



## Micro-Unit & Structure Tasks

### MICRO-UNITING UNITS

Unit previews should “review prerequisite skills and information, pose essential questions or key problems” and discuss how the current lesson will “segue into the next.”<sup>1</sup> Unit previews help students understand the structure of a content unit and facilitate their planning and study. As the structure of instructional units becomes routine, students can practice metacognitive skills by participating in the creation of unit previews. Note that for most students, each activity within the unit will require further micro-uniting.

As you go through a unit preview with your class, be sure to include the following:

**PART 1: SEQUENCE.**

- Include how the unit fits into the sequence of the class as a whole and the sequence in which topics will be covered.

**PART 2: QUESTIONS OR PROBLEMS.**

- Cue students to consider the essential questions or important problems they will discuss and write about throughout the unit.

**PART 3: VOCABULARY.**

- Key vocabulary should be included and organized by topic.

**PART 4: VISUAL REPRESENTATION.**

- Provide a picture of the relationships among the topics.

**PART 5: CALENDAR.**

- This may include class work, homework and other assessments.

**EXAMPLE:**

This example shows a sample unit preview on slave narratives. It connects the current unit to the past and next units, overviews skills targeted, highlights key vocabulary and unit elements, and provides a calendar for learning activities.

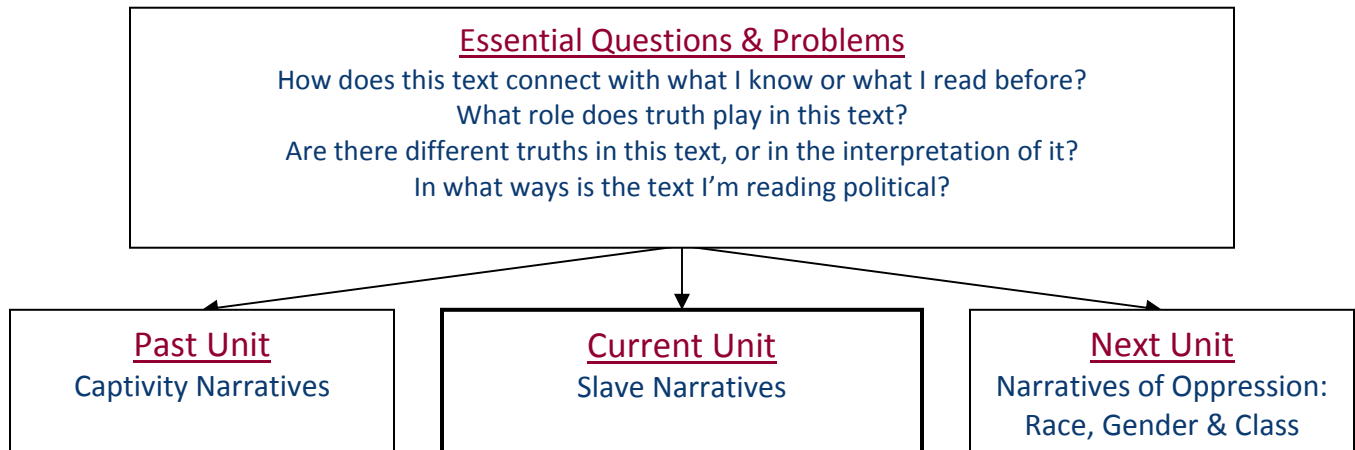
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<sup>1</sup> Newhall, P. W. (2008). *Teaching independent minds*. (pp. 59-61). Prides Crossing: Landmark School, Inc.



## Unit Preview: American Literature

### PART 1 & 2: SEQUENCE and QUESTIONS OR PROBLEMS.



### PART 3: VOCABULARY.

Key Vocabulary & Terms

Fugitive Slave Act	Compromise of 1850
Dredd Scott Decision	Kansas-Nebraska Act
abolitionist	antebellum
chattel	disenfranchise
emancipation	miscegenation
narrative	plantation
slavery	underground railroad

### EXTRA PARTS:

#### Unit Texts:

Narratives by: Martha Griffith Brown; William Wells Brown; Frederick Douglass; Old Elizabeth; Olaudah Equiano; Harriet Jacobs; Mary Prince; Nat Turner; Booker T. Washington

#### Skills Focus:

- Note-taking
- Using evidence from texts to write supporting paragraphs in response to a question.



**PART 4: VISUAL REPRESENTATION.**

**Elements of Many Slave Narratives**



**PART 5: CALENDAR.**

**Calendar:**

*This is a 2-week unit. You will be assigned to a group which will read selected narratives.*

- Day 1: Introduction to Slave Narratives
- Day 2: Full class discussion of selection
- Day 3: Group discussion of selection(s)
- Day 4: “
- Day 5: Notes due. Full class work.

- Day 6: Independent work day – paragraphs
- Day 7: Presentation group work
- Day 8: Presentation group work
- Day 9: Group multi-media presentations
- Day 10: Open notes test on presentations

**Assessments:**

Notebooks; group participation; paragraphs; presentation; test.

**HOW DOES THIS MICRO-UNIT & STRUCTURE TASKS?**

This preview breaks down the unit topic into key components.

*Breaking down larger units and chapters helps the teacher and students see not only all the parts, but the ways in which they connect.*