

Spring 5-9-2020

Lesson Plan, US History, 8th Grade

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Lesson Plan

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?



Lesson Plan

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.