

3-27-2021

## Lesson Plan, United States, History 11th Grade

Romeo Revuelta  
*Hanna ECHS*

Follow this and additional works at: <https://scholarworks.utrgv.edu/histammar2021>



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

---

### Recommended Citation

Revuelta, Romeo, "Lesson Plan, United States, History 11th Grade" (2021). *Spring Workshop March 2021*. 13.

<https://scholarworks.utrgv.edu/histammar2021/13>

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 March 2021 by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact [justin.white@utrgv.edu](mailto:justin.white@utrgv.edu), [william.flores01@utrgv.edu](mailto:william.flores01@utrgv.edu).



**Teacher:** Romeo Revuelta

**Date:** 3/27/2021

**Subject / grade level:** United States History/11th grade

**Materials:**  
-Map colors, paper  
-Primary sources, laptops

**TEKS (Texas Essential Knowledge and Skills):**  
- Culture 25 C  
- US Hist B,C,D

**Lesson objective(s):**  
1. Interpreting and analyze primary sources.  
2. Describe the diversity and key industries of South Texas and Northern Mexico.  
3. Evaluate similarities and differences in the frontier experience of the North American English colonies and those of Spain.

**Differentiation strategies to meet diverse learner needs:**  
- Immersive Reader - translation/audio tool.  
- Brief media clip on topic. (Opening/closing of class)  
- Visual aids.

**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 listen to a brief presentation on life on the South Texas frontier and as a group analyze a couple of primary source documents from the era. Serna Will and the Census docs.

Questions: What is different about these settlers and the American settlers that pushed West in the in the mid 19th century? What stands out about the sources? What questions do you still have?

**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.

- Have students sketch a depiction of what a day of ranch life was like in South Texas.

- Big idea questions: How do you think the local climate factored into their lives? How do you think settlers felt about paying taxes to the church? What issues does the environment present?

### **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.

Topic Questions: How old do you think the RGV is? What are the oldest industries in the RGV? Why did it take some time for settlement to reach this area?

Connecting Knowledge questions: What farm goods have you seen or do you know from the RGV? What do you know of Vaqueros and ranching?

Higher Order Questions: What issues did the frontier present to both the Spanish and British Empires? How did religion factor into the expansion of both empires?

### **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?

Description: Once they receive some historical context and as a class go over a short collection of primary sources. They will complete an illustration of daily life in South Tx circa the colonial era.

Vocabulary: Ranchos, Rancheros, Villas, Viceroy, Land grants, diezmos, mines, alcabalas.

Daily lives: Students will learn that their home region was part of a global colonial system, rich in diversity and economic activity.

### **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 demonstrate what they have learned by submitting their completed sketch of daily life to the instructor and completing the exit activity.

- Exit ticket - Which imperial power (Spain or England) was more effective at settlement of the frontier? Drawing and text.