

5-9-2020

Lesson Plan, Texas History, 7th Grade

Sylvia V. Garza
Edinburg CISD Barrientes Middle School

Follow this and additional works at: <https://scholarworks.utrgv.edu/histammay2020>



Part of the [Curriculum and Instruction Commons](#), and the [History Commons](#)

Recommended Citation

Garza, Sylvia V., "Lesson Plan, Texas History, 7th Grade" (2020). *Spring Workshop May 2020*. 6.
<https://scholarworks.utrgv.edu/histammay2020/6>

This Article is brought to you for free and open access by the Historias Americanas at ScholarWorks @ UTRGV. It has been accepted for inclusion in Spring Workshop May 2020 by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.



Lesson Plan

District:
School/Campus:

Teacher: **Sylvia V. Garza**

Date:

Subject and grade level: **7th**

Materials:

PowerPoint, Pictures, Stories

TEKS (Texas Essential Knowledge and Skills):

The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:
(B)identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life.
(C)identify significant individuals, events, and issues, including the effects of the growth of railroads.
(D)explain the political, economic, and social impact of the agricultural industry.

Lesson objective(s):

- 1. Describe how railroads affected life in rural and urban Texas.**
- 2. Explain how new farming technology helped Texans adapt to life on the frontier.**
- 3. Analyze the effects of the commercial cotton-farming boom and other industries.**

Differentiation strategies to meet diverse learner needs:

The Teacher will (TTW) use current events, spiral prior knowledge, video clips, and/or alternate assignments.

Historias Americanas: Students will create an oral history project using a medium of their choice, such as an article, pamphlet or poster.

Place based Pedagogy: Exit Cards- Brief note card reflections turned in at the end of the period.

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?

Students will be introduced to pictures of equipment from early era of Industrialization in the United States and short descriptions of what the item is, and its job will be provided.

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.

Place Pedagogy and Culturally relevant pedagogies: Students will now be given what those older innovation is now in 2020. We will then make connection with how they work hand in hand.

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.

Questions on how their parents, grandparents’ aunts or uncles might use the 2020 innovations to make a living now.

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?

Students can create a short story as to what type of job their family members would have had in the past if they used the innovations from 2020 in the 1800s.



Lesson Plan

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.

Their story line should incorporate timelines, innovations and how they would have been used then and now. They could also include pictures of their family members in their place of work, past and present to make connection in how they fit in shaping history.