

Key

	<i>Anchor Standard</i>	<p>Anchor standards, as identified by the New Mexico social studies standards, are denoted with an anchor icon. Anchor standards are broader concepts that provide continuity across the grade levels, but which are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels. Anchor standards will be color-coded to represent their strand: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry.</p> <div style="text-align: center;">  </div>
	<i>Priority Standard</i>	<p>Priority standards, as identified by practicing educators and NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, priority standards identify for teachers where to prioritize while still covering all standards throughout the year.</p>

Grade 7 The Land, People, and Resources of New Mexico

Compelling Question	Inquiry Alignment
<p>How have people living in New Mexico adapted to their environment culturally, politically, and economically?</p>	<p>7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.</p> <p>7.8. Make connections between current events, historical materials, and personal experience.</p>

Standards at a Glance

Theme 1: The Land, People, and Resources of New Mexico	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government. 7.15. Describe the relationships of tribal, state, and local governments with the national government under the federal system.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico. 7.17. Discuss New Mexico's economic limitations and successes.
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 7.18. Explain the physical and human characteristics of New Mexico using the Five Themes of Geography.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.19. Describe how environmental factors affect human activities and resource use.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state. 7.21. Define and explain the present demographics of our state. 7.22. Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.



Anchor Standard:
Civics 1. Civic and Political Institutions

Grade

Performance Standard(s)

7

- 7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government.
- 7.15. Describe the relationships of tribal, state, and local governments with the national government under the federal system.

Sample Concept/Content

- Know the various roles, structure, and functions of the tribal, state, and local levels of government.
- Understand the structure and functions of the relationships of tribal, state and local governments with the national government under the federal system.

Supporting Questions

- How were the New Mexico political decision-making processes established?
- What relationships did tribal, state, and local governments encompass with the national government under the federal system?

Vertical Alignment

Previous Grades:

6.22. Identify the social structures of early humans.

6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.

Future Grades:

8.24. Compare Indigenous government structures to those of the United States today.

8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes.

Students Who Demonstrate Understanding Can...

- Explain the structure and functions of New Mexico's, tribal, and local levels of government.
- Distinguish the various structures and functions of the relationships of tribal, state, and local governments with the national government under the federal system.

Vocabulary for Teacher Development

Branches of government - a part of a whole governing body which is assigned specific powers; examples include the legislature, the judiciary, the executive, the military, and, in non-secular states, the church.

Constitution - the basic principles and laws of a nation state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it.

Federal system - is a system of government in which the same territory is controlled by two levels of government.

Tribal governments - are sovereign governments that operate apart from state or federal governments.



**Anchor Standard:
Economics/Personal Financial Literacy 5. Economic Decision Making**

Grade

Performance Standard(s)

7

**7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico.
7.17. Discuss New Mexico’s economic limitations and successes.**

Sample Concept/Content

Supporting Questions

- Recognize how various agencies (tribal, state, and local) interact to sustain resources in New Mexico.
 - Tribal Agency created by a tribe
 - State Agency any department, agency or instrumentality of a State
 - Local Agency is a county, city, school district, municipal corporation, district, political subdivision, or any board commission or agency
- Understand that New Mexico has economic limitations and successes and list them.

- How are resources sustainable in New Mexico?
- What are the economic limitations or successes of New Mexico?

Vertical Alignment

Previous Grades:

*6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.
6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.
6.46. Explain the role of trade in the development and growth of societies.*

Future Grades:

*8.48. Identify and analyze the economic specializations of the Thirteen Colonies.
8.16. Identify and explain the economic differences between the North and the South.*

Students Who Demonstrate Understanding Can...

Vocabulary for Teacher Development

- Organize a chart of the resources available in New Mexico.
- Summarize the roles of tribal, state, and local roles of the sustainability of resources in New Mexico.
- Draw conclusions of New Mexico’s economic limitations and successes.

Economics - the condition of a region or group as regards material prosperity.
Sustainability - focuses on meeting the needs of the present without compromising the ability of future generations to meet their needs.



**Anchor Standard:
Geography 11. Geographic Representations and Reasoning**

Grade

Performance Standard(s)

7

7.18. Explain the physical and human characteristics of New Mexico using the Five Themes of Geography.

Sample Concept/Content

- How and why places are connected to one another.
- Understand physical and human characteristics by a region and place.
- Organization of geography of New Mexico in relation to the five themes of geography.

Supporting Questions

- What is the relationship between humans and their environment?
- How and why are places connected with one another?
- How and why is one area similar to another?

Vertical Alignment

Previous Grades:

6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.
6.18. Identify how natural forces shape Earth's environments and regions.

Future Grades:

8.27. Use the five themes of geography (location, place, movement, human-environment interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America.
8.28. Analyze how historic events are shaped by geography.
8.30. Describe how Indigenous people of North America adapted to their environment.

Students Who Demonstrate Understanding Can...

- Analyze the five themes of geography.
- Define location, movement, and region, and give examples of them.
- Define places including physical and human characteristics and give examples of them.
- Analyze the characteristics and distributions of human/environment interactions (shaping the landscape).

Vocabulary for Teacher Development

Location - a particular place or position.
Place - a particular position or point.
Region - an area or division, especially part of a country or the world having definable characteristics but not always fixed boundaries.
Physical characteristics - includes a description such things as the mountains, rivers, beaches, topography, climate, animal and plant life (make up its natural environment).
Human characteristics - comes from human ideas and actions, including bridges, houses, parks, land use, density of population, language patterns, religion, architecture, and political systems.



**Anchor Standard:
Geography 14. HumanEnvironmental Interactions and Sustainability**

Grade

Performance Standard(s)

7

7.19. Describe how environmental factors affect human activities and resource use.

Sample Concept/Content

- Understand how environmental factors affect human activities and their resources in the environment.
- Droughts, forest fires, flooding, etc.

Supporting Questions

- What natural resources had an impact on human environments?
- How were human activities impacted by environmental factors?

Vertical Alignment

Previous Grades:

*6.18. Identify how natural forces shape Earth's environments and regions.
6.27. Describe how the local environment impacts cultures and technology.
6.28. Describe how people impact the local environment.*

Future Grades:

8.30. Describe how Indigenous people of North America adapted to their environment.

Students Who Demonstrate Understanding Can...

- Explain which environmental factors impact human activities.
- Identify how environmental factors impacted human activities and resources in a given region.

Vocabulary for Teacher Development

Environmental factors - air, water, climate, soil, natural vegetation and landforms may affect everyday living, and play a key role in bringing health differences across the geographic areas.
Resources - a stock or supply of money, materials, staff, or other assets that can be drawn on by a person or organization in order to function effectively.



Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity

Grade

Performance Standard(s)

7

7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.

Sample Concept/Content

- Influence of Native American, Spanish and Western heritage
- How various groups maintain their cultural heritage
- Facets of Culture - language, art/artists, authors, stories, legends, formal and folk artists, architecture, cuisine, jewelry, and pottery

Supporting Questions

- How do different groups maintain their cultural heritage?
- Why do different groups have various songs, symbols, traditions, or legends as part of their culture?

Vertical Alignment

Previous Grades:

6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.

Future Grades:

8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.
8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.

Students Who Demonstrate Understanding Can...

- Describe ways in which different groups maintain their cultural heritage.
- Design a presentation of different groups recognizing their cultural heritage, for example with songs, symbols, traditions, and legends.

Vocabulary for Teacher Development

Culture - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.
Heritage - valued objects and qualities such as cultural traditions, unspoiled countryside, and historic buildings, that have been passed down from previous generations.
Traditions - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.



Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity

Grade

Performance Standard(s)

7

7.21. Define and explain the present demographics of our state.

Sample Concept/Content

- Different stimuli used to represent demographic data, i.e. charts and graphs
- Factors that represent demographic data, such as age, race, ethnicity, gender, marital status, income, education, and employment
- How the present demographics of our state is understood today
- Where to locate demographic data, i.e. U.S. Census Bureau

Supporting Questions

- What is the demographics of New Mexico today?
- How is our state diversified by its culture?

Vertical Alignment

Previous Grades:

6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.

Future Grades:

8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.

Students Who Demonstrate Understanding Can...

- Summarize the demographics of New Mexico as of today.

Vocabulary for Teacher Development

Demographics - statistical data relating to the population and particular groups within it.



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.22. Evaluate how society’s responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

Sample Concept/Content

- Society’s responses to various social identities in relation to the different societal institutions
- Impact on Diverse Cultures
- Cultural preservation as resistance as individuals and groups
- Causes of inequity in access to education, healthcare, and certain types of jobs

Supporting Questions

- How have different groups of people faced access and barriers in relation to societal institutions?
- What barriers have individuals or groups faced in New Mexico?

Vertical Alignment

Previous Grades:

6.19. Identify how differences and similarities between diverse groups impact perspectives.

Future Grades:

8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.
8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.

Students Who Demonstrate Understanding Can...

- Discuss how various demographic groups of individuals or groups have faced barriers in New Mexico.
- Analyze how society has responded to the various social identities from access to barriers in various demographic groups.

Vocabulary for Teacher Development

Culture - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.
Demographics - statistical data relating to the population and particular groups within it.
Social identities - an individual’s terms of groups to which they belong, physical, social, and mental to include race, ethnicity, sexual orientation, gender identity ability, religion/spirituality, nationality, and socioeconomic status.
Societal institutions - an interrelated system of social norms and social roles that are organized and provide patterns of behaviors that contribute to meeting the basic social needs of society.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Geography 11: Geographic Representation and Reasoning

- 7.18. Explain the physical and human characteristics of New Mexico using the Five Themes of Geography.

Inquiry 25. Develop Claims

- 7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.
- 7.8. Make connections between current events, historical materials, and personal experience.

This instructional task helps students explore and develop claims around the content from theme 1:

- How would you describe where you live physically?
- How and why places are connected to one another?
- What are some human characteristics that describe your place?
- What examples could you include for the physical and human characteristics of New Mexico?

Sample Task #1

In this instructional task, students will read and do research on the geography of New Mexico.

1. Students will insert their home address on the [latitude and longitude finder](#) to assist them with locating their absolute location. They will copy the address on a small note card.
2. Students will read along or read in small groups the [National Geographic Kids article](#) on the facts of New Mexico.
3. Students will also visit the [NM State Records site](#) to gain information about the diverse peoples that populate the area where they live.
4. Students will read and do research in small groups about [New Mexico History's timeline](#).
5. Students will work in their small groups to discuss geography, including landforms, natural resources, wildlife, and fun facts found in the National Geographic Article. The New Mexico History's Timeline will give more information about human migration, physical and human characteristics of New Mexico.
6. As students research, they will take notes on small note cards labeled with characteristics to assist them with presentations.
7. Students will use the information learned to answer the 4 questions explored in Theme 1:
 - a. How would you describe where you live physically?
 - b. How and why places are connected to one another?
 - c. What are some human characteristics that describe your place?
 - d. What examples could you include for the physical and human characteristics of New Mexico?
8. The final outcome is for students to work collaboratively to put together their responses in a multimedia presentation such as powerpoint, Google Slides, Jamboard, or some other type of visual media presentation.

Primary Resources:

[New Mexico State Standards](#)

[Major Rivers and Towns](#)

[Historic Railroad Atlas \(AZ & NM\)](#)

[Regions](#)

[Map of agricultural areas](#)

[New Mexico Topography](#)

[Latitude and Longitude Finder](#)

Secondary Resource:

[Historical Trails of New Mexico](#)

Exemplar Student Responses

A strong student response would include:

1. The absolute location of their home of state using latitude and longitude to pinpoint their location on a map.
2. The relative location of their home in relationship to other locations by description or visual representation on a map.
3. A powerpoint, slides, or visual media presentation giving 4 examples of physical and human characteristics of a region in New Mexico. For example, it may include 4 Provinces of New Mexico (Rocky Mountains, Colorado Plateau, Basin and Range, and Great Plains), bodies of water, climate, natural vegetation, land use, density of population, religion, architecture, or political systems.
4. Students may include in presentations on how human migration impacts places, societies and civilizations, or they can orally explain the patterns they saw within their research.

DOK

Blooms

Create

3

Cross-Curricular Connections

CCSS.ELA-Literacy.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The National Geographic Article is very brief and offers very little in the way of representations of diverse ethnicities. The New Mexico History State Records Center and Archives offer a broader and acceptable amount of diverse ethnicities, genders, and roles representing the human migrations into and out of New Mexico.

How are those groups and individuals portrayed?

The NM State Records site gives a wide range of ethnically, racially, and by gender mixture of examples of types of people and their roles. Unfortunately, it still lacks some gender roles as most articles are about male gender roles and their examples of New Mexico history. It does however, recognize and give information about Suzanna Martinez the thirty-first governor of New Mexico and elected as the first female governor in New Mexico and the first Hispanic woman governor in the United States.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

All of the texts and links provide ample opportunity for critical thinking, asking questions, and opportunities to look at a variety of perspectives.

What supports are provided to teachers to identify blind spots?

There are a multiple of articles and documents provided, which allows them to be able to pick and choose which ones are more appropriate for the task at hand.

How is this text or stimuli culturally/linguistically responsive?

If both of these sites are utilized together it helps students make connections between New Mexico history to include diverse populations in and out of NM, patterns of migration of early settlers, human-environment interactions, place, location, and movement of New Mexico's diverse populations.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>Question: What did the research reveal about your place of home?</p> <p>ESR: New Mexico, which included Arizona and part of present-day southern Colorado, officially became a U.S. territory in 1850 following the U.S. war with Mexico. Native Americans and New Mexicans fought and died over land and resources during this bloody period.</p>	<p>Question: How has migration and immigration impacted your area?</p> <p>ESR: Generally speaking within the past 100 years, population growth has consolidated in the largest urban center of Albuquerque and the next largest center of Las Cruces. New Mexico continues to attract immigrants from Mexico and maintains a strong connection to Texas in the south. Extractive industries in the southeast will likely continue spurring growth, despite the state's recent commitment to developing renewable resources. In addition, we can look for more growth in northern/north central New Mexico cities.</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>Question: What did you learn about the impact of migration on culture in your area?</p> <p>ESR: Most of Colfax County lies in the Sangre de</p>	<p>Question: Think about people moving in and out of New Mexico. Do you see how migration may or may not impact your community?</p>

<p>Cristo Mountains, and ranges from prairies, pinon forests, to alpine meadows. The area contains numerous state parks, ski resorts, national forests, scenic vistas, and outdoor recreational activities. As people migrated to this area their adaptation to their surroundings evolved.</p>	<p>ESR: Students' answers will vary based on their experiences, background, and knowledge, but their answers may acknowledge economic resources, services, political or technological opportunities.</p>
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Suggested Student Discourse

Question	Method
<p style="text-align: center;">Think about people moving in and out of New Mexico. To what extent does migration impact your community?</p>	<p>Type: Discussion</p> <p>Strategy: The Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports	
Vocabulary/Text-Based Questioning:	UDL Strategies:

Vocabulary to Pre-Teach:

- Vocabulary to pre-teach: immigration, migration, human characteristics, physical characteristics, absolute location, relative location

Text-Based Questioning:

- What problems did New Mexico face with human migration and immigration?
- What are some benefits of human migration and immigration into New Mexico?
- What is the absolute location of your home?

Universal Supports:

- Clarify and provide visuals to differentiate between absolute and relative locations.

Targeted Supports:

- Provide a map of New Mexico to support students with finding absolute and relative locations of their home.
- Provide students with a Google Slides template to use to insert information about their four examples of physical and human characteristics of a region in New Mexico.
- Provide students with small note cards to assist them as they gather information about their research.

Grade 7 The Earliest New Mexicans (c. 12000 BCE - c. 1200 BCE)

Compelling Question	Inquiry Alignment
<p>What can we learn about the development of early complex societies in relation to New Mexico’s environment from the evidence we have?</p>	<p>7.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.</p>

Standards at a Glance

Theme 2: The Earliest New Mexicans (c. 12000 BCE–c. 1200 BCE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> ● 7.23. Demonstrate how early humans compete and cooperate to gather and use resources.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 7.24. Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 7.25. Compare and contrast nomadic and semi-nomadic lifestyles.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.26. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.
History 17. Historical Thinking	<ul style="list-style-type: none"> ● 7.27. Describe the technical limitations of historians and archeologists studying the distant past.



Anchor Standard:
Economics/Personal Financial Literacy 5. Economic Decision Making

Grade

Performance Standard(s)

7

7.23. Demonstrate how early humans compete and cooperate to gather and use resources.

Sample Concept/Content

- Irrigation--Mogollon early farming
- Domestication (turkey, corn)
- Competition for finite resources
- Cooperation for survival
- Paleo Hunter-gatherers
- Archaic semi-nomadic people
- Nomadic/Semi-Nomadic lifestyles
- Clovis technoculture
- Folsom site/George McJunkin
- Perspective and bias-- Smithsonian v George McJunkin
- Bering Strait Land Bridge theory
- Migration patterns of early peoples

Supporting Questions

- How did the early tribes obtain goods used to survive?
- What types of dwellings were used?
- How did they travel from place to place?
- What technologies were used to store and preserve food?

Vertical Alignment

Previous Grades:

6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.

Future Grades:

8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.

Students Who Demonstrate Understanding Can...

Vocabulary for Teacher Development

- Identify the evidence of earliest human habitation in New Mexico (Clovis, Folsom sites, White Sands imprints).
- Describe Indigenous trade networks and cultural exchanges.

Migration - the movement of people across the geographic landscape; the movement of people across political boundaries.

Nomad - a person who travels from place to place, often seasonally, in order to make better use of environmental conditions or natural resources.

Hogan - a traditional D'neh (Navajo) dwelling, often used seasonally.

Archaeology - the study of early human habitation through the artifacts left behind.

Anthropology - the study of humankind, including its cultural adaptations.

Linguistics - the comparative study of human languages.

Athabaskan - a member of a language group found in Alaska and Canada, as well as among the D'neh (Navajo) and N'deh (Apache) peoples.



Anchor Standard:
Geography 13. Movement, Population, and Systems

Grade

Performance Standard(s)

7

7.24. Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region.

Sample Concept/Content

- Mogollon, Mimbres, and Hohokam Cultures.
- Migration within and to New Mexico as evidenced by oral tradition and archaeological sites.
- Evidence of technocultural complexes in tools, pottery, and agricultural remains.
- Distribution of technoculture among pre-contact Indigenous civilizations, as well as contrasting precontact pueblo populations and locations.

Supporting Questions

- How did the technology of pottery improve over the technology of basket-making for water transportation and storage?
- How were Indigenous communities interconnected before European contact?
- What characteristics did Mogollon and Hohokam societies share with one another?
- What evidence do we have of early human habitation in New Mexico?

Vertical Alignment

Previous Grades:

6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems
6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

Future Grades:

8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.
8.25. Describe the ways Indigenous peoples organize themselves and their societies.

Students Who Demonstrate Understanding Can...

- Recognize that Indigenous cultures crossed modern national and state boundaries, being defined by geography rather than political boundaries.
- Analyze how the language groups--Athabaskan, (D'neh, N'deh)--

Vocabulary for Teacher Development

Mogollon - Mogollon culture is an archaeological culture of Native American peoples from Southern New Mexico and Arizona, Northern Sonora and Chihuahua, Mexico.
Hohokam - prehistoric desert culture of the southwestern U.S. centering in the Gila Valley of

	<p>Tewa, Tiwa, Towa, reflect geographic movement and distinct cultural identities.</p> <ul style="list-style-type: none">● Describe how evidence of shifts in prehistoric climate correspond to waves of migration and disruption of cultures.● Describe how archaeologists use various techniques for relative and absolute dating of artifacts and natural objects.	<p>Arizona and characterized especially by irrigated agriculture.</p> <p>Hunter-gatherer society - a society reliant on identifying and harvesting wild-growing plants and hunting game for sustenance.</p> <p>Dating techniques - the ability to determine the origin of archaeological sites and specific contexts within them.</p> <p>Archaeomagnetic dating - a method of dating iron-bearing sediments that have been superheated—for example, the clay lining of an ancient hearth.</p> <p>Paleomagnetism - comparison of iron atoms in formerly liquified minerals (lava flows) and artifacts (pottery, forged metals) to known positions of earth's magnetic pole.</p> <p>Radiocarbon dating - utilization of the 5,730 year half-life of Carbon-14 to date artifacts.</p> <p>Artifact seriation - the chronological ordering of artifacts of a particular class—but of different styles.</p> <p>Stratigraphic dating - relative dating by the appearance of an artifact with the stratum, or layers, of deposits.</p> <p>Dendrochronological dating - matching the pattern of tree rings in archaeological wood samples to the pattern of tree rings in a sequence of overlapping samples extending back thousands of years, particularly useful in desert regions due to the limited rainfall over the years.</p>
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Anchor Standard:
Geography 14. HumanEnvironmental Interactions and Sustainability

Grade

Performance Standard(s)

7

7.25. Compare and contrast nomadic and semi-nomadic lifestyles.

Sample Concept/Content

- Characteristics of a nomadic lifestyle
- Characteristics of a semi-nomadic lifestyle
Early agricultural techniques and tools, including irrigation, cultivation, and preservation of grains.
- Seasonal variations in temperatures and availability of water in desert/mountain environments.
- The snowmelt/rain cycle of New Mexico.

Supporting Questions

- How did agricultural practices arise in the desert Southwest?
- What environments are most suited to practicing traditional agriculture in New Mexico?
- What environments were only seasonally habitable for people in the prehistoric Southwest, and how have humans altered those environments today?

Vertical Alignment

Previous Grades:

6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems
6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

Future Grades:

8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.
8.25. Describe the ways Indigenous peoples organize themselves and their societies.

Students Who Demonstrate Understanding Can...

- Explain the role of irrigation and other technologies in development of agricultural communities (pueblos).
- Identify the mainstays of the agrarian (corn, beans, squash) and hunter-gatherer diets in precontact societies.
- Explain how seasonal migration in response to changes in weather in abundance of game shapes semi-nomadic societies.

Vocabulary for Teacher Development

Nomadic - a people who adapt to scarcity by traveling from place to place without fixed habitation.
Semi-nomadic - a people living usually in portable or temporary dwellings and practicing seasonal migration but having a base camp.
Subsistence farming - farming that meets the needs of the farmer, with little surplus for trade.
Maize - the crop, indigenous to the Americas and cultivated since prehistory, commonly identified as corn in the U.S.



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

7

7.26. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.

Sample Concept/Content

- Oral tradition - including both oral history and religious teaching
- Antiquities Act and National Park/Monument visits - virtual or in-person - Petroglyph, El Morro, White Sands, Gila Cliff Dwellings, Bandolier, Aztec Ruins

Supporting Questions

- What can oral histories and myths teach us about the pre written histories of peoples?
- How do oral histories and artifacts supplement written history, whether by corroboration or contradiction?
- How do archaeologists and historians incorporate new evidence into our understanding of the past?
- What can archaeological evidence teach us about human/environmental interaction in the past?
- How do archaeologists determine the age of artifacts?

Vertical Alignment

Previous Grades:

6.27. Describe how the local environment impacts cultures and technology.

6.28. Describe how people impact the local environment.

6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

Future Grades:

8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.

8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE.

8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Look for supporting evidence and/or conflicting evidence between oral and written traditions. ● Distinguish between evidence and inference based on evidence in examining the past. 	<p>Oral history - an inherited account, whether mythological, metaphorical, or factual explaining a history, whether of a familial or cultural group; Technological and artistic processes and procedures passed down between generations.</p> <p>Artifact - an object made by a human being, typically an item of cultural or historical interest.</p> <p>Dating techniques - the ability to determine the origin of archaeological sites and specific contexts within them.</p> <p>Radiocarbon dating - utilization of the 5,730 year half-life of Carbon-14 to date artifacts.</p> <p>Artifact seriation - the chronological ordering of artifacts of a particular class—but of different styles.</p> <p>Linguistics - the study of the formation of families of human languages over time.</p>



**Anchor Standard:
History 17. Historical Thinking**

Grade

Performance Standard(s)

7

7.27. Describe the technical limitations of historians and archeologists in studying the distant past.

Sample Concept/Content

- Correlate the connections of myth, religious practice, and oral history.
- Describe how oral traditions transmit cultural and technological adaptations.
- Folsom and Clovis technocultures.
- George McJunkin and the Folsom discovery.
- Prehistoric and pr-contact biodiversity in New Mexico. (eg. Prehistoric: Mammoths, cave lions, horse, American camel
Precontact - maize, jaguars, wolves).

Supporting Questions

- How can we understand the organization of societies that did not leave a written record?
- How do oral histories embellish, support, or contradict the archaeological record?
- What do technocultures reveal about interchange between prehistoric peoples?

Vertical Alignment

Previous Grades:

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

Future Grades:

8.25. Describe the ways Indigenous peoples organize themselves and their societies.

**Students Who Demonstrate Understanding
Can...**

Vocabulary for Teacher Development

- Distinguish between absolute and relativistic dating techniques.
- Identify ways in which oral traditions have helped archaeologists understand evidence from artifacts.
- Describe which dating techniques would be most useful for various artifacts and archaeological sites, and how the techniques can support one another in construction of an overall chronology.

Dating techniques - the ability to determine the origin of archaeological sites and specific contexts within them.

Archaeomagnetic dating - a method of dating iron-bearing sediments that have been superheated—for example, the clay lining of an ancient hearth.

Paleomagnetism - comparison of iron atoms in formerly liquified minerals (lava flows) and artifacts (pottery, forged metals) to known positions of earth's magnetic pole.

Radiocarbon dating - utilization of the 5,730 year half-life of Carbon-14 to date artifacts.

Artifact seriation - the chronological ordering of artifacts of a particular class—but of different styles.

Stratigraphic dating - relative dating by the appearance of an artifact with the stratum, or layers, of deposits.

Dendrochronological dating - matching the pattern of tree rings in archaeological wood samples to the pattern of tree rings in a sequence of overlapping samples extending back thousands of years, particularly useful in desert regions due to the limited rainfall over the years.

Oral tradition - the body of cultural instructions and histories passed on among an identity group.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

History 15. Historical Change, Continuity, Context, and Reconciliation

- 7.26. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.

History 17. Historical Thinking

- 7.27. Describe the technical limitations of historians and archeologists studying the distant past.

Inquiry 26. Communicate and Critique Conclusions

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

This instructional task helps students explore information about how advancements in archaeological dating have helped Scientists and historians learn more about the past, and use the information to write an editorial.

Sample Task #2

Students will watch videos and read a short text and use the information to write an editorial explaining the impact of advancements in archaeological dating have helped scientists and historians learn more about the past.

1. Watch the [video](#) and read the [text](#) on George McJunkin, and answer the following questions:
 - a. Why was McJunkin’s ability to speak in Spanish valuable?
 - b. What type of natural disaster led to McJunkin’s discovery?
 - c. What did George McJunkin discover on the river bank?
 - d. What jobs did George McJunkin have?
 - e. What measures did McJunkin take to educate himself?
 - f. What did paleontologists confirm about his discoveries after his death?
 - g. What was the significance of McJunkin’s discoveries?
 - h. Why was he not initially given credit for his discovery?
 - i. How do you think the archaeologists were able to confirm McJunkin’s discoveries?
2. Then watch the PBS NewsHour on [Ancient footprints in New Mexico raise questions about when humans inhabited North America](#), and [research radiocarbon dating](#).
3. Use the information learned to write an editorial that explains the impact of advancements in archaeological dating, such as radiocarbon dating, including what it is, how it works, and how it has helped scientists and historians learn more about the past.

Online Text resources.

[Texans You Should Know: How a Black Cowboy’s Discovery Changed the Field of Archaeology](#)

[Archaeology Southwest](#)

[Discover Magazine:](#)
How the Folsom Point Became an Archaeological Site

[Sarah “Sally” Rooke: NM Historical Women Marker](#)
(Background information on Folsom Flood)

For teachers interested in extended inquiry lessons in archaeology:

The Virtual Archaeology classroom activity [Range Creek Investigating Artifacts Research Quest](#) -- Students spend time investigating virtual reconstructions of artifacts from Range Creek in Utah that can be done in three to five class periods.

Exemplar Student Responses

Question responses

1. He was able to serve as somewhat of an intermediary between the Mexican and Anglo communities in the area
2. Flash flood
3. Bones of a bison and spear from a human
4. He was a cowboy, ranch hand
5. Traded horse-breaking lessons in return for being taught how to read; self-taught archaeologist
6. That people had walked the land for over 10,000 years, and not just 4,000 like they recently thought
7. It revealed numerous bones from at least 30 extinct bison, today known as *Bison antiquus*, which hadn't yet been described in the scientific literature. The Folsom site was the first site generally recognized as evidence of the great antiquity of human habitation in North America, and it set off a huge wave of interest in archaeology in the Southwest and the Pleistocene period in general.
8. He died before his discoveries could be verified, and he lived during a time where people were still racist and people didn't want to give a Black man credit for these discoveries.
9. Archaeologists likely used some type of archaeological dating to help them to determine how old the bones and spear were.

The editorial should include:

- Explanation of techniques used in the George McJunkin story
- Explanation of radiocarbon dating used in the White Sands story
- How radiocarbon dating works
- How radiocarbon dating it helps scientists and historians

DOK	Bloom's
3	Apply

Cross-Curricular Connections

CCSS.ELA-WRITING.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic

CCSS.ELA-WRITING.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

African-Americans, ancestral Indigenous peoples. Refer to Ancestral Puebloans instead of "Anasazi," D'Neh instead of "Navajo."

How are groups and individuals portrayed?

Group portrayals are limited by the evidence presented. At Wild Horse Wash, there is strong evidence of cooperative hunting and tool use, at White Sands, of groups of early humans engaging in play at a prehistoric lake. At other sites, there is evidence of cooperative agriculture and shared technology between communities.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

If the lesson includes information about Mr. McJunkin’s revolutionary discovery, then it will address how discriminatory preconceptions caused a rejection of both the early history of Indigenous peoples and the African-American man who correctly made inferences from the evidence about their presence.

What support is provided to teachers to identify blind spots? The stimuli in this case describes the preconceptions of archaeologists about the original inhabitants of North America, and describes how a critical analysis of evidence was able to disprove misconceptions about the arrival of humans in North America.

How is this text or stimuli culturally/linguistically responsive? The resources exploring the Wild Horse Wash site embrace both the value of Indigenous history and the contributions of an accomplished emancipated man.

VABB Analysis

Validate	Affirm
<p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: How did George McJunkin, a self-taught cowboy, know that humans had been in North America far longer than two thousand years?</p> <p>ESR: As a cowboy, Mr. McJunkin knew the difference between cow bones, modern bison bones, and the giant <i>bison antiquus</i>. He studied the <i>in situ</i> evidence of missing bones, fluted spear points, and scorch marks to conclude the <i>bison antiquus</i> had been butchered by humans.</p>	<p>Question: How can teachers help students understand the connection between oral histories and the work of archaeologists?</p> <p>ESR: Teachers can discuss how oral history can confirm or deny archaeological assumptions. (Examples-- Chaco Canyon used to be discounted as a ancestral Puebloan site because of assumptions of archaeologists about complexity; George McJunkin’s discoveries were discounted as evidence of early human habitation because of racist assumptions about both McJunkin Native societies)</p>
Build	Bridge
<p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: How does Mr. McJunkin demonstrate the value of education?</p>	<p>Question: How does McJunkin show perseverance throughout his story?</p>

ESR: Mr. McJunkin' was a self-taught learner. He also traded horse-breaking for reading lessons, and was a self-taught archaeologist as well.

ESR: He taught himself to read. He knew this discovery could be significant, and he spent the rest of his life trying to get others interested. He wrote to an expert in Las Vegas, New Mexico, who had studied mammoth bones and remains of other animals. Bill Gordon and George also showed some of the bones to people in Raton who had expressed interest in finding evidence of extinct animals.

Suggested Student Discourse

Question	Method
<p>How have scientific advancements helped us learn more about the early peoples that inhabited New Mexico?</p>	<p>Type: Discussion Strategy: Think-Pair-Share Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create Text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports

Vocabulary/Text-Based Questioning:	UDL Strategies:
<ul style="list-style-type: none"> ● What is the difference CE and BCE in terms of dating? ● How does the term ka apply to prehistoric human sites? 	<p>Universal Supports</p> <ul style="list-style-type: none"> ● Digital dictionaries ● Visual dictionaries (google search) ● Utilize the attached videos to supplement any readings <p>Targeted Supports</p> <ul style="list-style-type: none"> ● Provide a one-pager that summarizes different types of archaeological dating

Grade 7 The Emergence of Pueblos and Tribes (c. 1200 BCE - c. 1500 CE)

Compelling Question	Inquiry Alignment
<p>In what ways do we see the impact of early pueblo and tribal influence throughout New Mexico’s culture, landscape, and politics?</p>	<p>7.1. Develop compelling questions about a relevant topic of interest.</p> <p>7.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.</p> <p>7.8. Make connections between current events, historical materials, and personal experience.</p>

Standards at a Glance

Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE–c. 1500 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> ● 7.29. Define the relationship between specialization and interdependence between c. 1200 BCE and c. 1500 CE. ● 7.30. Explain early trade networks and their impact on cultural groups.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 7.31. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples. ● 7.32. Discuss the importance of resource shortages on the lifestyles of the Mogollon and Ancestral Puebloans.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.33. Connect cultural adaptations of the Pueblo, Apache, and Diné people to today. ● 7.34. Compare and contrast Athabaskan culture, agricultural practices, and settlement patterns with those of the Pueblos.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> ● 7.35. Analyze who have been key figures that have contributed to an individual culture and what they did. ● 7.36. Describe the relationship between cultural heritage(s) and personal identity or identities. ● 7.37. Identify what tribal leaders want the world to see when their culture is on display, and how to address negative perceptions.



**Anchor Standard:
Civics 3. Civic Dispositions and Democratic Principles**

Grade

Performance Standard(s)

7

7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

Sample Concept/Content

- Individual contributions to the sustainability of a society.
- Kiva societies organization of Pueblos.
- Tribal affiliation and membership

Supporting Questions

- How did hunter-gatherer societies distribute labor and resources to prevent starvation?
- How did agricultural societies distribute labor to ensure that crops would provide an adequate food supply?
- How did the role of citizens differ between hunter-gather and agricultural societies?

Vertical Alignment

Previous Grades:

6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems

6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.

Future Grades:

8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.

8.25. Describe the ways Indigenous peoples organize themselves and their societies.

Students Who Demonstrate Understanding Can...

Vocabulary for Teacher Development

- Distinguish between the various Pueblos and tribal nations represented in New Mexico- both in terms Tewa, Towa, and Tiwa.
- Recognize the distinction between Indigenous groups as separate but interconnected societies.

Athabaskan - a member of a language group found in Alaska and Canada, as well as among the Diné (Navajo) and N'deh (Apache) peoples.

Keres - the native language group of many of the Western Pueblos of New Mexico.

Tiwa - the native language group spoken by the Picuris, Taos, Sandia, and Isleta Pueblos around the current cities of Albuquerque and Taos.

Towa - the native language spoken by the people of Jemez Pueblo.

Tewa - the native language group spoken by many of the Pueblos surrounding the current city of Santa Fe.



**Anchor Standard:
Economics/Personal Financial Literacy 8. Money and Markets**

Grade

Performance Standard(s)

7

7.29. Define the relationship between specialization and interdependence between c. 1200 BCE and c. 1500 CE.

Sample Concept/Content

- Specialization - roles in early agrarian cultures.
- Specialization - roles of communities in societies today.
- Interdependence - the system of mutual reliance for goods and services between individuals, communities and societies.

Supporting Questions

- How does specialization lead to interdependence within a community?
- How does specialization lead to interdependence between communities?

Vertical Alignment

Previous Grades:

6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.

6.49. Use maps to explain how encounters and exchanges linked the world.

6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.

Future Grades:

8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.

8.25. Describe the ways Indigenous peoples organize themselves and their societies.

Students Who Demonstrate Understanding Can...

- Define specialization.
- Define interdependence.
- Understand the correlation between specialization and interdependence.

Vocabulary for Teacher Development

Interdependence - being dependent on one another.
Specialization - specialization in economics refers to when a nation or individual focuses resources on producing a limited variety of goods.



**Anchor Standard:
Economics/Personal Financial Literacy 8. Money and Markets**

Grade

Performance Standard(s)

7

7.30. Explain early trade networks and their impact on cultural groups

Sample Concept/Content

- Chaco trade network.
- Interrelationships among Indigenous peoples pre-contact.
- Exchanged surplus corn, cotton textiles, ceramics, and turquoise for the Plains Indians' tallow, salt, buffalo meat, and hides.

Supporting Questions

- What evidence do we have that the Chaco culture was part of a trade network extending south to Mesoamerica, west to California, and east to the upper midwest?
- How can we prove cultural influences in prehistoric cultures by their artifacts?
- What evidence do we have of sophisticated understandings of the natural world in prehistoric cultures (astronomy, building techniques, toolmaking, etc.)?

Vertical Alignment

Previous Grades:

6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.

6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.

6.49. Use maps to explain how encounters and exchanges linked the world.

Future Grades:

8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.

8.25. Describe the ways Indigenous peoples organize themselves and their societies.

Students Who Demonstrate Understanding Can...

Vocabulary for Teacher Development

- Identify archaeological evidence of Chaco Cultural and other trade networks.

Artifact - a product of human manufacture from a previous culture or society.

Ancestral Puebloan - the term for the inhabitants of Chaco Canyon, Aztec ruins, Gila and Bandolier cliff dwellings, and other historic sites that are no longer occupied.

Trade network - an interconnected system of communities exchanging goods over a wide geographic area.

Trade routes - paths followed regularly between interconnected communities in a trade network in order to transport goods and people.

Pre-Columbian - existing before the Columbian exchange between Europe, Africa, and the Americas (1492).

Society - the aggregate of people living together in a more or less ordered community.



**Anchor Standard:
Geography 14. HumanEnvironmental Interactions and Sustainability**

Grade

Performance Standard(s)

7

7.31. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples.

7.32. Discuss the importance of resource shortages on the lifestyles of the Mogollon and Ancestral Puebloans.

Sample Concept/Content

- The prehistoric origins of the acequia system.
- Fired pottery and baskets as reflections of technology.
- Pottery and stone toolmaking.

Supporting Questions

- How did fired pottery improve on the use of baskets to allow people to move farther away from sources of year-round water?
- How did nomadic and early agricultural communities adapt to the scarcity of water and food supplies to support desert communities?
- Why was the Chaco ceremonial center abandoned?
- Why did ancestral puebloans move to cliff dwellings, and why were most (with the exception of Acoma) later abandoned?

Vertical Alignment

Previous Grades:

6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.

6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems.

6.18. Identify how natural forces shape Earth's environments and regions.

6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

Future Grades:

8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.

8.25. Describe the ways Indigenous peoples organize themselves and their societies.

Students Who Demonstrate Understanding Can...

Vocabulary for Teacher Development

- Recognize how the development of fired pottery influenced where and how ancestral pueblos could live.
- Describe how nomadic peoples adapted by moving to more favorable climates and following food supplies across the landscape.

Ancestral Puebloan - the term for the prior civilizations whose inhabitants later migrated to the modern pueblos.

Acequia system - a deep trench that siphons water from a primary source, distributing it through a network of ditches to crops; used for irrigation.

Athabaskan - a member of a language group found in Alaska and Canada, as well as among the Diné (Navajo) and N'deh (Apache) peoples.

Keres - the native language group of many of the Western Pueblos of New Mexico.

Tiwa - the native language group spoken by the Picuris, Taos, Sandia, and Isleta Pueblos around the current cities of Albuquerque and Taos.

Towa - the native language spoken by the people of Jemez Pueblo.

Tewa - the native language group spoken by many of the Pueblos surrounding the current city of Santa Fe.

Mogollon - archaeological culture of Native American peoples from Southern New Mexico, including the Mimbres Valley and Arizona, Northern Sonora and Chihuahua.



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

7

7.33. Connect cultural adaptations of the Pueblo, Apache, and people to today.

Sample Concept/Content

- The Native American language groups of New Mexico.
- The relationship of Pueblos and tribal nations to state and local governments.
- The traditional canes of governance as reflections of Pueblo relations with Spanish, Mexican, and U.S. governments.
- The limitations of the federal reservation system on Indigenous peoples.

Supporting Questions

- What is the legal status of Tribal Nations in relation to state and federal law?
- How have Pueblo religious traditions evolved in response to historical persecution?
- What has been the role of kiva societies in organizing Pueblo life?
- How did Diné society subsist prior to the introduction of domesticated sheep, pigs, and cattle?
- What evidence do we have of Chaco trade networks?
- How does dendrochronological evidence explain the migration away from the Chaco cultural center to Pueblos along New Mexico’s rivers?
- What does the Athabaskan language group explain about the migration of Diné and N’deh people before written records?
- How did nomadic societies adapt to seasonal variations in temperature and availability of game in mountainous environments?

Vertical Alignment

Previous Grades:

6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.

6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.

Future Grades:

8.25. Describe the ways Indigenous peoples organize themselves and their societies.

8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE.

8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic.

		<p><i>8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.</i></p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> ● Identify the modern Pueblos and tribal nations as partial reflections of historical cultural ranges. ● Recognize that the terms “Indian” and “Native American” reflect a broad range of cultural and linguistic traditions and identities, just one the terms “European” or “Asian” could reflect a wide range of nationalities and cultural and linguistic identities. 	<p>Athabaskan - a member of a language group found in Alaska and Canada, as well as among the Diné (Navajo) and N’deh (Apache) peoples.</p> <p>Keres - the native language group of many of the Western Pueblos of New Mexico.</p> <p>Tiwa - the native language group spoken by the Picuris, Taos, Sandia, and Isleta Pueblos around the current cities of Albuquerque and Taos.</p> <p>Towa - the native language spoken by the people of Jemez Pueblo.</p> <p>Tewa - the native language group spoken by many of the Pueblos surrounding the current city of Santa Fe.</p> <p>Sovereignty - self-rule.</p>



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

7

7.34. Compare and contrast Athabascan culture, agricultural practices, and settlement patterns with those of the Pueblos.

Sample Concept/Content

- The Native American language groups of New Mexico.
- Migratory routes of Athabascan peoples through North America.
- Distribution of technoculture among pre contact Indigenous civilizations, as well as contrasting precontact pueblo populations and locations.

Supporting Questions

- How did the Diné (Navajo) and N'deh (Apache) people adapt to the conditions of the plains, the desert, and the mountains of New Mexico and Arizona?
- How did Pueblo agricultural practices develop near rivers and around other areas?
- How were Indigenous communities interconnected before European contact?

Vertical Alignment

Previous Grades:

6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.

Future Grades:

8.26. Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.

8.32. Draw a diagram or make a model to illustrate how Indigenous People have preserved their histories.

Students Who Demonstrate Understanding Can...

- Contrast the semi-nomadic, pastoral and sedentary agricultural lifeways of different Indigenous groups.
- Identify the primary Athabascan groups present in New Mexico and describe how their lifeways adapted to the

Vocabulary for Teacher Development

Pueblos - from the Spanish "village"-- the communal dwelling of an American Indian village of Arizona, New Mexico, and adjacent areas consisting of contiguous flat-roofed stone or adobe houses in groups sometimes several stories high.

