

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

Topic	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
2nd Industrial Revolution	<ul style="list-style-type: none"> Intro to Second Industrial Revolution as part of the Gilded Age [video] Unit goals and Essential Questions 	<ul style="list-style-type: none"> Margaret Knight Issues of marginalization/ inequities faced by innovators from certain groups 	<ul style="list-style-type: none"> Granville Woods Continue discussion of marginalization/ inequities faced by innovators from certain groups) 	<ul style="list-style-type: none"> Overview of multiple innovations and innovators 	<ul style="list-style-type: none"> African American innovators
Word Study	<ul style="list-style-type: none"> Self-assessment of unit vocabulary 	<ul style="list-style-type: none"> Intro to Tier 3 vocab 	<ul style="list-style-type: none"> Intro to Tier 2 vocab (Quadrant Charts) 	<ul style="list-style-type: none"> Fill in the Blank & Sentence Completion (Google Forms version) / Answer Key 	<ul style="list-style-type: none"> Intro to -ION suffix (Jamboard) Use vocab in class summary
Fluency	<ul style="list-style-type: none"> Practice fluency with text overviewing the era 	<ul style="list-style-type: none"> Intro to CHECKLIST: Fluency; Practice fluency with texts about Margaret Knight's invention 	<ul style="list-style-type: none"> Practice fluency with text about Granville Woods' invention 	<ul style="list-style-type: none"> Practice fluency with text on Thomas Edison 	<ul style="list-style-type: none"> Practice fluency with text on African American inventors
Notetaking/ Summarizing/ Explanatory Paragraph		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> YOU DO: Take notes on the fluency text and construct an oral summary (in small groups/pairs) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I DO/WE DO: Write a class summary using the notes from one section in one text
Timeline Infographics	<ul style="list-style-type: none"> Intro to timeline infographics, design issues, and 	<ul style="list-style-type: none"> WE DO: Interpret a timeline and place the invention from the reading on it 	<ul style="list-style-type: none"> WE DO: Interpret a timeline and place the invention from the reading on it 		

	CHECKLIST: Timeline Infographic Project				
Topic	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
2nd Industrial Revolution	<ul style="list-style-type: none"> Innovations/ Innovators of choice 	<ul style="list-style-type: none"> Innovations/ Innovators of choice 	<ul style="list-style-type: none"> Innovations/ Innovators of choice 	<ul style="list-style-type: none"> Innovations/ Innovators of choice 	<ul style="list-style-type: none"> Unit Reflection/Essential Questions
Word Study	<ul style="list-style-type: none"> Practice with -ION suffix (Google Slides) Use vocab in summary 	<ul style="list-style-type: none"> Practice with -TION suffix (worksheet) OR Tier 3: Concept Sort 	<ul style="list-style-type: none"> Use vocab in explanatory paragraph 		<ul style="list-style-type: none"> Use vocab in presentation and explanatory paragraph
Fluency	<ul style="list-style-type: none"> YOU DO: Independent reading on texts/videos of choice 		<ul style="list-style-type: none"> Practice fluency with text on Labor Day 	<ul style="list-style-type: none"> Practice fluency w/ 2nd draft of explanatory paragraphs, guided by CHECKLIST: Fluency 	
Notetaking/ Summarizing/ Explanatory Paragraph	<ul style="list-style-type: none"> YOU DO: Independent notetaking on texts/videos of choice YOU DO: Write an individual summary (with peer support) of a section from one source 	<ul style="list-style-type: none"> (Optional) YOU DO: Finish notetaking I DO/YOU DO: Select 5 innovations and use notes to find the required info 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I DO/YOU DO: Use the CHECKLIST: Explanatory Paragraph to revise writing. Make a 2nd draft. 	<ul style="list-style-type: none"> Read aloud explanatory paragraphs, self-assessing with the CHECKLIST: Fluency
Timeline Infographic		<ul style="list-style-type: none"> I DO/YOU DO: Use the Timeline Template to collect and organize info 	<ul style="list-style-type: none"> YOU DO: Work on digital timeline 	<ul style="list-style-type: none"> YOU DO: Finish digital timelines, using CHECKLIST: Timeline Infographic Project 	<ul style="list-style-type: none"> Share digital timelines in small groups or as a class; students pose two

		<ul style="list-style-type: none">● I DO/YOU DO: Use the online platform to start designing digital timeline			questions to classmates
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