

## Summer Institute Lesson Plan Template

**Subject(s):** Social Studies/Geography

**Grade:** 6th - 8th

**Teacher(s):** Bolaji, Sternburg, McDermott, Winer

### Lesson Elements

*1. Common Core Learning Standard(s) Addressed:*

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

*2. Learning Targets: (What will students know and be able to do as a result of this lesson?)*

Students will be able to:

- understand the maps of Mexico, Central America (Honduras, Guatemala, and El Salvador particularly), and the Southwest U.S.A
- determine the push and pull factors that drive unaccompanied minors from Central American and bring them to the U.S.

*3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)*

Students will be able to make connections with extreme issues of poverty and violence that occur in their community.

They will compare and contrast their personal experiences with the unaccompanied minors from Central America.

4. *Formative Assessment Criteria for Success:* (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process?)

Students will be able to recommend short and long term solutions through a formal presentation and 1 page written essay.

5. *Activities/Tasks:* (What learning experiences will students engage in? How will you use these learning experiences or student products as formative assessment?)

- Content-based vocabulary.
- Examine regional maps.
- Experience cooperative group work.
- Utilize a variety of media resources.

6. *Resources/Materials:* (What texts, digital resources, and materials will be used during this lesson?)

Current magazines, newspaper articles, maps, video/audio clips, and websites.

7. *Access for All:* (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

If needed:

- text will be modified for diverse learners: highlighted passages, vocabulary and definitions provided.
- students will participate in heterogeneous groups.

8. *Modifications/Accommodations:* (What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class?)

Collaboration with Staff Specialists

## Lesson Reflection

- What useful tools/speakers/presentations from the Summer Institute helped drive this lesson plan?  
Photojournalist - Dominic Bracco II : "Through the Lens: A Journalist's Reflections on Conflict."  
Wilson Center Director; Latin America - Dr. Arson: "50 Years of Latin America Revolutions."
  
- How did this lesson support 21<sup>st</sup> Century Skills?  
Technology Integration  
Communication and Collaboration  
Problem-Solving and decision making
  
- How did this lesson reflect academic rigor?  
Cooperative Learning                      Reading and Writing Skills  
Graphic Organizers                      Critical thinking skills  
Oral Presentation
  
- How did this lesson cognitively engage students?  
Appealed to all sensory learning skills.  
Content is relevant to their age groups and personal lives.
  
- How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?  
Group work and presentations.  
Class and small group discussions and answering questions.