



Weekly Lesson Plans



Course: US History and Constitution

Period(s): 1st-3rd

Teacher(s): Mullinax

If you have questions, please feel free to email me: dmullina@greenville.k12.sc.us or leave me a message at 355-7329

Why is this course important?

The culture of America changes nearly daily. New legislation, new concerns, new fears and new clashes of understanding surround us as Americans. What if I told you none of this is new? When we understand the history of our country, flux does not rattle us. As an informed and educated American citizen, we are able to more deftly navigate our present and future.

Link to Course Syllabus

[Mullinax US History Sylla...](#)

Link to Course Standards

[South Carolina Social Studies College- and Career-Ready Standards](#)

Quarter 1		Quarter 2	
Week 1 Aug 11 - 15	Week 6 Sept 15 - 19	Week 10 Oct 13 - 17	Week 15 Nov 17 - 21
Week 2 Aug 18 - 22	Week 7 Sept 22 - 26	Week 11 Oct 20 - 24	Week 16 Nov 24 - 28
Week 3 Aug 25 - 29	Week 8 Sept 29 - Oct 3	Week 12 Oct 27 - Oct 31	Week 17 Dec 1 - 5

<u>Week 4 Sept 1 - 5</u>	<u>Week 9 Oct 6 -10</u>	<u>Week 13 Nov 3 - 7</u>	<u>Week 18 Dec 8 - 12</u>
<u>Week 5 Sept 8 - 12</u>		<u>Week 14 Nov 10 - 14</u>	<u>Dec 15 - 19</u>

Week: Aug 11 - 15

Unit(s): Unit 1: Colonies to Revolution

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
Getting to know each other and discovering the expectations for the class. -Attendance/Question of the Day -Syllabus review -Expectations -Inquiry activity on instructor <u>"Who Is This Chick?"</u> and expectations. -<u>United States of Me</u> (individual) -Why study history consensus activity. -Formulate your own claim.	-Attendance/Question of the Day -Diagnostic (via Mastery Connect) -If time: Historical Would You Rather?	-Attendance/Question of the Day -Diagnostic continue if needed; if classes are finished, we will move to Thursday's lesson.	-Attendance/Question of the Day -Colonial maps labeled and colored while Flocabulary video plays and we have an informal discussion on: • Motivations for movement • Identity of the South/North • Concept of culture -Unit 1 vocabulary introduced. -Day 1 terms defined by students, vocab charades to follow.	-Attendance/Question of the day -Define Day 2 terms, kahoot to follow -If chromebooks are ubiquitous we will begin Unit 1 notes. 15 min. -Cheesy Game Show Time: Which section is it? -Discussion of Social, Political, Economic: group think, teacher clarification, anchor chart responses (individual)-students will respond to each anchor chart which will give examples or connecting words. -(Individual) students will categorize events leading to the American Revolution as either political, social or economic.

Work
to Submit

Learning
Target

Who Is This Chick? United States of Me	Diagnostic. This must be done at school. If you missed today, please discuss with Mrs. Mullinax when you will make up this diagnostic.	Same	Maps	Individual categorizing work
I can demonstrate an understanding of the course expectations through cooperative learning experiences.	I can demonstrate my current understanding of US history standards through taking a Mastery Connect diagnostic.	Same	I can categorize the economic, social, and political characteristics of the Northern (New England and Middle) and Southern colonial regions and identify their similarities and differences.	I can analyze the reasons for the similarities and differences in regional colonial characteristics, considering factors such as geography, climate, and resources.

Standards
for the Week

1.E: Primary and Secondary Source Analysis: Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.

1.CO: Comparison of Colonial Regions: Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607 to 1763 using a comparative analysis. This indicator was developed to encourage inquiry into a comparison of how the distinct geographic regions of the colonies impacted the early trans-Atlantic economy as well as perspectives on government.

1.CX: Atlantic World's Impact on Development of Republicanism: Contextualize significant republican developments within North America's connection to the Atlantic World. This indicator was developed to encourage inquiry into events in North America and Europe that sparked ideas of republicanism in the British colonies.

