

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 CHECKLIST: Timeline Infographic Project • Self-assessment of unit vocabulary • Practice fluency with text overviewing the era
Lesson 2	• Intro to Tier 3 vocabulary • Intro to CHECKLIST: Fluency; 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, addressing <i>who, what, where, when, why, how</i> 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) • 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 Notetaking Form • I DO/WE DO: Write a class summary using the notes from one section in one text • Intro to -ION suffix (Jamboard)
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 Timeline Template to collect and organize info • I DO/YOU DO: Use a pre-selected online platform to start designing digital timeline • Practice with -TION suffix or Jamboard Concept Sort
Lesson 8	• I DO/YOU DO: Collect info about one innovation from at least 2 sources, using a Pre-Writing Web • 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 to revise writing. Make a 2nd draft • YOU DO: Finish digital timelines, checking against the CHECKLIST: Timeline Infographic Project • Practice fluency with 2nd draft of explanatory paragraphs, using the CHECKLIST: Fluency 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