

Spring 5-12-2020

## Lesson Plan, History, 1st Grade

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*BISD*

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## Lesson Plan

District:  
School/Campus:

Teacher: **Baleria Magaña**

Date: **5/12/2020**

Subject and grade level: **History/ 1st Grade**

Materials:

**chart paper, pencil, crayons, markers, Social Studies (SS) journal,**

TEKS (Texas Essential Knowledge and Skills):

**History 2(2)(B)- compare the lives of historical figures who have influenced the state and nation.**

Lesson objective(s):

- 1. The Learner will (TLW)know what a historical figure is.**
- 2. TLW know who JT Canales is.**
- 3. TLW know why JT Canales is a historical figure.**

Differentiation strategies to meet diverse learner needs:

- group work**
- one to one**
- Think, turn, and talk**

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?

**<https://youtu.be/3lXnfitSoYw> - George Washington**

**What is a historical figure?**

**What makes a historical figure important to us?**

**Do we have any historical figures that are important to our community?**

**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.

<https://sites.lsa.umich.edu/presente/2018/04/22/the-life-of-jose-tomas-canales/>

[https://lulac.org/about/history/past\\_presidents/jt\\_canales/](https://lulac.org/about/history/past_presidents/jt_canales/)

**Background information for teachers.**

**Teacher will talk about who JT Canales is and why he is important to our community.**

**Who is JT Canales?**

**Why is JT Canales important to our community?**

**Is a school in Brownsville named after him because he is important to our community?**

**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 can you learn from JT Canales and how important he was?**

**On a piece of chart paper, the teacher will draw JT Canales (bust). Teacher will then proceed to ask students to think turn and talk about what was discussed about JT Canales and why they think he was an important historical figure to our community. After several minutes of think turn and talk, each group will name why they think he was an important historical figure to our community, while teacher writes on chart paper around the bust.**



## 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?

**The students will take out their SS (Social Studies) journal and copy what the teacher wrote on Chart tablet. In their groups they will write (as a team) anything else they think needs to be written.**

**Vocabulary- historical figure, community, important**

**When they are done, teacher will ask them to think about anyone else that they think is a historical figure, and why they think this person is important to their community.**

### 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 their SS journal, the learner will answer this question:**

**If you were a historical figure, what would you be known for. Please write about what you would be known for and draw a picture.**