Unit At-a-Glance Innovations & Society (FOCUS: Second Industrial Revolution)	
Lesson 1	 Intro to Second Industrial Revolution as part of the Gilded Age Intro to timeline infographics, design issues, and <u>CHECKLIST: Timeline Infographic Project</u> <u>Self-assessment</u> of unit vocabulary Practice fluency with text overviewing the era
Lesson 2	 Intro to <u>Tier 3 vocabulary</u> Intro to <u>CHECKLIST: Fluency</u>; 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 <u>Notetaking Form</u>, 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 <u>Tier 2 vocabulary (Quadrant Charts)</u> 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 Practice with Tier 2 vocab (Fill in the Blank and Sentence Completion)
Lesson 5	 Practice fluency with text on African American inventors/add notes to <u>Notetaking Form</u> I DO/WE DO: Write a class summary using the notes from one section in one text Intro to -ION suffix (<u>Jamboard</u>)
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)
Lesson 7	 I DO/YOU DO: Select 5 innovations and use notes to find the required info; use <u>Timeline Template</u> to collect and organize info I DO/YOU DO: Use a pre-selected online platform to start designing digital timeline <u>Practice with -TION suffix</u> or <u>Jamboard Concept Sort</u>
Lesson 8	 I DO/YOU DO: Collect info about one innovation from at least 2 sources, using a <u>Pre-Writing Web</u> 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 <u>CHECKLIST: Explanatory Paragraph</u> to revise writing. Make a 2nd draft YOU DO: Finish digital timelines, checking against the <u>CHECKLIST: Timeline Infographic Project</u> Practice fluency with 2nd draft of explanatory paragraphs, using the <u>CHECKLIST: Fluency</u> 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 Unit Reflection

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