Week: Aug 18 - 22

Unit(s): Colonies to Revolution

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/Question of the Day <u>Slides 13-19; Students complete Economy of the Colonies practice individually</u> 4 Groups for DBQ created <u>DBQ work begins</u> (structured release: teacher, class, student)	Attendance/Question Groups will complete DBQ Groups will present findings. All students will create a venn diagram based off of the activity.	Attendance/Question Map Quiz Journal and discussion -Discussion of Social, Political, Economic: group think, teacher clarification, anchor chart responses (individual)-students will respond to each anchor chart which will give examples or connecting words. <u>Ch.1 p. 16-20 Read a loud for bonus</u> -(Individual)_Questions on p. 20 completed via <u>worksheet</u>. If time, periodization may move to today.	Attendance/Question On the back side of your cause sheet, select one cause and the category you chose for it and explain why you selected that category. <u>Road to Revolution Jigsaw Periodization Activity-Individual</u>	Attendance/Question <u>Timeline study and discussion</u> <u>Independent work for discussion</u> Declaration of Independence video <u>DOI work</u> Unit 1 Test Review game if time NOTE: UNIT 1 TEST MOVED TO MONDAY August 25th.
Economies Practice	Answers to DBQ questions/Presentations	Categorization activity	Road to Revolution activity Periodization Activity	DOI work

Work to Submit

I can compare the three colonial regions by creating a venn diagram based on jigsaw DBQ.	Continued	I can describe significant turning points in the transition from loyal colonists during the French and Indian War to revolutionaries advocating for independence.	Continued	I can analyze the impact of Enlightenment thinkers, such as John Locke, on colonial desires for reform and independence.
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1.CO: Comparison of Colonial Regions: Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607 to 1763 using a comparative analysis. This indicator was developed to encourage inquiry into a comparison of how the distinct geographic regions of the colonies impacted the early trans-Atlantic economy as well as perspectives on government.

1.P: Development of Federalism: Summarize the changing relationship between individuals and the government during the period 1607 to 1800.

1.CE: Causes and Effects of the American Revolution: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 to 1791.

1.E: Primary and Secondary Source Analysis: Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.

Week: Aug 25 - 29

Unit(s): Unit 1 end/ Unit 2: AOC to War of 1812

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
Unit 1 Test Unit 2 Vocab given- Unit 2 test will be (tentatively 9/3)	Attendance/Question Day 1 Vocab Kahoot <u>What Do We Do Now?-TPS</u> <u>AOC Simulation</u> <u>Comparing AOC to Constitution</u>	Attendance Question EOC #2 Kahoot Finish the third column of “what do we do now?” using what you know of the constitution. ☐ Revised Unit 2 Notes Review Questions during lecture (slides 1-10) ☐ Reading the Consti...	Attendance Question Day 2 and 3 Vocab Kahoot <i>Note: Due to picture day, the following is an addendum:</i> <i>Finish any missing pieces of Wed. lecture</i> <i>Reading the Constitution</i> Review Questions during lecture (slides 11-20) ☐ Federalist vs Anti-... ☐ Washington_Fare...	<i>Note: Due to pep rally schedule and PLC assessment review, the following plans will be pushed to Monday and we will be focusing on test taking strategies using the most missed questions from the Unit 1 Assessment.</i> Review Questions during lecture (remainder) Day 4 Vocab Kahoot ☐ Comparison Graph Dinner Party beginning work- PDF John Adams Pre R...
Unit 1 Test	AOC to Constitution work	Review Questions Reading the Constitution	Review Questions Federalists/Antifederali st Washington’s Farewell	Review Questions Comparison work
I can show mastery of Unit 1 material through a unit test.	I can evaluate the impact of early founding documents—such as the Declaration of Independence, Articles of	I can explain key moments when power dynamics shifted between state and national	I can evaluate how the emergence of the two-party system reflected differing views on the power	Continued

Work
to Submit

Learning
Target

	Confederation, Constitution, Federalist Papers, and Bill of Rights—on the development of American self-governments by analyzing and comparing two documents.	governments, focusing on events such as Shays' Rebellion and the Ratification Debates through primary resource analysis.	of the central government through document analysis.	
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Standards
for the Week

USHC.1.CE: Causes and Effects of the American Revolution: Assess the major developments of the American Revolution
USHC.1.CC: Role of the Federal Government: Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789 to 1815. through significant turning points in the
USHC.1.P: Development of Federalism: Summarize the changing relationship between individuals and the government during the period 1607 to 1800. ebates over independence and self-government from 1763 to 1791.

