

October Onboarding



Investigating History
5th Grade Onboarding

Unit 2: The American Revolution and Principles of United States Government



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Links, Contacts, & Objectives

Links

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Collaborative Folder

Essential Question

How can I use inquiry to transform my social studies instruction into a student-centered experience?

Session Objectives

- Reflect on Unit 1 Implementation
- Built our understanding of how the inquiry unfolds in Unit 2
- Collaborate to plan for successful implementation

Facilitator Contact

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Agenda for Wednesday, October 15

Time	Topic	Resources
9:00	Welcome	PD Landing Page
9:20	Reflect on Unit 1	
9:50	Unit 2 Overview Break ~ 10:20ish	Background Brief
10:30	Modeled Instruction & Preparing for the Summative	Lesson 5 Readings Lesson 5 Student Handout
11:45	Lunch	
12:15	Unit 2 Inquiry Chart and Cluster Posters (Break as needed)	
2:10	Pacing Support and Collaboration	
2:45	Questions and Close	Please check your email for an exit ticket



Unit 1 Reflections

- **Rose:** What success can you highlight in your implementation of Unit 1 so far?
- **Thorn:** What challenge or obstacle is causing you to struggle?
- **Bud:** What new idea has potential for increasing success?

Notes from Table Discussion:



Unit 2 Overview

- What skills are students taking with them as they enter Unit 2?
- What background knowledge have they built to prepare them to start thinking about the Revolutionary War?
- What inquiry skills are you hoping to build independence with?

Respond to the Essential Questions:

- What are the good things about representative government, and what are the challenges of making it work?
- How and why do people act to protect rights and interests?

Notes from the Background Video:

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Personal Notes:



Modeled Instruction

Notes from the Modeled Lesson:

Notes from the Debrief:

- If students are struggling with perspective taking- how would you adapt in the moment?
 - How do you help students find the balance between fun dialogue and content specific evidence?
 - Thinking about the needs of your students, how might you adapt this lesson for universal access to the concepts and content?
 - Where can or has pacing gone awry in this lesson and how did you course correct?
 - What feedback do students receive after this lesson in order to help them grow their skillset before the summative?
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Previewing the Summative

What knowledge and skills do students need to be successful on the Unit 2 summative assessment?

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Where in the unit can the skills and knowledge be found? (Hint: *Look at the Cluster Overviews. You've bookmarked the Cluster Overviews in your Teacher's Guide, right?*)

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How does the summative assessment answer the essential questions?

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Create a Visual of a Cluster Narrative

Revisit the questions we asked this morning:

What knowledge and skills do students need to be successful on the Unit 2 summative assessment?

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Where in the unit can the skills and knowledge be found? (Hint: *Look at the Cluster Overviews. Bookmarks are your friends!!*)

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How does the summative assessment answer the essential questions?

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This chart may be a handy tracker

Key Objective	Key Lesson Number
Knowledge	
Skills	
Understanding	

Prepare for Your Implementation of Investigating History G5.U2

Pacing and Calendering

What types of IH activities tend to:

- Slow you down?
- Keep you on track?
- Help you catch up?

Personal Notes:

