# Unit: NM Land and Life zones

# NM Standards and Benchmarks

## II A, B, C, D, E

# Learning Objectives

Students will be able to:

1. Locate New Mexico on a map.
2. Describe the size of New Mexico.
3. Locate and label New Mexico’s state and international neighbors.
4. Locate and describe the physical provinces of NM.
5. Explain the importance of water in the development of NM.
6. Describe the life zones of NM and the plant and animal life of each.
7. Explain how geographical conditions have affected where and how New Mexicans have lived.
8. Locate and label 5 major rivers of NM.
9. Use road maps and grid systems to

determine transportation routes and area locations.

# Materials and Resources

1. NM history text: A History of New Mexico
2. NM road maps
3. Atlases
4. Life Zone workbooks
5. County maps
6. Fish and Wildlife service
7. NM Parks and Recreation

# Activities and Assessment

1. Students will locate and label on a map the following items:
2. 5 major rivers
3. 4 provinces
4. border states and country
5. Students will complete exercises using NM road maps to map trips and locate specific places in NM.
6. Students will file a mock homestead in Chaves County using legal descriptions (township and range) and describe resources available.
7. Students will use latitude and longitude to locate places on a map.
8. Students will identify past and present issues and problems of water resources in NM.
9. Students will visit area state parks and wildlife refuges to observe plants, animals and geology.

Time – 2 weeks 1st 9 weeks

New Mexico Symbols

NM Standards and Benchmarks

I D

## III B

# Learning Objectives

Students will be able to:

1. Identify state-adopted symbols for NM.
2. Identify various indigenous symbols found in petroglyphs and art.
3. Act responsibly in preserving the symbols of current and past cultures.

# Materials and Resources

## New Mexico history texts

Cavalcade of New Mexico videos

Magazines

Math, Science and Archaeology SIMSE notebook

Art supplies

NM Blue Book

# Activities and Assessment

1. Groups will cooperatively choose state adopted symbols and create an advertisement poster promoting NM.
2. Students will choose several indigenous symbols and draw them on a mural.
3. Students will discuss the social and historical costs of vandalism on cultural sites as well as community sites.

Time – 1 week 1st 9 weeks

# New Mexico’s Early People

NM Standards and Benchmarks

## I A, D

II C, D, E, F

III B

IV A

# Learning Objectives

Students will be able to:

1. Locate on a map the important early Indian sites in New Mexico.
2. Compare the cultural developments and ways of living of the Big-game Hunter, Desert Dweller, and Mogollon cultures.
3. Describe the achievements of the Anasazi Culture in the Southwest.
4. Explain the decline of the Anasazi Culture and the movement of peoples to new areas of settlement.

Materials and Resources

New Mexico history text

Books and magazines

Internet

Indian Perspectives notebook

Math, Science and Archaeology - SIMSE notebook

Cavalcade of New Mexico videos

Atlatl and artifacts

Ag in the Classroom

Activities and Assessment

1. Students will create an illustrated timeline/booklet with symbols and maps describing the Big-game Hunters, Desert Dwellers, Mogollon, and Anasazi cultures.
2. Students will chart and compare the developments of tools and lifestyles of ancient American cultures as a response to terrain, geographical location, climate and acculturation.
3. Students will demonstrate operation of tools such as the atlatl, mano, metate, etc.
4. Students will use archaeological methods to describe artifacts and their locations.
5. Students will name one scientific dating method that might be used in tracing artifacts.
6. Students will list the major changes to lifestyles that resulted from the introduction of corn.
7. Students will evaluate issues such as natural resource development/infrastructure construction versus preservation of cultural sites.

Time 3 weeks 1st 9 weeks

The Pueblos and Athabaskans

NM Standards and Benchmarks

I A

II E

III D

Learning Objectives

Students will be able to:

1. Locate on a map the major Indian groups in NM today.
2. Describe the ways of living of the Pueblo peoples.
3. Explain the importance of religion to the Indian groups of NM.
4. Describe the ways of living of the Navajo people.
5. Describe the ways of living of the different Apache groups in New Mexico.

