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Historias Americanas: Engaging History and
Citizenship in the Rio Grande Valley

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Lesson Plan, United States History, High School

Romeo Revuelta
Hanna ECHS, BISD

Miriam Torres
Pace ECHS, BISD

Bernice Barrón
Veterans Memorial ECHS, BISD

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| Teacher: R. Revuelta, M. Torres, B. Barron |
| Date: 3/27/2021 |
| Subject / grade level: High School Social Studies Courses |
| Materials: -Map colors, paper -Primary sources, laptops |
| TEKS (Texas Essential Knowledge and Skills): Social Studies Skills (3) C,D,E |
| Lesson objective(s): 1. Interpreting and analyze primary sources. 2. Relate events and dilemmas and issues to the topic. 3. Create critical judgment analysis of primary source. |
| Differentiation strategies to meet diverse learner needs: - Immersive Reader - translation/audio tool. - Brief media clip on topic. (Opening/closing of class) |
| ENGAGEMENT <ul style="list-style-type: none"> 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? <p>Raise issues of taxations to compare different colonial powers.</p> <p>Questions: How would you feel about paying (the teacher) 10% of your wealth? How can you connect to this primary source? Is a 10% percent tax too high?</p> |
| EXPLORATION |

- 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.

- In small groups students address the 5 w's(who, what, when, where, and why) then share with the overall group. The will complete a brief worksheet with the information.

- Who made the document?,What purpose does it serve?, What is the source's significance?

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 are the persistent issues that connect to today?

- Compare and contrast the events occurring during the colonial era in New Spain and the English colonies.

- What is political perspective of the source? What is the political perspective in present day?

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?

- Tug of War - Silent Debate activity

- Key terms - Cattle ranching, taxing, primary source, borderlands, cabildo, Diezmos, Diezmeros, Alcabalas, pobladores, porcion, criollos, vaqueros.

- Students will achieve a better understanding of the economy and elements of South Texas and its long history with ranching and agriculture.

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.

- Student groups will present there information to the larger group, and complete the source worksheet.

- Exit ticket - What was your favorite part of the lesson? Drawing and text.