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Lesson Plan, World Geography, 9th Grade

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Lesson Plan

District: Edinburg CISD
School/Campus: Edinburg North High School

Teacher: Ernesto Martínez

Date: 7/21/2021

Subject and grade level: World Geography/ 9th Grade

Materials:

- Palo Alto Battlefield Explained: https://youtube/4QAHQp_mDPQ
- Palo Alto Virtual Field Trip: <https://www.youtube.com/watch?v=3tJM7iDJAUV>
- National Park Site: <https://www.nps.gov/paa/index.htm>

TEKS (Texas Essential Knowledge and Skills):

WG.5(A) analyze how the character of a place is related to its political economic, social and cultural elements

WG.14 (C) analyze the human and physical factors that influence control of territories and resources, conflict/war and international relations of sovereign nations such as the United States

Lesson objective(s):

1. The learner will (TLW) will describe the formation of the South Texas Border during the period of the Mexican American War.
2. TLW identify the details of the Battle of Palo Alto that led to the formation of the South Texas border region.
3. TLW explain the significance of South Texas to the settlement of the Western Territory of the United States (U.S.)

Differentiation strategies to meet diverse learner needs:

- Students will utilize technology to research the historical significance of the Battle of Palo Alto
- Students will visualize the battlefield by taking a virtual field trip to the site using 360 video to contextualize the physical scene of how the battle took place.
- Students will participate in small group discussion about the historical significance of South Texas in the formation of the United States of America (USA).

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?
- **Students will engage in a virtual field trip to the Palo Alto Battlefield to visualize the site that led to the formation of the U.S.-Mexico border.**
 - **Students will develop a historical understanding of the South Texas border region to create a sense of place that enhance their cultural identity.**
 - **Why was South Texas highly desired by the United States?**
 - **What led to the dispute when determining the border between Texas and Mexico?**
 - **What effect did the battle of Palo Alto have on the area of South Texas?**

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.
- **Students will analyze the physical features of the battlefield, weapons, environment, and tactics used in the battle.**
 - **Students will interact with the national parks website to identify the historical significance of the battle of Palo Alto.**
 - **What advantage did the US have over Mexico at Palo Alto?**

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 groups have laid claim to South Texas?**
 - **How did South Texas become part of the U.S.?**
 - **How are national borders formed?**
 - **How are people impacted when a national border is formed?**



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?

- **Students will research the equipment used at Palo Alto.**
- **Students will analyze maps showing the evolution of the area.**

Vocabulary:

-national border, military technology, maps, treaty, region

-Students living in South Texas will understand why the area has strong ties to Mexican culture.

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 have to complete an exit ticket (process some part of the day's lesson in order to exit the class) at the end of class.**
- **Students will write personal reflections on the cultural value of the South Texas border.**
- **Students will discuss the historical significance of the South Texas border region in the context of the establishing the national border of the United States.**