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Lesson Plan, 11th Grade

Bernice Barrón

Brownsville ISD Veterans Memorial High School

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Lesson Plan

District:
School/Campus:

Teacher: **Ms. Bernice Barrón**

Date: **May 14, 2020**

Subject and grade level: **11th**

Materials:

paper, pencil, map colors

TEKS (Texas Essential Knowledge and Skills):

16B Identify the causes of the Great Depression, including impact of tariffs and the world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.

16C Analyze the effects of the Great Depression on the U.S. Economy and society such as widespread unemployment.

Lesson objective(s):

- 1. Students will analyze the impact of "The Port of Brownsville" on the Rio Grande Valley (RGV's) economy, and globalization (1936).**
- 2. Students will analyze the impact of "Charro Days" in the RGV's culture and local businesses (1938-2020).**
- 3. Students will create their own bell ringer, incorporating a personal example, oral history, about how Charro Days or The Port of Brownsville affected the RGV's economy and their own personal lives.**

Differentiation strategies to meet diverse learner needs:

For English Language Learner (ELL), I will provide them with the reading section of the lesson in a printout form in Spanish and English. I will provide all students with prior notes, and vocabulary.

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?

If the student sees him/her self-integrated into the History lesson the student will be engaged.

Students will create their own BELL RINGER, while drawing a simple map of the Gulf of Mexico, of the Mexican American border, while fulfilling the objective of the day.

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.

I would play the song out loud, "EL SON DE LA NEGRA" while students work in class. I would ask for my students if they had ever heard this song before.

Since it is a very popular song played during Charro Days festivities.

The energy of the music helps motivate the student to think and remember.

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.

Do you know if any family member, or someone you know, work at The Port of Brownsville?

Have you, or any of your family members ever participated in the Charro Days parades held annually here in Brownsville Texas, on downtown Elizabeth street?



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?

-The Port of Brownsville

-Charro Days

-Cargo

-International Bridge

-Limestone

-Elizabeth Street

-Tug boat

-Brownsville/Matamoros

-Gulf of Mexico

-Culture

-Globalization

-Friendship

-Petroleum

-Fajitas/beef

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 turn in daily Bell Ringers answering and fulfilling the objective of the day. Students will answer the Big Idea/Question of the day. This is how I checked for understanding and write back feed back to the student of information he/she was lacking.

Overall, I make my lessons rooted in culture and create a gracious space in while all students feel personally integrated to the lesson and feel honored and dignified. I make my lessons enjoyable for all students to feel safe and welcomed to give feedback.