Athabascan - a member of a language group found

	<p>mountainous, plains, and desert regions they inhabited.</p> <ul style="list-style-type: none">● Describe the impact of Spanish re-introduction of the horse on Comanche and other tribal ways.● Describe the impact of the Spanish introduction of sheep on Diné cultural lifeways.	<p>in Alaska and Canada, as well as among the Diné (Navajo) and N'deh (Apache) peoples.</p> <p>Keres - the native language group of many of the Western Pueblos of New Mexico.</p> <p>Tiwa - the native language group spoken by the Picuris, Taos, Sandia, and Isleta Pueblos around the current cities of Albuquerque and Taos.</p> <p>Diné - the Athabaskan term, meaning "people" for both the language and the group commonly referred to as Navajo, and represented by the Navajo Nation.</p> <p>N'deh - the Athabaskan term, meaning "people" for both the language and the group commonly referred to as Apache, and represented by the Apache Nation in current tribal-government relations.</p>
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**Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.35. Analyze who have been key figures that have contributed to an individual culture and what they did.

7.36. Describe the relationship between cultural heritage(s) and personal identity or identities.

Sample Concept/Content

- Cultural identity among Indigenous peoples (and genizaros) of New Mexico.
- Governmental recognition/tribal membership influences cultural identity.
- Linguistic and cultural identity within and across communities.
- Clan system (Diné).
- Band affiliation (N'deh).
- Kiva society.

Supporting Questions

- How do people identify with their history?
- What are the criteria for membership in a tribal group, within that group and in terms of federal recognition?

Vertical Alignment

Previous Grades:

5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the United States.

6.6. Distinguish among fact, opinion, and reasoned judgment in a source and identify the author's perspectives and possible biases.

Future Grades:

8.25. Describe the ways Indigenous peoples organize themselves and their societies.

8.26. Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.

8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify the roles of tribal governments, including governors, councils, and presidents, in preserving tribal identities in the modern world. ● Describe how the traditional Governors' Canes of the Nineteen Northern Pueblos reflect their relationships with the Spanish, Mexican, and United States Governments. ● Describe how the clan system and band organization influence Navajo (Diné) and Apache (N'deh) governments. ● Explain how <i>genizaro</i> identity is influenced by both Spanish and Indigenous cultures. ● Explain the limitations of the New Laws of 1542 and 1543 in limiting slavery in New Mexico. 	<p>Tribal member - an enrolled member of an Indigenous nation or group.</p> <p>Governors' Canes - canes given in recognition of states of semi-autonomy given to the nineteen Northern Pueblos, first by Spain in 1604, then by Mexico in 1821, and by President Lincoln in 1863.</p> <p>Tribal sovereignty - the system, guaranteed by treaty rights, of having each tribe given independent rule over their recognized territory. This sovereignty affects everything from local laws to jurisdiction in investigation of crimes to responses to health and other crises.</p> <p>Genizaro - detribalized Native Americans who, through war or payment of ransom, were taken into Hispano and Puebloan villages as indentured servants, shepherds, general laborers, etc under the captive of war exception to the anti-slavery New Laws.</p> <p>Tribal recognition - the status conferred by the U.S. government upon some Indigenous groups, granting them various degrees of tribal sovereignty and access to treaty-based services.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.37. Identify what tribal leaders want the world to see when their culture is on display, and how to address negative perceptions.

Sample Concept/Content

- Government interference in historical cultural lifeways.
- Indigenous restrictions on sharing some aspects of their culture with the larger world (eg private ceremonies, prohibitions on photography)
- Repression of native languages and beliefs through the Indian School system.

Supporting Questions

- How do cultural values of privacy (no photography, closed rituals) reflect the historical treatment of Indigenous peoples?
- How do traditional and modern artistic forms differ in New Mexico's Indigenous cultures?
- How have Indigenous peoples confronted negative stereotypes and portrayals over time?
- What contributions have the preservations of Indigenous languages and traditions made to New Mexico's cultural heritage?
- How did colonial attitudes of cultural hegemony impact the preservation of Indigenous societies?
- How did groups migrate in resistance to cultural assimilation, including the Westward migration of some Pueblo groups and the forced migration of the reservation system.

Vertical Alignment

	<p><i>Previous Grades:</i></p> <p>6.6. Distinguish among fact, opinion, and reasoned judgment in a source and identify the author's perspectives and possible biases.</p> <p>6.11. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><i>Future Grades:</i></p> <p>8.26. Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p> <p>8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.</p> <p>8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.</p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> • Demonstrate cultural sensitivity to differing backgrounds, both in terms of larger groups and individual members. 	<p>Tribal government - the sovereign and self-represented government of a people.</p> <p>Representation - how an individual or group is portrayed in media and in society.</p>

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Economics/Personal Financial Literacy 8. Money and Markets

- 7.30. Explain early trade networks and their impact on cultural groups

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity

- 7.37. Identify what tribal leaders want the world to see when their culture is on display, and how to address negative perceptions.

Inquiry 25. Develop Claims

- 7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.

Inquiry 26. Communicate and Critique Conclusions

- 7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.

Sample Task #3

Mapping the Pueblo World

Utilize maps of historic sites, trade routes, and modern language dispersion among the Tewa, Towa, Tiwa to hypothesize about reasons for the locations of Pueblo communities in terms of natural resources available, and relations to one another and other groups.

[Indigenous Trade Route Map from Coronado Historical Site](#)

[Indigenous Languages of New Mexico-- by Tribal Affiliation and by County](#)

[Tribal Nations of New Mexico](#) (This site has separate links to each Nation)

[UNM Earth Data Analysis Center Map of Tribal Sovereign Nations](#)

(Note that Tribal Nations appear in red font, and that the Checkerboard Reservation Area represented by pixelated tribal nations is part of the Navajo Nation in New Mexico, where in Arizona it intersperses Navajo, Hopi, and Tribal Land).

[Downloadable Federal and Tribal Maps of New Mexico](#)

Note to teachers:

This task was designed by the staff at the State of New Mexico’s Coronado Historic Site in Bernalillo, which was the name designated for the abandoned Kava Pueblo. Teachers may wish to incorporate both the 5-8 North American Trade Activity and the 15 Minute Kava Pueblo History Video Embedded. The site also contains versions for Upper Grades and younger grades, which may support extension or remediation.

Teachers wishing to spend more time studying archaeology in partner or group settings may wish to use Natural History Museum of Utah’s Free Range Creek Researchquest Digital Simulation (3-5 Class periods, typically).

Exemplar Student Responses

Because the Chaco site contained macaw feathers from the Yucatan, we can infer that the Chaco trade network extended as far South as the southern part of modern Mexico.

The Great North Road, as well as the radiating roads from Chaco were part of extensive trade networks across Indigenous North America.

Turquoise from New Mexico was found throughout Mesoamerica.

In Chaco Canyon, evidence of trade from other regions consisted of macaw feathers from southern Mexico, copper from Michigan, and shells from the Pacific.

DOK	Bloom’s
3	Analyzing

Cross-Curricular Connections

CCSS. ELA-Literacy RL 7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Ancestral Puebloans, and other trade groups

How are groups and individuals portrayed?

Because these are secondary sources relying on primarily artifact evidence, the portrayal depends on the teacher’s presentation of cultural sophistication as well as of the proper appellation and the etymology of the outdated term “Anasazi.”

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

Yes, the Indigenous trade route map accurately reflects that many groups inhabited the United States pre-contact,

What support is provided to teachers to identify blind spots?

The story of the Ancestral Puebloans is a case study in blind spots. First the term Anasazi, itself given the Diné (who themselves were named Navajo by Spanish colonists) was applied to them, and then early archaeologists conducted inquiries as to what could have happened to the “Anasazi” while ignoring the Pueblo oral tradition and technocultural similarities identifying them clearly as ancestral Puebloans.

How is this text or stimuli culturally/linguistically responsive?

The stimuli material is specifically an identification of distinct linguistic cultural groups within the larger appellations sometimes imposed by outside society.

VABB Analysis

<p style="text-align: center;">Validate</p> <p style="text-align: center;"><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p style="text-align: center;">Affirm</p> <p style="text-align: center;"><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: Identify the five most common Indigenous languages still in use in New Mexico.</p> <p>ESR: It is estimated that more than 7 million Mexicans speak an Indigenous language, in which the following stand out: Nahuatl, Maya, Otomí, Mixteco, Zapoteco, Totonaco, Chol and Mazateco.</p>	<p>Question: What does the construction of Chaco, including the Sun Dagger, the residences, and roads, imply about their sophistication?</p> <p>ESR: It shows that the Chaco had a highly organized culture.</p>
<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: Identify and distinguish between the rights of native students today and their historical treatment in schools.</p>	<p>Question: Discuss situational awareness when encountering people of other cultural traditions in both formal and informal settings.</p>

ESR: Laws have been passed to protect the rights of native students in schools today, which has led to some improvements in the treatment of natives school-aged populations.

ESR: An example might be the expectation of a teacher for a student to maintain eye contact when listening, a cultural norm in some cultures but an affront in others.

Suggested Student Discourse

Question	Method
<p>How should we determine appropriate names for determining the names for Indigenous peoples or Indigenous historical landmarks, i.e. Should we refer to the people of the Chaco as Ancestral Puebloans instead of “Anasazi”; Should we refer to D’Neh People instead of “Navajo”; Would you refer to Coronado State Monument as Kaa Pueblo or Coronado State Monument? Who gets to decide?</p>	<p>Type: Discussion</p> <p>Strategy: Think Pair Share</p> <p>Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico, we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports

Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Identify vocabulary words to pre-teach: Vocabulary are words that are more likely to appear in text than speech. Choose words that are <u>not</u> implicitly or explicitly defined within the text.</p> <ul style="list-style-type: none"> ● Ancestral-- relating to ancestors and prior generations. ● Anasazi-- the Diné term for the ancestral Puebloans adopted by Hispanic and Anglo immigrants. ● Pueblos-- from the Spanish “village”-- the communal dwelling of an American Indian 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students' written responses. ● Chunk the reading to help longer texts be more palatable. ● Provide students with graphic organizers to collect information. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to use the text to speech function for online reading. ● Offer multiple exposures to difficult terms.

village of Arizona, New Mexico, and adjacent areas consisting of contiguous flat-roofed stone or adobe houses in groups sometimes several stories high.

- Athabaskan-- a member of a language group found in Alaska and Canada, as well as among the Diné (Navajo) and N'deh (Apache) peoples.
- Keres-- the native language group of many of the Western Pueblos of New Mexico
- Tiwa-- the native language group spoken by the Picuris, Taos, Sandia, and Isleta Pueblos around the current cities of Albuquerque and Taos
- Diné-- the Athabaskan term, meaning "people" for both the language and the group commonly referred to as Navajo, and represented by the Navajo Nation.
- N'deh-- the Athabaskan term, meaning "people" for both the language and the group commonly referred to as Apache, and represented by the Apache Nation in current tribal-government relations.

Create text-based questions to push student thinking to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

- Use the 5Ws to help students make meaning of the informational text: Who? What? When? Why? Where?

Grade 7 The Spaniards Enter the Americas (c. 1490s CE - 1590s CE)

Compelling Question	Inquiry Alignment
<p>What impacts did the interactions of the Indigenous people and European colonists have on one another?</p>	<p>7.1. Develop compelling questions about a relevant topic of interest.</p> <p>7.4. Evaluate primary and secondary sources for fact, opinion, author’s bias, perspective of the creator, and relevance to the topic.</p> <div style="background-color: #c00000; color: white; padding: 5px;"> <p>7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.</p> </div>

Standards at a Glance

Theme 4: The Spaniards Enter the Americas (c. 1490s CE–c. 1590s CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> ● 7.38. Compare and contrast global and historical government systems to the U.S. federal system.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> ● 7.39. Explain the economic motivation of Spaniards as they enter the lands of, and interact with, the Indigenous peoples of the Americas.
Economics/Personal Financial Literacy 9. Global Economy	<ul style="list-style-type: none"> ● 7.40. Demonstrate connections between the economies of Spain and the Indigenous People of the Americas.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 7.41. Analyze the movement of people, goods, and ideas across the world during the Age of Exploration.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.42. Explore the interactions between the Spaniards and Indigenous peoples.
History 17. Historical Thinking	<ul style="list-style-type: none"> ● 7.43. Explain the political and religious motivations of Spaniards as they encounter the Indigenous peoples of the Americas. ● 7.44. Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> ● 7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures. ● 7.46. Brainstorm ways in which New Mexicans might heal from past and current injustices.



**Anchor Standard:
Civics 1. Civic and Political Institutions**

Grade

Performance Standard(s)

7

7.38. Compare and contrast global and historical government systems to the U.S. federal system.

Sample Concept/Content

- Democracy vs. monarchy
- Tribal system vs. policy system
- Colonization as policy
- Early European empires
- Spanish Colonial system

Supporting Questions

- What is a democracy?
- What is a monarchy?
- Why was a Tribal Justice system implemented?
- What systems did the early European empires implement?
- How did the Spanish Colonial system work?

Vertical Alignment

Previous Grades:

4.8. Explain how democratic principles guide local, state, and sovereign governments.

4.14. Examine the changes in governance of New Mexico.

Future Grades:

8.24. Compare Indigenous government structures to those of the United States today.

9-12.NMH.24. Compare and contrast the similarities and differences between the three branches of the federal and state governments

Students Who Demonstrate Understanding Can...

- Define the different types of government systems created during early colonization.
- List similarities within each system, as well as ways that they were different.
- List the different Indigenous groups and describe how their societies were organized.

Vocabulary for Teacher Development

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

Monarchy - monarchy is a political system in which supreme authority is vested in the monarch, an individual ruler who functions as head of state.

Colonization - the action or process of settling among and establishing control over the Indigenous people of an area.

Global governance - the way in which global affairs are managed.

Spanish Colonial system - the legal system by which the Spanish crown attempted to define the status of the Indigenous population; also known as the encomienda system.



**Anchor Standard:
Economics/Personal Financial Literacy 5. Economic Decision Making**

Grade

Performance Standard(s)

7

7.39. Explain the economic motivation of Spaniards as they enter the lands of, and interact with, the Indigenous peoples of the Americas.

Sample Concept/Content

- The Three 'Gs': Gold, God and Glory,"
- Age of Exploration
- Companias Volantes

Supporting Questions

- What were the "Three G's and how did they influence Spain during the age of early exploration?"
- Why was this period called the "Age of Exploration?"
- How and why were companias created?

Vertical Alignment

Previous Grades:

4.16. Explain how trade and industry in New Mexico is impacted by bordering economies (Mexico, Arizona, Colorado, Texas).

4.17. Research and create a list of products, goods, and services that New Mexico imports and exports.

6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.

6.40. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.

Future Grades:

8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.

9-12.NMH.13. Connect various disputes that occurred as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo.

9-12.NMH.14. Dissect the Treaty of Guadalupe Hidalgo and evaluate how the different people of New Mexico were addressed and impacted by the document.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe why it was called the Age of Exploration. ● Explain the factors (the Three G's) that impacted Early Exploration and Colonization of North America. ● Explain the different interactions between the European Explorers and the Indigenous Peoples of North America. 	<p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p> <p>Native - born or grown in the region in which it lives or is found; not foreign or imported.</p> <p>Colony - a country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country.</p> <p>Economics - the condition of a region or group as regards material prosperity.</p> <p>Factor - a circumstance, fact, or influence that contributes to a result or outcome.</p> <p>Companias - <i>compañías volantes</i> or "flying companies" were highly mobile Spanish light cavalry units that patrolled the frontier regions of New Spain's northern provinces in the eighteenth and early nineteenth century.</p>



**Anchor Standard:
Economics/Personal Financial Literacy 9. Global Economy**

Grade

Performance Standard(s)

7

7.40. Demonstrate connections between the economies of Spain and the Indigenous people of the Americas.

Sample Concept/Content

- Columbian exchange
- Old world vs. new world
- Systems of trade & barter
- Triangular trade

Supporting Questions

- What was the Columbian exchange?
- What was the “old world” and the “new world?”
- In what ways did the arrival of Europeans to America bring about unforeseen and unintended consequences for the people and environments?
- What is the triangular trade and how did it incorporate trade and barter systems?

Vertical Alignment

Previous Grades:

4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts

6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.

6.46. Explain the role of trade in the development and growth of societies.

6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.

Future Grades:

8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.

8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.

8.42. Evaluate the impacts of European colonization on Indigenous populations.

9-12.NMH.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● List the plants, animals, disease, and technology brought by Columbus from the old world to the new world. ● Describe why these items were chosen for the journey and how they contributed and changed the new world that was being created. ● Explain the systems of trade and bartering. ● Describe the triangular trade and the materials that were traded on this route. 	<p>Columbian exchange - the interchange of plants, animals, disease, and technology sparked by Columbus's voyages to the new world.</p> <p>Old world - that part of the world that was known before the discovery of the Americas, comprising Europe, Asia, and Africa; the eastern hemisphere.</p> <p>New world - the lands in the western hemisphere and especially North and South America.</p> <p>Trade - the action of buying and selling goods and services.</p> <p>Barter - exchange (goods or services) for other goods or services without using money.</p> <p>Triangular trade - the triangular trade was the trade between Europe, Africa, and the Americas.</p>



**Anchor Standard:
Geography 13. Movement, Population, and Systems**

Grade

Performance Standard(s)

7

7.41. Analyze the movement of people, goods, and ideas across the world during the Age of Exploration.

Sample Concept/Content

- Columbus' route to the new world
- Introduction of global trade routes
- Columbian exchange
- Technologies such as the astrolabe, caravel ship, and others

Supporting Questions

- What route did Columbus take to get to the new world?
- How did global trade routes start and what goods were exchanged?
- How did technology change life for the Indigineous people of North America?

Vertical Alignment

Previous Grades:

6.24. Compare environmental and geographic characteristics of locations of the earliest human settlements.

6.41. Identify and compare the movement of key religions and philosophies over time.

6.49. Use maps to explain how encounters and exchanges linked the world.

Future Grades:

8.30. Describe how Indigenous people of North America adapted to their environment.

8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.

8.40. Compare and contrast reasons why people moved to—and left—the Thirteen Colonies.

9-12.NMH.17. Examine the changes in the plains of New Mexico as irrigation and cattle ranches expanded into the territory.

9-12.NMH.18. Assess the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexico territory.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> Describe the Columbian Exchange. List the route taken by Columbus and what goods were exchanged at each stop. Describe the new technology introduced to the New World and how life was affected in both positive and negative ways. 	<p>Age of Exploration - the period from around 1400 to 1600, in which Europeans traveled the rest of the world in search of goods, raw materials, land, and trade partners.</p> <p>Columbian Exchange - also known as the Columbian interchange, was the widespread transfer of plants, animals, precious metals, commodities, culture, human populations, technology, diseases, and ideas between the New World (the Americas) in the Western Hemisphere, and the Old World (Afro-Eurasia).</p> <p>Goods - merchandise or possessions.</p> <p>Astrolabe - any of a type of early scientific instrument used for reckoning time and for observational purposes.</p> <p>Caravel ship - a light sailing ship of the 15th, 16th, and 17th centuries in Europe, much-used by the Spanish and Portuguese for long voyages.</p>



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

7

7.42. Explore the interactions between the Spaniards and Indigenous peoples.

Sample Concept/Content

- Malinche
- Moctezuma II
- Hernán Cortes
- Atahualpa
- Francisco Pizarro
- Central & South American Indigenous people

Supporting Questions

- Who were the first Spanish conquistadors to and what are they most known for?
- What was their relationship like with the Indigenous people?
- Who was Hernan Cortes and how did he help Spain to conquer the Aztecs? Who helped him?
- What goods/knowledge were exchanged?

Vertical Alignment

Previous Grades:

4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.

Future Grades:

8.42. Evaluate the impacts of European colonization on Indigenous populations.

9-12.NMH.22. Evaluate the role of race and racism in the acts of land redistribution during the territorial period.

Students Who Demonstrate Understanding Can...

- Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.
- Explain the impact of the Columbian exchange on Latin America and Europe in terms of the decline of the Indigenous population.

Vocabulary for Teacher Development

Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.

Columbian exchange - also known as the Columbian interchange, was the widespread transfer of plants, animals, precious metals, commodities, culture, human populations, technology, diseases, and ideas between the New World (the Americas) in the Western Hemisphere, and the Old World (Afro-Eurasia).



**Anchor Standard:
History 17. Historical Thinking**

Grade

Performance Standard(s)

7

- 7.43. Explain the political and religious motivations of Spaniards as they encounter the Indigenous peoples of the Americas.**
- 7.44. Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.**

Sample Concept/Content

- 3 Gs (God, Gold & Glory)
- Legends & Stories
- Encomienda
- Spanish caste system

Supporting Questions

- What were the three main motivating factors for Spain to begin colonizing?
- What were their religious motivations?
- What negative impacts resulted from Spanish colonization?
- What was the caste system and why was it created?

Vertical Alignment

Previous Grades:

4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period.

6.30. Describe cultural and political structures in classical eastern societies.

6.31. Describe cultural and political structures in classical western societies.

Future Grades:

8.68. Compare and contrast Indigenous peoples' and early Hispanic/Chicano settlers' assimilation experiences with later immigrants' experiences.

9-12.NMH.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● List Spain's political and religious reasons for occupying the Americas. ● Describe the destruction caused by the Spaniards. ● Describe how slavery was used to increase Spain's wealth. ● Describe the Spanish caste system. 	<p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p> <p>Encomienda system - a labor system in which the Spanish crown authorized Spaniards, known as <i>encomenderos</i>, to enslave native people to farm and mine in the Americas.</p> <p>Spanish colonization - Conquistadors were sent to extract gold and silver from the Americas, to stimulate the Spanish economy and make Spain a more powerful country. Spain also aimed to convert Native Americans to Christianity.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

7.46. Brainstorm ways in which New Mexicans might heal from past and current injustices.

Sample Concept/Content

- Cortes
- Pizarro
- Montezuma III
- Atahualpa
- Bartolomé de las Casas
- Christopher Columbus
- Queen Isabella & King Ferdinand

Supporting Questions

- Who funded Spanish exploration?
- Who were the earliest conquistadors and what were they most known for?
- How did the Spanish finally conquer the Aztecs? Who aided them in this defeat?

Vertical Alignment

Previous Grades:

4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events.

6.19. Identify how differences and similarities between diverse groups impact perspectives.

6.20. Demonstrate relationships between personal events and historical events.

6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.

Future Grades:

8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the “new” U.S. Territories.

8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

8.71. Analyze why and how Indigenous peoples resisted U.S. territorial expansion.

9-12.NMH.38. Analyze the civil rights era in New Mexico using multiple perspectives.

Students Who Demonstrate Understanding Can...

- Describe how the Aztecs were conquered.
- Describe how Spain's colonization contributed to New Mexico's art and culture.
- List the conquistadors and their accomplishments.

Vocabulary for Teacher Development

Conquistadors - the explorer-soldiers of the Spanish and Portuguese Empires of the 15th and 16th Centuries.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Geography 13. Movement, Population, and Systems

- 7.41. Analyze the movement of people, goods, and ideas across the world during the Age of Exploration.

Inquiry 23. Construct Compelling and Supporting Questions

- 7.1. Develop compelling questions about a relevant topic of interest.

Inquiry 24. Gather and Evaluate Sources

- 7.4. Evaluate primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic.

Inquiry 25. Develop Claims

- 7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.

This instructional task helps students to explore and develop claims around the content from Theme 4.

- Who were the famous explorers of the Age of Exploration from 1400-1800's?
- How did early exploration and the trading of goods and ideas change the world as it was known?
- What were the pros and cons of early exploration and how were the Indigineous people of New Mexico impacted?

Sample Task #4

The Age of Exploration, refers to a historical period that began in the 1400s and lasted until the 1600s. During this time explorers had more advanced technology that made exploration possible. Many explorers were searching for faster trade routes to Asia, increased access to trade goods, and wealth and glory for themselves and their countries. During this time, Europeans encountered many new lands, most notably the Americas. Although most of the lands were already inhabited by Indigineous people, European explorers were quick to claim these lands for their own countries.

In the instructional task students will read to find facts and dates to create a [TIMELINE](#) of the Age of Exploration citing facts about the earliest explorers and their journeys.

Students will read Chapter 2 of the Free Online U.S. History Textbook and watch the Crash Course to the Age of Exploration video researching facts on WHO the famous explorers were and why they set out on each voyage; WHERE they traveled; WHAT routes they took and what they traded? They will create a MAP

illustrating the paths taken and goods traded by ONE famous explorer of this time ie. (Columbus, Pizarro, Coronado, Magellan, Cortez, etc.)

[Free Online U.S. History Textbook-Chp. 2](#)

[Crash Course European History: The Age of Exploration](#)

Students will read [New Mexico History's timeline](#) during the Spanish Colonial Period and research who the earliest explorers to New Mexico were and how they changed life for the Indigenous people who lived here, in order to create a graphic organizer listing the PROS and CONS of the voyage(s) or interactions of ONE famous explorer OR Indigineous person during this time.

Exemplar Student Responses

Timeline: Timelines on the Age of Exploration should include AT LEAST 10 important dates starting from the 1400's-1800's listed in chronological order, 10 famous explorers, and 1-2 facts about each.

Map: Partners who choose Christopher Columbus: would use four different colors to map and label the routes taken on all 4 trips in search of a sea route to Asia. They would show his stops in Bermuda, Hispaniola, and Cuba and draw any goods that were taken or traded on his voyages. They will include a key to describe each illustration displayed on the map, as well as the correct names of oceans, countries, islands, etc.

Graphic Organizer: A student who chose Columbus would create a graphic organizer citing the PROS and CONS of their travels.

- Pros would include: increasing trade and making mapping the world possible; opening up new trade possibilities and creating a true world economy; finding lands and native populations that were previously unknown to the people.
- Cons would include: His journeys caused numerous diseases to spread throughout the world; Columbus used his travels to enter the slave-trading market; Columbus forcibly indoctrinated people into his faith.

DOK	Blooms
4	Create

Cross-Curricular Connections

CCSS. ELA-Literacy RL 7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

The Free Online U.S. History textbook and the Crash Course Video represents a wide range of ethnicities

and includes both positive and negative facts surrounding the Age of Exploration.

How are groups and individuals portrayed?

All links provided, give a wide range of ethnically and racially mixed examples illustrating different types of people and their roles during the Age of Exploration. Unfortunately, it lacks some of the gender roles more commonly used today and most of the facts and information provided are about male gender roles, very little is said regarding the women of this time and sadly when their roles are included they are depicted as being dominated by the men of the age.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

All of the texts and links provide ample opportunity for critical thinking, asking questions, and opportunities to look at a variety of perspectives.

What support is provided to teachers to identify blind spots?

Students are able to choose an explorer, rather than being assigned explorers that are favorites of the instructor or common to textbooks.

How is this text or stimuli culturally/linguistically responsive?

When all of the above sites are used in conjunction, students will be able to make connections between people of early exploration into the new world and how not only their lives were changed, but how this exploration affected the Indigineous people of New Mexico, as well as the lives of people today.

VABB Analysis

<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: What do the readings show about the challenges that diverse groups faced during the Age of Exploration?</p> <p>ESR: Indiginous people were treated unfairly. Women had very little rights and people of color were used in slavery from very early on.</p>	<p>Question: What changes have been throughout the years to improve the lives of minorities and descendants of the first Indigineous people?</p> <p>ESR: All minorities have endured many hardships in fighting for equal rights and fair treatment in the United States. Laws have changed for both throughout the years but many still struggle with discrimination.</p>
<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: If you could create a Facebook page to entice others to become a famous explorer, who</p>	<p>Question: Think about how the earliest monarchs and explorers felt the need to dominate others to</p>

<p>would you choose to be? What important events would you post about? What modern day famous person could you use to represent your explorer? How would you portray them to relate to kids today?</p> <p>ESR: Student answers will vary but could include: Photos of famous men from our time could be used to represent explorers of the past. For example: Mel Gibson’s photo could be used to represent Hernan Cortes and pictures of the beautiful Islands and cruise ships could be used to entice others to join the explorers. Students could post entries to detail their voyages or what life is like on the ship etc.</p>	<p>take over new lands, enslaving the people, or creating wars to claim their land. Has this changed in our world today? Are there still wars going on for land and the conquering of peoples or resources?</p> <p>ESR: Student answers will vary but students can submit findings to support the fact that fighting over land and people is still happening today. They may bring up the wars in the Middle East or the fight between Russia and the Ukraine.</p>
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Suggested Student Discourse

Question	Method
<p>If you could create a Facebook page to entice others to become a famous explorer, who would you choose to be? What important events would you post about? What modern day famous person could you use to represent your explorer? How would you portray them to relate to kids today?</p>	<p>Type: Discussion</p> <p>Strategy: Think Pair and Share Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	
Instructional Supports	
Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Vocabulary to Pre-Teach: Age of 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide visuals such as:

Exploration, trade goods, Indigineous people, The 3 G's

Text-Based Questioning:

- Why was exploration popular in the 1600s?
- How were these expeditions funded?
- What were explorers hoping to find?
- Who were the most famous early explorers and what are they most known for discovering.

maps- that illustrate the trade routes taken by various explorers.
Illustrations of ships, explorers of the time, etc.

Targeted Supports:

- Provide graphic organizers to help students list pros and cons.
- Provide blank maps specific to this time period for students to draw on and color in.
- Use multiple media such as audio or video to give students a visual of the time period.
- Provide a blank timeline for students to fill in as well as worksheets that have illustrations for students to cut out and paste, or they can draw their own.

