

Unit Backwards Design Planning (UBD) Template

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River Civilization: Mesopotamia

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

Unit Summary and Rationale:

Give a brief overview of the unit content, concepts, and core activities. Provide a rationale for why this unit is important for students.

Students will fit their study of Mesopotamia into the larger study of ancient civilizations, Students will spend approximately 1 week developing their understanding of the unique government, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. Being that this unit is part of a larger unit about ancient civilizations, students will be able to compare and contrast the characteristics of the civilization to help answer questions concerning the longevity of cultures.

Rationale: Studying the culture of ancient civilizations helps students to understand the characteristics seen in the Eastern Hemisphere today as well as allows students to have an appreciation for cultural differences.

Essential Question(s):

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.

- How do the geographic characteristics of an area effect the cultural practices of an area?
- How do the practices of ancient civilizations effect modern cultures?

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

Use NCSS Standards. Please write out Thematic Strand and Performance Expectations, and indicate page number(s). Use more than one Strand.

Thematic Strand: Individual Development and Identity

Performance Expectation: Students will appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals.

Thematic Strand: Time, Continuity, and Change

Performance Expectation: Students will identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions

State Standard(s)/Common Core:

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).

Strand: History

Topic: Early Civilizations

The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

Content Statement: 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

Strand: Geography

Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Content Statement: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

Include at least 1 Common Core Literacies Standard

Speaking and Listening: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit goal(s)

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Unit Goal(s)	Clearly state the major goal(s) of this unit <ul style="list-style-type: none">• Students will demonstrate an understating of the Mesopotamian culture through the 5 themes of geography• Students will understand the geographical influences on the Mesopotamian culture.• Students will synthesize ancient cultural characteristics• Students will work collaboratively in order to demonstrate the distribution of intelligence.
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Description of Teaching Methodology

Teaching Methodology	Discuss the various teaching methods you will be using and why you have chosen these methods. <ul style="list-style-type: none">• Assessing prior knowledge - I think it is important to understand what information the students are bringing with them regarding cultures, including government, economics, and religion. As well, I think the lesson has the potential to be more impactful if it is understood what prior knowledge they have about the specific culture.• Collaborative Discussions and Work time - Students need to be able to share their ideas and build off of each others knoweldge. In socieity, people are only as smart as those they surround themselves with. Student sneed to learn to build off of each other.• Research - Students need to not only be able to gather reliable information, but all to synthesize and present the information in a professional manner.• Project creation - Students will use projects in order to demonstrate their understanding of the culture.
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Context for Teaching

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Context for Teaching	<p>Discuss the circumstances in which you will teach. Type of school, class size, room arrangement, schedule, available resources including technology, hard copy etc.</p> <p>Type of School - Middle School setting - Public School Class Size - 24 Room Arrangement - seating in collaborative groups Schedule - Modified Block Technology - 1 to 1 computer access with internet, ability to display projected computer image, class website</p>
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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.

Pre-	Formative	Summative
KWL	Discussions	Artifact Presentation
Discussions	Exit Slips	
Surveys	Small Group Meetings	
	Venn Diagram	
	Map Building	

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.

To start the lesson, teacher will use a KWL chart to begin the discussion of Mesopotamia. Students will also take a survey about culture to help the teacher understand what possible misconceptions students have about what culture is and what aspects of society make up a culture.

Throughout the lesson, class discussions as well as small group and partner discussions will help the teacher see if the students are understanding the depth of information about Mesopotamia. Students will also have exit slips that address a key concept of the class in order to help drive the instruction the next day. This information will inform the teacher if revisiting a discussion is important or if the students are ready for a deeper discussion of the topic. Students will also create a Venn Diagram that compares and contrasts the Mesopotamian culture with one of the other ancient cultures studied in 6th grade. Students will also create a layered map using transparencies in order to show their understanding of the geographical influences on the culture. Through these activities, students will demonstrate their understanding of the influences of the culture as well as the characteristics of powerful cultures.

Final projects for the unit include creating a presentation of artifacts from Mesopotamia that demonstrate the understanding of the culture through the 5 themes of geography.

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	Assessmen t	Materials (teacher created & Instruction al)
Mo nd ay	Early Civilizations/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	After providing informal access to DK Eyewitness Mesopotamia by Philip Steele, students will begin sharing ideas of what they know and want to learn about Mesopotamia. This will then prompt an informal discussion to introduce the basics of the culture. Students will spend the end of class taking a brief survey about culture in general.	Pre-Assessments: Survey, Discussion, and KWL	Flip Chart Surveys Writing Utensils
Tu es da y	Early Civilizations/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	Through the use of a graphic organizer, students will begin researching with a partner, relevant information to further their understanding of the culture in the context of the 5 themes of geography. They will be focusing their research with the understanding of the final presentation of artifacts.	Exit ticket - asking for a description of Mesopotamia through one of the five themes of geography	Computer access, graphic organizer, rubric for final project.

