

Grade 5

Distance Learning Module 6: Week of: 5/11/2020-5/15/2020

Grade 5 Social Studies - Modified from Unit 3 Industrialization and Immigration

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Students will understand the precursors to the Industrial Revolution

Vocabulary/Word Wall: Breaker Boys, Nipper, Anthracite Coal, Lewis Hine, Greenbacks, Morrill Act, Pacific Railway Act, Transcontinental Railroad

Skills: Students will be able to explain the events leading to the Industrial Revolution

Expectation:

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
|---|---|---|
| Monday: Objective: Analyze a historical photo from the industrial revolution | Please review the photo below and answer the short answer question on the Breaker Boy Exit Slip Joseph Miliauskas, Breaker Boy Photo | Complete google form Breaker Boy "exit slip" Breaker Boy Exit Slip |
| Tuesday: Objective: Students will generate open questions from the story about the Breaker Boys. | Please read the Breaker Story and develop open questions using the Strategies for good research questions Breaker Boys Story | Create and Share a google doc called "MY SOCIAL STUDIES WORK" with your open questions |
| Wednesday: Objective: After reading, Students will create an <i>illustrated outline</i> of how the Civil War promoted Industrialization particularly in the North. | Effects of the Civil War on Northern Economy DAY 1 example of an illustrated outline The headings for your illustrated outline should come from the headings of each paragraph. | The illustrated outline continues on Thursday, with more paragraphs to read. Keep your illustrated outline until tomorrow and email a photo of it tomorrow. |

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
|---|---|---|
| <p>Thursday: Objective: Continue to work on your illustrated outline using today's reading passages</p> | <p>Effects of the Civil War on Northern Economy DAY 2</p> <p>Example of an illustrated outline The headings for your illustrated outline should come from the headings of each paragraph.</p> | <p>Place a photo of your completed illustrated outline on your MY SOCIAL STUDIES doc today.</p> |
| <p>Friday: Objective: Practice definitions for this week's vocabulary words</p> | <p>Flocabulary Industrial Revolution</p> <p>Please complete the following Flocabulary activities. Due Monday</p> | <p>Please screenshot and submit on your MY SOCIAL STUDIES doc:</p> <p>DUE MONDAY</p> <p>Vocab Cards Vocab Game Read and Respond Quiz Lyric Lab</p> |

Week criteria for success (attach student checklists or rubrics):

- 80% or higher score on vocab quiz
- 80% proper use of vocab on Lyric Lab

Supportive resources and tutorials for the week (plans for re-teaching):

- Breaker Boy Exit Slip
- Joseph Miliauskas, Breaker Boy Photo
- Strategies for good research questions
- Breaker Boys Story
- Effects of the Civil War on Northern Economy DAY 1
- Example of an illustrated outline
- Effects of the Civil War on Northern Economy DAY 2
- Flocabulary Industrial Revolution