

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.**