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Spring 5-9-2020

## Lesson Plan, US History, 8th Grade

Marc Garza

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District:  
School/Campus:

Teacher: **Marc Garza**

Date: **5/9/2020**

Subject and grade level: **US History 8th Grade**

Materials:

**Notebook/Pen/Pencil/Textbook/**

TEKS (Texas Essential Knowledge and Skills):

**8.23(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.**

**8.28(B) identify examples of how industrialization changed life in the United States.**

**8.24(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care for the disabled.**

Lesson objective(s):

**1. The Learner will (TLW) identify and evaluate how industrialization changed life in the RGV (Rio Grande Valley), and reasons for immigration and reform in the RGV.**

Differentiation strategies to meet diverse learner needs:

**- The teacher will (TTW) provide visuals and primary sources of local commercial agriculture history of the RGV.**

#### 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?

**- TTW lead a discussion sharing personal family histories dealing with agriculture in the RGV.**

#### 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.

**- TTW take students on a field trip to the Museum of South Texas History to visualize the local agricultural history of the RGV. They will participate in the hands-on activity to see how laborers picked citrus and collected them in baskets.**

**- TLW examine then explain the roles of farm laborers.**

#### 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 were the push/pull factors that led to the commercial agricultural boom in the RGV?**

**- How did the 2nd Industrialization in the US affect the RGV in terms of its economy and immigration?**



#### 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 research their family history to discover if any members of their family immigrated to the United States, or has worked as an agricultural laborer, either on a farm or a ranch.**

**-TLW interview members of their family asking for any specific stories about life as a laborer on a farm.**

#### 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 write a reflective essay summarizing the effects of industrialization on the RGV.**