

WEEKLY LESSON PLAN BHS

TEACHER/COURSE: Coach Doc/World History Honors

WEEK OF: 11/17/25-11/21/25

	OBJECTIVES/TEKS	LESSON ACTIVITIES (brief summary of how lesson will be delivered)	HOW WILL YOU KNOW IF THEY LEARNED THE MATERIAL
MON	TEKS: <u>WH.1C</u>, <u>WH.4C</u>, <u>WH.4D</u>, <u>WH.4E</u>, <u>WH.4F</u>, <u>WH.4H</u>, <u>WH.4I</u>, <u>WH.4J</u>, <u>WH.15A</u>, <u>WH.15B</u>, <u>WH.22C</u>, <u>WH.28D</u>, <u>WH.28E</u>, <u>WH.28F</u>, <u>WH.29A</u>, <u>WH.30A</u>, <u>WH.30B</u>, <u>WH.30C</u>, <u>WH.30D</u> OBJECTIVE: Students will analyze the interactions and major events of the Post-Classical Era between the Christian, Jewish, Muslim, Hindu, and Mongol populations.	What was characteristic of the interactions between Jews, Muslims, and Christians in Andalusia Spain?	Create a concept map with pictures and labels showing the relationships between the Jews, Muslims, and Christians. The concept map will have "Interactions" centered, with Jews, Muslims and Christians branching off. Each of those branches will then have a branch showing the interactions between it and the other two... ie... Christians will have a branch to the Jews, and a second branch to the Muslims
TUES	TEKS: <u>WH.1C</u>, <u>WH.4C</u>, <u>WH.4D</u>, <u>WH.4E</u>, <u>WH.4F</u>, <u>WH.4H</u>, <u>WH.4I</u>, <u>WH.4J</u>, <u>WH.15A</u>, <u>WH.15B</u>, <u>WH.22C</u>, <u>WH.28D</u>, <u>WH.28E</u>, <u>WH.28F</u>, <u>WH.29A</u>, <u>WH.30A</u>, <u>WH.30B</u>, <u>WH.30C</u>, <u>WH.30D</u> OBJECTIVE: Students will analyze the interactions and major events of the Post-Classical Era between the Christian, Jewish, Muslim, Hindu, and Mongol populations.	Interactions - What was characteristic of the interactions between Muslims and Hindus in India?	With a partner, create a table showing the interactions between the Muslims and Hindus during the Post-Classical Eras. Must include 5 interactions.
WED	TEKS: <u>WH.1C</u>, <u>WH.4C</u>, <u>WH.4D</u>, <u>WH.4E</u>, <u>WH.4F</u>, <u>WH.4H</u>, <u>WH.4I</u>, <u>WH.4J</u>, <u>WH.15A</u>, <u>WH.15B</u>, <u>WH.22C</u>, <u>WH.28D</u>, <u>WH.28E</u>, <u>WH.28F</u>, <u>WH.29A</u>, <u>WH.30A</u>, <u>WH.30B</u>, <u>WH.30C</u>, <u>WH.30D</u> OBJECTIVE: Students will analyze the interactions and major events of the Post-Classical Era between the Christian, Jewish, Muslim, Hindu, and Mongol populations.	Crimestoppers - Cyberbullying	

THUR	TEKS: WH.1C, WH.4C, WH.4D, WH.4E, WH.4F, WH.4H, WH.4I, WH.4J, WH.15A, WH.15B, WH.22C, WH.28D, WH.28E, WH.28F, WH.29A, WH.30A, WH.30B, WH.30C, WH.30D OBJECTIVE: Students will analyze the interactions and major events of the Post-Classical Era between the Christian, Jewish, Muslim, Hindu, and Mongol populations.	Interactions - What was characteristic of the interactions between Muslims and Africans living in East Africa as well as sub-Saharan Africa?	Create a map showing Muslim Occupied areas and the different groups of Africans they interacted with in East Africa. Must include four interactions. Have a box with the interactions summarized, pointing to the approximate area in East Africa in which it occurred.
FRI	TEKS: WH.1C, WH.4C, WH.4D, WH.4E, WH.4F, WH.4H, WH.4I, WH.4J, WH.15A, WH.15B, WH.22C, WH.28D, WH.28E, WH.28F, WH.29A, WH.30A, WH.30B, WH.30C, WH.30D OBJECTIVE: Students will analyze the interactions and major events of the Post-Classical Era between the Christian, Jewish, Muslim, Hindu, and Mongol populations.	Interactions - How did the relationships between Jews, Christians, and Muslims change over time during the Post-classical Era?	Create a timeline depicting the changes between the Jews, Christians, and Muslims during the Post-classical Era