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Lesson Plan, World Geography

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Teacher: Mr.Lauro Luera

Date: 3/27/2021

Subject / grade level: World Geography

Materials:

RGV Land Grants Map, Photos drawings of the early Vaqueros, maps of early cattle drive trails that include the Chisholm Trail, Quiz over concepts

TEKS (Texas Essential Knowledge and Skills):

(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to: (A) locate and describe human and physical features that influence the size and distribution of settlements; and (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.

(9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to: (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region.

Lesson objective(s):

1. Learner will identify how the Rio Grande Valley grassy plain contributed to the growth of the Cattle Industry.
2. Learner will analyze how the culture of the Vaquero stabilized the development of the cattle industry in the Rio Grande Valley

Differentiation strategies to meet diverse learner needs:

Land grant maps that can be colored to show different ranches and photos and drawings of Vaqueros

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?

I will have the students study the maps of the old land grants (primary source) and have them read the dates.

Is there still Cattle Ranching in the RGV today?

Are any of the original families still owners from the Land Grant days?

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.

Hamburger Restaurant ads,
Steak Restaurant ads.
Grocery Store ads.

How
Did the original ranch owners think that Cattle raising would become as big of an economic factor as it is?
Will people always want to eat beef?

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.

How many of them love a hamburger or fajitas from a Bar-B-Que pit?
Do you think that the beef you eat is fresher in the Valley than in New York City?
What kind of environmental and geographic factors contribute to the growth of Cattle in the Rio Grande Valley?
Do you think cattle ranching is easier today than in the early days of Ranching?

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?

The learner will analyze how Ranching began and how it has evolved into the big business of today.

Voc: Land Grants, Vaquero (Cowboy), Cattle Drive, Cattle Trail, Grasslands

The learner will appreciate where the food they eat comes from.

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.

The student will answer oral questions throughout the lesson and then will be given a multiple choice quiz to give a final evaluation of the student understanding the concepts.