Week: Sept 1 - 5

Unit(s): unit 2/unit 3

	Monday School Holiday	Tuesday	Wednesday	Thursday	Friday
Agenda		Review Questions during lecture (remainder) Day 5 Vocab Kahoot  Washington_Fare...  Comparison Graph and group debates.  Comparison Chart ...	Note: Comparison work continues today. Debate to follow. Attendance Question Unit 2 Notes Kahoot John Adams Inquiry  John Adams Pre R... Class discussion	Attendance Question <u>EOC #3</u> complete and discuss John Adams Inquiry Taking the role of Madison National Anthem vote off	Attendance Question Unit 2 Test Review Test If time, Oregon Trail Note: Based on student feedback, the original plan for a test on this day will stand.
Work to Submit		Review Questions Washington Work Comparison work/rubric assessment	Inquiry	Tasks for War of 1812 National Anthem vote off during class Q and A on the unit	Test
Learning Target		I can evaluate how the emergence of the two-party system reflected differing views on the power of the central government through	I can evaluate how the emergence of the two-party system reflected differing views on the power of the central government through a role playing	I can analyze the evolving debates regarding the proper role of the federal government in relation to foreign policy, states, and citizens from 1789 to	I can show mastery of Unit 2 material through a standardized unit test.

	team debates	scenario and reflection.	1815.	
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Standards
for the Week

USHC.1.CE: Causes and Effects of the American Revolution: Assess the major developments of the American Revolution
USHC.1.CC: Role of the Federal Government: Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789 to 1815. through significant turning points in the
USHC.1.P: Development of Federalism: Summarize the changing relationship between individuals and the government during the period 1607 to 1800. Debates over independence and self-government from 1763 to 1791.

Week: Sept 8 - 12

Unit(s): Unit 3 Expansion and Disunion

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance Question:  Who's That Lady? 1st Block: Unit 2 Test Who's That Lady?  _expansion_map_... 2nd Block: Who's That Lady? Expansion Mapping  Copy of Mullinax M... 3rd Block: Mini retest	Mully absent  Sectionalism & Ref... Assessment connections: 4, 7, 10, 11, 24 (2.p)	Attendance Question Note: We will begin with time for students to finish the Sectionalism and Reform 1st Block: Manifest Destiny painting image study and then the agenda is the same for	Attendance Question Note: Students were just able to start sectionalism inquiry on Wednesday. This activity will carry over to today with the corresponding learning target Additionally we will	Attendance Question Note: We will begin with Henry Clay DBQ and continue with plan below Westward Expansion Compromises work Abolitionist work Assessment connections:4, 7, 24

Work
to Submit

Learning
Target

on Unit 2 Then following 2nd block agenda Assessment connections: 3, 16, 22, 23 (2.ce) 10, 11 (2.p) 27 (2.e)		all classes 2nd and 3rd Block: Four corners west... Sectionalism inquiry Assessment connections: 2,14 (2.co)	have a brief Sept. 11th lesson using 9/11 Memorial Timeline Henry Clay DBQ Assessment connections: 1 (2.co)	(2.p, 2.e) 6, 7, 13 (2.ce,2.cc)
Image study	Sectionalism and reform digital notebook	Sectionalism inquiry graphic organizer completed	Completed DBQ	Completed Compromises and Abolitionists work
I can identify the causes of economic and geographic expansion from 1803 to 1865 and evaluate their effects on American society through a mapping activity, four corners, discussion and image study.	I can demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803 to 1877 through completion of a digital notebook inquiry	I can analyze primary and secondary sources regarding economic and continental expansion and impact made on the disagreements over natural rights and federalism by completing a graphic organizer that sorts sources and evaluates impact.	I can compare the economic systems of the antebellum North and South and evaluate how these systems contributed to sectional tensions by completing a DBQ.	I can differentiate patterns of continuity and change in sectionalism from the early 1800s to the Civil War, focusing on key legislative responses like the Missouri Compromise.

USHC.2.E: Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.

USHC.2.CE: Causes and Effects of Geographic Expansion: Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803 to 1865.

USHC.2.P: Technological Changes and Social Reform Movements: Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815 to 1865.

USHC.2.CO: Comparison of the Antebellum North and South: Compare the economic, political, and social development of the antebellum North and South from 1803 to 1860 using a comparative analysis.

USHC.2.CC: Development of Sectionalism and Reunion: Differentiate the patterns of continuity and change within the development of sectionalism and reunion.

