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Lesson Plan, United States History, High School

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Teacher: R. Revuelta, M. Torres, B. Barron

Date: 3/27/2021

Subject / grade level: High School Social Studies Courses

Materials:
-Map colors, paper
-Primary sources, laptops

TEKS (Texas Essential Knowledge and Skills):
Social Studies Skills (3) C,D,E

Lesson objective(s):
1. Interpreting and analyze primary sources.
2. Relate events and dilemmas and issues to the topic.
3. Create critical judgment analysis of primary source.

Differentiation strategies to meet diverse learner needs:
- Immersive Reader - translation/audio tool.
- Brief media clip on topic. (Opening/closing of class)

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?

Raise issues of taxations to compare different colonial powers.

Questions: How would you feel about paying (the teacher) 10% of your wealth? How can you connect to this primary source? Is a 10% percent tax too high?

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.

- In small groups students address the 5 w's(who, what, when, where, and why) then share with the overall group. They will complete a brief worksheet with the information.

- Who made the document?, What purpose does it serve?, What is the source's significance?

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.

- What are the persistent issues that connect to today?

- Compare and contrast the events occurring during the colonial era in New Spain and the English colonies.

- What is political perspective of the source? What is the political perspective in present day?

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?

- Tug of War - Silent Debate activity

- Key terms - Cattle ranching, taxing, primary source, borderlands, cabildo, Diezmos, Diezmeros, Alcabalas, pobladores, porcion, criollos, vaqueros.

- Students will achieve a better understanding of the economy and elements of South Texas and its long history with ranching and agriculture.

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.

- Student groups will present their information to the larger group, and complete the source worksheet.

- Exit ticket - What was your favorite part of the lesson? Drawing and text.