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## Lesson Plan, Economics, 12th Grade

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## Lesson Plan

District:

School/Campus:

Teacher: **Adrian Tovar**

Date: **November 7, 2020**

Subject and grade level: **12th grade economics**

Materials:

**Laptops, Paper, Pen, Historial Americanas material, Economics textbook**

TEKS (Texas Essential Knowledge and Skills):

**Mexican American Studies 8A: describe how Mexican Americans supported and changed government, 8F: discuss the role of various organizations such as GI Forum and LULAC that have participated in the Mexican American struggle for power.**

Lesson objective(s):

- 1. The Learner will (TLW) explain the role and contribution Adela Sloss-Vento to the cause of political participation of women and the Mexican American struggle for a political voice.**
- 2. TLW compare and contrast to one of the following suffragettes: Elizabeth Stanton, Eleanor Roosevelt**

Differentiation strategies to meet diverse learner needs:

- 1. Reading out loud and clarifying instructions**
- 2. Defining terms, analyzing maps and graphs, creating graphic organizers**
- 3. Follow 504 plan and IEP**

#### 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?

**I will provide the students with different excerpts/or a video from Adela Sloss-Vento's biography and I will ask them how they think her activism improved the political participation of locals in the Rio Grande Valley.**

**Probing questions (provide students with enough time to read/watch and then ask):**

- **Where was she born? What was going on at the time?**
- **How did she react to women's low participation? What did she do to help fix this problem?**
- **what**

#### 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.

**Give a copy or video link of Adela Sloss-Vento's biography to students, from a few groups and handout each group a different biography from any kind of suffragette/female activist.**

**The main idea is for them to discuss the similarities and differences (compare and contrast)**

#### 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.

**To focus on comparing and contrasting on the areas of**

- **historical background**
- **work**
- **response**
- **impact (legacy)**



## 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?

**- Group students and tell the students to compare and contrast the Adela Sloss-Vento work to the one of the suffragettes/female figures.**

**Ask them to formulate a small paragraph answering the last question:**

- **How do these women's work impact their daily life? How would the world be different without them?**
- **Then engage the whole class**

### 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.

**At the end of the have the students write 3 things they learned today about Adela Sloss-Vento.**