

Fall 11-1-2019

Lesson Plan, World History, High School

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Lesson Plan

District:

School/Campus:

Teacher: **Romeo D. Revuelta**

Date: **November 1, 2019**

Subject and grade level: **Secondary**

Materials:

- Visuals Olmec Architecture and Anasazi sites.**
- Blank Venn Diagram template**

TEKS (Texas Essential Knowledge and Skills):

- **APUSH Key Concept 1.1**

Lesson objective(s):

- 1. Identify the Olmec and Anasazi civilizations.**
- 2. Describe the achievements of the two civilizations.**
- 3. Evaluate the similarities and differences of the Olmec and Anasazi.**

Differentiation strategies to meet diverse learner needs:

- Teacher will model and explain the visual resources.**
- Students will create and personalize their venn diagrams.**

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?

-The teacher will present visuals of South Texas native groups that include dwellings and tools, then use questioning to connect the relevance of local sites and how they compare to the Anasazi and Olmec. Why are there no massive monuments in South Texas?

-What natural resources in South Texas could be used to build shelter?

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

For the Venn diagrams students could be paired up when comparing visuals, then later complete collectively a triple Venn diagram incorporating South Texas sites into those of the Olmec and Anasazi. What binds these different native groups together? What social religious issues could have impacted their style of building?

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.

-Posing Questions: 1. What do you know about Early American native groups? 2. How can people know that one group is more advanced than another?

-Teacher Demonstrates and explains the visuals and presents an example on the diagram.

-Higher Order Questions: 1. What are the geographical differences of these groups? 2. Why those details/features in their sites? 3. Why is it important? 4. What can be inferred about the different native groups?

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 feel more confident and comfortable through the various exercises.

-Key Terms: Olmec, Anasazi, Coahuiltecan, pyramids, irrigation

-Students will learn how native groups adapted to their environment and the shared cultural traits that transcend distance and time.



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.

The students will achieve the objective of the lesson by actively participating in the creation, sharing, and class discussion regarding the comparison of the civilizations.