Materials and Resources

New Mexico history text

Books and magazines

Internet

Cavalcade of New Mexico videos

Creation myths

Native American arts/crafts objects

Art supplies

Activities and Assessment

1. Students will compare and contrast the Pueblos, Navajo, and Apache by charting differences in language, location, food, shelter, clothing, and social structure.
2. Students will listen and respond to several creation myths.
3. Students will create paper Kachinas and discuss their roles in Indian society.
4. Students will observe from videos current lifestyles, arts and crafts in New Mexican pueblos.
5. Students will map current locations of Native American pueblos and reservations in New Mexico.
6. Students will graph casino earnings for the present year and evaluate odds of winning. Students will also find out how much the state treasury gets of the net win.
7. Time – 3 weeks 2nd 9 weeksSpanish Exploration

1492-1598

NM Standards and Benchmarks

I A, C, D

II C

III B

IV C

Learning Objectives

Students will be able to:

1. Locate on a map the major areas of Spanish exploration in Central and North America.
2. Explain why Spain began exploring and settling the Americas.
3. Describe the European feudal system and surname origins of the Middle Ages.
4. Describe how Cortez conquered Mexico.
5. List the agricultural and technological exchanges between European and indigenous people.
6. Evaluate the impact of the agricultural and technological exchanges on European and indigenous societies.
7. State the importance of the Coronado expedition to the Southwest.
8. Locate on a map sites in New Mexico visited by explorers after Coronado.
9. Describe the settlement of NM by Onate and the changes in native culture due to introduction of livestock and new food crops.
10. Explain how and why NM became a royal colony.

Materials and Resources

New Mexico history text

Maps

Internet

Family history

Magazines and books

Mesoamerican history video

Activities and Assessment

1. Students will describe at least one reason why Spain wanted to locate new lands and generate an alternative solution to Spain’s problems other than locating new lands.
2. Students will research personal family background to discover multicultural roots and name history.
3. Students will create a personal coat of arms.
4. Students will discuss reasons why Cortez was successful in conquering the Aztecs.
5. Students will evaluate the results of agricultural and technological exchanges between the Europeans and Native Americans.
6. Students will trace Coronado’s route in Mexico and the Southwest on maps.
7. Students will debate opposing viewpoints of Onate as hero or villain.
8. Students will evaluate/analyze the changes in the NM Native American cultures due to new livestock/crops introduced by Spanish settlers. (the whole enchilada)
9. Students will describe the role of the Roman Catholic Church in establishing NM a royal colony.
10. Students will role play different explorers and personalities of the Spanish exploration era.

Time 3 weeks 2nd 9 weeks.

Missionary Period

1609-1680

NM Standards and Benchmarks

I A

II A, C, E

III A, D

Learning Objectives

Students will be able to:

1. Describe life in NM Franciscan missions.
2. Compare civil and church government in NM.
3. Explain the conflict between church and state in NM.
4. List the problems faced by Pueblo Indians under Spanish rule.
5. Explain the success of the Pueblo Revolt of 1680.

Materials and Resources

New Mexico history text

Organizational charts

Activities and Assessment

1. Students will use organizational charts to describe church and government control over Pueblos.

(Too Many Bosses)

1. Students will use organizational charts to understand chain of command in school.
2. Students will list 2 causes of the Pueblo Revolt, name one Pueblo leader, and describe at least one method used to organize the different Pueblos to synchronize the attacks.
3. Students will analyze results of the Pueblo Revolt for the Spanish and Pueblos.
4. Students will evaluate Spanish contributions that permanently changed Native American lifestyles.

(positive– i.e. horse; negative – i.e. disease)

6. Students will create/compare organizational charts of the school and town government to the Spanish government of 1600’s.

Time 2 weeks 2nd 9 weeks

New Mexico under Spanish Rule

1692-1821

NM Standards and Benchmarks

I A

II B

IV A, B, C

Learning Objectives

Students will be able to:

1. Explain why Spain thought it important to reconquer NM.
2. Describe Vargas’s 2 reconquests of NM.
3. List and locate on a map the new settlements made by the Spaniards after the reconquest.
4. Compare what happened to the Spanish and Indian populations of NM after the reconquest.
5. List what outside threats NM faced after the reconquest and how Spanish officials responded.
6. Define frontier area and describe how NM existence as a frontier area affected society.
7. Describe how different groups of New Mexicans made their livings.
8. Describe NM homes and ways of living.
9. Explain how isolation affected all aspects of NM culture.

