

11-7-2020

## Lesson Plan, 11th Grade

Romeo D. Revuelta  
*Hanna ECHS*

Follow this and additional works at: <https://scholarworks.utrgv.edu/histamnov2020>



Part of the [Curriculum and Instruction Commons](#), and the [History Commons](#)

---

### Recommended Citation

Revuelta, Romeo D., "Lesson Plan, 11th Grade" (2020). *Fall Workshop November 2020*. 8.  
<https://scholarworks.utrgv.edu/histamnov2020/8>

This Article is brought to you for free and open access by the Historias Americanas: Engaging History and Citizenship in the Rio Grande Valley at ScholarWorks @ UTRGV. It has been accepted for inclusion in Fall Workshop November 2020 by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact [justin.white@utrgv.edu](mailto:justin.white@utrgv.edu), [william.flores01@utrgv.edu](mailto:william.flores01@utrgv.edu).



## Lesson Plan

District:  
School/Campus:

Teacher: **Romeo D. Revuelta**

Date: **11/7/2020**

Subject and grade level: **11th Grade**

Materials:

**Map colors  
White paper  
Computer access  
Internet connection  
Power Point presentation  
Google classroom**

TEKS (Texas Essential Knowledge and Skills):

**History 5B,5C  
Culture 26A**

Lesson objective(s):

- 1. Students will identify the similarities/differences between the NAACP platform and the Harlingen Convention.**
- 2. Student relates movement of people and how push/pull factors drive human migration, including in the area of South Texas.**
- 3. Students can describe the roles of reform leaders such as W.E.B. Dubois and J.T. Canales and their impact on American society.**

Differentiation strategies to meet diverse learner needs:

- Multi sensory approach: Video, music, images, Power point presentation.**
- Class discussion, Q and A**
- Illustration**

#### 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?

**Show students a brief slide show of pictures and illustrations that show some of the discrimination faced by Mexicans and Mexican Americans in Texas.**

**Students should ask themselves questions such as: Why did these groups face so much opposition? When did the situation improve? Do we see any remnants of this discrimination in present-day?**

#### 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.

**Student will be illustrating information from the lesson, to engage the content.**

**Big conceptual questions may include the following: What do you see in common with issues being dealt with by the African American and Mexican American communities? What differences do you see between the two groups?**

#### 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.

**Key Terms: Social Reformers, Niagra Movement, National Association of Colored People (NAACP), Harlingen Convention, League of United Latin American Citizens (LULAC).**

**Students may be asked to reflect on minority issues in Present-day and try to evaluate approaches to address those issues.**

**HO Questions: What are the most pressing concerns of minority groups in the United States?**

**How does a group measure advancement or progress regarding those key issues/topics?**

**Have those issues from nearly a century ago been addressed or do they still linger?**



## 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?

**The students will develop a deeper understanding of the topics and concepts from teacher presentation and led discussions as well as their own exploration and reflection on the topic.**

**Vocabulary to be introduced will terms such as poll tax, educational discrimination, race discrimination, voter disenfranchisement, among others. It will connect to personal knowledge because these issues are still brought into question today.**

**Through the lesson and exploration of the issues, students will gain a greater understanding of the struggles of minority/immigrant groups and recognize cross cultural and regional links.**

### 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.

**Students will be required to complete a brief platform outline of a current minority group in American society for example Lesbian Gay Bisexual Transgender Questioning (LGBTQ), African American, Native American, Latino etc. In groups they will research the top 3 to five most pressing issues affecting these groups and ways in which some of these concerns may be addressed.**