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Wednesday	Early Civilizations/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 Human Systems/Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	Continue research but focus today on understanding the geography of the area, while continuing the graphic organizer. Begin sketching a map of the area that depicts the most influential geographical influences on the culture.	Map building - showing geographical areas that provided the most influence.	Map outline Transparencie s & markers Computer w Internet.
Thursday	Early Civilizations/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	Finish research and final ideas for presentation. Begin gathering and justifying artifacts for presentation.	Meet with groups individually to make sure they have a deep understanding of the culutre.	Small group meeting area
Friday	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Present and justify artifacts to class — artifacts are aligned with the 5 themes of geography. Collaboartively complete a Venn Diagram of Mesopotamia and the ancient civilization studies prior.	Presentation of artifacts Venn Diagram to compare and contrast information	Presentation area, Venn Diagrams, Computer w internet

Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: USCD. *Use of differentiated instruction - Give this a TRY!*

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.

Accelerated - Expectation of justification to have higher level thinking skills including synthesizing, and comparing and contrasting with other civilizations. Research through the definition of culture and make connections to modern day. Students can create a video presentation of their artifacts to allow for more creative materials.

Lower - Scaffolding on graphic organizer and Venn Diagram. Modify mapping assignment to have less details

Other modification - computer read aloud programs, vocabulary sheets, modified reading level of websites, limited website search

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:

Deeper understanding	Students are expected to go beyond the basic facts of Mesopotamia in order to build an understanding of the culture and the impact on modern day
Prior Knowledge	Unit starts with a KWL, discussion, and survey that will show students understanding of culture in general as well as in Mesopotamia
Multicultural perspective	By looking at the connections of the Mesopotamian culture to modern day, students are able to use a variety of sources in order to have a wide perspective

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Scaffolding	Through graphic organizers and small group meetings, scaffolding can be done to encourage learners to take their understanding further or to assist learners that are struggling.
Value Based Learning	By connecting the historical research to current lifestyles, students can create more of a respect for other cultures.

Rubric for Artifact Presentation:

Criteria	Exceptional	Acceptable	Unacceptable
Artifacts	Artifacts are thoughtful and show an understanding of Mesopotamia through the 5 themes of geography	Artifacts show an understanding of Mesopotamia through the 5 themes of geography	Artifacts do not connect to the 5 themes of geography and/or are weak demonstrations of Mesopotamia
Justification	Artifacts connection to historical culture and modern day culture is evident and explained	Artifacts are connected to the culture	Artifacts lack connection.
Presentation	Presentation shows complete and thorough understanding in a creative and thoughtful manner	Presentation shows an understanding of the content	Presentation is confusing and focus is lacking
Collaboration	Partners interactions are meaningful and productive to the completed project.	Partners are working together and sharing ideas regularly	Partners are working but with little to no interaction.

Resources:

Ancient Mesopotamia. (n.d.). Retrieved from <http://ablemedia.com/ctcweb/showcase/dlottmesopotamia.html>

Provides information on the geography of the region as well as the importance of the geography.

Ancient Mesopotamia. (n.d.). Retrieved from <http://mesopotamia.mrdonn.org>

Teacher and student resource that provides links to games and information.

Ancient Mesopotamia: This history, our history. (n.d.). Retrieved from <http://mesopotamia.lib.uchicago.edu>

Teacher resource with lesson ideas and interactive materials

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- Civilization: Ancient Mesopotamia. (2015). Retrieved from <http://www.timemaps.com/civilization/ancientmesopotamia>
Civilization links and maps regarding Mesopotamia
- Collon, D. (2011, July 1). Mesopotamia. Retrieved from http://www.bbc.co.uk/history/ancient/cultures/mesopotamia_gallery_01.shtml
Images and links with information about Mesopotamia
- Hunter, E., & Corbishley, M. (2003). First civilizations (Rev. ed.). New York: Facts on File.
Child appropriate information from the hunters and gathers to the development of civilization
- Mesopotamia mathematics. (February 21, 2007). Retrieved from <http://it.stlawu.edu/~dmelvill/mesomath/>
Brief overviews plus links for more in depth information
- Mesopotamia. (2015). Retrieved from <http://www.ancient.eu/Mesopotamia/> Sumer.
Specific information about Sumer
- Steele, P. (2007). Eyewitness Mesopotamia. London: DK Pub.
Child appropriate exploration of the civilization.
- Zeman, L. (1998). Gilgamesh the king. Toronto: Tundra Books.
A retelling of the Epic of Gilgamesh