

# Teacher Mr. Westmoreland Subject United States History CP Dates Week 3: 5/4-5/8/20 Weekly Planner

Welcome to our Distance Learning Classroom!

Student Time Expectation per day: **30 minutes**

Content Area & Materials	Learning Objectives	Tasks	Check-in Opportunities	Submission of Work for Grades
<p>CH 16: The Civil Rights Movement</p> <p><b>Materials required:</b> US History Textbook "America through the Lens"</p> <p>US History Handbook "America through the Lens" (used for HW previously)</p> <p><b>Digital and Unplugged:</b> Binder Paper/Notebook &amp; Pencil</p> <p><b>Digital:</b> Computer (if available) Desktop/Laptop/Chrome book Access to KHS Office 365 (try to reset your password if necessary, on your own) Phone or scanner to capture handwritten work</p>	<p><b>Essential Question:</b> How did the Civil Rights Movement redefine American Identity?</p> <p><b>Objectives:</b> Section 1 – Examine post WW2 efforts to raise awareness of civil rights; understand the role of artists in raising awareness of inequality; learn how a series of cases led up to the segregation decision by the Supreme Court; learn about Thurgood Marshall.</p> <p>Section 2 – Examine the causes and effects of the Montgomery Bus Boycott; learn about the civil rights movement growth and leadership of Martin Luther King Jr.; understand how 1963 Birmingham events led to civil rights legislation; learn about the impact of the March on Washington for civil rights.</p>	<p>Blended Combination (same for digital and unplugged):</p> <ul style="list-style-type: none"> <li>- Class/HW: READ Chapter 16, Section 1 &amp; 2 of your textbook, "America Through the Lens" (pgs. 524-559)</li> <li>- HW: Using your "America Through the Lens" handbook complete the following: <ul style="list-style-type: none"> <li>o Vocab: pgs. 247, 248, 249, 250</li> <li>o Reading: pgs. 243, 244, 245, 246</li> </ul> </li> <li>- Classwork: Build a timeline using the provided model on binder paper or a word document. As you read the chapter, identify key events of the civil rights movement in each lesson, at least of 8 events across CH 16.</li> <li>- Classwork: Read "Primary Source" on page 543 (Brown vs. Board) and page 547 (Rosa Parks interview). Give speakers Purpose or Point of View for each in 2-3 sentences.</li> <li>- Project: Complete section 2.4 DBQ based on Primary Sources on Textbook page 556 AND complete the DBQ guide on Handbook page 256. Model provided. Create a topic sentence <b>then</b> a full paragraph (6+ sentences) using at least 1 piece of evidence per provided source.</li> <li>- Project: EXTRA CREDIT Current Event through a historic lens, 1 accepted</li> </ul> <p>QUIZ: NO QUIZ</p>	<ul style="list-style-type: none"> <li>- Virtual Office Hours listed below</li> <li>- Email is the preferred method of contact: <a href="mailto:lwestmoreland@tusd.net">lwestmoreland@tusd.net</a></li> <li>- I am also available through Office365 Teams Chat (Click on the blue Teams logo in Office365, Chat function included)</li> <li>- Alternatively, if you need additional support, I am willing to arrange a video call (Teams, Skype or Zoom) or a phone call with you – just contact me via email to <b>schedule</b> during my posted virtual office hours ahead of time.</li> </ul>	<p>Digital and Unplugged:</p> <ul style="list-style-type: none"> <li>- Carefully read the instructions for each individual assignment.</li> </ul> <p>Digital Submission:</p> <ul style="list-style-type: none"> <li>- Use Word in KHS Office 365 to create your work, submit through Microsoft TEAMS via shared link or upload a picture</li> <li>- Alternatively, you may email an attachment of a word doc or a well-lit picture of your handwritten work (binder paper)</li> <li>- <b>Week 1 &amp; 2 assignments due: 5/8</b></li> <li>- <b>Week 3 &amp; 4 assignments due: 5/15</b></li> </ul> <p>Unplugged Submission:</p> <ul style="list-style-type: none"> <li>- Physical work will need to be submitted on the appropriate dates at Kimball High School on binder paper:</li> <li>- <b>Week 1 &amp; 2 assignments due: 5/8</b></li> <li>- <b>Week 3 &amp; 4 assignments due: 5/15</b></li> </ul>

<b><u>Scheduled, if possible, Shared Experience</u></b>	No scheduled Shared Experiences this week				
<b>Scaffolds &amp; Supports</b>	<p>Vocabulary Scaffold/Support: Word-Definition-Triangles activity on workbook page 249-250 provides a graphic organizer to better support learning key terms from the Chapter.</p> <p>Reading Strategy: PREVIEW Textbook reading assigned first, focusing on headers, bolded/colored words, to gain the gist of the section, then reread slowly as you complete the assigned homework</p>				
<b>Teacher Office Hours</b> <i>2 hours daily (all classes):</i> <ul style="list-style-type: none"> <li>• Contact</li> <li>• Platform</li> </ul>	<b>Monday</b> 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request	<b>Tuesday</b> 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request	<b>Wednesday</b> 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request	<b>Thursday</b> 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request	<b>Friday</b> 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request