**The Logic of Backward Design**

**Purpose:** To illustrate and practice backward-design planning and thinking.

**Directions:** Sketch out a unit idea in the three stages of backward design. Use textbook from your class as a starting point.

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| **Unit Title: The Great Depression and the New Deal** | | |
| **Stage 1 – Big Ideas, Goals and Objectives** | **Stage 2 – Acceptable Evidence**  **(both formative and summative)** | **Stage 3 – Lesson Activities and Experiences** |
| **If the desired end result is for**  **learners to . . .** | **then you need evidence of the**  **learners’ ability to . . .** | **then the learning events**  **need to . . .** |
| Students will analyze and describe the everyday conditions and hardships Americans faced during the Great Depression and Dust Bowl. | Students will write a Journal Entry from the perspective of minorities (women, Hispanic, African, or Native Americans). They will describe, using details from the reading, the hardships Americans faced during the Great Depression and/or Dust Bowl. Students will reference families depending on incomes of parents and children, women in the work force, multiple families moving into single homes, issue of unemployment, living conditions, and so on.  One paragraph of the content, the second a reflection and parallel to the present. | The teacher will give a presentation outlining “Life during the Depression.” The presentation will include visual reinforcements-short video clips that demonstrated the living conditions of Americans during the Depression. The graphs included will demonstrate statistics and maps will outline the changing and effected geographic conditions. The photographs will capture and highlight the plight of Americans struggling to survive the Depression and Dust Bowl.  Model how to read primary sources and secondary sources to inform writing.  Students will connect content to current economic downturn and the struggles of families to make ends meet, in a think-pair-share, before writing in the journals. |