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## Lesson Plan, World Geography, 9th Grade

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## Lesson Plan

Teacher: David Quiroz

Date: July 21, 2021

Subject / grade level: World Geography, 9<sup>th</sup> Grade

Materials: Internet, Laptop, Dr. Sonia Hernandez' PowerPoint, Blood Oranges, Texas History Handbook ([TSHA](#)).

### TEKS (Texas Essential Knowledge and Skills):

113.43 c

1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

(A) analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today.

(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:

(A) describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions; and

(B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.

### ELPS (English Language Proficiency Standards):

1A - use of prior knowledge and experiences

1B - monitor language

2F – gist, main points, details

2I – listening comprehension

3E – share in cooperative groups

3H – narrate, describe, explain

4G – show comprehension individually or in groups

4K – analyze text

5B – use new vocabulary

5G – narrate, describe, explain in writing

**Lesson objective(s):**

1. Students will understand how the demographics of the Rio Grande Valley changed after the start of the United States (U.S.)-Mexico War in 1846 and after the signing of the Treaty of Guadalupe Hidalgo in 1848.
2. Students will understand the importance that the St. Louis, Brownsville and Mexico railroad had on the Rio Grande Valley demographics, economics, and politics and the overall changes that followed.
3. Students will be able to explain how the demographic changes led to changes in the type of industry (land speculation and a change to citrus) this railroad had on the Rio Grande Valley.

**Differentiation strategies to meet diverse learner needs:****Acceleration****Inquiry-Base Learning - Problem-Based Learning****Menu of Options - Open-Ended Tasks****Questioning - Bloom`s Taxonomy****Questioning - Kaplan`s Depth and Complexity****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?

**Ask students if they know of any major battles that took place in the U.S. Ask them if they know about any that have taken place in Texas. Most students will say “Battle of the Alamo.” Ask if any happened in the Rio Grande Valley. Many of them should know about the Battle of Palo Alto from an early history class, but if they don’t, you should review it. Students should ask themselves why it is important to learn about the history nearest to them. Ask them about any other major events that have happened in this region. At this time, they should know which country, other than indigenous people, had settled this region (the Spanish). Therefore, students should understand that most people in this region are Spanish-speaking people. Students should ask themselves why English and Spanish is spoken by people in this region.**

**EXPLORATION**

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

**Put students into groups and have them discuss what the reasoning behind each country’s intention behind the US-Mexico War and moving north into this region. Some of the reasons should be protecting the border, trying to start a conflict, land-grabbing, trying to keep peace, prevent invasion from either side, money, politics.**



## Lesson Plan

### EXPLANATION

- What questions could you pose to students before you proceed 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.

**How do people who care about their country respond to a national conflict such as a war? Many of them enlist to help. The same happened here. Many people across the United States came to the Rio Grande Valley to help the new US state in the fight against the Republic of Mexico, thus changing the demographics of the region. Many came for that reason; others may have come for economic opportunities. The industry established by the Spanish would soon turn into agriculture through the cotton industry. This would persist through the US - Civil War 1861-1865. The Spanish-speaking people of the region began to struggle to hold on to their land claims to the region, including those granted under Spain and Mexico. This would only be enhanced by the coming of the 1904 St. Louis Brownsville Mexico Railway. The population of people from outside of the Rio Grande Valley (RGV) would boom, and the Spanish-speaking people of this region would soon lose their political standing because this railroad connected the RGV to the rest of the US by railroad.**

### 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?

**Understanding the following vocabulary will help them understand the lesson. These will help them build a strong background for the region's history. These are also terms used in other history courses, making this extra beneficial. This will help students with an appreciation of the region.**

**US-Mexico War, Battle of Palo Alto, Thornton Skirmish, Treaty of Guadalupe Hidalgo, Texas Constitution of 1876, Article 13 of the Texas Constitution of 1876, Cattle Ranching, Cotton industry, land grants, St. Louis Brownsville and Mexico Railway, Mifflin Kennedy, Richard King, Battle of Palmito Ranch, Fort Texas/Brown, Fort Ringgold, Fort Isabel.**

## **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.

**Students will write a short reflection on the events explaining how transportation makes it easier to travel and more likely that people will migrate. How does a lack of paved roads, highways, bridges, and other methods of travel make it harder to travel? Is this an essential part of infrastructure and therefore makes economic activity easier?**