

Summer 7-21-2021

## Lesson Plan, Social Studies, 2nd Grade and 3rd Grade

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## Lesson Plan

**Teachers:** Claudia Olivo/Mary Ruiz/Veronica Mancha

**Date:** 7/21/2021

**Subject 2<sup>nd</sup>/3<sup>rd</sup> grade:** The Charles Champion Building and the history of Port Isabel, TX

**Materials:**

[The Charles Champion Building You Tube](#)  
[Port Isabel Texas](#)

**Graphic organizers**

**TEKS (Texas Essential Knowledge and Skills):**

**History(C) explain how people and events have influenced local community history. (5) Geography. The student uses simple geographic tools such as maps and globes.**

**The student is expected to: (A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and (B) create maps to show places and routes within the home, school, and community.**

**(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to: (A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes; (B) locate places of significance, including the local community, Texas, the state capital, the United States (U.S.) capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and (C) examine information from various sources about places and regions.**

**Lesson objective(s):**

The learner will (TLW) learn the local history of Port Isabel, Texas (TX)  
TLW learn the history of The Charles Champion Building  
TLW be able to locate Port Isabel, TX and the Gulf of Mexico on a map

**Differentiation strategies to meet diverse learner needs:**

1. Students can differentiate their own presentation. Teacher will offer choices.
2. Buddy system-students can work on project independently or with a buddy
3. Presenting ideas through both auditory and visual means

## 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?

Encourage students to use their personal experiences and make connections of their visits to Port Isabel, TX. Encourage students to use their personal experiences to local mercantile shops and compare to modern shops.

Students should ask themselves: How did local mercantile shops disappear from community neighborhoods? What events occurred in the local history to cause the loss of mercantile shops? How were mercantile goods transported?

## 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.**

TLW be provided opportunities to visit The Port Isabel Historical Museum  
TLW be provided virtual field trips to Port Isabel, TX and The Charles Champion Building

- Why is the history of Port Isabel, TX important to our community and to the state?
- How did the Gulf of Mexico influence the commerce of this area?
- What were the social and economic changes that occurred during this time?

## 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.**

- How many of you have visited Port Isabel, TX?
- What is a mercantile store and what did they sell in the late 1800's?
- How did they transport mercantile goods to the community?
- How did the Gulf of Mexico help Port Isabel, TX?

## 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?**

Students will research the local history of Port Isabel and The Charles Champion Building.

Vocabulary:

- Mercantile
- Commerce
- Port
- Trade
- Goods

Students can apply these lessons in their daily lives as it teaches them to be observant about our surroundings (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.**

TLW understand the contributions of people (The Champion family) to Texas/our region/Port Isabel, TX.  
TLW also be able to identify the similarities and differences among the region's mercantile goods of the past and present day.

