

University of Texas Rio Grande Valley

ScholarWorks @ UTRGV

Spring Workshop May 2020

Historias Americanas: Engaging History and
Citizenship in the Rio Grande Valley

Spring 4-9-2020

Lesson Plan, US History, 11th Grade

Graciela Alonso

BISD

Follow this and additional works at: <https://scholarworks.utrgv.edu/histamay2020>



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

Recommended Citation

Alonso, Graciela, "Lesson Plan, US History, 11th Grade" (2020). *Spring Workshop May 2020*. 20.
<https://scholarworks.utrgv.edu/histamay2020/20>

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 Spring Workshop May 2020 by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.



Lesson Plan

District:

School/Campus:

Teacher: **Graciela Alonso**

Date: **5/16/2020**

Subject and grade level: **US History-Industrialization/11th Grade**

Materials:

Primary sources from (Hernandez's lecture); maps; Chatt; iPad (if available); Notes (graphic organizer)

TEKS (Texas Essential Knowledge and Skills):

USH 3B; USH 3C; USH SA; USH 14A; USH 138; USH 22C; USH 25C; USH 28A-E; USH 29A-B

Lesson objective(s):

- 1. Students will be able to describe the characteristics of industrialization in the US {In particularity in the Rio Grande Valley (RGV)}**
- 2. Students will analyze the economic reasons for industrialization and the contributions of significant leaders.**
- 3. Students will examine the cause and effects of demographic pattern changes**

Differentiation strategies to meet diverse learner needs:

Differentiated Hands on Activities for approaching, meets, and mastering activities are linked to the Enrichment/Extension section.

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?

In a short PowerPoint presentation, students will understand what Push/Pull factors are. Students will complete a graphic organizer that they will utilize in their Gallery Walk/ Stations.

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.

Gallery Walk/Stations:

- 1. Mexican Revolution (short explanation with student questions)**
- 2. Agriculture (Magic Valley and the Introduction of the Irrigation System)**
- 3. Foreign investors/Enganches (use of corrects and role of JT Canales in modernizing the RGV)**
- 4. Leaders of the RGV (short biographies and their major contributions; followed by short O&A)**

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.

Students will participate In a Stand Up. Pair Up activity (teacher will pose various questions related to their activity) techniques will you use to help students connect their own knowledge.

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?

Personal Connections Discussion

Students will identify various images of push /pull factors (questions to consider: Who would most affected? Is it a pull factor or a pull factor? How would this affect them?)



Lesson Plan

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 do a quick write: Create a diary entry or journal from the point of view of a RGV resident or migrant worker of their experiences from the Mexican Revolution and their reasons for migrating to efforts from leaders to improve conditions for workers and their impressions or reflections of the events discussed.