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Lesson Plan, U.S. Government, 12th Grade

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Lesson Plan

District:
School/Campus:

Teacher: **David Quiroz**

Date: **11/07/2020**

Subject and grade level: **United States Government/12th Grade**

Materials:

“No Mexicans, Women, or Dogs Allowed” by Cynthia Orozco

“Agent of Change: Adela Sloss-Vento, Mexican American Civil Rights Activist and Texas Feminist” Book by Cynthia E. Orozco

PowerPoint provided during the Fall 2020 Historias Americanas workshop

<https://teachinghistory.org/best-practices/teaching-with-textbooks/25584>

<https://my.pblworks.org/resources>

<https://my.pblworks.org/project/marking-history-making-history>

TEKS (Texas Essential Knowledge and Skills):

113.41 c (12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:

- (A) explain the roles of limited government and the rule of law in the protection of individual rights.**
- (B) identify and define the unalienable rights.**

c (15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: (A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and

(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.

c (16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:

- (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger**

Lesson objective(s):

1. The Learner will (TLW) explain the roles of limited government and the rule of law in the protection of individual rights; identify and define the unalienable rights.
2. TLW analyze different points of view of interest groups such as the League of United Latin American Citizens (LULAC) and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues and the advancements of people of Mexican-descent in the Rio Grande Valley such as Adela Sloss-Vento and Aurora Orozco for civil rights and women.
3. TLW analyze the important of the First Amendment rights of petition, assembly, speech, and press.
4. TLW will evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court case of Hernandez v. Texas.

Differentiation strategies to meet diverse learner needs:

Provide any accommodations account to student Impact Assessment and Planning (IAP) or modification in their Individualized Educational Plan (IEP). Provide a variety method for students to understand and show what they learned. Use a student learning menu: students create appetizers, entrees, side dishes, and desserts related to content. <https://teachinghistory.org/best-practices/teaching-with-textbooks/25584>

Teacher can use Problem Based Learning (PBL) in order to engage students, provide real-world relevance for learning, promote retention of learning and applications to new situations and more: <https://my.pblworks.org/resources> <https://my.pblworks.org/project/marking-history-making-history>

Student can create poster or PowerPoint project over deeper research of Place-based learning.

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?

You can start by asking students the following: "Have you ever struggled in school?" "Have you ever struggled in school because of your ethnicity?" "Has your school placed in groups of students by the color of your skin, language, how much money your parents made?" "Have you ever felt discriminated in school because where you or your parents came from by your teachers or school?" "Have your teachers ever told you that you could never go to college because of who you were?" Tell your students that this used to happen all the time in our country simply because of the color of peoples' skin. "How many of you have heard of Dr. Martin Luther King Jr?" "What about Cesar Chavez? Where was he from? (Arizona)." "What's the name of the organization he founded?" "What about J.T. Canales, de la Luz Saenz, Americo Perales, Adela Sloss-Vento, and Aurora Orozco?" "South Texas Region has a rich history; but what we



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hold most dear to us is our Rio Grande Valley." Inform them of where these activists were from but where the last to completed most of their work. On a google map, ask some of the students to point to where they generally live and where your campus is. Now show the students where these (particularly Vento and Orozco) were from. Ask students "Why would these two women care about what happens here?" "What can you anticipate what they were fighting for?"

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.

Segregated facilities existed in the Rio Grande Valley (RGV) through Jim Crow/de facto segregation.

Mexican-origin people were not allowed to mix with white people. This was a violation of Equal Protection of the law as was guaranteed by the 14th Amendment of the United States.

You can divide the room in half. One half could represent the north side and the other the south side. Don't alienate students on their skin color but choose which side the students move to, based on 1 or 2 count (as they enter "1, 2, 1, 2, 1, 2, etc." Ask them not to move but if any of them would like to move to the other side. Tell them that they cannot move. Give one side more and better materials to work with and the other with used material, not enough. Give the other side more attention as they work on a task while the other only gets limited attention. After about 5 minutes of working, tell them that this was the reality in the RGV in segregated schools. Take a look at what they created in their time in their group. Ask them how it made them feel. Tell them that it wasn't just a made-up scenario in the past. Ask them if that continued all year, every year, even outside of school, even after they graduate, how would it make them feel. Ask them to have a seat and begin your lesson.

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 have your parents, grandparents or great grandparents said about their experiences in school as a child?" "How long have they been in the RGV?" "What do you know about the Civil Rights movement?"
This is a senior-level course, so students have already taken high school US History.

"What do the Bill of Rights of Constitution protect?" Individual freedoms; unalienable rights. "What does the 1st Amendment protect?" Speech, Religion, Press, Assembly, Petition. How does "What does the 14 Amendment guarantee that states must provide everyone Equal Protection mean to you?" "Do you think people in the RGV deserved to be segregated based on race and ethnicity?" "Do you think people of Mexican-descent all over the RGV deserved to be forced to attend Mexican schools for simply being 'Mexican'? Because this was the case in the RGV, including Edinburg and Brownsville".

"What could have been the immediate effect of those discriminatory policies that these people felt?" "What are some of the long-lasting effects of the racial segregation policies?" "To what extent can we see students still segregate based on criteria other than grade level?" Regular, GT, AP. "Are those justified? Why?"

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 understand the contributions of Adela Sloss-Vento and Aurora Orozco and their activism to improve conditions in the Rio Grande Valley along with the work of the League of United Latin American Citizens.

Vocabulary: Primer Congreso Mexicanista, Gregorio Cortez, League of Latino Americanos, Order Sons of America, Order Knights of America, Hidalgo County Independent, El Cronista del Valle, El Comercio, El Defensor, La Raza, Harlingen Convention 1927, Adela Sloss-Vento, Aurora Orozco, Salvatierra v. Del Rio, Edcouch-Elsa Student Walkout, Raza Unida Party, Rio Grande City Melon Strike, Braceros, Braceras, Women in LULAC, Women Fighters.

This knowledge will apply to their daily lives by illustrating the importance of awareness of governmental policies, and the effects they may have on a person's life, as these events took place in the Rio Grande Valley, it will show them that events such as these are not outside of the scope of their existence.



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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.

1. Students will explore the events of early civil rights in the Rio Grande Valley and the contributions of the people listed above.

- They will create and present timelines to illustrate the events.

2. Students will identify the effects of activism on the region and how it improved daily lives of the people who lived here.

- They will research and present legislation that arose in the wake of this event, as well as create legislation to address the events that took place after the Harlingen Convention of 1927 and the creation of League of United Latin American Citizens (LULAC) in 1929.

3. Students will analyze the importance of the First Amendment rights of petition, assembly, speech, and press.

4. Students will evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and its long-lasting effects to improve life in the United States (US) and the RGV.