

WEEKLY LESSON PLAN BHS

TEACHER/COURSE: Coach Doc/US History

WEEK OF: 9/29/25-10/3/25

	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.5A</u>, <u>US.9B</u>, <u>US.15B</u>, <u>US.22A</u>, <u>US.25A</u>, <u>US.5B</u>, <u>US.5C</u>, <u>US.14B</u>, <u>US.22C</u>, <u>US.24A</u>, <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u> OBJECTIVE: Students will analyze how progressive reformers brought about social and political change at the local, state, and national level; the emergence of the Progressive Party; and how reform legislation changed the relationship between business and government.	The Progressive Presidents - Theodore Roosevelt	Teddy Roosevelt trust buster political cartoon
TUES	TEKS: <u>US.2A</u>, <u>US.5A</u>, <u>US.9B</u>, <u>US.15B</u>, <u>US.22A</u>, <u>US.25A</u>, <u>US.5B</u>, <u>US.5C</u>, <u>US.14B</u>, <u>US.22C</u>, <u>US.24A</u>, <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u> OBJECTIVE: Students will analyze how progressive reformers brought about social and political change at the local, state, and national level; the emergence of the Progressive Party; and how reform legislation changed the relationship between business and government.	Progressive Presidents - William H. Taft and Woodrow Wilson	Presidential legislation graphic organizer
WED	TEKS: <u>US.2A</u>, <u>US.5A</u>, <u>US.9B</u>, <u>US.15B</u>, <u>US.22A</u>, <u>US.25A</u>, <u>US.5B</u>, <u>US.5C</u>, <u>US.14B</u>, <u>US.22C</u>, <u>US.24A</u>, <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>,	Labor movements and legislation	Federal Reserve Report Act cause and effect diagram

	<u>US.29B</u>, <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u> OBJECTIVE: Students will analyze how progressive reformers brought about social and political change at the local, state, and national level; the emergence of the Progressive Party; and how reform legislation changed the relationship between business and government.		
THUR	TEKS: <u>US.2A</u>, <u>US.5A</u>, <u>US.9B</u>, <u>US.15B</u>, <u>US.22A</u>, <u>US.25A</u>, <u>US.5B</u>, <u>US.5C</u>, <u>US.14B</u>, <u>US.22C</u>, <u>US.24A</u>, <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u> OBJECTIVE: Students will analyze how progressive reformers brought about social and political change at the local, state, and national level; the emergence of the Progressive Party; and how reform legislation changed the relationship between business and government.	• Womans' Suffrage	Arguments for (or against) giving women the right to vote poster
FRI	TEKS: <u>US.2A</u>, <u>US.5A</u>, <u>US.9B</u>, <u>US.15B</u>, <u>US.22A</u>, <u>US.25A</u>, <u>US.5B</u>, <u>US.5C</u>, <u>US.14B</u>, <u>US.22C</u>, <u>US.24A</u>, <u>US.28A</u>, <u>US.28B</u>, <u>US.28D</u>, <u>US.29B</u>, <u>US.28C</u>, <u>US.28E</u>, <u>US.28F</u>, <u>US.29A</u>, <u>US.29C</u> OBJECTIVE: Students will analyze how progressive reformers brought about social and political change at the local, state, and national level; the emergence of the Progressive Party; and how reform legislation changed the	• Student holiday	

	relationship between business and government.		
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