

Summer 7-21-2021

## Lesson Plan, U.S. History, 8th Grade

Rolando Pineda  
*BISD, Perkins Middle School*

Ernesto Martínez  
*BISD, Perkins Middle School*

Juan C. Vega  
*BISD, Lucio Middle School*

Follow this and additional works at: <https://scholarworks.utrgv.edu/histamsymposiumsummer2021>



Part of the [Curriculum and Instruction Commons](#), and the [History Commons](#)

---

### Recommended Citation

Pineda, Rolando; Martínez, Ernesto; and Vega, Juan C., "Lesson Plan, U.S. History, 8th Grade" (2021).  
*Symposium Summer 2021*. 63.  
<https://scholarworks.utrgv.edu/histamsymposiumsummer2021/63>

This Article is brought to you for free and open access by the Historias Americanas at ScholarWorks @ UTRGV. It has been accepted for inclusion in Symposium Summer 2021 by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact [justin.white@utrgv.edu](mailto:justin.white@utrgv.edu), [william.flores01@utrgv.edu](mailto:william.flores01@utrgv.edu).



**Teacher:**

**Date:**

**Subject / grade level:**

**Materials:**

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

**Lesson objective(s):**

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

**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?

**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.

### **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.

### **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?

### **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.