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Lesson Plan, Government, 12th Grade

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Lesson Plan

District:
School/Campus:

Teacher: **JE Torres Olmeda**

Date: **06/03/19**

Subject and grade level: **Government 12th**

Materials:

Textbook, Sal Del Rey history (website)-research, paper pencils, markers

TEKS (Texas Essential Knowledge and Skills):

2B,3,4,5A,8C,17,19,19A,20A,20B,21

Lesson objective(s):

- 1. Identify types of gov. in & around Sal Del Rey throughout the years**
- 2. Realize effects of policy upon resource allocation & procurement**
- 3. Identify changes in terminology that affect resource procurement & processing**

Differentiation strategies to meet diverse learner needs:

- Guided research templates with sentence stems/guided reading questions**
- Implementation of cognates (Span./Eng.) to assist with various concept understandings**

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?

Visit Sal Del Rey to expose students to material resource that has historically been highly sought after

- What economic booms are attained through identification of local natural resources?
 - How would different types of governments deal with procuring, distributing & utilizing (trade, sell...) that type of resources?
- What are the differences between state and federal parks?

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.

Collection of salt crystals & distribution among students to illustrate different concepts regarding types of govt. leadership

- How did control of salt/resources effect population & governing in people in the area?
- Explain the importance/value of salt to the people as time progressed

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.

- How would you deal with distribution of resources/incomes based off of resources?
- Compare/contrast different types of govt. & allocations of resources
- Have students spend time in area-hypothesize outside factors that would influence procuring/use – heat, lack of fresh water, terrain infrastructure
- Relate this to kid's experiences making ends meet-migrant farm workers, influences of technology & govt rules/sanctions, social activism



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?

-Students can tie local, state and federal gov. policies research with previous governing entities drawing from history of Sal Del Rey

Compare /contrast difficulties in procuring resources (then vs now)

-Trade, government, policies, resources, economic systems, monarchy, resource allocation

-Students can apply knowledge of policies to local businesses, increase in prices of necessities (as tied to political happenings/current events)

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 should be able to tie ideas of resources allocation with past & present policies/forms of government. Identify evolution of importance of salt(specifically) for local populations past and present.

Written responses

Class discussion/par discussions

Sal Del Rey timeline w/ policies & affiliated forms of government identified