

Summer 6-3-2019

## Lesson Plan, World History, 10th and 11th Grade

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## Lesson Plan

**District: Edinburg CISD**  
**School/Campus: Edinburg North High School**

**Teacher: Brenda Hernández**

**Date: 8/27/19**

**Subject and grade level: World History, 10<sup>th</sup> and 11<sup>th</sup>**

**Materials:**

**Pen, paper, recording device, computer**

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

**WH15B, 16A, 18B**

**(S) 1A, 2A, 2B, 2C, 15C, 18A, 19B,26A**

- 1-The Learner Will (TLW) interview family members as to how they came to the Rio Grande Valley (RGV).**
- 2- TLW create a half poster of the interviews according to P-politics, E-economics, R-religion, S-social, I-intellectual, A=arts (PERSIA)**
- 3-TLW be able to identify the components of P.E.R.S.I.A.**

**Differentiation strategies to meet diverse learner needs:**

**Interview family members**  
**Take pictures of family /close friends**

## **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 about their personal story**

**-Will they continue to stay in the RGV?**

## **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.

**-Students can visit relatives’ homes or call them**

**-Teacher can play video of people being interviewed to show example**

**-Students will need to find stories based on PERSIA**

**Why did they settle here?**

## **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.

**-Students will create the poster based on PERSIA**

**-Explain one story as to why they settled/participated in the RGV due to political reasons**

- Economic reasons
- Religious reasons
- Social reasons
- Educational purposes
- Area (geographical reasons)



## Lesson Plan

### **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 will present their family/friends poster
- Which was the most interesting reason as their settlement?
- Students can put up their poster and have a gallery walk

### **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.
- Reflect on a class as a whole - which reason is why they moved to the RGV- Most common
  - Allow students to compare stories with other students