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Spring 2020

Lesson Plan, U.S. History, 10th and 11th Grade

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ECISD Robert Vela High School

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Lesson Plan

District: **ECISD**

School/Campus: **Robert Vela High School**

Teacher: **David Quiroz**

Date: **Spring 2020 - Suggested: 2nd Six Weeks during Progressive Movement and Work War I (WWI)**

Subject and grade level: **United States (US) History Since 1877 / 10-11th**

Materials:

Internet, Google, YouTube, literature/excerpt, PowerPoint, an adjusted version of Dr. Sonia Hernandez's PowerPoint

TEKS (Texas Essential Knowledge and Skills):

(25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:
(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society.
(B) describe the Americanization movement to assimilate immigrants and American Indians into American culture.
(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and
(9) (C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights.

Lesson objective(s):

- 1. Explain the contributions that Mexican American women made in union organization.**
- 2. Analyze women's efforts for the advancement in suffrage, shift in gender roles, and make the connection to the larger US Women Suffrage Movement.**
- 3. Analyze the connection between the contributions of South Texas efforts for equality in civil rights to those made by other groups more widely known in the US History.**

Differentiation strategies to meet diverse learner needs:

The teacher allows extra time for processing visuals, verbal cues, and gestures when introducing unfamiliar topics. Responds to student requests for clarification, repetition, and rephrasing. Provides grade-level, grade-appropriate writing tasks. Follow any student Individualized Educational Plan (IEP), IAP, and any appropriate accommodation for individual student ELPS level.

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?

Start with questions that can activate prior knowledge about know Civil Rights Leaders. Question: How many of you have heard of the Civil Rights Movement in the US?

Question: Who are some of the leaders of that movement? Some answers will vary from Martin Luther King Jr., Rosa Parks, etc.

Have pictures of examples ready. Show them pictures of local RGV (Rio Grande Valley) activists and other historical events and ask who they are.

Question: What kind of freedoms do we enjoy today in regard to equality?

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.

Print out pictures of local areas in the RGV and have them describe them and identify where they are. You can also use a map to help trace where the school is in relation to this place.

Show them old photos, if you can, of events that have taken place relative to the lesson. Have students make predictions about what these people could have been doing and why they we’re doing it. Have students make assumptions about why these actions were important.

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.

Describe what is happening here. How would you define freedom? Is their argument valid? What are civil liberties? What are gender roles? How would you identify oppression? What can you infer from these images? How would you express the feelings and goals of the people represented in these images?

Link to question stems:

<https://www.grinnell-k12.org/vimages/shared/vnews/stories/56117b0592c1e/Blooms%20Question%20Stems.pdf>



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?

Agriculture in the United States, 1880-1930

Review notes about the Mexican Revolution, industrialization and the rise of commercial agriculture in the region and the introduction the Progressive Era activism led by local activists.

Vocabulary: Political Representation, labor unions, hazardous working conditions, Mexican Revolution, *Porfiriato*, commercial agriculture, US Southwest, *enganche*, US Reclamation Act (1901), unskilled labor. Students will be asked to share any family history, prior knowledge, or connection they are making to their lives. Their improved lives are due to the efforts of the South Texas activists Lucia "Lucy" Gonzalez, Carter Parsons, Jovita Idar, Manuela Solis Sager, Caritina M. Piña.

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 write an essay as a personal reflection on how their lives have been improved by these activists. This essay may include personal history, family history that developed from the oral history project and any "plática" they have had with their family. The students must reflect, whether they are male or female, on how the efforts of these organizers have improved their lives. They may include photos and/or an image representation of how their lives have been made better.