

Fall 10-5-2019

## Lesson Plan, U.S. History, 11th Grade

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## Lesson Plan

District: **Brownsville ISD**  
School/Campus: **Veterans Memorial ECHS**

Teacher: **Patricia González**

Date: **10/05/19**

Subject and grade level: **U.S. History, 11<sup>th</sup>**

Materials:

**Photos of Rio Bravo, Photos of Santa Ana Refuge, Photos of surrounding areas, map, notes describing the early people living in area.**

TEKS (Texas Essential Knowledge and Skills):

**Grade 5- 8A,8B,8C,9A,9B,25A,25C,25D,25E**

Lesson objective(s):

- 1. Explain the reasons for nomadic lifestyles.**
- 2. Explain the route nomads took.**
- 3. Describe the groups that settled in the Rio Grande Valley (RGV) and Northeast Mexico.**

Differentiation strategies to meet diverse learner needs:

**-Visuals- maps-color them**  
**-Cognates**  
**-Highlighted text**

#### 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?

**-List of names of early groups in the RGV... on board**

**-Ask students to write a list of possible descriptions of what words mean. Examples are the foods, place, events, people**

**-Once we tell them that they are early Indigenous people, ask students to write a question they may have about those people**

#### 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.

**Students can use photographs of the river at the Santa Ana Refuge. Photographs of the surrounding area, terrain and flora and fauna can be used as well.**

#### 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.

**Before- What do you know about the Rio Bravo?**

**During- KWL (know, want, and learn) chart, Questioning techniques, Graphic organizer**

**After- How important was the river to early civilizations? How important is the river today?**

#### 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 will take 3 early cultures of the Rio Grande River and surrounding Delta and describe: Culture, religion, language, food, hierarchy, government of each**

**-Students will gain an appreciation for their environment as well as the ecosystem that exist in their "backyard."**

**Vocabulary- Indigenous, diversity, generation, *culturas*, habitat, ecosystem**



## 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.

**Throughout the lesson: Bellringers & exit tickets**

**At the end of a lesson: "one pager" - Students full decorate a sheet of paper with drawings and words that identify + describe everything they learned in this lesson.**