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| **2024-2025 Weekly Lesson Planning Document**A blue and grey logo with claws  Description automatically generated  Week of Monday, 8/12 through Friday, 8/16 | | | | | |
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| **EDUCATOR’S NAME: Lyons, Scarborough, Stephens SUBJECT: U.S. History** | | | | **Quarter 1 Week 2** | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Texts**  **Chapter:**  **Page Number(s):** | United States History and Geography - McGraw Hill 2016 | | | | |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):** | How the West was Settled. | The death of Native American identities. | Slavery by another name. | Systematic Oppression of Black Americans Post-Civil War |  |
| **TN Standard(s):** | US.01 Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.  US.02 Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act.  US.03 Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap” Singleton and the Exodusters, and the Plessy v. Ferguson decision. | | | | |
| **Objective** | I can use information from primary and secondary sources to explain the impact the Homestead Act and Transcontinental Railroad had on settlement of the West. | I can use a primary and secondary source to examine federal policies toward Native Americans, including assimilation, boarding schools, and the Dawes Act. | I can identify patterns over time to explain the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap” Singleton and the Exodusters, and the Plessy vs. Ferguson decision. | I can identify patterns over time to explain the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap” Singleton and the Exodusters, and the Plessy vs. Ferguson decision. | Quiz |
| **Literacy-Based DO NOW:**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | Vocabulary | Quick Answer: Explain how the Transcontinental Railroad fueled Westward expansion. | Quick Answer: Describe the effects of the Dawes Act | Vocabulary |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Essential question: How did the Homestead Act and the Transcontinental Railroad impact Western settlement * Homestead Act Video | * Essential question: How did US policy toward Native Americans change during the late 1800s? * Dawes Act Video | * Essential question:   What was the impact of the election of 1876 on Reconstruction and civil rights? | * Essential question:   What new hardships did African-Americans face after Reconstruction? |  |
| **Beginning of Lesson**  **I Do**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Guided Notes:  How Railroad and Homestead affected Westward Expansion | Video on abuses of the Native American population in the late 1800s | 13th Amendments  14th Amendments  15th Amendments | Lecture on the election of 1876 | Review of US.01, 02, and 03. |
| **Middle of the lesson**  **We Do**  *Teacher-facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Document Analysis: Homestead Act Excerpt | Annotation of Primary Source and Guided Questions: Dawes Act Excerpt | Annotation of Secondary Sources: Jim Crow Laws | Annotation Secondary Sources: Plessy V. Ferguson | n/a |
| **End of the lesson**  **You Do**  *Individual students synthesize and/or summarize learning for the day.* | DBQ | Quick Write: Explain the effects of assimilation on long standing Native culture. | Graphic Organizer on Civil Rights during the Reconstruction | DBQ: Ida B. Wells Lynch Law excerpt | Quiz |
| **Exit Ticket** | Explain multiple choice questions. | Reflection | Explain multiple choice questions | Extended Response: Lynching as a spectator |  |
| **Vocabulary** | amnesty, black codes, pocket veto, impeach, carpetbagger, graft, scalawag, “sin tax,” tenant farmer, sharecropper, crop lien, debt peonage, poll tax, segregation, Jim Crow laws, lynch, literacy test, | | | | |
| **SPED Modification** | Extended Time, Peer Tutor, Scaffolding, Preferential Seating | | | | |
| **ESL Modification** | Word bank, Extended Time, Peer Tutor, Translation services | | | | |