Materials and Resources

New Mexico history text

Library

Home

Internet

Cavalcade of New Mexico videos

Art supplies

Activities and Assessments

1. Students will participate in a trade fair to demonstrate a barter economy.
2. Students will create models or dioramas of the typical Hispanic home, furnishings, religious symbols, and NM family of the 1700’s.
3. Students will list possible reasons why Pueblos might have welcomed the Spanish return and why Spain wanted to reconquer NM.
4. Students will draw a map of NM locating new Spanish settlements and the supply route called the Camino Real.
5. Students will create a bar chart comparing Spanish and Indian populations after the reconquest.
6. Students will compare and contrast

modes of communication and transportation today with the NM of 1700’s and the effects of how New Mexicans lived. ( NM northern Spanish dialect today is 1700’s Spanish due to isolation, Penitentes, etc.)

time: 3 weeks 3rd 9 weeks

Culminating project: Students will research family traditions, recipes, remedies or crafts and create projects that include examples, reports, and oral presentations.

New Mexico under Mexican Rule

1821-1848

NM Standards and Benchmarks

I A

II B, E

IV A, B, C

Learning Objectives

Students will be able to:

1. Locate on a map the important sites along the Santa Fe Trail.
2. Describe the effect of the Santa Fe trade on NM.
3. Explain the influence of the fur traders on NM.
4. Describe NM government under Mexican rule and the problems faced by NM churches under Mexican rule.
5. Summarize the Revolt of 1837.
6. Explain what happened to the Texas-Santa Fe expedition and why New Mexicans disliked Governor Armijo.

Materials and Resources

New Mexico history text

Cavalcade of NM Videos

Encyclopedia Britannica video

Santa Fe trade workbook

Internet – primary source documents

Activities and Assessments

1. Students will complete timeline of Santa Fe trade.
2. Students will complete charts, graphs, maps, and invoices of Santa Fe Trade.
3. Students will identify cultural differences and contributions between Hispanic/American influences to include assimilation of language.
4. Students will examine primary sources such as Becknell’s diary entries.
5. Students will examine Mexican government officials and the Roman Catholic church leadership to expose reasons for unrest and rebellion.
6. Students will analyze the events of the Texas-Santa Fe expedition from differing viewpoints.

Time 4 weeks 3rd nine weeks

Territorial New Mexico

1848-1912

NM Standards and Benchmarks

I A, B, D

II A, B, E

III B, C

IV C

Learning Objectives

1. Locate on a map the major sites in the War with Mexico and the land gained by the U.S. as a result.
2. Define manifest destiny as a cause of the War with Mexico.
3. Explain how NM came under U.S. rule.
4. Identify the concerns of New Mexicans under U.S. rule.
5. List NM boundary changes after becoming a territory.
6. Describe the changes in NM churches after 1850.
7. Locate on a map the major battle sites of the Civil War in NM, Bosque Redondo Reservation, and the town of Lincoln.
8. Describe the interest in NM by the Union and the Confederacy.
9. List the major events in NM in the Civil War.
10. Explain the effects of a new Indian policy on NM Indians.
11. Identify the major events and people in the Lincoln County War and other examples of lawlessness in NM.
12. Locate mining areas in NM and major sites along railroad lines.
13. Describe how farming and ranching changed.
14. Explain the importance of the railroad to ending isolation and changing NM culture.
15. Discuss the role of NM in the Spanish-American war.