Grade 7 The Spanish Colonial Period (c. 1500s CE - 1821 CE)

Compelling Question	Inquiry Alignment
<p>How did Spanish colonization influence the culture of New Mexico?</p>	<p>7.1. Develop compelling questions about a relevant topic of interest.</p> <p>7.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.</p> <p>7.8. Make connections between current events, historical materials, and personal experience.</p>

Standards at a Glance

Theme 5: The Spanish Colonial Period (c. 1500s CE–1821 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 7.47. Describe the relationship between a nation-state and its colonies. ● 7.48. Draw conclusions about how the policies of the Spanish monarchy in New Spain impacted the people of New Spain.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> ● 7.49. Describe Spanish economic policies that led to colonial isolation and their impact on the people of New Mexico.
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 7.50. Discuss the role of El Camino Real as a significant corridor for movement of people, goods, and ideas.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 7.51. Explain how differing places, people, and resources affected events in New Mexico during the Spanish Colonial period. ● 7.52. Evaluate and compare practices of land usage and ownership between Indigenous peoples and Spaniards.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.53. Compare and contrast the revolts and resistance movements under Spanish rule.
History 18. Critical Consciousness and Perspective	<ul style="list-style-type: none"> ● 7.54. Assess evidence of Spanish influence in New Mexico today.
Ethnic, Cultural and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> ● 7.55. Describe key figures that have made significant contributions to an individual culture. ● 7.56. Explore personal, familial, and societal cultures in the modern day. ● 7.57. Discuss the importance of respecting individual cultures and explore how to address stereotypes.



Anchor Standard:
Civics 2. Processes, Rules, and Laws

Grade

Performance Standard(s)

7

7.47. Describe the relationship between a nation-state and its colonies.
7.48. Draw conclusions about how the policies of the Spanish monarchy in New Spain impacted the people of New Spain.

Sample Concept/Content

- Encomienda
- Viceroyalty of new Spain
- Land grant system
- Acequia system & mayordomos
- Cabildos & regidores
- Class structure in new Spain

Supporting Questions

- What was an encomienda system?
- What was a viceroy and what was their role in the New World?
- What were the Land Grant, Acequia, and Mayordomos systems?
- How was the class structure organized?

Vertical Alignment

Previous Grades:

6.31. Describe cultural and political structures in classical western societies.
6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.

Future Grades:

8.24. Compare Indigenous government structures to those of the United States today.
8.26. Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

Students Who Demonstrate Understanding Can...

- Describe the policies and systems Spain implemented to handle its colonies in new Spain.
- List the people who were put in charge, describe their role and title.
- Describe why the land grant and acequia systems were necessary and beneficial to new Spain.

Vocabulary for Teacher Development

Encomienda - a town council or a town hall in a country formerly a Spanish colony.
Regidores - one of the officers charged with the government of a Spanish or Latin American.
Land grant system - a labor system in which the Spanish crown authorized Spaniards, known as *encomenderos*, to enslave native people to farm and mine in the Americas.
Viceroyalty of New Spain - a local, political, social, and administrative institution, created by the Spanish monarchy in the sixteenth century, for ruling its overseas territories.
Acequia systems - irrigation canals designed to share water for agriculture in dry land.
Mayordomos - a person in charge of a group or project: an overseer of an irrigation system.



**Anchor Standard:
Economics/Personal Financial Literacy 5. Economic Decision Making**

Grade

Performance Standard(s)

7

7.49. Describe Spanish economic policies that led to colonial isolation and their impact on the people of New Mexico.

Sample Concept/Content

- Encomienda system
- Enslavement of Indigenous persons
- Repartimiento
- Economic activities in Colonial New Mexico
 - agricultural
 - mining
 - trade activities
- El Camino Real
- Local trade routes within New Mexico

Supporting Questions

- What was an encomienda system?
- Why were the Indigenous people enslaved?
- What were the implications of the Spanish integrating both Native Americans and enslaved Africans into colonial society?
- What was El Camino Real and how did it change commerce in New Mexico?

Vertical Alignment

Previous Grades:

- 6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations,
- 6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.
- 6.46. Explain the role of trade in the development and growth of societies.

Future Grades:

- 8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.
- 8.48. Identify and analyze the economic specializations of the Thirteen Colonies.
- 9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe how agriculture, mining, and trade improved the economic status in Colonial New Mexico. ● List the people who were tasked with labor, those who traded, and those who benefited from trade. ● Outline the routes (El Camino Real) taken, and goods traded, to increase the local economy. ● Describe how El Camino Real changed over time. ● Identify people that used El Camino Real. ● Identify different uses of El Camino Real. 	<p>Repartimiento - a grant of forced labor (as for use in agriculture, in mining, or in construction) imposed on Indigenous inhabitants.</p> <p>Agriculture - practice of cultivating the soil, producing crops, and raising livestock and in varying degrees the preparation and marketing of the resulting products.</p> <p>Mining - the process or business of obtaining coal or other minerals from the Earth.</p> <p>El Camino Real - a 600-mile commemorative route connecting the 21 Spanish missions in California, along with a number of sub-missions, four presidios, and three pueblos.</p>



**Anchor Standard:
Geography 11. Geographic Representations and Reasoning**

Grade

Performance Standard(s)

7

7.50. Discuss the role of El Camino Real as a significant corridor for movement of people, goods, and ideas.

Sample Concept/Content

- Development of new Spain
- Mapping El Camino Real
- Charts of goods moving along El Camino Real
- Raw vs. manufactured goods
- Triangular trade system

Supporting Questions

- How did the development of El Camino Real create an easier pathway to the development of New Spain?
- How did the triangular trade system of El Camino Real create a corridor for movement of people, goods, and ideas?

Vertical Alignment

Previous Grades:

- 6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.*
- 6.46. Explain the role of trade in the development and growth of societies.*
- 6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.*

Future Grades:

- 8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.*
- 8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.*
- 9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe the development of New Spain and how its development has influenced current day New Mexico. ● Map the Camino Real and describe and chart the goods that moved across it. ● Distinguish between raw and manufactured goods. ● Understand the role the Camino Real played as a significant corridor of movement of people, goods, and ideas. 	<p>Route - a way or course taken in getting from a starting point to a destination.</p> <p>Raw goods - raw materials are the input goods or inventory that a company needs to manufacture its products.</p> <p>Manufactured goods - a good that is produced mainly by the application of labor.</p> <p>Triangular trade system - Europeans traded manufactured goods for captured Africans, who were shipped across the Atlantic Ocean to become slaves in the Americas. The Europeans, in turn, were supplied with raw materials.</p> <p>Corridor - a belt of land linking two other areas or following a road or river.</p>



**Anchor Standard:
Geography 14. HumanEnvironmental Interactions and Sustainability**

Grade

Performance Standard(s)

7

7.51. Explain how differing places, people, and resources affected events in New Mexico during the Spanish Colonial period.

7.52. Evaluate and compare practices of land usage and ownership between Indigenous peoples and Spaniards.

Sample Concept/Content

- Cultural differences leading to conflict
- Caste system
- Mission system

Supporting Questions

- What cultural differences did the Indigenous people face when dealing with the Spanish conquistadors?
- What was the Caste system?
- What were the impacts of the Mission System?
- How did Bartolomé de la Casas affect the legal treatment of native peoples? Where did his efforts fall short?

Vertical Alignment

Previous Grades:

6.19. Identify how differences and similarities between diverse groups impact perspectives.

6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.

Future Grades:

8.30. Describe how Indigenous people of North America adapted to their environment.

8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.

8.41. Critique the ideas and belief systems related to land and resource use among Indigenous peoples and Europeans.

9-12.US.28. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe the cultural differences that would lead to conflict and the later development of New Mexico. ● Distinguish the differences between the practices of how Indigineous people utilized the land versus the Spaniards. ● Describe the caste and mission systems. 	<p>Caste system - a class structure that is determined by birth. Loosely, it means that in some societies, the opportunities you have access to depend on the family you happened to be born into.</p> <p>Mission system - the mission system involved three major institutions - the mission itself, the presidio, and the pueblo. The mission was much more than a simple chapel building in which religious services and training were conducted.</p>



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

7

7.53. Compare and contrast the revolts and resistance movements under Spanish rule.

Sample Concept/Content

- Castaño de Sosa
- Acoma revolt
- Spanish Colonial unrest
- The Pueblo revolt & Po'pay
- Conflict between government and church

Supporting Questions

- Who was Castano de Sosa and why did his colony fail?
- What events led to the Acoma revolt?
- What is Spanish Colonial unrest?
- What led to the Pueblo revolt?
- Who was Po'pay and how did he save Indigineous people for many years?
- What verdict did the Spanish authorities reach regarding Onate's treatment of the Acoma revolt?

Vertical Alignment

Previous Grades:

- 6.19. Identify how differences and similarities between diverse groups impact perspectives.
- 6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.
- 6.22. Identify the social structures of early humans.
- 6.33. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy.

Future Grades:

- 8.25. Describe the ways Indigenous peoples organize themselves and their societies.
- 8.26. Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.
- 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.
- 8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.
- 8.33. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Name the leading Spaniards who tried to colonize areas of NM and list their successes as well as failures. ● Describe the Spanish Colonial unrest and events that led to both the Acoma and Pueblo revolts. ● List the reasons for the revolts, as well as the outcomes of each. ● Explain the conflicts between the church and government and what effects this division caused. 	<p>Castano de Sosa - marched north to the Rio Grande, and along the course of the Pecos River to Pecos Pueblo. He later established his headquarters at Santo Domingo, north of the site of present-day Albuquerque.</p> <p>Acoma revolt - the Acoma massacre refers to the punitive expedition by Spanish conquistadors at Acoma Pueblo in January 1599 that resulted in the deaths of around 500 Acoma men killed in a three-day battle, along with 300 women and children.</p> <p>Pueblo revolt - the Pueblo revolt of 1680 was a revolution against Spanish religious, economic, and political institutions imposed upon the Pueblos. It is the only successful Native uprising against a colonizing power in North America.</p> <p>Po'Pay - Tewa Pueblo who led an all-Indian revolt in 1680 against the Spanish invaders in what is now the southwestern United States, driving them out of Santa Fe and temporarily restoring the old Pueblo way of life.</p> <p>Genizaros - descendants of both captive Indian peoples and their Spanish captors in New Mexico.</p>



**Anchor Standard:
History 18. Critical Consciousness and Perspective**

Grade

Performance Standard(s)

7

7.54. Assess evidence of Spanish influence in New Mexico today.

Sample Concept/Content

- Church vs. state
- Culture
- Spain inspired art
- Pueblo dwellings
- Santeros
- Economy, jobs, technology

Supporting Questions

- What evidence do we have to support Spain's influence on New Mexico culture?
- What art do we have that is inspired by Spanish influence?
- What were pueblos and why were they so important to the Native Americans of New Mexico?
- What jobs did Spanish colonization bring that are still important today?
- What technology did Spain introduce and how did it change life for the people of that time?

Vertical Alignment

Previous Grades:

6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.

Future Grades:

8.37. Identify key people, places, and ideas from major European nations of the 15th and 16th centuries.

8.68. Compare and contrast Indigenous peoples' and early Hispanic/Chicano settlers' assimilation experiences with later immigrants' experiences.

Students Who Demonstrate Understanding Can...

- Identify artistic pieces influenced by Spanish culture.
- Describe the influence the Catholic Church had on New Mexican art, literature, and society.
- List the jobs influenced by Spanish colonization and how they changed early life in NM.

Vocabulary for Teacher Development

Retablos - a devotional painting, especially a small popular or folk art one using iconography derived from traditional Catholic church art. Artistic painting.

Santeros - an artisan who creates santos y revueltos and other Spanish-style religious artwork.

Pueblos - Indians living in far west Texas did not have access to tall grasses for thatch or buffalo hides. What they did have was dirt, rock, and straw and, with these materials, they made their adobe houses in communities called pueblos.



**Anchor Standard:
Ethnic, Cultural and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.55. Describe key figures that have made significant contributions to an individual culture.

Sample Concept/Content

- Po'pay
- Cuerno Verde

Supporting Questions

- Who was Po'pay and how did he change life for the early Pueblo people?
- Who is Cuerno Verde and why was he considered a threat to new Spain?

Vertical Alignment

Previous Grades:

6.22. Identify the social structures of early humans.

6.42. Analyze the significance of innovations such as scientific, mathematical, and technological in European, African, and Asian societies.

6.43. Explain how religion and philosophy shaped European, Asian, and African societies during the post- classical period.

Future Grades:

8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.

8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

Students Who Demonstrate Understanding Can...

- Explain Po'Pay's leadership and how he helped the Pueblo Indians.
- Describe the battles that took place between the native peoples against the colonizers of New Spain.

Vocabulary for Teacher Development

Po'Pay - Tewa Pueblo who led an all-Indian revolt in 1680 against the Spanish invaders in what is now the southwestern United States, driving them out of Santa Fe and temporarily restoring the old Pueblo way of life.

Cuerno Verde - Spanish name for Tavibo Naritgant, the leader of the Commanches.



**Anchor Standard:
Ethnic, Cultural and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.56. Explore personal, familial, and societal cultures in the modern day.

7.57. Discuss the importance of respecting individual cultures and explore how to address stereotypes.

Sample Concept/Content

- Caste system in Spanish Colonies
- Racial hierarchy created by Spanish government

Supporting Questions

- How did the caste system implemented by Spain affect the people in America?
- How were people of mixed races treated and how was this marginalization of races similar to the way those of mixed race are treated today?

Vertical Alignment

Previous Grades:

- 6.19. Identify how differences and similarities between diverse groups impact perspectives.*
- 6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.*
- 6.22. Identify the social structures of early humans.*

Future Grades:

- 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.*
- 8.33. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.*
- 8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.*
- 8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.*

Students Who Demonstrate Understanding Can...

- Describe the class system and how people are grouped according to race or religious beliefs.

Vocabulary for Teacher Development

Caste system - a class structure that is determined by birth. Loosely, it means that in some societies, the opportunities you have access to depend on the family you happened to be born into.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

History 18. Critical Consciousness and Perspective

- 7.54. Assess evidence of Spanish influence in New Mexico today.

Inquiry 25. Develop Claims

- 7.8. Make connections between current events, historical materials, and personal experience.

This instructional task helps students to explore and develop claims around the content from Theme 5.

- What types of connections can you make to religious art that can be found in present day NM that originated from Spain and Mexican influence?
- What icons were depicted on the early retablos created by Santeros and why are they still considered such an important part of New Mexican culture?

Sample Task #5

The religious art that embodied the spirit and aspirations of New Mexico Catholics include painted and sculpted images of celestial beings—divine, angelic, and human—that adorned churches, chapels, and homes. This art formed a vital part of Hispanic religious tradition. Early New Mexican religious art consisted primarily of paintings on hides and skins, some fashioned by local artisans and the clergy, and oil paintings on canvas imported from Mexico. In addition, the Franciscans also influenced the creation of wooden santos by the first known santeros. The santero deviated from the traditional Spanish style by painting on wooden boards instead of on canvas.

