

Fall 10-5-2019

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

George Saldaña
BISD, Manzano Middle School

Follow this and additional works at: <https://scholarworks.utrgv.edu/histamoct2019>



Part of the [Curriculum and Instruction Commons](#), and the [History Commons](#)

Recommended Citation

Saldaña, George, "Lesson Plan, U.S. History, 8th Grade" (2019). *Fall Workshop October 2019*. 15.
<https://scholarworks.utrgv.edu/histamoct2019/15>

This Article is brought to you for free and open access by the Historias Americanas: Engaging History and Citizenship in the Rio Grande Valley at ScholarWorks @ UTRGV. It has been accepted for inclusion in Fall Workshop October 2019 by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.



Lesson Plan

District: **BISD**
School/Campus:

Teacher: **Mr. Saldaña**

Date: **10/5/19**

Subject and grade level: **US history 8th**

Materials:

Maps, color pencils, paper, reading.

TEKS (Texas Essential Knowledge and Skills):

1A

Lesson objective(s): **How humans interact with the environment**

- 1. Google maps**
- 2.**
- 3.**

Differentiation strategies to meet diverse learner needs:

Pics and videos

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?
- **How the Rio Grande Valley has changed over time.**
- **Can we stop human destruction of the landscape?**

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.

Visit protected sites such as Sabal Palm Sanctuary, Santa Ana, and Resaca de la Palma
Should we continue to protect these sites?

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.

Do you know the name of one river?
Do you know the name of the river?
What is the difference between a protected site and a non-protected site?

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?

River delta, irrigation, drought, refuge, flood plan



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.

Give examples of how humans have impacted the environment.