

Summer 11-7-2020

Lesson Plan, Social Studies, 2nd Grade

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Lesson Plan

District:
School/Campus:

Teacher: **Ruby Martinez**

Date: **11-12-2020**

Subject and grade level: **Social Studies 2nd Grade**

Materials:

**Articles Adela Sloss Vento
Graphic Organizer for Problem and Solution
Social Studies Composition Journal
Pencil**

TEKS (Texas Essential Knowledge and Skills):

2.4 The student understands how historical figures, patriots, and good citizens helped, shape the community, state, and nation.

2.20 The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, act to implement a decision, and reflect on the effectiveness of that decision.

Lesson objective(s):

- 1. TLW make connections using problem solving strategies.**
- 2. TLW use prior knowledge to connect to the article.**

Differentiation strategies to meet diverse learner needs:

The Teacher will (TTW) will differentiation by using grouping, different types of media for example pictures related to topic and think-pair share strategy.

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?

TTW will show video on biography of Adela Sloss Vento.

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.

TTW explore the topic of segregation.

TTW go over vocabulary: segregation, diversity, concentrated.

TTW explore a quick-write prompt that reflects their understanding of segregation. Students may have differing views about topic.

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.

Key questions:

Was segregation a problem?

Can you think of other forms of segregation in your school, community, country?

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?

Activities:

TLW research various civil rights movements and compare them to Adela Sloss Vento and to our valley history.

Adela Sloss Vento expressed herself through poetry and students may do the same by making up their own poem on segregation.



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.

TLW do a Nearpod Time to Climb exit ticket.