

Fall 10-5-2019

Lesson Plan, U.S. History, 8th Grade

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Lesson Plan

District: BISD
School/Campus:

Teacher: **Emma Montiel**

Date: **10/5/2019**

Subject and grade level: **8th grade**

Materials:

Journal books, plain white paper for Venn Diagram and word list, presentation paper for shared experiences, scenario and drawing.

TEKS (Texas Essential Knowledge and Skills):

**10A • LOCATE PLACES AND REGIONS OF IMPORTANCE IN THE United States
10B - Compare places and regions of the United States in terms of physical and human characteristics,
30A - Use Social Studies terminology correctly.**

Lesson objective(s):

- 1. The Learner will (TLW) describe the Rio Grande River and compare the river at the Port of Entry to the river as viewed at Santa Ana National Wildlife Refuge**
- 2. TLW list the impact the Rio Grande River had on Native People of the area**
- 3. TLW complete a chart of edible and nonedible food found along the Rio Grande River**

Differentiation strategies to meet diverse learner needs:

Honors: Research Native People of the area and create a power point presentation English Language Proficiency Standards (ELPS): Review vocabulary list and translations of the words.

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?

What are characteristics of a river?

What are characteristics of a river delta?

Visit the Rio Grande River at Santa Ana National Wildlife Refuge. Journal writing Describe what you see. hear and feel. Describe the foliage, water, and visible animals.

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.

Create a T chart of edible and non-edible plants Cut and glue plants on the chart. For the edible plants research how to prepare the plants to eat. How did the Native People know which plants were edible and not? What impact did the type of plants in the area have on the Native People?

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 could Native People use the Rio Grande River for their living?

What difficulties could have they encountered?

How would the development of the Native Peoples be different without the river?



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?

Compare both of your journal writing, create a Venn diagram showing the differences and similarities of the Rio Grande River then and now.

Create a list of words that you used for both journal writings.

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.

Pair up with a student and read to each other their journal writings and the resulting Venn diagram. Make a list of shared experiences.

Together create a scenario of a Native People daily life and their relationship with the river. Create a drawing to help visualize the scenario.