

WEEKLY LESSON PLAN BHS

TEACHER/COURSE: Coach Doc - U.S. History

WEEK OF: 8/25 - 8/29/25

	OBJECTIVES/TEKS	LESSON ACTIVITIES (brief summary of how lesson will be delivered)	HOW WILL YOU KNOW IF THEY LEARNED THE MATERIAL
MON	TEKS: <u>US.2A</u>, <u>US.3A</u>, <u>US.3B</u>, <u>US.3C</u>, <u>US.12A</u>, <u>US.13A</u>, <u>US.13B</u>, <u>US.14A</u>, <u>US.26A</u>, <u>US.27A</u> <u>US.15A</u>, <u>US.15C</u>, <u>US.23A</u>, <u>US.25B</u>, <u>US.26B</u>, <u>US.26C</u> <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.30B</u> <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u>, <u>US.30A</u> OBJECTIVE: Creating and Reading Maps to analyze history info with	Change in the American West caused by policies	Unit Vocab
TUES	TEKS: <u>US.2A</u>, <u>US.3A</u>, <u>US.3B</u>, <u>US.3C</u>, <u>US.12A</u>, <u>US.13A</u>, <u>US.13B</u>, <u>US.14A</u>, <u>US.26A</u>, <u>US.27A</u> <u>US.15A</u>, <u>US.15C</u>, <u>US.23A</u>, <u>US.25B</u>, <u>US.26B</u>, <u>US.26C</u> <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.30B</u> <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u>, <u>US.30A</u> OBJECTIVE: Creating and reading charts and graphs for history analyzation	The Transcontinental Railroad's effect on the American west	Map of Transcontinental Railroad with a short summary of three changes (indicated on the map) caused by it.
WED	TEKS: <u>US.2A</u>, <u>US.3A</u>, <u>US.3B</u>, <u>US.3C</u>, <u>US.12A</u>, <u>US.13A</u>, <u>US.13B</u>, <u>US.14A</u>, <u>US.26A</u>, <u>US.27A</u> <u>US.15A</u>, <u>US.15C</u>, <u>US.23A</u>, <u>US.25B</u>, <u>US.26B</u>, <u>US.26C</u> <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.30B</u> <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u>, <u>US.30A</u> OBJECTIVE: Applying data from graphs, charts and maps into a written document.	Change in the American Indians way of life with the closing of the American frontier	Make your own political cartoon depicting the Native Americans plight in the USA at this time.

THUR	TEKS: <u>US.2A</u>, <u>US.3A</u>, <u>US.3B</u>, <u>US.3C</u>, <u>US.12A</u>, <u>US.13A</u>, <u>US.13B</u>, <u>US.14A</u>, <u>US.26A</u>, <u>US.27A</u> <u>US.15A</u>, <u>US.15C</u>, <u>US.23A</u>, <u>US.25B</u>, <u>US.26B</u>, <u>US.26C</u> <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.30B</u> <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u>, <u>US.30A</u> OBJECTIVE: Thinking like a historian assessment.	Government assimilation of the Native American effects	Create a map of 19th century changes caused by American policies.
FRI	TEKS: <u>US.2A</u>, <u>US.3A</u>, <u>US.3B</u>, <u>US.3C</u>, <u>US.12A</u>, <u>US.13A</u>, <u>US.13B</u>, <u>US.14A</u>, <u>US.26A</u>, <u>US.27A</u> <u>US.15A</u>, <u>US.15C</u>, <u>US.23A</u>, <u>US.25B</u>, <u>US.26B</u>, <u>US.26C</u> <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.30B</u> <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u>, <u>US.30A</u> OBJECTIVE: Growing Pains - the Gilded Age	Characteristics of the American Indians, the military and settler's conflicts in the late 1800's and early 1900's.	Using the map created the day prior, make a Venn Diagram comparing and contrasting three Native American conflicts.