

University of Texas Rio Grande Valley

ScholarWorks @ UTRGV

Spring Workshop May 2020

Historias Americanas: Engaging History and
Citizenship in the Rio Grande Valley

Spring 5-15-2020

Lesson Plan, World History, 6th Grade

Gloria Pineda

ECISD BL Garza Middle School

Follow this and additional works at: <https://scholarworks.utrgv.edu/histammay2020>



Part of the [Curriculum and Instruction Commons](#), and the [History Commons](#)

Recommended Citation

Pineda, Gloria, "Lesson Plan, World History, 6th Grade" (2020). *Spring Workshop May 2020*. 17.
<https://scholarworks.utrgv.edu/histammay2020/17>

This Article is brought to you for free and open access by the Historias Americanas: Engaging History and Citizenship in the Rio Grande Valley at ScholarWorks @ UTRGV. It has been accepted for inclusion in Spring Workshop May 2020 by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.



District:

School/Campus:

Teacher: **Gloria Pineda**

Date: **May 15, 2020**

Subject and grade level: **World History/6th**

Materials:

Power Point, Chart Paper, Post-Its & Markers

TEKS (Texas Essential Knowledge and Skills):

2) History-The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and(B)describe the social, political, economic, and cultural contributions of individuals and groups from various societies past and present.

Lesson objective(s):

- 1.The learner will (TLW) analyze and explain the importance of The Hidalgo Pump House to our region.**
- 2.TLW analyze and understand the influence and importance of individuals to The Rio Grande Valley.**

Differentiation strategies to meet diverse learner needs:

TLW work in cooperative groups
TLW have teacher and peer assistance.
TLW have additional time to respond and complete work.

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?

TLW analyze photos of The Hidalgo Pump House and The Rio Grande River.

TLW watch a video of The Hidalgo Pump House.

TTW ask students to find a main idea and details about The Hidalgo Pump House and share with the class.

The Teacher will (TTW) ask: “What can you infer about these two important historical places? How will you support your inference?”

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 ask:” What is the most important part of what we just learned? Share details about what you learned in this video? TLW write their response on a post-it, share their response and then place the post-it on a chart paper. The teacher and student will engage in discussions.

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.

TTW presents a PowerPoint about the history and importance of The Hidalgo Pump House and The Rio Grande River to our region. The power point will also include photos and biographies of important people that helped shape our region. After the power point, TLW engage in a Shake and Share activity to review what they learned.

1. Teacher presents students with a question, term, or assessment item that they will first answer independently.

2. Students will stand up and walk at least 5 steps.

3. Students will find a partner and SHAKE hands.

4. Students will SHARE and compare how they analyzed and interpreted the question, term, or item and then either justify, rethink, or stand their ground.

5. Students then switch - SHAKE AND SHARE with a new partner to deepen understanding, following the same process as before.

6. Teacher observes and hears students and clarifies/verifies as appropriate. Question: How would you summarize the most important thing you have learned 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?

In cooperative groups, the students will analyze and make connections.

TTW ask: "Evaluate everything we have learned in the lesson today. What is the most important thing we have learned so far and why?"

"What connections can you make with what you learned today to your family?"

"Predict what the outcome would have been if Mexicans and Mexican Americans would not have ever been hired to work in the Rio Grande Valley?"

The cooperative groups will think and discuss what they learned. The groups will then write their answers on chart papers.

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.

In cooperative groups, the students will present their posters to the class. TTW evaluates the information.