#### Topic Tracker: Innovations & Society (FOCUS: Second Industrial Revolution)

| **Topic** | **LESSON 1** | **LESSON 2** | **LESSON 3** | **LESSON 4** | **LESSON 5** |
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| **2nd Industrial Revolution** | * Intro to Second Industrial Revolution as part of the Gilded Age [[video](https://edpuzzle.com/media/64080d4718627942dd1e6348)]
* Unit goals and Essential Questions
 | * Margaret Knight
* Issues of marginalization/ inequities faced by innovators from certain groups
 | * Granville Woods
* Continue discussion of marginalization/

inequities faced by innovators from certain groups) | * Overview of multiple innovations and innovators
 | * African American innovators
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| **Word Study** | * [Self-assessment](https://docs.google.com/document/d/19XKaSewcsTZdXujW_Mz6UWjYYms44PGR/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) of unit vocabulary
 | * Intro to [Tier 3 vocab](https://docs.google.com/document/d/1mKO11EGwyAULIYyr2NHlHMWwpIJu_VVe/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true)
 | * [Intro to Tier 2 vocab](https://docs.google.com/document/d/1CItaYlcxR9ksWko_2EWSvdQYv27vmIBy/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) ([Quadrant Charts](https://docs.google.com/document/d/1Tvj8QE1IBNmk2iaC2jYjf3PhNFW-pkGH/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true))
 | * [Fill in the Blank & Sentence Completion](https://docs.google.com/document/d/1swuZPXZ8ve1nDhFatXUxbQUFGfsgssRj/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) ([Google Forms version](https://docs.google.com/document/d/1swuZPXZ8ve1nDhFatXUxbQUFGfsgssRj/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true)) / [Answer Key](https://docs.google.com/document/d/1Yuv7T_JpdR8B7iwTnkc7Au451Y8x0kou/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true)
 | * Intro to -ION suffix ([Jamboard](https://jamboard.google.com/d/1Ov4UL3L1zTIhPTQ6fMm3lX3gmp4TSS1Y-5BGj7TWgb4/edit?usp=sharing))
* Use vocab in class summary
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| **Fluency** | * Practice fluency with [text overviewing the era](https://newsela.com/view/ck9nooe3602z50iqjsx8d6wix/?levelId=ck7ecv89b0f6y14p7tej03tib)
 | * 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’s invention
 | * Practice fluency with text about [Granville Woods](https://newsela.com/view/ck9noohs2054f0iqjioaphneu/?levelId=ck7ecwch80r4g14p79vmhajwa)’ invention
 | * Practice fluency with text on [Thomas Edison](https://newsela.com/view/ck9nood9402i00iqjmshjv1ho/?levelId=ck7ecuzt80com14p7umm7ykeg)
 | * Practice fluency with [text on African American inventors](https://newsela.com/view/ck9nooi7h05dw0iqji8xd0dqa/?levelId=ck7ecwhjm0snc14p7h09hijv7)
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| **Notetaking/****Summarizing/****Explanatory Paragraph** |  | * I DO/WE DO: How to 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*
* I DO/WE DO: How to construct an oral summary from notes
 | * YOU DO: [Take notes](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) on the fluency text and construct an oral summary (in small groups/pairs)
 | * Add notes from Edison text to [Notetaking Form](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true)
* I DO/WE DO/YOU DO: Use the [notetaking process](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) with a [video](https://edpuzzle.com/media/5e7be9c3b505fe3efec99531) overviewing multiple innovations and innovators
 | * I DO/WE DO: Write a class summary using the [notes](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) from one section in one text
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| **Timeline Infographics** | * 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)
 | * WE DO: [Interpret a timeline](https://docs.google.com/document/d/1q2tN2R1BaSc8ft9EzC4bP8K_o_586Zxc/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) and place the invention from the reading on it
 | * WE DO: [Interpret a timeline](https://docs.google.com/document/d/1q2tN2R1BaSc8ft9EzC4bP8K_o_586Zxc/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) and place the invention from the reading on it
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| **Topic** | **LESSON 6** | **LESSON 7** | **LESSON 8** | **LESSON 9** | **LESSON 10** |
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| **2nd Industrial Revolution** | * Innovations/ Innovators of choice
 | * Innovations/ Innovators of choice
 | * Innovations/ Innovators of choice
 | * Innovations/ Innovators of choice
 | * Unit Reflection/Essential Questions
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| **Word Study** | * Practice with -ION suffix ([Google Slides](https://docs.google.com/presentation/d/11wURq8n3t6hTUjLn2vvPOUb8VDTtAOMW/edit?usp=drive_link&ouid=115764045519510480189&rtpof=true&sd=true))
* Use vocab in summary
 | * Practice with -TION suffix ([worksheet](https://www.k12reader.com/worksheet/spelling-rules-adding-tion/view/)) OR [Tier 3: Concept Sort](https://jamboard.google.com/d/1zWhaX4FBtK22EqibAHs6nghDx7aK54DnOnh2zL38Sx4/edit?usp=sharing)
 | * Use vocab in explanatory paragraph
 |  | * Use vocab in presentation and explanatory paragraph
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| **Fluency** | * YOU DO: Independent reading on [texts/videos of choice](https://docs.google.com/document/d/1D9F6fFbxZ2V5EG_J2H5OVBcNVgKDcURz/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true)
 |  | * Practice fluency with [text on Labor Day](https://newsela.com/view/ck9noogy604mm0iqjxszem6a5/?levelId=ck7ecw3gt0ofa14p7xe6728xm)
 | * Practice fluency w/ 2nd draft of explanatory paragraphs, guided by [CHECKLIST: Fluency](https://docs.google.com/document/d/1MFBOr74wwRXJ2svaYXVvjpbQYHZZh-hB/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true)
 | * 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)
 |
| **Notetaking/****Summarizing/****Explanatory Paragraph** | * YOU DO: Independent [notetaking](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true) on texts/videos of choice
* YOU DO: Write an individual summary (with peer support) of a section from one source
 | * (Optional) YOU DO: Finish [notetaking](https://docs.google.com/document/d/11K2fKwlSPz21Gd9qyDoinrVo7ZajYGdi/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true)
* I DO/YOU DO: Select 5 innovations and use notes to find the required info
 | * I DO/YOU DO: Collect info about one innovation from 2 sources, using [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
 | * 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**.
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| **Timeline Infographic** |  | * I DO/YOU DO: Use the [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 the online platform to start designing digital timeline
 | * YOU DO: Work on digital timeline
 | * YOU DO: Finish digital timelines, using [CHECKLIST: Timeline Infographic Project](https://docs.google.com/document/d/1it0xTcsZSxVbrhNb2euRa2MubQu1PJ9x/edit?usp=sharing&ouid=115764045519510480189&rtpof=true&sd=true)
 | * Share digital timelines in small groups or as a class; students pose two questions to classmates
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