



U.S. History Weekly Lesson Plan

Week of September 2, 2019



Description

M

Labor Day
No School

T

Journal: What are the major issues or challenges that has the United States been grappling with during the last 20ish years? Why do you think these issues/challenges seem to be so persistent?

Log on ConnectEd
Assess Background Knowledge
Top Ten Research

W

Journal: In your textbook, turn to page 619 and read "The Story Matters..." What effect do you think terrorist attack have had on America? What legislation has come about as a reaction to terrorist attacks?

Place and Time pp 620 & 621.
Chapter Vocabulary
Top Ten Research

Th

Journal: Read about the election on pages 622-624 (just the top paragraph on 624). What made this election so controversial? Why was Florida so important in the 2000 election?

Bush vs Gore Cartoon
Top Ten Gallery Walk

Abbreviations: HO = Handout
OH = Overhead
PPT = Powerpoint
CTF = *Call to Freedom* - textbook

Upcoming Events: 10/24 -- End of QTR 1

Standards

- 8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.
- 8.26 Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule.
- 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.
- 8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).

Historical Thinking

- 8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.
- 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States.