

10-5-2019

Lesson Plan, World History, 6th Grade

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Recommended Citation

Rodríguez, Sylvia, "Lesson Plan, World History, 6th Grade" (2019). *Fall Workshop October 2019*. 11.
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Lesson Plan

District: Edinburg CISD
School/Campus: South Middle School

Teacher: Sylvia Rodriguez

Date: 10/05/2019

Subject and grade level: World History 6th grade

Materials: Pen, Notebook, Electronic Device, Stations Worksheet, YouTube Video, Lead4ward Activity, Kahoot, Quizizz, PowerPoint, Facts and Pictures of Olmec, Maya and Aztec Civilizations and Music

TEKS (Texas Essential Knowledge and Skills):

6.3A identify and Explain geographic factors responsible for patterns of population in places and regions

6.15A Identify and describe means of cultural diffusion such as trade, travel, and war

6.13A Identify and describe common traits that define and culture and culture region

Lesson objective(s):

1. The learner will (TLW) analyze and explain the similarities and differences between the Olmec, Maya and Aztecs.
2. TLW explain the geographic factors responsible for the settlement of the Olmec, Maya and Aztecs.

Differentiation strategies to meet diverse learner needs:

Provide Visuals

Positive Reinforcement

Peer Support

Teacher Support

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?

TLW watch a short video on the Olmec, Maya, and Aztec Civilization. During the video, the teacher will pause the video and ask questions regarding the settlement geography, the culture and economy of each civilizations. The Learners will discuss using Think Pair Share

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.

TLW go around the room reading text and analyzing pictures of each civilization. TLW answer comprehension questions on a worksheet.

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.

TLW participate in a lead4ward activity called shake and share. The teacher will play music while the students walk around. When the music stops, they pair up, shake hands, and share any interesting facts they learned. Repeat 2 more times.

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?

TLW reflect in their journal about what they learned and explain which tribe they would of liked to be a part of and why. Also, explain what technologies we still use from these natives, even if they have been improved.



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.

TLW play a review kahoot on the Olmec, Maya, and Aztec civilization

TLW take a quiz to assess their learning.