Week: Sept 15 - 19

Unit(s): Unit 3 Expansion and Disunion

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance Question Final tasks for the American System turned in. Unit Notes-First 20 slides <u>Compromises work</u> <u>Abolitionist work</u> Assessment connections: 4, 7, 24 (2.p, 2.e) 6, 7, 13 (2.ce, 2.cc)	Attendance Question ☐ Mullinax DBQ: Wa... ☐ USHC2.CE SHEG ... Assessment connections: 5, 6, 7 (2.e, 2.cc, 2.ce)	Attendance Question ☐ Mullinax REFORM... Assessment connections: 9, 24 (2.p, 2.ce)	Attendance Question ☐ Mullinax Andrew J... Assessment connections: 8, 12, 18, 20, 25, 26 (2.co, 2.cx, 2.ce, 2.p)	Attendance Question Unit 3 Book Quiz-Based on Practice 1 and 2 in chapter (p. 11-13; 24-27) ☐ Copy of Dred Scot... ☐ Nat Turner's Rebel... Assessment connections: 4, 6, 15, 24 (2.p, 2.cc, 2.ce)

Work to Submit Learning Target	Completed Compromises and Abolitionists work	DBQ's	Magazine Cover	Completed Andrew Jackson evaluation.	Quiz Dred Scott/John Brown work Nat Turner work
	I can differentiate patterns of continuity and change in sectionalism from the early 1800s to the Civil War, focusing on key legislative responses like the Missouri Compromise.	I can identify the causes of economic and geographic expansion from 1803 to 1865 and evaluate their effects on American society.	I can summarize the impact of technological changes and social reforms on the U.S. between 1815 and 1865 and evaluate their social implications by creating a magazine cover focusing on a particular area of reform.	I can contextualize the perspectives on the federal government's role in securing natural rights from 1830 to 1877 through evaluating the Jackson presidency using primary and secondary resources.	Continued through DBQ and analysis of Dred Scott, John Brown and Nat Turner and their roles in securing natural rights during Westward Expansion.

Standards for the Week	USHC.2.CE:Causes and Effects of Geographic Expansion: Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803 to 1865. USHC.2.CC: Development of Sectionalism and Reunion: Differentiate the patterns of continuity and change within the development of sectionalism and reunion. USHC.2.E: Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism. USHC.2.CX: Federal Government's Role in Securing Natural Rights: Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830 to 1877. USHC.2.P: Technological Changes and Social Reform Movements: Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815 to 1865.
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Week: Sept 22 - 26

Unit(s): Unit 3: Expansion and Disunion/Unit 4: War and Reconstruction

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance Question Wheel of Doom Review: - Mullinax Copy of E... - Mullinax Copy of U... Wrap up Andrew Jackson for all classes Teaching Dred, Nat and John B. Finishing out any reflection pieces connected with (See Week 6 Planner Thursday/Friday)	Attendance Question Kahoot Review: Eras docs from Monday Final Version Sene... If time, test review	Attendance Question Unit 3 Test	Attendance Question Begin working on Historical Character Analysis- Who's That Lady? Activity (7 min tops) Unit 4 Notes Review (15 min.) - AnacondaPlan (7 min. on your own and 5 min. class review) I would save the union test analysis practice (10 min.) - Graphs Unit 3B_Cl... gallery walk, one word for each resource, all words brought together to answer question. (10 minutes for walk, 5 minutes for construction) Silent review of - Mullinax Battles of ... Fill out - Civil war battle org... Class discussion	Attendance Question Preambles delivered to Mully Wheel of Doom Review: - Mullinax Battles of ... (10 min) - Copy of Unit 4 Tas... (20 min) Note: We skipped I would save the union yesterday and will be done today instead. Springfield rifle will move to Monday - I would save the U... - The Springfield rifl... test question analysis practice (15 min.) - Gettysburg/Emanci... (remainder)

Work to Submit	Andrew Jackson Dred Scott Case Nat Turner/John Brown work	It says, I say, And So assignment	Unit 3 Test	Who's That Lady Anaconda Plan Answer to Graphs question Graphic organizer work	Invention chart Gettysburg/Emancipati on work
Learning Target	I can contextualize the perspectives on the federal government's role in securing natural rights from 1830 to 1877 through evaluating of the Jackson presidency, slave rebellions and the case of Dred Scott using primary and secondary resources.	I can contextualize the perspectives on the federal government's role in securing natural rights from 1830 to 1877 through evaluating the Declaration of Sentiments using document analysis and discussion.	I can demonstrate mastery of Unit 3 material through a standardized test.	I can summarize the impact of technological and social developments on the US before and during the Civil War through graphic organizers, gallery walk and historical character analysis.	I can summarize the impact of technological and social developments on the US before and during the Civil War through document analysis and discussion.

