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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.