

Unit Template

Unit Template Explained

Mini-Unit Title:

Author:	Grade Level: Use elementary, middle, or high school – not grade.
School: Include name of school and school district.	Time Estimated: Use days and include the time in each class period. For example: 3 days (50 minute periods).

Overview:

Write a paragraph explaining where your students are in the curriculum and what they know. What assumptions are you making about their background knowledge? What will students know and be able to do as a result of completing this unit? Briefly describe your students, advanced, Special Ed., or ESL etc.

Historical Background:

Write a few paragraphs (2-5) defining the historical context (the major historical events of that period). Refer to TAH content (workshops, site visits, readings, and resources). The historical background should capture different perspectives about this period.

Major Understanding:

Write a sentence or two about the key concept or big idea that you want students to know. Why is this material important for students to know? Think about how it will connect to and/or influence other critical periods and deepen their understanding of American history.

Objectives:

Students will:

List your broad objectives for the unit here and include more specific ones when you write your daily lessons. Combine skills and content objectives, use a numbered list, and capitalize the first letter of each objective.

Standards of Learning:

Skills

Content

It is sufficient to list the SOLs once at the beginning of the unit.

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Culminating Assessment:

Design an activity that will capture what students have learned and provide evidence that students grasp your major understanding. This should be an opportunity for students to consider multiple perspectives. Examples include: an exhibit, a simulation, a class newspaper, a set of interviews, a press conference, a panel discussion, and a debate. This activity will require a rubric.

References:

List the primary and secondary sources you found helpful in developing your unit. These include books and media, and websites for teacher reference (do not put parentheses around website urls). Write a sentence or two on the usefulness of the source in preparing your unit.

Books & Media

Use form as in example below:

McPherson, James. *Ordeal By Fire: The Civil War and Reconstruction*, 2nd Ed. New York: McGraw-Hill, Inc., 1992.

This book is a major resource for specifics on the causes, conditions, and events before, during and after the Civil War. I used it as a reference for notes and for general background information.

Websites

Use form as in example below:

<http://gunstonhall.org/georgemason>

Used for timeline and biographical information including Mason's objections to signing the Constitution. Quotes by and about him are also available.

For each lesson include:

Lesson #: Title of Lesson

Lesson titles should be as short as possible, not more than eight words, and please capitalize all words—except articles and prepositions—when they are not the first words in the title.

Time Estimated: # day(s)

Objectives:

Students will:

This should be a numbered list of the specific objectives for this lesson. Capitalize the first letter of each objective.

Materials:

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Bullet a list of the materials and supplies you will be using for this lesson, such as online primary sources with guiding questions, reading selections, worksheets, handouts, teacher talking points, etc. Capitalize the first letter of each item.

Strategies:

Explain the strategies you plan to use to reach your objectives. This section should be a numbered list. Break up separate thoughts into different numbers. If you want to include a list within one of these numbers, use a bulleted list instead of a numbered list.

Use bold letters only for descriptive words at the beginning of each item on the list, i.e. when you want these words to serve as a subheading. For example:

1. **Hook:** Use the Photo Collage of New York City.
2. Ask students to think back to what they have learned about immigration.
3. **Homework:** Assign students to bring in an example of a primary source.)

Differentiation:

How will you accommodate students with different levels of ability, readiness to learn, and interest in the topic? Differentiation can be accomplished by adapting content, process or activities, and products to students' needs.

Style Specifics

- Write out numbers under ten (one, two), but use numerals for any numbers over 10. For example, write “32 images are included” rather than “thirty two images are included.”
- Abbreviate centuries so that “nineteenth century” is always “19th century” etc. For adjectival compounds, include a hyphen: “I prefer 19th-century painting.” But “The two world wars of the 20th century cost...”
- Always use the series comma. For example:
“I bought apples, bananas, and oranges” (not apples, bananas and oranges).
- When writing years or decades, use the following format:
1954
'54
1950s
the fifties
- Use extended hyphens. For example:
“By analyzing a range of primary sources—including photographs, political cartoons, and documents—students will ...” (not “sources – including photographs ...”)
- Do NOT put parentheses around website urls.
- Do NOT underline words. Use italics instead.
- Only use bold for section headings or subheadings.

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- Periods and commas go inside quotation marks. For example:
This activity is called “corners.”
- When a list follows a heading with a colon, use a capital letter for the first word of each member of the following list. For example:
Students will:
 1. Make use of ...
- When a list follows a heading without a colon, do not use a capital letter for the first word of each member of the following list. For example:
The student will demonstrate knowledge by
 - a) identifying the reasons for ...