

Summer 7-21-2021

Lesson Plan, World History/United States History/Government, 10th, 11th & 12th Grade

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Teachers: Carla Valdez; San Juana Granado; Graciela Alonso

Date: July 21, 2021

Subject / Grade Level: 10th-12th (World History, United States History, Government)

Materials:

Museum of South Texas History (MOST) video access; primary sources, chart paper

TEKS (Texas Essential Knowledge and Skills):

WH: 1D; 7B, F; 8A

USH: 3B; 25C

GOVT: 11

ECO: 3BC

Lesson objective(s):

1. Students will understand the connection between cultural-social family gatherings to the emergence of the cattle industry as a major big business/industry.
2. Students will examine the impact of cattle ranching from Spanish colonization to rise of American big business.
3. Students will examine the supply and demand of beef within the cattle ranching industry.

Differentiation strategies to meet diverse learner needs:

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?

Show students a picture of a “carnesazo” on a weekend and ask students what they think is happening. Have they ever experienced something like this at home? Using the Think-Turn-Talk, students will pair to share their “carnesazo” experiences. As a group, ask a couple of students to share.

Students will be informed how beef fajita was once considered cow waste and thrown away. Being the cheapest meat Hispanics used that as a form of nourishment.

EXPLORATION

- Describe what place-based hands-on activities you could use to encourage students to engage in the content.
- List “big idea” conceptual questions related to the content you can use to encourage students’ exploration of the lesson.

Students will view the MOST History Virtual Tour video, using a graphic organizer, students will jot down important facts of how the cattle kingdom impacted the lives and economies of the area.

EXPLANATION

- What questions could you pose to students before you proceed 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.

Teacher will deliver a short PowerPoint presentation explaining the development of the cattle kingdoms in South Texas beginning with the Columbian Exchange to the colonization and expansion under the Spanish government with the Nuevo Santander Land Grants culminating with the cattle ranches of Richard King, Mifflin Kennedy and the Yturrias.

Students will be able to analyze the social, economic and historical background using primary documents and engaging in a gallery walk.

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 explore maps of the Nuevo Santander Land Grants and the cattle ranches the developed in the South Texas region during the era of the Cattle Kingdom, while completing a Venn diagram.

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 flow chart demonstrating a Farm to Table illustration from the weekend “carnesazos” to the ranching.