Standards for the Week	USHC.2.CX: Federal Government's Role in Securing Natural Rights: Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830 to 1877. USHC.2.P: Technological Changes and Social Reform Movements: Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815 to 1865. USHC.2.CC: Development of Sectionalism and Reunion: Differentiate the patterns of continuity and change within the development of sectionalism and reunion. USHC.2.E: Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.
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Week: Sept 29 - Oct 3

Unit(s): Unit 4 War and Reconstruction/Unit 5 Rise of Industry
Unit 5/6 Rise and Response to Industry

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance Complete Gettysburg/Emancipati on Class Notes: Slide 8 and 9 from Unit Notes  The Springfield rifl... Discussion Class Notes: Slide 33 and 35 from Unit Notes  Reconstruction Pre... with video questions  Reconstruction Vid...	Attendance EOC Sheet #6 Artifact Study:  artifact_analysis_w... Sherman Can't Have It! Sentence Structure Lab  Mully Copy of Rec... begins	Attendance Wheel of Doom on EOC 6 Reconstruction Report Card activity Discussion Finish all aspects of Reconstruction DBQ If time, test review game	Testing Unit 4 Following the test:	Beginning of Unit 5/6 Who's That Lady Part 3  Presentation Capit... Robber Barons Assignment
Springfield Rifle work Video Questions	Reconstruction DBQ	Reconstruction Report Card activity Reconstruction DBQ	Test	Who's That Lady Part 3 Robber Barons Assignment

Work
to Submit

Learning
Target

I can assess the role of the federal government during Reconstruction in securing natural rights through discussion and video analysis.	Continued through a DBQ	Continued	I can show mastery of Unit 4 material through a standardized test.	I can summarize the impact of innovation and industrialization on demographic changes, reform movements, and American identity during the Gilded Age through discussion and analysis.
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Standards
for the Week

USHC.2.CX: Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830 to 1877. USHC.2.CC: Differentiate the patterns of continuity and change within the development of sectionalism and reunion. USHC.2.E: Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism. USHC.3.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.

Week: Oct 6 -10	Unit(s): Unit 5-6 Rise and Response of Industry
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Monday	Tuesday	Wednesday	Thursday	Friday End of Q1 Grading Period
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Agenda	Eoc #7 Complete and Discussion-Video analysis based on request Notes Slide 30-40  Presentation Capit... ; finish MC worksheet  Worksheet on Indu... from Friday, as well as the discussion Immigration Gallery Walk  Student Copy Immi...	EOC 7 Wheel of Doom Notes Slide 15-21  Unit 5/6 Frontloadi...  Chinese Immigrati... Chinese Immigration Lesson Note: Due to low attendance, this lesson has been moved to Thursday.	Benchmark Testing	Notes Slide 2-8, skip 7  Unit 5/6 Frontloadi... Notes  Mormon/Exoduster... Exodusters Lesson  Student Copy Exo... Note: To reflect adjustments made earlier in the week, this lesson will be pushed to Friday.	Notes Slide 9-14  Unit 5/6 Frontloadi... Native Wars/Indian Policies Work  Indian Policy and ... Ted Talk and Reflection Sheet  ted-talks-workshee... Note: This lesson will be pushed to Monday.
Work to Submit	MC Sheet Cartoon Walk Work	Chinese Immigration DBQ	N/A	Exodusters Work	Indian Policy Work Ted Talk Reflection
Learning Target	I can contextualize the demographic changes of the Gilded Age by analyzing the influences of federal support for western settlement, industrialization, and immigration patterns through discussion, notes, and gallery walk.	I can contextualize the experiences of refugees and marginalized groups during the Gilded Age by examining the impact of social, political, and economic factors on migration patterns through discussion and DBQ.	I can show mastery of the material covered during the 1st quarter through a district-made standardized test.	I can analyze significant developments in the settlement of the American frontier from 1862 to 1924, including key legislation, economic changes, and the impact on diverse populations through a gallery walk.	I can assess the implications of the "closing of the frontier" on American identity, migration patterns, and the experiences of Native American communities during westward expansion through discussion, reflection and video analysis.

USHC.3.P: Examine the relationship between the expanding corporate economy and American government during the period 1862 to 1924.

USHC.3.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.

USHC.3.CX: Contextualize demographic changes resulting from economic development and growth during the Gilded Age.

