
| Challenging | Students will be responsible for finding the information they need to complete their travel brochure. |
| Interdisciplinary | Students will work on the social studies standard as well as the Literacy Standard. |
| Authentic | Students will create an authentic travel brochure |
| Evaluate | The project will be evaluated through a rubric |

**Travel Brochure Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Fair** | **Poor** |
| **15 points** | **Includes Introduction to River Valley,**  **Main points on, reasons to visit,**  **Pictures/photos.**  **11-15 points** | **Missing some parts**  **6-10 points** | **Incomplete information, missing multiple parts.**  **0-5 Points** |
| **10 Points** | **Brochure is grammatically Correct and aesthetically pleasing, includes citations.**  **7-10 points** | **Some grammar mistakes, hard to follow/read, citations not completed correctly.**  **4-7 Points** | **Major grammar mistakes, format not followed, no citations.**  **0-3 Points** |
| **Total 25 Points** |  |  |  |

**Annotated Bibliography**

*Mesopotamia (Tigris and Euphrates) River valley Civilization.* (2014). Retrieved from: <http://prezi.com/9e2pz_teu7jr/mesopotamia-tigris-euphrates-river-valley-civilization/>

This prezi is a great resource for an introductory lesson on the Mesopotamia River valley. It gives an overview of the location and major aspects of the valley. It is a great way to get students thinking about the River Valley.

*Tigris/Euphrates River valley Civilization.* (n.d.) The River Valley Civilization Guide. Retrieved from: <http://www.rivervalleycivilizations.com/tigris-euphrates.php>

This website gives a great overview of the Mesopotamia River Valley. This would be a great website for students to explore to gain more information on the facts of the River Valley.

*Mesopotamia.* (2009-2014). Ancient History Encyclopedia. Retrieved from: <http://www.ancient.eu.com/Mesopotamia/>

This website has a plethora of information for students to explore and gain information on the Mesopotamian River Valley. It would be great for them to explore and see different aspects of the valley.

*Ancient Mesopotamia.* (2014). Ducksters. Retrieved from: <http://www.ducksters.com/history/mesopotamia/ancient_mesopotamia.php>

This website is geared towards students. There is information on many different aspects of the Mesopotamian Valley, quizzes they can take, crosswords, and word searches. This would be a great website to show the students certain facts about the Mesopotamian valley and also for the students to explore.

*History of the Wheel.* (2008-2014). Auto Evolution. Retrieved from: <http://www.autoevolution.com/news/history-of-the-wheel-7334.html>

This website gives great information on the invention of the wheel. Students can explore this website and gain information on the invention of the wheel helped the trade industry in the Mesopotamia River Valley.

*Cuneiform.*(2009-2014). Ancient History Encyclopedia. Retrieved from http://www.ancient.eu.com/cuneiform/

The Mesopotamia River Valley developed a writing system. This website explains the type of writing and gives a key for the meanings of the symbols.

Collon, Dominque. *Mesopotamia.* (2011). Retrieved from: <http://www.bbc.co.uk/history/ancient/cultures/mesopotamia_gallery.shtml>

This is a great website to show examples of artifacts from the Mesopotamian River valley. There is an entire gallery with many pictures of different things for students to view and analyze.

*Best of History Websites.* (2013). Retrieved from: <http://www.besthistorysites.net/index.php/ancient-biblical-history/mesopotamia>

This is a great website that has links to many lessons, activities and other information regarding the Mesopotamia Valley. This website would be great for teachers to use to gain information and resources and also for students to explore.

*Quia.* (n.d.) Retrieved From: <http://www.quia.com/quiz/244151.html>

This website is great to use as a supplememtary assessment. Students can take the online quiz and be able to see what they have mastered and what they need to work on. Teachers can also use the results from the quiz to evaluate student learning.

*Structure of Early Civilizations.* (2006-2014). Retrieved from: <http://www.education.com/study-help/article/structure-early-civilizations/>

This is a website that would be great for advanced learners. The content is a little more in depth and worded for higher readers. There are questions included that students can answer.

*8/6/14)*