

EDEL 4190 Lesson Plan

Lesson Title: Mexico sin Fronteras

Topic: Social Studies: Geography integrated Technology

Grade Level: 5th grade

Language Demands: Discuss, Compare, Contrast

Materials:

- Current Political Wall map of North America
- Crayons/markers/colored pencils
- ELMO
- Projection screen
- Computers or iPads with internet access
- Poster-sized lined tagboard for Spanish Cognates vocabulary chart
- Articles:
 - Pre-Colonial California
 - How California became a state
 - Results of the Mexican -American War
- Map worksheets :
 - Mexico territory before
1850https://digitalcommons.csumb.edu/hornbeck_mex_1/1/
 - current Mexico political map
 - North America geographical map
 - Current North America political map
<https://www.printableworldmap.net/click2.php>

Standard: 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).

5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

Objectives:

- Students will develop an awareness that we live on what used to be Mexican land.
- Students will understand that borders are political not geographical
- Students will discuss immigration and emigration in terms of their own family experience.

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- Students will compare and contrast the differences between geographical and political maps.

Preview Activities/Prior Knowledge:

- Students will work in peer groups of 3-5 students to research articles on pre-colonial California, How California became a state and the results of the Mexican-American War.
- Students should record the website and title of the article and annotate: Key details and main ideas.
- Students will present their research to the class

Anticipatory Set: Where are you from? Where have you been ? Where are you going?

To familiarize students and spark their interest in maps. Students will be allowed to answer these questions in small groups of 3-5 peers. Each group will have a chance to peruse the wall maps of the United States and the world. After viewing the maps each group will discuss ,answer and record on one sheet per group their individual responses to the questions. Answers may vary as some students may be from different countries or states, in addition they may be from different places than their parents. All student experiences should be validated. To close the anticipatory set the teacher will bring the group together to play a 4 corners game about where the students are from. Depending on student responses, possible corner categories maybe: Los Angeles, other cities in California, other States in the USA, North America, Mexico, South America, Europe, etc.

Lesson Execution:

- Teacher will create a poster chart of vocabulary words (and their Spanish cognates) pertinent to the lesson. To scaffold for ELLs and support bilingualism.
 - **Vocabulary Words:** immigration, emigration, border, country, state, city, map, political map, geographical map, land forms, mountain, dessert, peninsula, island, valley, forest, capitals, lake, river
- Teacher will explain the history of Mexican borders in terms of the vocabulary words. Using them as markers in a story, stopping to define each term. Along with illustrating the “story” on a blank map of North America.
- During the “storytime” the blank geographical map of North America will be projected on the screen at the front of the classroom.

Guided Practice:

- Students will work with a current Political map of North American and label key terms on map.
- Teacher will guide students on political and geographical maps by pointing out where the borders are, states and capitals as well as important cities and terms pertaining to each map
- Students work with a blank geographical map of North America, labeling important terms: mountain range desert, valleys, ocean , river, lake

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Independent Practice:

- Based on the information found in their research and acquired knowledge of map features, student will label the pre colonial (prior to 1850) Mexico borders and geographic features on a blank map of North America.
- Students should be able to support their decisions on border placement with text evidence
- Student may refer to notes, world wall and other maps for assistance

Assessment/Evaluation:

- Students will complete a quiz with a combination of multiple choice matching and short answer questions to assess their grasp of content knowledge and understanding of key terms.

Websites

<https://education.nationalgeographic.org/resource/land-lost-mexico/>