

Spring 5-15-2020

Lesson Plan, Social Studies, 4th Grade

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Lesson Plan

District:
School/Campus:

Teacher: Ruby Martínez

Date: 5/16/20

Subject and grade level: **Social Studies / 4th Grade**

Materials:

(Early Development of the Rio Grande Valley as an Agricultural Center)

https://rgvaff.com/series_history.html#january2015

History of McAllen (1911-1920) <https://www.youtube.com/watch?v=voUC6XIoH6A>

TEKS (Texas Essential Knowledge and Skills):

(E) explain how developments in transportation and communication have influenced economic activities in Texas

Lesson objective(s):

- 1. The Learner will (TLW) learn why people chose to migrate to Texas.**
- 2. TLW learn the importance of irrigation in the Rio Grande Valley.**
- 3. TLW learn the importance of railroad in the Rio Grande Valley.**

Differentiation strategies to meet diverse learner needs:

Differentiated Hands on Activities for approaching, meets, and mastering activities are linked to the Enrichment/Extension section.

Bilingual/English as a Second Language (ESL) - Elaborating Prior Knowledge

Bilingual/ESL - Layered Instruction

Menu of Options - Open-Ended Tasks

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?

1. Organize students into groups.

2. Write the words Reasons People Migrate to Texas on the board.

3. Teachers may want to review the definition of migrate. Migrate – to move from one region or country to another, often to seek work or other economic opportunities

4. Journal Writing – Students reflect on the topic above and write in their journal. Students write without interruption for about three minutes.

5. As a class, discuss reasons why people have migrated to Texas.

6. Continue the discussion by introducing push and pull factors and their role in migration.

7. Explain to students that in this lesson, they will examine the economic reasons people move to Texas.

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.

1. In groups, have students view (Early Development of the Rio Grande Valley as an Agricultural Center) https://rgvaff.com/series_history.html#january2015 and History of McAllen (1911-1920) <https://www.youtube.com/watch?v=voUC6XIoH6A>.

As they view the webpage and video, have them think about the effect that bringing irrigation and railroad had on the Rio Grande Valley.

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.

- What would have happened if irrigation had not been brought to the land? Would it still be fertile?

- If the railroad had not been developed, would the Valley have been able to sell their crops?

- Without the success of crops, would we have had cities?



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?

In collaborative groups, the students will discuss previous questions, and write down their responses in their journal.

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.

Students will share their responses in their journal.