

Grade 5

Distance Learning Module 7: Week of: 5/18/2020-5/22/2020

## Grade 5 Social Studies - Modified from [Unit 4 Industrialization and Immigration](#)

### Targeted Goals from Stage 1: Desired Results

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

**Vocabulary/Word Wall :** Steel, Bessemer Process, Factory, Anthracite Coal, Steam Engine, Shipping, Raw materials, finished products, Jack of all Trades, Specialized Worker, Urbanization, Expendable

**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: Students will research an engineering website and note take so they will be able to create a spoke diagram to show how each invention impacted industrialization.	1) Please carefully read the Definition of a Factory several times 2) Research the <b>Steam Engine, TheTelegraph, The Bessemer Process, and The Locomotive Revolution</b> on the Interesting Engineering website. 3) Take bullet point notes on Interesting Engineering Notes Sheet	Photograph your Interesting Engineering Notes Sheet on the Steam Engine, TheTelegraph, The Bessemer Process, and The Locomotive Revolution and submit it on your "MY SOCIAL STUDIES WORK"
Tuesday: Objective: Students will create a spoke diagram to show how each invention impacted industrialization.	Review these Spoke Diagram Exemplars and your notes from yesterday. Create a Spoke diagram for a factory. This is a presentation piece. I expect neat work with color at using a ruler.	Photograph your Spoke Diagram on factories and submit it on your "MY SOCIAL STUDIES WORK"
Wednesday: Objective: After contrasting life before and after the Industrialization, students will be	Please read How was the Industrial Revolution a Revolution? and answer both questions.	1) Please answer both questions from the How was the Industrial Revolution a Revolution? doc on

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able to explain how it was a revolution.		your MY SOCIAL STUDIES doc. 2) Place a photo of your highlighted Farm Work or Factory Work? document on your MY SOCIAL STUDIES doc today. 3) Add your list of questions to your MY SOCIAL STUDIES doc.
Thursday: Objective: After contrasting life before and after the Industrialization, students will be able to explain how it was a revolution.	Please read How was the Industrial Revolution a Revolution?  Read through the Farm Work or Factory Work? document and highlight which you prefer, farm work or factory work.  Create a list of questions for anything you don't understand.	4) Please answer both questions from the How was the Industrial Revolution a Revolution? doc on your MY SOCIAL STUDIES doc. 5) Place a photo of your highlighted Farm Work or Factory Work? document on your MY SOCIAL STUDIES doc today. 6) Add your list of questions to your MY SOCIAL STUDIES doc.
Friday: Objective: After watching a video on the life for a factory worker, students will complete the Sweatshop Questions.	Please watch the video - Life for the Middle Class Video  As you watch the video answer these Sweat Shop Questions	7) Please answer the Sweat Shop Questions, photo, and put on your MY SOCIAL STUDIES doc.

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

Successful completion of Interesting Engineering notes

Detailed Spoke Diagram

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