Week: Oct 13 - 17

Unit(s): Unit 5-6 Response of Industry

Monday	Tuesday	Wednesday	Thursday	Friday
No School	EOC 7 Wheel of Doom Notes Slide 2-8, skip 7 Unit 5/6 Frontloadi... Notes Exodusters Lesson Mormon/Exoduster... Stations for Exodusters Mormon notes	Notes Slide 9-14 Unit 5/6 Frontloadi... Native Wars/Indian Policies Work Native Wars Work Ted Talk and Reflection Sheet ted-talks-workshee...	Labor Unions/Strikes Notes Strikes Speed Dating and Picket Sign Construction Note: Lesson will be moved to Monday, Wednesday's lesson will be the focus.	Mr. Taylor's Lesson on Progressive Presidents
	Exoduster work	Indian Policy Work Ted Talk Reflection	Picket Sign	TBD

Learning
Target

	I can analyze significant developments in the settlement of the American frontier from 1862 to 1924, including key legislation, economic changes, and the impact on diverse populations through a gallery walk.	I can assess the implications of the "closing of the frontier" on American identity, migration patterns, and the experiences of Native American communities during westward expansion through discussion, reflection and video analysis.	I can compare and analyze the strategies and tactics used by Captains of Industry and labor leaders, including monopolistic practices and collective bargaining, as well as government responses to both groups' needs.	I can examine the role of government during the period of industrialization through a variety of activities.
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Standards
for the Week

USHC.3.CO: Compare the strategies and tactics of the Captains of Industry to those of the leaders of the labor movement.
USHC.3.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.
USHC.3.CX: Contextualize demographic changes resulting from economic development and growth during the Gilded Age.
USHC.3.P: Examine the relationship between the expanding corporate economy and American government during the period 1862 to 1924.

Week: Oct 20 - 24	Unit(s): Unit 5-6 Rise and Response to Industry; Unit 7 America At War
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Monday Q1 Report Card	Tuesday	Wednesday	Thursday	Friday
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Agenda	📄 Labor Union Notes Strikes Speed Dating and Picket Sign Construction	📄 Progressive Move... 📄 Progressive Move... BW vocab Stations for Progressive Movement 📄 Copy of Progressiv... Graphic Organizer for Stations (Slides 4-6) Summative worksheet (Slides 9-12) The following could potentially be homework based on class pacing: 📄 Populism causes a...	Who's That Fella? Brain dump activity for World Wars Test Review	Unit 5-6 Test	EOC #8 Whiteboards: The year is 1898. America is mad at Spain. Best guess: Why? 📄 Mully Spanish-Am... Notes Foreign Policy Assignment
Work to Submit	Picket Sign	BW Graphic Organizer Summative Worksheet Populism work	Costume Analysis	Test	Foreign Policy Work
Learning Target	I can compare and analyze the strategies and tactics used by Captains of Industry and labor leaders, including monopolistic practices and collective bargaining, as well as government responses to both groups' needs.	I can analyze the causes that led to Progressive reforms by examining the political, economic, and social climate, including urbanization, industrialization, and immigration through vocabulary activities, a gallery walk and a	I can show mastery of the current unit through a test review. I can preview the upcoming unit through a costume analysis and introductory activities.	I can show mastery of the rise and response to industry through a standardized test.	I can compare the political and economic motives for American foreign intervention in the Pacific and Latin America by analyzing primary and secondary sources from 1893 to 1945.

	summative worksheet.			
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Standards
for the Week

USHC.3.CE: Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877 to 1924. This indicator was developed to encourage inquiry into the growth, decline, and legacy of the Populist Party.

All prior indicators of Standard 3

USHC.4.CO: Develop a comparative analysis of the motives for and outcomes of American policies regarding foreign intervention.

Week: Oct 27 - Oct 31

Unit(s): Unit 7: America at War

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
- Bellwork Day 2 Uni... - SPAM review - Edited SPAM REVI... - Student work: - The_Roosevelt_C... - Summative assignment: Using the link create a brochure on paper that either is pro or anti imperialism. - Copy of Imperialis...	- EOC 9 Notes - Copy of Basic WW... - Student Work: - Copy of Copy of Hi... - Video Analysis - Copy of The US in ... - Copy of WWI Over...	- Wheel of Doom EOC 9 DBQ Gallery walk - Copy of [Template]... - WWI on the Homefront - Copy of Mullinax C...	- WWII Notes - Student Copy of C... - DBQ Gallery Walk - Mullinax Copy of ...	Note: Lesson moved to Monday. Today's focus will be catching up all work from this week as well as WWII notes (Thursday lesson plan). - Homefront work.pdf - Comparing Peace Treaties - Copy of Peace Tre...

