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Lesson Plan, World Geography, 6th Grade

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Lesson Plan

District:
School/Campus:

Teacher: **Nelson Munoz, Lucy Garza, Melissa Moreno**

Date: **5/15/20**

Subject and grade level: **World Geography, 6th grade**

Materials:

poster paper, markers

TEKS (Texas Essential Knowledge and Skills):

(A) explain the geographic factors responsible for the location of economic activities in places and regions.

(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.

Lesson objective(s):

- 1. Identify the natural resources that lead to developing the agriculture industry in Rio Grande Valley (RGV).**
- 2. Identify the key landforms that contributed to agriculture industry in RGV.**
- 3. Identify the key leaders that contributed to the growth in agriculture.**

Differentiation strategies to meet diverse learner needs:

Graphic organizers, visuals, videos, PowerPoint (PPT), peer to peer reading

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. Why type of products do you see growing on farmland on your way to school or in the area?**
- 2. Do you know someone who works in farming or in the agriculture industry (ex: produce sheds, migrants, farmworkers)?**

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.

The teacher will use PPT, videos, key terms, and classroom discussion to answer the essential questions.

Why is the agriculture a major industry in 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.

- 1. Why type of products do you see growing on farmland on your way to school or in the area?**
- 2. Do you know someone who works in farming or in the agriculture industry (ex: produce sheds, migrants, farmworkers)?**
- 3. What is agriculture?**

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 create a graphic organizer identifying the PEGS (Political, Economic, Geographic, and Social) factors that relate around the history of the agriculture industry in the Rio Grande Valley (RGV). Student will visit different stations with key information relating to the RGV’s history of agriculture and identify if it falls under a political, economic, geographic, and/or social factor).



Lesson Plan

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.

The student will present their poster graphic organizer and present to the class their findings.