

# The Unit Organizer

NAME Mrs. Ricketts' student

DATE September, 2013

## ④ BIGGER PICTURE

Enriching Lives with the American Literary Experience

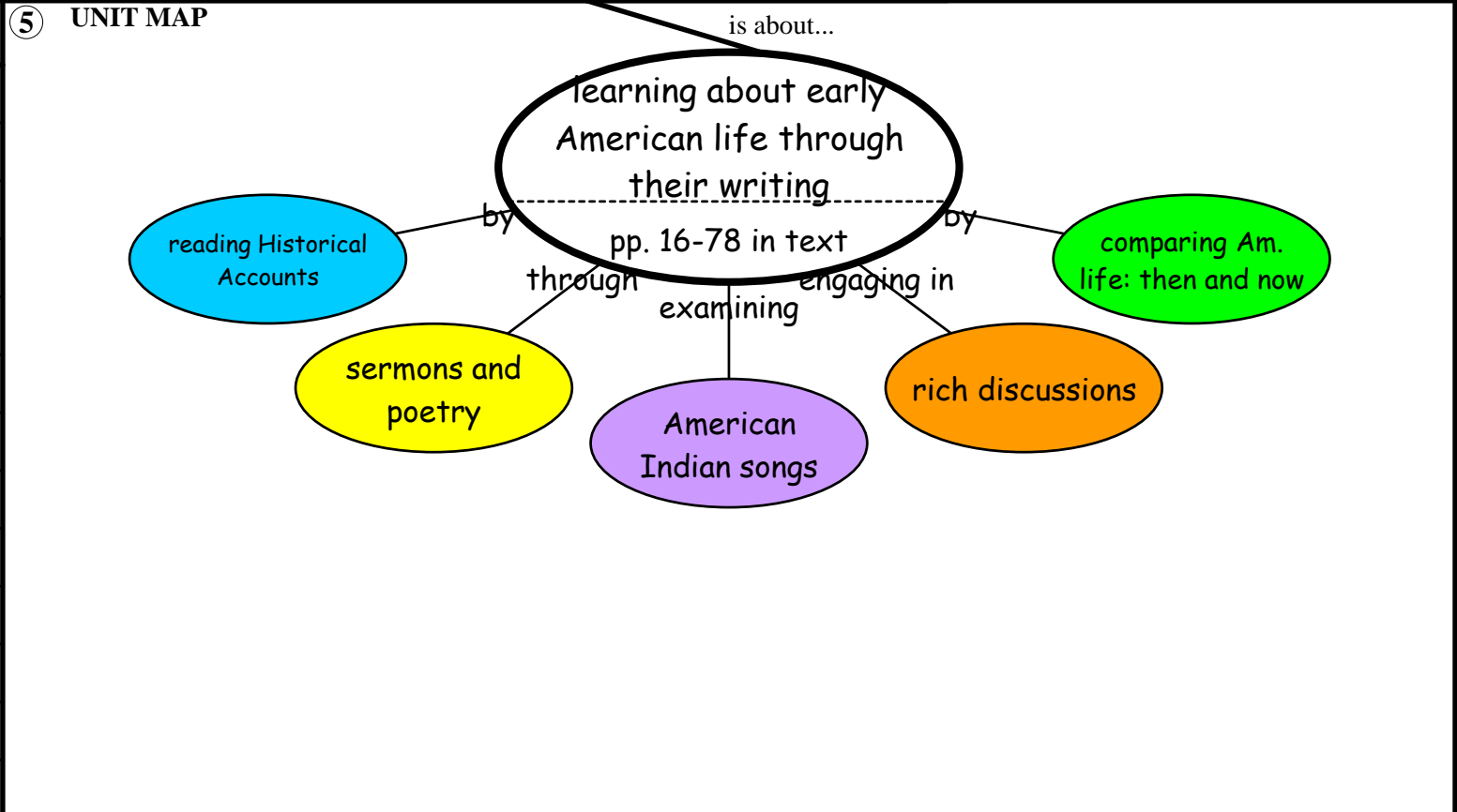
② **LAST UNIT/Experience**  
**Launching the Course Organizer**  
**Notebook**

① **CURRENT UNIT**  
**Repression, Freedom, and Responsibility**

③ **NEXT UNIT/Experience**  
**Celebrating the Individual**

⑧ **UNIT SCHEDULE**

Launching the Unit Organizer
A Description of New England: pp. 19-21
Application to the world today <i>Quality Assignment:</i>
Of Plymouth Plantation: pp. 22-29 <i>Float UO</i>
Poetry: pp. 30-31; pp. 33-35 <i>Float UO</i>
Socratic Seminar: question 1 on p. 29
Indian songs: pp. 62-65 <i>Team learning Float UO</i>
Puritanism: Coop. structure: Telephone
<i>Question Exploration: Unit Question #2</i>
<i>Begin reading The Scarlet Letter Float UO</i>
<i>Tram Section Paraphrasing of chapters in novel</i>
<i>Team teaching of nove with assessments!</i>
<i>Tie up UO to review Summative Test: Sept. 20</i>



- ⑦ **UNIT SELF-TEST QUESTIONS**
1. How can reading historical accounts from Early America help us understand the thoughts and feelings of the people? *(Course questions: 2 and 7)*
  2. How did the religious beliefs influence the style of literature? *(course question 10)*
  3. What are the benefits of communicating through rich dialogue and collaborative assignments when reading different texts? *(course questions: 2 and 9)*
  4. How did the repression, quest for freedom, and the beliefs in responsibility of Early Americans shape American life today? *9 course questions 2 and 10)*

- ⑥ **UNIT RELATIONSHIPS**
- analysis
  - cause/effect
  - evaluation
  - generalization