Work to Submit Learning Target	Bellwork SPAM review Roosevelt Corollary work Imperialism Brochure	WWI practice Video Notes	Gallery walk work Homefront work	Gallery walk work	Homefront Work (WWII) Peace treaty work
	I can compare the political and economic motives for American foreign intervention in the Pacific and Latin America by analyzing primary and secondary sources from 1893 to 1945 by creating a brochure on imperialism perspectives.	I can compare the outcomes of U.S. intervention in World War I and World War II and explain how these events influenced the American identity at home and abroad during this period by discussion and video analysis.	Continued learning target (focus on WWII) through a gallery walk and DBQ.	Continued focus on WWII through Gallery Walk	Continued focus on WWII through comparing the peace treaties from WWI and WWII.
Standards for the Week	USHC.4.CO: Develop a comparative analysis of the motives for and outcomes of American policies regarding foreign intervention. USHC.4.P: Summarize the changing role of the government in the economy during the period 1917 to 1945. USHC.4.E: Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism. USHC.4.CC: Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.				

Week: Nov 3 - 7

Unit(s): Unit 7: America At War, Unit 8: America in Transition

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
Finish WWII Notes  Homefront work.pdf	Benchmark	Benchmark/Thursday lesson as able	 Mullinax 1920snotes 1920s DBQ  1920s switch out a... Great Depression vocab preteaching.	2 DayJigsaw lesson on the Great Depression. Students will be broken up into three groups and given information regarding economic cycles, hardships and the failures of Hoover. Each group will design a graphic organizer pertinent to their information to give other students. Each group will also design a visual aid to teach based on student choice. Each group will teach the major points of the graphic organizer.
Homefront work			DBQ	Group presentation, graphic organizer and graphic representation.

Work to Submit

Learning
Target

I can compare the outcomes of U.S. intervention in World War I and World War II and explain how these events influenced the American identity at home and abroad during this period by analyzing life at home.	I can show mastery of all content covered through a standardized benchmark.	Continued objective from Tuesday and... I can summarize major turning points and their impacts on American identity and culture through a DBQ	I can summarize major turning points and their impacts on American identity and culture through a DBQ	I can analyze the relationship between consumer behavior, economic policies, and the causes of the Great Depression through a jigsaw activity.
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Standards
for the Week

USHC.4.CO: Develop a comparative analysis of the motives for and outcomes of American policies regarding foreign intervention. USHC.4.P: Summarize the changing role of the government in the economy during the period 1917 to 1945. USHC.4.E: Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism. USHC.4.CC: Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II. USHS.3.P: I can identify and describe key historical periods from 1893 to 1945, highlighting significant events and trends.

Week: Nov 10 - 14

Unit(s): Unit 8 America in Transition, Unit 9 American Leadership

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
EOC #10 2 DayJigsaw lesson on the Great Depression. Students will be broken up into three groups and given information regarding economic cycles, hardships and the failures of Hoover. Each group will design a graphic organizer pertinent to their information to give other students. Each group will also design a visual aid to teach based on student choice. Each group will teach the major points of the graphic organizer.	Kahoot on EOC 5 and 6 hoover vs fdr	EOC #11 Notes on Agencies New Deal Interactive Note: We began Thursday's lesson today. Notes continue on Thursday.	EOC #12 Unit 9 Begins Cold War Notes Day 1 Cold War Stations Graphic Organizer for Stations Stations Note: Some students are wrapping up stations. There will be notes. We will also complete a lyric exploration project on "We Didn't Start The Fire", details in Google Classroom. If there is time we will begin Proxy Wars.	Kahoot on EOC's 10-12 EOC Review Chain Competition-Focus: Unit 2, Articles of Confederation to the War of 1812 Cold War-Proxy Wars
Presentation work	DBQ and presidential sort	Gallery walk responses	Station work	Proxy Wars Summative

Work to Submit

Learning
Target

I can analyze the relationship between consumer behavior, economic policies, and the causes of the Great Depression through a jigsaw activity.	I can analyze how the executive branch responded to the economic crisis known as the Great Depression through a DBQ and analysis for the purposes of sorting responses by president.	I can analyze how the executive branch responded to the economic crisis known as the Great Depression through sorting New Deal Programs by intention.	I can trace the cause and consequence of the Cold War through gallery walk and source analysis.	Continued
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Standards
for the Week

USHC.4.P: Summarize the changing role of the government in the economy during the period 1917 to 1945. USHC.4.E: Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism. USHC.4.CX: Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles. This indicator was developed to encourage inquiry into the shaping of American culture as a result of mass media, African American cultural and arts movements, and increased consumerism.