In the instructional task students will make connections to religious art found today with that of the early 16-18th centuries. They will research the original retablos and their purpose, as well as the art of making retablos in the present day. Then they will choose a famous saint or deity known to be portrayed by the early Santeros of the 18th century. They will read to find the iconography related to that specific Saint and design their own retablo.

- [New Mexico History Museum](#)
- [New Mexico Explorer: Retablos](#)
- [Oxford Bibliographies: Retablos](#)

Exemplar Student Responses

Retablo: Students will be creating their own retablo. This retablo does not have to be religious; it can focus on the iconography that is known to embody their particular saint. (If teachers do not want to use a saint they could have students make a personal shrine where they depicted themselves or a loved one.)

Directions: Each student will need a cardboard, index card, sharpies and foil. They would cover the cardboard with a piece of tin foil, keeping the foil as smooth as possible. Students will use sharpies to design their person on the index card and then paint/color their design. They will then attach this to the center of the foil. Students may collage images on top of their retablos, using photographs, images from magazines, words, etc. Students should leave a border of tin foil, or make sure some can be seen through the work for authenticity.

Students will present their retablos to the whole class, noting choices they made, images they used and the overall message of their work. They will also develop compelling questions for other classmates' retablos they would like to learn more about.

St. Isidore the Laborer spanish retablos would include at least 3 of the following...

- peasant holding a sickle and a sheaf of corn
- a sickle and staff
- an angel that plows for him
- or an angel and white oxen near him
- a spade or a plow

DOK	Blooms
3	Create

Cross-Curricular Connections

VA:Cr1.2.7a

Develop criteria to guide making a work of art or design to meet an identified goal.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

El Favor de los Santos and the Spanish Colonial Retablos are artistic websites that represent neutral facts about the original retablos, their origin, and how they were made.

How are groups and individuals portrayed?

All links provided, give a brief summary of early exploration. They discuss the Spaniards who traded goods in Mexico and often brought with them some of the religious pieces of the time that were then replicated in different styles. The links are based on art rather than the people.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

All of the texts and links provide ample opportunity for critical thinking, asking questions, and opportunities to look at a variety of perspectives.

How is this text or stimuli culturally/linguistically responsive?

When all of the above sites are used in conjunction, students will be able to make connections between the artifacts used for religious purposes during the early exploration period and how these have been carried on into the art we use in many homes, churches, and museums today.

VABB Analysis

<p style="text-align: center;">Validate</p> <p style="text-align: center;"><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p style="text-align: center;">Affirm</p> <p style="text-align: center;"><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: What types of artwork such as shrines, altars, and devotionals does your family and culture celebrate. Are there any similarities to the retablos from the 18th century? What is different?</p> <p>ESR: Student answers will vary but could include home shrines to different deities; ex: shrines to Budha, menorahs, altars venerating Saints, Dia De Los Muertos, some students might represent celestial representations, etc.</p>	<p>Question: What shifts have been made from the original religious sects that were implemented and often imposed onto others by Europe, to that of religion today?</p> <p>ESR: During the Age of Exploration the Catholic Church started a major effort to spread Christianity around the world. Christianity was one of the most popular spread religions. As immigrants traveled to the Americas more religions began to spread. Estimations show there are currently over 200 Christian denominations in the United States today, as well as those who identify with Judaism, Islam, Buddhism, Hinduism, and many other unaffiliated religions.</p>
<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: Imagine making a retablo to represent someone from today's culture, who would you choose? What iconography would you make sure to include to represent them?</p> <p>ESR: A student who believes that Donald Trump was an influential president in the 21st century might include: money or dollar signs, crazy yellow hair, business suits, the U.S. flag or a microphone.</p>	<p>Question: Today individual artists carry on the tradition of hand painted retablos and contemporary artists draw creative interpretations from this popular art form. What art form do we have today that you believe could be carried on hundreds of years later?</p> <p>ESR: Student answers will vary, but some examples of contemporary artforms include spray painting structures or modern art created with home goods.</p>

Suggested Student Discourse

	Question	Method
	<p>Imagine making a retablo to represent someone from today's culture, who would you choose? What iconography would you make sure to include to represent them?</p>	<p>Type: Dialogue</p> <p>Strategy: The Snowball Discussion</p> <p>Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies		
	<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	
Instructional Supports		
	Vocabulary/Text-Based Questioning:	UDL Strategies:
	<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Vocabulary to Pre-Teach: retablo, Santero, iconography. <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What is a Santero? ● Where did the original idea for retablos come from? ● What is a retablo and how were they originally made? ● Where can retablos be found today? How are they made? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide visuals such as examples of original retablos from the 16-18th century. ● Provide a list of different Saints and the iconography specific to each. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide coloring sheets of Saints or other important people for students who are unable to draw them on their own ● Teachers can also use tracing paper so students can trace drawings ● Use multiple media such as audio or video to give students a visual of the art in that period, virtual field trips of churches, museums, and art galleries in NM.

Grade 7: The Mexican Period (1821 CE - 1850 CE)

Compelling Question	Inquiry Alignment
Why was Mexican independence significant for the people of New Mexico?	<div style="background-color: #c00000; color: white; padding: 5px; margin-bottom: 10px;"> 7.2. Create supporting questions from credible sources to expand on the compelling question. </div> 7.9. Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual presentation, and multimedia.

Standards at a Glance

Theme 6: The Mexican Period (1821 CE–1850 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.58. Examine how conflict over social class (castas), land and culture led to Mexican independence from Spain.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 7.59. Summarize the relationship between specialization and interdependence between 1821 CE and 1850 CE.
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 7.60. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 7.61. Describe how the movement of people influenced the division and control of resources.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.62. Explain the impact Mexican Independence had on New Mexico. 7.63. Demonstrate how troubles between Texas and the government of Mexico impacted New Mexico.
History 17. Historical Thinking	<ul style="list-style-type: none"> 7.64. Interpret the factors that led people in New Mexico to resist and rebel against political leadership between 1821 CE and 1850 CE.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.



Anchor Standard:
Civics 1. Civic and Political Institutions

Grade

Performance Standard(s)

7

7.58. Examine how conflict over social class (castas), land and culture led to Mexican independence from Spain.

Sample Concept/Content

- Miguel Hidalgo
- Social class system
- Mexican Republic struggles

Supporting Questions

- How did conflict over social class (castas), land and culture lead to Mexican independence from Spain?
- How did Miguel Hidalgo contribute to freedom?
- How did the Mexican Republic struggles tie to what is present day New Mexico?

Vertical Alignment

Previous Grades:

5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.

5.31. Explain how the treatment of groups of people in the past and present impacts who they are.

6.52. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

Future Grades:

8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.

8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the "new" U.S. Territories.

8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

Students Who Demonstrate Understanding Can...

- Explain how the Mexican War of Independence ties to present day New Mexico.
- Recognize the impact Miguel Hidalgo had on Mexican Independence.
- Analyze the connections between the struggles for Mexican independence and their impact on New Mexican culture.

Vocabulary for Teacher Development

Independence - the state of being free; self-governing; countries are not ruled by other countries but have their own government.

Social class - division in society based on economic and social status, typically based on those who share a similar income and education.

Castas - a Spanish system of racial classification which dictated one's social status, level of taxation, and legal rights.

Republic - form of government where supreme power is held by the people and their elected representatives.



**Anchor Standard:
Economics/Personal Financial Literacy 5. Economic Decision Making**

Grade

Performance Standard(s)

7

7.59. Summarize the relationship between specialization and interdependence between 1821 CE and 1850 CE.

Sample Concept/Content

- New Mexico resources
- El Camino Real
- Santa Fe Trail

Supporting Questions

- How do scarcity and limited resources impact interdependence?
- How did El Camino Real and the Santa Fe Trail create connections between different groups of people?
- What part does specialization play in interdependence?

Vertical Alignment

Previous Grades:

6.53. Analyze how external factors might influence spending decisions for different individuals and households.

6.46. Explain the role of trade in the development and growth of societies.

6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.

6.48. Compare how regional environments impacted the advances of technology for travel and trade.

Future Grades:

8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.

8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Summarize the relationship between specialization and interdependence between 1821 CE and 1850 CE. ● Explain the importance of the Santa Fe Trail and its impact on interdependence. ● Determine New Mexico's resources and analyze the impact of scarcity. ● Evaluate the importance of the Camino Real and its connection to New Mexico. 	<p>Specialization - a particular area in which an individual is an expert.</p> <p>Interdependence - both partners, groups, states, etc. working together; mutual dependence.</p> <p>Santa Fe Trail - a commercial highway connecting Missouri and Santa Fe, New Mexico, pioneered by Missouri trader William Becknell, used by both Mexican and American traders for commercial freight, stagecoach lines, gold seekers, adventurers, missionaries, and wealthy New Mexican families and emigrants.</p> <p>Camino Real - a 1,590 mile road between Mexico City and San Juan Pueblo, NM used from 1598 - 1882 as a trade route.</p> <p>Route - a way or course taken to get from a starting point to a destination.</p> <p>Trade - the action of buying and selling goods and services.</p> <p>Resources - a source or supply that is beneficial for survival or profit.</p> <p>Scarcity - being in short supply.</p>



**Anchor Standard:
Economics/Personal Financial Literacy 8. Money and Markets**

Grade

Performance Standard(s)

7

7.60. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.

Sample Concept/Content

- El Camino Real
- Santa Fe Trail
- Old Spanish Trail
- Taos trade fair
- Mountain men

Supporting Questions

- How did the different routes and systems (El Camino Real, Santa Fe Trail, and the Old Spanish Trail) impact New Mexico’s economy?
- What impact did the mountain men and the fur trade have on New Mexico’s economy?
- Explain how our economy impacted neighboring communities and traders.

Vertical Alignment

Previous Grades:

- 6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.*
- 6.46. Explain the role of trade in the development and growth of societies.*
- 6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.*

Future Grades:

- 8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States.*
- 8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.*

Students Who Demonstrate Understanding Can...

- Investigate the use of trade routes and systems in New Mexico.
- Explain how these routes and systems impacted New Mexico’s economy.
- Explain how these routes and systems economically impacted the people in which we traded.

Vocabulary for Teacher Development

- Trade** - the action of buying and selling of goods and services.
- Trade route/route system** - a series of pathways used for the transport of goods.
- Economy** - the wealth and resources of a country or region, especially in terms of the production and consumption of goods and services.
- Resource** - supply of money, materials, and other assets that can be drawn on by a person or group in order to function effectively.
- Scarcity** - state of being in short supply.



**Anchor Standard:
Geography 11. Geographic Representations and Reasoning**

Grade

Performance Standard(s)

7

7.61. Describe how the movement of people influenced the division and control of resources.

Sample Concept/Content

- Changes in land usage
- Changes in political boundaries
- Santa Fe Trail
- William Becknell
- Cultural exchange between Mexico & U.S.

Supporting Questions

- How did changes in land usage and political boundaries influence the division and control of resources in New Mexico?
- How did the Santa Fe Trail influence the division and control of resources?
- What was William Becknell's tie to the Santa Fe Trail, and how did this impact emigration of different groups of people?
- Compare the cultural connection between the U.S. and Mexico and its impact on the division and control of resources.

Vertical Alignment

Previous Grades:

5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today.

6.40. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.

6.46. Explain the role of trade in the development and growth of societies.

Future Grades:

8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.

8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Formulate how changes in land usage and political boundaries influenced the division and control of resources in New Mexico. ● Explain how the Santa Fe Trail influenced the division and control of resources. ● Describe William Becknell's tie to the Santa Fe Trail, and how this impacted emigration of different groups of people. ● Compare the cultural connection between the U.S. and Mexico and its impact on the division and control of resources. 	<p>Political boundaries - an imaginary line separating one political unit, such as a country or state, from another.</p> <p>Resource - a stock or supply of money, materials, or other assets that can be drawn on by a person or organization in order to function effectively.</p> <p>Santa Fe Trail - a commercial highway connecting Missouri and Santa Fe, New Mexico, pioneered by Missouri trader William Becknell, used by both Mexican and American traders for commercial freight, stagecoach lines, gold seekers, adventurers, missionaries, and wealthy New Mexican families and emigrants.</p> <p>Emigration - the act of leaving one's own country to settle permanently in another.</p> <p>Culture - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</p>



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

7

7.62. Explain the impact Mexican Independence had on New Mexico.

7.63. Demonstrate how troubles between Texas and the government of Mexico impacted New Mexico.

Sample Concept/Content

- Mexican Independence
- Santa Fe Trail
- Taos trade fair
- Texas immigration
- Texas annexation

Supporting Questions

- What impact did Mexican independence have on New Mexico?
- What effect did Mexican independence have on the Santa Trail and the Taos Trade Fair?
- How did the annexation of Texas impact immigration?
- How did trouble between Texas and the government of Mexico impact New Mexico?

Vertical Alignment

Previous Grades:

5.31. Explain how the treatment of groups of people in the past and present impacts who they are.

Future Grades:

8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the “new” U.S. Territories.

8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain the impact Mexican Independence had on New Mexico. ● Describe the effect that Mexican independence had on the regional trails. ● Summarize how the annexation of Texas impacted immigration. ● Describe how troubles between Texas and the government of Mexico impacted New Mexico. 	<p>Independence - the state of being free; self-governing; countries are not ruled by other countries but have their own government.</p> <p>Santa Fe Trail - a commercial highway connecting Missouri and Santa Fe, New Mexico, pioneered by Missouri trader William Becknell, used by both Mexican and American traders for commercial freight, stagecoach lines, gold seekers, adventurers, missionaries, and wealthy New Mexican families and emigrants.</p> <p>Taos trade fair - located in Taos, NM where the Indigenous peoples, Americans, Europeans, Mexicans, French, and Spanish traded raw wool, blankets, rugs, hides, iron, cotton, medicines, silk and other supplies and materials.</p> <p>Annexation - the act of seizing something, especially territory.</p> <p>Immigration - the action of coming to live permanently in a foreign country.</p>



**Anchor Standard:
History 17. Historical Thinking**

Grade

Performance Standard(s)

7

7.64. Interpret the factors that led people in New Mexico to resist and rebel against political leadership between 1821 CE and 1850 CE.

Sample Concept/Content

- Chimayo Rebellion
- Manuel Armijo
- Albino Perez
- Comparing perspectives
- Armijo’s defense
- Texas annexation
- Zebulon Pike

Supporting Questions

- What was the Chimayo Rebellion and how did it impact the social classes of New Mexico?
- Compare the motivation and impact of New Mexico governors, Manuel Armijo and Albino Perez.
- What connection did Zebulon Pike have with the rebellions in New Mexico?

