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## Lesson Plan, World History, 6th Grade

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## Lesson Plan

District:  
School/Campus:

Teacher: **Josie Herrera**

Date: **November 7, 2020**

Subject and grade level: **6th World History**

Materials:

**Laptop, journals, writing utensils, and articles.**

TEKS (Texas Essential Knowledge and Skills):

### **6.2 Contributions of Cultures**

**A) Explain the  
significance of  
individuals or  
groups in  
societies**

**B) Describe the influence of individual  
and group achievement in a society**

Lesson objective(s):

- 1. Identify civil rights activists' leaders of Mexican American heritage.**
- 2. See how Mexican American Leaders endured and overcome discrimination to make a difference in society.**

Differentiation strategies to meet diverse learner needs:

**For special education students and 504 students, students are guided through the gallery walk by co-teacher and teacher in two groups.**

**GT students and more rigorous questionnaire and do the gallery walk.**

**Regular students, do the gallery walk and answer the questions from the questionnaire.**

#### 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 a video about Mexican American Civil Rights movement or do a "Throwback Thursday." "Video clip, example the movie "Giant"**

**Have an Essential Question for the learning day and then students answer the essential question as the exit ticket.**

**Provide questionnaires for the gallery walk that in stated under the photos during the gallery walk.**

#### 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 of photos of civil rights activists of the Mexican American Civil Rights movement**

**Students are to read the questions embedded in the questionnaire and be able to read and process the information as they walk and explore in the classroom and discuss with peers about the rich content. The "Big idea" is that the students are learning about how these local leaders have influenced Mexican American students' education and pushed for equality.**

#### 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.

**Why are these Mexican Civil Rights Leaders important?**

**What contributions did they make to our society or community?**

**If you can relate to any of these activists, who do you relate yourself to and why?**



## 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?

### Vocabulary

**League of United Latin American Citizens (LULAC), Civil Rights, Segregation, Hispano, discrimination**

### 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 demonstrate that they have achieved the lesson objective by answering the exit ticket and answering the comprehension questions provided to them for the gallery walk.**