

Fall 10-5-2019

Lesson Plan, Texas History, 7th Grade

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Lesson Plan

District:

School/Campus: ECISD/ Barrientes Middle school

Teacher: Alexia Dimas

Date: 10/5/19

Subject and grade level: 7th grade

Materials:

Arrow heads, pictures, articles, maps, paper, Indian drawings, popsicle sticks

TEKS (Texas Essential Knowledge and Skills):

7.1/7.2 (A) Natural Texas and its People

Compare the cultures of American Indians in Texas prior to European colonization, such as the Gulf Plains, Pueblo and Southeastern

Lesson objective(s): TLW = The Learner Will

1. TLW understand the people, their environment, and reasons for movement.
2. TLW understand hunter gatherers.
3. TLW understand farmers

Differentiation strategies to meet diverse learner needs:

TLW work with artifacts and compare and contrast Native American groups.

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?

Students will elaborate and explain to make connections with real world experiences and how the Native Americans would do it.

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.

SW create an atlatl out of popsicle sticks and make arrow heads out of paper and tape.

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 type of materials would you need to hunt a deer if you were living in the years when Native American tribes had to catch their own food?

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?

-Nomads

-Scavengers

-Hunter gatherers

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 be able to explain the process of creating the materials Native Americans used to hunt.

Think-pair-share.