Week: Nov 17 - 21	Unit(s): Unit 9 American Leadership; Unit 10
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Monday	Tuesday	Wednesday	Thursday	Friday
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Agenda	EOC #13 Foreign Policy Truman-Obama	EOC #14 Modern Era Notes Unit 9 Digital NB	EOC #15 Civil Rights Road Trip Civil Rights research project assigned (Note: Modern Era Notes were broken up into two days. Students will be allowed to work on Digital NB today. Wednesday lesson moved to Thursday)	Civil Rights research project work day Note: Wednesday lesson	Civil Rights project work day and submission
	Document responses	Digital Notebook	Civil Rights Road Trip responses		Research project
	I can summarize the changes and continuities in foreign policy from the Truman administration through the Obama administration by class analysis of primary and secondary resources.	I can summarize major events of the modern era and their impact on American society by completing a digital notebook.	I can summarize important events in the Civil Rights movement of the 1960s through a student selected Civil Rights Project	Continued	Continued
Standards for the Week	Standard 5: Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945 to the present.				

Week: Nov 24 - 28	Unit(s): EOC REVIEW
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		Monday	Tuesday	Wednesday School Holiday	Thursday School Holiday	Friday School Holiday
Agenda Work to Submit Learning Target		EOC Review Day 1 EOC Review Chain finish Jeopardy Unit 1	EOC Review Day 2 Jeopardy Unit 2			
		Civil Rights Project	N/A			
		I can show mastery in all course content through review activities	I can show mastery in all course content through review activities.			
Standards for the Week	All prior standards.					

Week: Dec 1 - 5	Unit(s): EOC REVIEW
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Monday	Tuesday	Wednesday-Advisory Schedule	Thursday	Friday
EOC Review Day 3- EOC Question Practice items 1-5 ERA's Review Game Classes will be divided into three teams and be given panels covering the first half of the course units. Each team must place the incorrect terms for each unit in the proper place. Each member will go through each era (minutes will be determined by number of panels as well as group numbers) followed by other members who will correct mistakes and complete missed terms. There will be a three minute research fueled (have another look at your resources) blitz for each team at	EOC Review Day 4 EOC Question Practice items 6-9 ERA's Review Part 2 Presidential Sort First Five Classes will be divided into three teams. They will be given a list of facts about the first five presidents. All rules from Era's Review Game will follow for this day.	EOC Review Day 5 EOC Question Practice items 10-13 Presidential Sort Back Ten Same teams and rules apply.	EOC Review Day 6 EOC Question Practice 14-16 String Sort Game. Teams will be created by Mully and each team will be given an envelope of resources. They will sort these sources on the timeline noting placement and cause. Each team will be evaluated and the class will be debriefed via notes after each team.	EOC Review Day 7 EOC Question Practice 17-20 Finish from Sort Game EOC Capture the Flag-student selected teams.

Work
to Submit

Learning
Target

Standards
for the Week

the end. Groups will be judged on accuracy not speed. If time we will continue this game for the second half of the course units. Notes to follow each round.				
N/A	N/A	N/a	N/A	N/A
I can show mastery of prior units through review activities.	Continued	Continued	Continued	Continued

All course standards

Week: Dec 8 - 12

Unit(s): EOC exams

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	EOC Review Day 8 EOC Jeopardy 4 and 5 Give a Clue	1st Block EOC All other classes will continue review process through String Review game	2nd Block EOC 1st Block will begin post EOC project 3rd Jeopardy 1 and 2	3rd Block EOC 1st and 2nd Block Post EOC Project	All classes will be focused on the Post EOC Project
Work to Submit	N/A	N/A	N/A	N/A	Project Checklist 1
Learning Target	I can show mastery of all standards through review activities.	I can show mastery through a state standardized test. I can show mastery of all standards through review activities	Continued I can show mastery of course content through a student selected project.	Continued	Continued
Standards for the Week	All course standards				

Week: Dec 15 - 19	Unit(s): POST EOC Project
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	Monday	Tuesday	Wednesday	Thursday	Friday End of Q2 Grading Period Half Day for Students
Agenda Work to Submit Learning Target	Post EOC Project Work Day 2	Post EOC Project Work Day 3	Post EOC Project Work Day 4	Post EOC Project Submissions Day 1	Final day of Post EOC Project Submissions
	Project checklists	Project checklists	Project reflection and self grading form	Project	Project
	I can show mastery of course content through a student selected project.	Continued	Continued	Continued	Continued
Standards for the Week	All prior				