Materials and Resources

New Mexico History text

Cavalcade of NM videos

County maps

Internet

Community members

Artifacts

Ag in the Classroom

Novel – Sing Down the Moon

Activities and Assessments

1. Students will label a U.S. map to include the Mexican Cession, Gadsden Purchase, Texas and overlapping claims.
2. Students will list reasons New Mexicans might have wanted to be U. S. citizens.
3. Students will analyze the Kearny Code for strong and weak points.
4. Students will examine parts of the Treaty of Guadalupe Hidalgo and the Compromise of 1850 for provisions still in dispute today. (water, land )
5. Students will describe the role of the Buffalo Soldier and map the forts of NM.
6. Students will create biographical sketches of outlaws, warriors and leaders in NM of the late 1800’s.
7. Students will list reasons the Union and Confederacy wanted NM and map Civil War battles of NM.
8. Students will explain how the railroad changed NM, map major railroad lines and towns created.
9. Students will describe farming and ranching in NM and conflicts from overlapping claims on public lands.
10. Students will read portions of Sing Down the Moon to understand the effect of the Long Walk on the Navajos.
11. Students will label on a map the major mining sites and products mined in NM.
12. Students will discuss safety issues of old mines in NM.
13. Students will file a mock homestead claim in Chaves County using township and range for legal descriptions. Students will list available resources and equipment needed on the homestead.
14. Students will list NM contributions to the Spanish-American War effort including the Rough Riders.
15. Students will compare and contrast the role of the horse and the equipment for the conquistador, vaquero and cowboy.

New Mexico as a State in the U.S.

1912-Present

NM Standards and Benchmarks

I A

II A, C, D, E, F

III A, D

IV A, B, C

Learning Objectives

Students will be able to:

1. Describe the long struggle for statehood.
2. List the major branches of state government.
3. Explain how NM became involved in the U.S. trouble with Mexico.
4. Describe how WWI affected NM.
5. Identify major changes in the U.S. policy toward the Pueblo Indians.
6. Explain how NM became a center for tourism in the 1920’s.
7. Discuss the start of the oil and gas industry.
8. Discuss how the Great Depression affected NM and how the New Deal aided New Mexicans and changed politics.
9. Describe the roles of New Mexicans in WWII.
10. Identify the major military sites in NM.

Materials and Resources

New Mexico history text

NM state government officials

Local history book

Museums

Internet

Community

Cavalcade of New Mexico videos

Time 4th 9 weeks

Activities and Assessments

1. Students will compare the branches of state government and duties with the national government.
2. Students will name at least one senator and representative.
3. Students will describe land ownership struggles and types of property rights in NM.
4. Students will explore local history.
5. Students will list ways New Mexicans aided in WWI.
6. Students will debate whether Pancho Villa was a hero or a villain in the U.S. trouble with Mexico.
7. Students will explain problems/effects of the Great Depression and the results of the New Deal programs.
8. Students will explore differing views of Pueblo land ownership changes in U.S. policy, responsibilities, and dependency issues.
9. Students will list ways New Mexicans helped in WWII and how industries changed due to projects in NM.
10. Students will complete a NM map showing the major military installations.

New Mexico Today

NM Standards and Benchmarks

I A, D

II A, C, D, E, F

III A, D

IV C

Learning Objectives

Students will be able to:

1. Describe how NM became a center for tourism.
2. Observe examples of art from famous NM artists. (Hispanic, white and Native American)
3. Describe how NM became a center for artists and writers.
4. Describe recent growth and development in NM.
5. Identify problems faced by Hispanic northern New Mexicans.
6. Describe the importance of voting, jury duty, and community service as a NM citizen.
7. Locate NM state and national parks.
8. Describe how and why New Mexicans continue to celebrate colorful cultural and historical events.
9. Identify current issues and problems in New Mexico.
10. Identify local businesses, agriculture, industries and services and the impact on our lives.

Materials and Resources

New Mexico history text

Internet

Newspapers and magazines

Local officials

NM government brochures

Chambers of commerce

Television news

Chaves County Courthouse

Activities and Assessments

1. Students will publish ads for local agriculture, industry and tourism.
2. Students will analyze different sides of current issues in NM such as Indian gaming compacts, water issues, forestry issues, endangered species act, land grants, etc.
3. Students will define citizenship responsibilities of voting, jury duty and community service.
4. Students will identify several different artists and examples of their work.
5. Students will match local agencies with services provided.
6. Students will complete a NM map showing state and national parks and other points of interest.
7. Students will participate in and observe cultural and historical events in NM.

Culminating project: Students will create a product showcasing an industry, county, person or place in New Mexico. This project will include maps, portraits, charts, tables, important facts, timelines, and oral presentation.