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Lesson Plan, U.S. History, 8th Grade

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Lesson Plan

District:
School/Campus:

Teacher: **JC Vega / Juan Lopez / Group 6**

Date: **11/6/20**

Subject and grade level: **US HISORY / 8th Grade**

Materials:

Venn-diagram

Letters from Abigail Adams to John Adams

Letters of Mercy Otis Warren to Washington

Primary source letters from Adela Sloss-Vento to Presidents Truman, Eisenhower, Kennedy, Johnson, & Carter

SOAPSTONE (Speaker, Occasion, Audience, Purpose, Subject, Tone) model for analyzing primary source documents.

TEKS (Texas Essential Knowledge and Skills):

8.23(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity

8.23(E) identify the political, social, and economic contributions of women to American society

Lesson objective(s):

1.The Learner Will (TLW) -analyze the political contributions of women and their significant roles in promoting the reform movements and civil rights.

2. TLW compare and contrast the letters to significant political leaders of their time - Mercy Otis Warren and Adela Sloss-Vento

Differentiation strategies to meet diverse learner needs:

-Students will write a letter (in Spanish and English) to local, state, and federal leaders addressing a change or reform in government to be effective today

-Students will create a Venn-diagram comparing and contrasting Mercy Otis Warren and Adela Sloss-Vento

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 form a list of grievances and demands with the school system or local government

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.

-Analyze the letters of Mercy Otis Warren to Washington

-Analyze the letters of Adela Sloss-Vento to President L. B. Johnson

-Use the SOAPSTONE strategy for the primary source letters

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.

-Students will discuss their personal grievances with the school system or local government that they wish to fix.



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 create a "sample petition" to address their grievances with the school system or local government

-Students will conduct a survey to gain feedback on both sides of the grievances

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 create a final product of the letter addressed to the principal to address a solution to the stated "grievance".