

Fall 11-7-2020

Lesson Plan, Government, 12th Grade

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BISD Rivera ECHS

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Lesson Plan

District:
School/Campus:

Teacher: **San Juana Granado**

Date: **11/11/2020**

Subject and grade level: **Fed. Government/12th**

Materials:

Hyperdoc, Graphic Organizer, Laptop, PowerPoint, access to OneDrive

TEKS (Texas Essential Knowledge and Skills):

Govt:

2A, B

3B

13A, B, C,

15A

History:

9A-F, I

Lesson objective(s):

- 1. Analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), on important contemporary issues.**
- 2. Understand the impact of the Civil Rights Movement by describing the role of organizations that promoted rights.**
- 3. Evaluate the changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.**

Differentiation strategies to meet diverse learner needs:

graphic organizers, Multisensory approach, class discussion Q & A

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?

Students will read a quote by JT Canales: "All for One and One for All" which is the LULAC motto. (show a picture of JT Canales along with the quote)

Discuss with students what they think the quote means, why would JT Canales use this quote, what is he trying to convey, what was the purpose of this quote.

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.

Teacher-centered:

Begin with a PowerPoint to set up the background or timeline of the life of Mexican Americans in the United States (US), include information about who JT Canales is and what he did and his participation in the Harlingen Convention in 1927 along with other prominent valley individuals and eventually the creation of LULAC leading the fight against Mexican American disenfranchisement and segregation.

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.

Student Centered: Use the hyperlink document for our Gallery Walk focusing on 4 topics, where students will evaluate, analyze and synthesis information using primary sources/documents:

1.Video on LULAC (students will use 3-2-1 protocol)

2.Newspaper (students will read newspaper articles about the Harlingen Convention and use the Record, Reduce and Reflect protocol)

3.Map of the valley-from Cynthia Orozco book "No Mexican, Women or Dogs allowed" (students will answer questions)

4. Biographies on JT Canales, Jovita Idar, Alonso Perales, Felipe Herrera, Adela Sloss Vento, LULAC charter/constitution (students will use the Text Rendering protocol)



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?

Teacher led Student centered_ Take a stand.

After completing the Hyperdoc Gallery Walk, students will be asked to take a stand on certain topics, students will be given an opportunity to evaluate the effectiveness and impact of these early Civil Rights Movement as the Teacher poses questions about the Harlingen Convention, LULAC, JT Canales, Adela Sloss Vento, students will "AGREE" or "DISAGREE", and students turn and talk to someone near them to explain why they chose to stand where they are.

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.

Exit ticket:

Students will be asked to create an editorial on either the Harlingen Convention of 1927, LULAC or one of the individuals discussed and evaluate the impact of political change of the Civil Rights Movement for Mexican Americans.