



UNIT Learning Target: I can analyze how life during the Renaissance, Reformation, and Enlightenment developed and compare them using inquiry and historical thinking skills.

*****Please utilize your [GCSD Instructional Protocol](#) when creating units and lessons.*****

	<p>Standards Highlight Power Standard(s) in yellow</p> <p>Academic & Content Vocabulary</p> <p>1-What content vocabulary do students need to know and use to understand key skills/concepts?</p>	<p>Learning Target</p> <p>1-What should students know? 2-What should students be doing? 3-How will students be assessed?</p>	<p>Instructional Delivery</p> <p>Questions to guide your planning:</p> <p>1-What are students doing? (not what the teacher is doing)</p> <p>2-What strategies will be used to move all students towards mastery?</p> <p>3-What potential learning barriers may exist during the lesson?</p> <p>Bell Work (review of prior lessons): Activating Strategy: (should relate to the new lesson. This is the “hook” for the new lesson) Guided Practice: Independent Practice: Closing:</p>	<p>Assessment Strategies/ Evidence of Learning</p> <p>Highlight CFAs & CSAs in yellow</p> <p>Questions to guide your planning:</p> <p>1-How will I know if students have learned what is being assessed? 2-How will I respond when some students do not learn? 3-How will I extend the learning for students who are already proficient?</p>
<p>Mon. 3/30</p>	<p>Urbanization, Rural, Labor Unions and strikes</p> <p>Pollution, Coal, Iron, Natural Resources, Industrialization</p> <p>Factory system, railroads, steam engines, tenements</p>	<p>I can describe the historical and environmental context of the Industrial Revolution, so I can explain how industrialization and urbanization impacted natural resources, pollution, and landscapes.</p>	<p>Focus:Industrial Revolution</p> <p>Class Procedure:</p> <ol style="list-style-type: none"> 1. MOVE OR MEDITATE 2. SSR 3. Child Labor Laws <ul style="list-style-type: none"> ● Article ● Google Slides with question ● Vocab practical - highlighting vocab in slides 	<p>Introduction/Vocabulary Building</p>
<p>Tue. 3/31</p>	<p>Urbanization, Rural, Labor Unions and strikes</p>	<p>Learning Target:</p> <p>I can describe the historical and environmental context</p>	<p>Focus: Industrial Revolution</p> <p><u>Ellevation/Vocabulary strategy</u> –Students play GO Fish (with cards from previous lesson)</p>	<p>Flocabulary Read & Respond</p>

	<p>Pollution, Coal, Iron, Natural Resources, Industrialization</p> <p>Factory system, railroads, steam engines, tenements</p>	<p>of the Industrial Revolution, so I can explain how industrialization and urbanization impacted natural resources, pollution, and landscapes.</p>	<p>Class Procedure:</p> <ol style="list-style-type: none"> 1. Move or meditate 2. SSR 3. 2 days Assembly Line Assembly Line Article <ul style="list-style-type: none"> • Henry Ford Video • Written Response • Draw complete chart 	
Wed. 4/1	<p>Urbanization, Rural, Labor Unions and strikes</p> <p>Pollution, Coal, Iron, Natural Resources, Industrialization</p> <p>Factory system, railroads, steam engines, tenements</p>	<p>Learning Target:</p> <p>I can describe the historical and environmental context of the Industrial Revolution, so I can explain how industrialization and urbanization impacted natural resources, pollution, and landscapes.</p>	<p>Focus : Industrial Revolution</p> <p><u>Ellevation/Vocabulary strategy</u> –Using the word wall, call on students to point to the word in response to oral questioning</p> <p>Class Procedure:</p> <ol style="list-style-type: none"> 1. Move or meditate 2. SSR <ul style="list-style-type: none"> • Assembly Line Article • Henry Ford Video • Written Response • Draw complete chart 	Inventions Chart
Thu. 4/2	<p>Urbanization, Rural, Labor Unions and strikes</p> <p>Pollution, Coal, Iron, Natural Resources, Industrialization</p> <p>Factory system, railroads, steam engines, tenements</p>	<p>Learning Target:</p> <p>I can describe the historical and environmental context of the Industrial Revolution, so I can explain how industrialization and urbanization impacted natural resources, pollution, and landscapes.</p>	<p>Focus: Industrial Revolution</p> <p>Class Procedure:</p> <ol style="list-style-type: none"> 1. Move or Meditate 2. SSR <p>2 Day Project :Canva Infographic Using the key points of the Industrial Revolution - Make a Canva Infographic-highlighting unit vocabulary</p>	Child labor Slides

Fri. 4/3	<p>Urbanization, Rural, Labor Unions and strikes</p> <p>Pollution, Coal, Iron, Natural Resources, Industrialization</p> <p>Factory system, railroads, steam engines, tenements</p>	<p>Learning Target:</p> <p>I can describe the historical and environmental context of the Industrial Revolution, so I can explain how industrialization and urbanization impacted natural resources, pollution, and landscapes.</p>	<p>Focus: Industrial Revolution</p> <p>Class Procedure:</p> <p>3. Move or Meditate</p> <p>4. SSR</p> <p>2 Day Project :Canva Infographic Using the key points of the Industrial Revolution - Make a Canva Infographic-highlighting unit vocabulary</p>	