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Lesson Plan, U.S. History, 11th Grade

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Teacher: Ms. Bernice Barron

Date: 4/9/21

Subject / grade level: US History 11th

Materials:
 laptop, Google Classroom, paper, pencil, map colors, pen, MAPS
 BOOK: TEJANO LEGACY Rancheros and Settlers in South Texas 1734-1900 by ArmandoC. Alonzo

TEKS (Texas Essential Knowledge and Skills):
 TEKS 113.41 (25) Culture A.B.
 (A.) Evaluate actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society.
 (C.) Analyze how the contributions of people of various racial, ethnic, gender, and religious groups share in the American culture.

Lesson objective(s):
 1. Analyze the ranching culture and its economic effects on Society of South Texas.
 2. Evaluate contributions of government and people that shaped our South Texas culture.
 3. Create a map detailing industries in South Texas, by drawing a picture or emoji of a certain industry on a section of the map. Industries such as, livestock, factories, agriculture.

Differentiation strategies to meet diverse learner needs:
 Vocabulary terms translated in Spanish.
 U TUBE video on the History commerce, ranching, and agricultural industries in South Texas.

ENGAGEMENT

- Describe how you will use place-based and/or culturally relevant pedagogies to promote student engagement?
- What kind of questions should the students ask themselves after the engagement?

Does the Ranching industry still thrive in Texas?
 Have you ever wondered where we (USA + MEX) got the implantation of Spanish, ideas, culture, economy, laws, and food?
 What makes Brownsville, and Matamoros so accessible to markets?
 Do you like cookouts and eating fajitas (skirt steak)?
 Have you ever been to, or seen a RODEO?

EXPLORATION DATA: Live Stock Data for Nuevo Santander, various and Values of Agriculture production, various years, by Cplony and/or districts. (Dr. Alonzo)

- Describe what place-based hands-on activities you could use to encourage students to engage the content.
- List "big idea" conceptual questions related to the content you can use to encourage students' exploration of the lesson.

What were the causes and the effects of the expansion of livestock and markets in South Texas?

What did the government do with vacant lands between Brownsville to Corpus Christy ?
What are land grants, who grants them?

Tejanos BOOK:

(primary source) MAP of South Texas pg. 83, figure 6, Spanish Land Grants

EXPLANATION

- What questions could you pose to students before you precede to introduce the topic, themes or key terms?
- What questions or techniques will you use to help students connect their own knowledge to the main topic and/or key concepts under examination?
- List higher order thinking questions you could use to solicit participation and engage students in discussion and provide their own interpretations.

What industries do we see today in Brownsville and Matamoros?

In the United States, what certain cultural celebrations, clothes, food, ect. do we have that came from Spain of Mexico?

Do we have a divers society here in South Texas?

ELABORATION

- Describe how students will develop a more sophisticated understanding of the topics, themes or key concepts.
- What vocabulary will be introduced and how will it connect to students' observations and/or personal knowledge?
- How will this knowledge be applied in their daily lives?

grass lands, pobladores
Rio Grande, irrigation
vaqueros, Tejanos
agriculture, industries
diezmos, taxes
land grants, Ranchers
livestock: horses, mares, mules, cattle, sheep, goats
Chishol Trail, Brownsville, Tx.

EVALUATION

- How will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end of the lesson.

Title: "Land is Base of Wealth"

Students will create and draw a map using map colors.

In each section students will draw the industry that thrives today 2021.

Students will futher evaluate if the industies of South Texas have stayed the same, or has it changes?

What are the differences?