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## Lesson Plan, Social Studies, Kindergarten

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## Lesson Plan

District:  
School/Campus:

Teacher: **Diana Rocha**

Date: **Nov. 07 2020**

Subject and grade level: **Kindergarten**

Materials:

**Venn Diagram, Historical Videos on local leaders in the early 1900s, (Adela Vento, League of United Latin American Citizens [LULAC]), Flipgrid**

TEKS (Texas Essential Knowledge and Skills):

**TEKS 113.11, 113.12 113.13,113.14, 113.5,113.6**

Lesson objective(s):

- 1.Students will be able to compare and contrast local leaders with those leaders listed on books (ex. Martin Luther King vs. Alonso Perales)**
- 2. Students will be able to make connections among different ethnic background leaders**

Differentiation strategies to meet diverse learner needs:

**Teacher will model what the activity will look like. Divide class into groups to assist each other.**

#### 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 work on creating a Comic Strip reflecting on the views on the Past and Present (what would our background look like, what would you have done different, what symbols would you use to represent local events in history.)**

**Flip grid-students will voice: Describe your Venn Diagram.**

- 1. Describe two differences?**
- 2. Describe three similarities?**
- 3. Describe the clothing, gender?**

#### 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 will create a timeline to use for their comic strip activity, the students will use a Venn diagram to identify the similarities and differences in activity.**

**" Big Idea"- students will make connections among different ethnicities and cultures.**

#### 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.

**What are Civil Rights?**

**Key Terms: segregation, civil rights, opportunities, ethnicity, culture relevance**

- 1. What is the role of your family members in your family? (mother, aunts, sisters, fathers, brothers, uncles, grandma, grandpa, etc...)**



## 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 be exposed to civil rights movements and how it impacted many societies in our communities. Students will learn the importance of a person's thinking, leadership roles in the community (local, state, national, etc...)**

### 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 use the comic strip to discuss their point of views to explain what their dialogue would look like. Teachers will use these activities to check if students understand topic.**