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| **Unit At-a-Glance**  Innovations of the Second Industrial Revolution | |
| **Lesson 1** | * Intro to Second Industrial Revolution as part of the Gilded Age * Intro to timeline infographics, design issues, and [CHECKLIST: Timeline Infographic Project](https://docs.google.com/document/d/1it0xTcsZSxVbrhNb2euRa2MubQu1PJ9x/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) * [Self-assessment](https://docs.google.com/document/d/19XKaSewcsTZdXujW_Mz6UWjYYms44PGR/edit) of unit vocabulary * Practice fluency with text overviewing the era |
| **Lesson 2** | * Intro to [Tier 3 vocabulary](https://docs.google.com/document/d/1mKO11EGwyAULIYyr2NHlHMWwpIJu_VVe/edit) * Intro to [CHECKLIST: Fluency](https://docs.google.com/document/d/1MFBOr74wwRXJ2svaYXVvjpbQYHZZh-hB/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true); Practice fluency with texts about Margaret Knight and her invention (sets up issues of marginalization/inequities faced by innovators from certain groups) * I DO/WE DO: Use the [Notetaking Form](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true), addressing *who, what, where, when, why, how* prompts * I DO/WE DO: Construct an oral summary from notes * WE DO: Interpret a timeline and place the invention from the reading on it |
| **Lesson 3** | * Intro to [Tier 2 vocabulary (Quadrant Charts)](https://docs.google.com/document/d/1CItaYlcxR9ksWko_2EWSvdQYv27vmIBy/edit) * Practice fluency with text about Granville Woods and his invention (continues discussion of marginalization/inequities faced by innovators from certain groups) * YOU DO: Take notes on the fluency text and construct an oral summary (in small groups/pairs) * WE DO: Interpret a timeline and place the invention from the reading on it |
| **Lesson 4** | * I DO/WE DO/YOU DO: Use the notetaking process with a video overviewing multiple innovations and innovators * Practice fluency with text on Thomas Edison/add notes to [Notetaking Form](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) * [Practice](https://docs.google.com/document/d/1swuZPXZ8ve1nDhFatXUxbQUFGfsgssRj/edit) with Tier 2 vocab (Fill in the Blank and Sentence Completion) |
| **Lesson 5** | * Practice fluency with text on African American inventors/add notes to [Notetaking Form](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) * I DO/WE DO: Write a class summary using the notes from one section in one text * Intro to -ION suffix ([Jamboard](https://jamboard.google.com/d/1Ov4UL3L1zTIhPTQ6fMm3lX3gmp4TSS1Y-5BGj7TWgb4/edit?usp=sharing)) |
| **Lesson 6** | * YOU DO: Independent reading/notetaking on texts/videos of choice * YOU DO: Write an individual summary (with peer support) of a section from one source * Practice with -TION suffix ([Google Slides](https://docs.google.com/presentation/d/11wURq8n3t6hTUjLn2vvPOUb8VDTtAOMW/edit#slide=id.p1)) |
| **Lesson 7** | * I DO/YOU DO: Select 5 innovations and use notes to find the required info; use [Timeline Template](https://docs.google.com/presentation/d/1w9dveiYDprl-6fss7h-wSfYbH7eJxpKj/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) to collect and organize info * I DO/YOU DO: Use a pre-selected online platform to start designing digital timeline * [Practice with -TION suffix](https://docs.google.com/presentation/d/11wURq8n3t6hTUjLn2vvPOUb8VDTtAOMW/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) or [Jamboard Concept Sort](https://jamboard.google.com/d/1zWhaX4FBtK22EqibAHs6nghDx7aK54DnOnh2zL38Sx4/edit?usp=sharing) |
| **Lesson 8** | * I DO/YOU DO: Collect info about one innovation from at least 2 sources, using a [Pre-Writing Web](https://drive.google.com/file/d/1URmcGXARKzCqc2iQqJDSYI4oZyrptOjm/view?usp=sharing) * I DO/YOU DO: Write the 1st draft of the explanatory paragraph integrating info from at least 2 sources * YOU DO: Work on digital timeline * Practice fluency with text on Labor Day |
| **Lesson 9** | * I DO/YOU DO: Use the [CHECKLIST: Explanatory Paragraph](https://docs.google.com/document/d/17e8goR309FG1uN31p7lqJ_nWsPCgSLhN/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) to revise writing. Make a 2nd draft * YOU DO: Finish digital timelines, checking against the [CHECKLIST: Timeline Infographic Project](https://docs.google.com/document/d/1it0xTcsZSxVbrhNb2euRa2MubQu1PJ9x/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) * Practice fluency with 2nd draft of explanatory paragraphs, using the [CHECKLIST: Fluency](https://docs.google.com/document/d/1MFBOr74wwRXJ2svaYXVvjpbQYHZZh-hB/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) as a guide |
| **Lesson 10** | * Share digital timelines in small groups or as a class; students pose two questions to classmates * Read aloud explanatory paragraphs, self-assessing with the [CHECKLIST: Fluency](https://docs.google.com/document/d/1MFBOr74wwRXJ2svaYXVvjpbQYHZZh-hB/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) * Unit Reflection |