

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

Topic	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
2nd Industrial Revolution	- Intro to Second Industrial Revolution as part of the Gilded Age [video] - 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
Word Study	Self-assessment of unit vocabulary	Intro to Tier 3 vocab	Intro to Tier 2 vocab (Quadrant Charts)	Fill in the Blank & Sentence Completion (Google Forms version) / Answer Key	- Intro to -ION suffix (Jamboard) - Use vocab in class summary
Fluency	Practice fluency with text overviewing the era	Intro to CHECKLIST: Fluency; Practice fluency with texts about Margaret Knight's invention	Practice fluency with text about Granville Woods' invention	Practice fluency with text on Thomas Edison	Practice fluency with text on African American inventors
Notetaking/ Summarizing/ Explanatory Paragraph		- I DO/WE DO: How to use the Notetaking Form, addressing <i>who, what, where, when, why, how</i> - I DO/WE DO: How to construct an oral summary from notes	YOU DO: Take notes on the fluency text and construct an oral summary (in small groups/pairs)	- Add notes from Edison text to Notetaking Form - I DO/WE DO/YOU DO: Use the notetaking process with a video overviewing multiple innovations and innovators	I DO/WE DO: Write a class summary using the notes from one section in one text
Timeline Infographics	Intro to timeline infographics, design issues, and CHECKLIST: Timeline Infographic Project	WE DO: Interpret a timeline and place the invention from the reading on it	WE DO: Interpret a timeline and place the invention from the reading on it		

Topic	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
2nd Industrial Revolution	Innovations/ Innovators of choice	Innovations/ Innovators of choice	Innovations/ Innovators of choice	Innovations/ Innovators of choice	Unit Reflection/Essential Questions
Word Study	- Practice with -ION suffix (Google Slides) - Use vocab in summary	Practice with -TION suffix (worksheet) OR Tier 3: Concept Sort	Use vocab in explanatory paragraph		Use vocab in presentation and explanatory paragraph
Fluency	YOU DO: Independent reading on texts/videos of choice		Practice fluency with text on Labor Day	Practice fluency w/ 2nd draft of explanatory paragraphs, guided by CHECKLIST: Fluency	
Notetaking/ Summarizing/ Explanatory Paragraph	- YOU DO: Independent notetaking 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 - 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 - 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 to revise writing. Make a 2nd draft.	Read aloud explanatory paragraphs, self-assessing with the CHECKLIST: Fluency
Timeline Infographic		- I DO/YOU DO: Use the Timeline Template 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	Share digital timelines in small groups or as a class; students pose two questions to classmates