Vertical Alignment

Previous Grades:

5.18. Explain the connections among historical contexts and people’s perspectives during major historical events in the United States.

5.31. Explain how the treatment of groups of people in the past and present impacts who they are.

6.19. Identify how differences and similarities between diverse groups impact perspectives.

Future Grades:

8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants’ experience as part of expansion across the territorial United States.

8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the “new” U.S. Territories.

8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Interpret the factors that led to the different rebellions in New Mexico between 1821 and 1850. ● Identify the key governmental leaders of New Mexico between 1821 and 1850 and the impact each had in the lives of the people of the time. ● Identify key individuals who were connected to the rebellions and their impact on New Mexico history. 	<p>Rebellion - to go against, especially against governments.</p> <p>Resistance - to go against, especially against authority.</p> <p>Chimayo Rebellion - the Revolt of 1837 was an insurrection in New Mexico against Albino Pérez, the Mexican governor at the time.</p> <p>Social class - division in society based on economic and social status, typically based on those who share a similar income and education.</p> <p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

Sample Concept/Content

- Doña Tules
- Padre Martinez
- Manuel Chaves

Supporting Questions

- What is the difference between a primary source and a secondary source?
- How can you evaluate the impacts of unequal power in the New Mexico government using primary and secondary sources during the time period between 1821 -1850?

Vertical Alignment

Previous Grades:

5.13. Examine history from the perspectives of the participants using a variety of narratives.

5.17. Use primary and secondary sources to acquire historical information.

5.18. Explain the connections among historical contexts and people’s perspectives during major historical events in the United States.

6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.

Future Grades:

8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.

8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States.

8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.

8.101. Make personal connections to immigration stories and experiences—both in the past and in the present.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify and decipher between primary and secondary sources. ● Describe different individuals and their perspectives by using primary and secondary sources. (Doña Tules, Padre Martinez, Manuel Chavez). ● Analyze the reasons for unequal government in New Mexico between 1821-1850 using primary and secondary resources. 	<p>Primary source - provides direct access to the subject of your research (interviews transcripts, statistical data, and works of art).</p> <p>Secondary source - provide second-hand information and commentary from other researchers and describes or interprets primary sources (journal articles, reviews, books).</p> <p>Inequality - unjust distribution of resources and opportunities among members of a given society.</p> <p>Perspective - one's personal view on a topic.</p>

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Economics/Personal Financial Literacy 8. Money and Markets

- 7.60. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.

Geography 11. Geographic Representations and Reasoning

- 7.61. Describe how the movement of people influenced the division and control of resources.

Inquiry 23. Construct Compelling and Supporting Questions

- 7.2. Create supporting questions from credible sources to expand on the compelling question.

Inquiry 26. Communicate and Critique Conclusions

- 7.9. Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual presentation, and multimedia.

This instructional task helps students create supporting questions and present student-developed texts around the content of theme 6, the Mexican Period. The instructional task will help students answer the following questions.

1. How did the Santa Fe Trail impact New Mexico's economy?
2. How did the Santa Fe Trail impact trade?
3. How did the political boundaries impact the trade and the economy of different groups of people?
4. How did the Santa Fe trail affect the division and control of resources?
5. What has impacted trade and resources today?

Sample Task #6

This project will be a group activity in which students will investigate the different groups affected by the Santa Fe Trail. They will analyze how the Santa Fe Trail influenced the division and control of resources. Students will map out the trail, and then research the changes in political boundaries and how each groups' resources were affected both in positive and negative ways due to the trail itself and the boundaries established. Students will create an interactive notebook to take notes during their research. Once they have completed their research and notes, they will present a visual "traveling trunk/bin" of resources they traded on the trail describing each artifact/resource and how the Santa Fe trail impacted their trade. After the project students would discuss and research trade in New Mexico today and compare.

Resources:

1. <https://www.nps.gov/common/uploads/teachers/lessonplans/Activguide-final2.pdf>
2. <https://digitalrepository.unm.edu/nmstatehood/>
3. <http://www.santafetrailresearch.com/>
4. <https://www.santafetrail.org/the-trail/history/history-of-the-sft/>
5. <https://newmexicohistory.org/>
6. <https://www.nps.gov/safe/learn/historyculture/index.htm>
7. <https://online.nmartmuseum.org/nmhistory/opening-the-west/santa-fe-trail/background-information.html>
8. <http://www.santafetrail.org/interactive-trail-map/>
9. <https://www.legendsofamerica.com/we-santafetrailinternationaltrade/>
10. <https://www.studentsofhistory.com/blog/interactive-notebooks>
11. <https://ditchthattextbook.com/google-slides-interactive-notebooks-20-activities-to-fill-them/>
12. <https://www.legendsofamerica.com/we-santafetrailwomen/>
13. <https://www.nps.gov/articles/000/beyond-new-mexico-and-missouri.htm>
14. <https://www.history.com/topics/westward-expansion/santa-fe-trail>

Exemplar Student Responses

An exemplar response would include the mapping out of the trail as a visual representation, as well as an interactive notebook. The notebook could be a written one or a digital version. The guidelines for the notebook would be at the instructor's discretion. Examples of criteria for the notebook are listed below. Students would also be required to present a living trunk or bin with sample trade items they would have traded on the Santa Fe Trail. Students would discuss the items, as well as how the trade of their items was impacted by the trail itself, the political boundaries established, as well as the influence of major historical figures such as William Becknall. Each group would be given a presentation rubric to follow.

Interactive Notebook Possible Criteria:

1. Map of the Santa Fe Trail
2. Vocabulary section
3. Graphic Organizers
4. Link pages
5. WebQuests
6. Two Column Note Pages
7. Pictures/Drawings/Visuals
8. Timelines
9. Rubrics
10. Goals
11. Reflections
12. Plans

Presentation Rubric Examples:

<https://www.cbd.int/ibd/2008/Resources/teachers/appendix3.shtml>

<https://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric>

An exemplar “traveling bin” would include items similar to those traded on the Santa Fe trail such as fur, woven goods, fleece, “silver” items, blankets, rugs, dried goods, silverware, tools, clothes, food, etc. The items need not be actual items, but representations of such. For example, a student could include modern day dimes to represent silver or a picture of a fleece garment from the time period instead of an actual garment.

In addition to the items in the “traveling bin”, a student exemplar response would include discussion of the particular group of people trading the item, how the establishment of the Santa Fe Trail impacted the trade, and how the boundaries impacted the trade and the resource availability. Also, students should discuss how trade changed among different groups of people they selected to represent (Native Americans, Anglo-Americans, and Hispanic Americans, as well as immigrants) after important historical events such as the California Gold Rush or the Sand Creek Massacre occurred.

As an extension, students could actually calculate a fee for their goods and engage in a trade with other groups in the class. Students could then discuss the impacts of scarcity vs. availability based on what items most groups included in their bins compared to items that most groups did not include.

DOK	Blooms
4	Create

Cross-Curricular Connections

CCSS.ELA-WRITING.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic

CCSS.ELA-WRITING.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-WRITING.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-READING.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-SPEAKING & LISTENING.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The text offers a broad range of ethnicities and roles representing the diverse groups trading along the Santa Fe Trail. The representation of these groups changes depending on the specific timeline because at times particular groups were not allowed to trade or be traded with (i.e Indigenous peoples, women, immigrants, etc.). However, with groups not being allowed, they still played an important role (i.e. women prepared and gathered food, and produced pottery, cooking utensils, and clothing that was used as trade on the trail.

How are those groups and individuals portrayed?

The goods traded depended on the ethnicity of the people trading, the location of group origin, and the materials each group had to offer. Trade was done by multiple ethnicities and backgrounds of people. Each trade product represented each group. Though many ethnicities and backgrounds were represented on the trail, not all groups were treated equally.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The research and text reading provides insight into the many groups utilizing the Santa Fe Trail. It also provides students the opportunity to see the struggles and the treatment of different groups of people such as the Spaniards, Mexicans, Native Americans, and immigrant groups of people who also used the trail. In addition, the research provides insight into the different goods that were traded and how these goods reflected the group identity

What supports are provided to teachers to identify blind spots?

There are several resources, options, and extensions to choose from, as well as several activities that teachers can use, adapt, or delete.

How is this text or stimuli culturally/linguistically responsive?

Students will get a view of different perspectives, products, and struggles of each diverse group.

VABB Analysis

<p style="text-align: center;">Validate</p> <p style="text-align: center;"><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p style="text-align: center;">Affirm</p> <p style="text-align: center;"><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: How did the Santa Fe Trail impact distribution of resources among the different ethnic groups residing in its path even prior to its establishment? How were groups residing in the areas prior to establishment of the trail impacted by the many various groups that were now coming due to the opportunities the trail provided?</p> <p>ESR: Indigenous groups had traded with the settlers for centuries prior to the establishment of the Santa Fe Trail. When New Mexico was still a</p>	<p>Question: How did the Santa Fe Trail influence the division and control of resources? How did the Santa Fe Trail impact emigration of different groups of people? Compare the cultural connection between the U.S. settlers, Native Americans, and Mexico and its impact on the division and control of resources.</p> <p>ESR: The trail allowed for an easier, more efficient trade route and opened the door for more diversity; however, it also created some obstacles, divisions, and struggles for some groups more than</p>

<p>territory of Spain, trade with Native Americans was prohibited. Once Mexico declared its freedom from Spain, the Native Americans once again were able to trade with Mexico. This was when William Becknall began the first routes of what would later be referred to as the Santa Fe Trail. This opened up trade in a way that had never existed before. It opened the door to diverse groups, products, as well as its own unique struggles.</p>	<p>others.</p>
<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: What implication did the rise and fall of the Santa Fe Trail have on New Mexicans who had resided on the land prior to its establishment? What impact did it have on future generations?</p> <p>ESR: The Santa Fe Trail aided in further westward expansion which changed the way of life for both Native Americans and the Spanish/Mexicans in New Mexico. Where the state had once had a pastoral way of life, it changed greatly bringing in economic growth, new goods, new people, new political systems, new and different cultures and a new way of life. This would lead to the later development of the Railroad, which continued to change the direction of the state. The trade system continues to impact New Mexico today, but New Mexico has still maintained much of the cultural background, traditions, and uniqueness of the past.</p>	<p>Question: How did the political division of resources, the geographical trade routes, and the movement of people impact New Mexico's culture?</p> <p>ESR: New Mexicans who had resided on the land for years were forced to change the way of life they had once known, adopting many of the ways of the settlers arriving. New Mexicans adapted to the new way of life while still maintaining its past cultural background.</p>

Suggested Student Discourse

Question	Method
<p>How did the political division of resources, the geographical trade routes, and the movement of people impact New Mexico's culture?</p>	<p>Type: Dialogue</p> <p>Strategy: S.P.I.D.E.R. Web Discussion A Harkness type dialogue in which a question or topic is posed and students engage in a whole group dialogue, while the teacher maps the discussion with discourse codes in order to collect data and provide immediate feedback. The SPIDER Web discussion holds students right in the center of the learning, and helps them take ownership of their learning, while holding them accountable for participating.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports

Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Vocabulary to pre-teach: trade route, resource, economy.</p> <p>Text-Based Questioning:</p> <ol style="list-style-type: none"> 1. What were the benefits of the Santa Fe Trail? 2. How did the Santa Fe Trail change New Mexican people's way of life? 3. How did the movement of people and goods influence the division and control of resources? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Use of an interactive notebook which could include visuals, graphic organizers, and other resources. ● Multiple exposure to the same event utilizing different resources. ● Hands-on creation of the travel bins to simulate the trade process <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Assistance creating the interactive notebook ● Providing the organizers ahead of time ● Allowing for recordings and videos ● Small group interaction and teacher support

Grade 7 American Western Expansion (1848 CE - 1869 CE)

Compelling Question	Inquiry Alignment
<p>How were various cultural, geographic and ethnic groups impacted by the period of American Westward Expansion?</p>	<p>7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.</p> <p>7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.</p> <p>7.9. Present students developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual representation, and multimedia.</p>

Standards at a Glance

Theme 7: American Western Expansion (1848 CE–1869 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 7.65. Analyze US policies on expansion into the Southwest, including how they reflected US civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.
Economics/Personal Financial Literacy 7. Economic Systems and Models	<ul style="list-style-type: none"> ● 7.66. Show the correlation between the territorial and Indigenous economies, including how both were impacted by US federal policies.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 7.67. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.68. Evaluate the significance of short- and long-range trails throughout the lands gained in the Mexican Cession.
History 17. Historical Thinking	<ul style="list-style-type: none"> ● 7.69. Categorize causes and consequences of the U.S. military invasion of Mexico and New Mexico. ● 7.70. Explore the impact of land ownership throughout New Mexico History.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> ● 7.71. Identify how stereotyping influences social perspectives about members of a group.



**Anchor Standard:
Civics 3. Civic Dispositions and Democratic Principles**

Grade

Performance Standard(s)

7

7.65. Analyze U.S. policies on expansion into the Southwest, including how they reflected U.S. civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.

Sample Concept/Content

- Navajo long walk
- Manifest destiny
- Homestead Act
- Reservation policy
- Texas annexation
- Mexican-American war
- Indian boarding school policy

Supporting Questions

- How did U.S. policies impact the Indigenous groups that already resided in New Mexico?
- Is the philosophy of “manifest destiny” equitable to all? Explain.
- Compare the impact of the Homestead Act on different social classes and races.
- What was the reservation policy and did it work for everyone? Explain.
- Why did the government enforce the Indian boarding school policy?
- Were these policies and acts constitutional? Explain.
- What were the benefits of western expansion? What were the disadvantages?
- What were the impacts of the Navajo long walk, and how did the Native people involved adapt and rebuild.

Vertical Alignment

Previous Grades:

5.12. Explore inequity throughout the history of the United States and its connection to conflict that arises today.

5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.

6.19. Identify how differences and similarities between diverse groups impact perspectives.

6.20. Demonstrate relationships between personal events and historical events.

Future Grades:

8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.

8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments Rules, and Laws through treaties, court decisions, and land acquisition statutes.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Analyze how U.S. policies impacted the Indigenous groups that already resided in New Mexico? (i.e. reservation policy, Indian boarding school policy, Navajo long walk). ● Compare the benefits vs. the disadvantages of particular acts and philosophies and their effects on different groups of people. (i.e. “manifest destiny” the Homestead Act, Texas annexation) ● Use evidence to formulate arguments for whether or not these policies and acts were constitutional. ● Compare the advantages and disadvantages of western expansion. ● Mexican-American war. 	<p>Policy - an act or rule made by a group, particularly a government.</p> <p>Reservation - a tract of land set aside for a particular group.</p> <p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p> <p>Act - a new law or changes an existing one.</p> <p>Navajo long walk - the 1864 deportation and attempted ethnic cleansing of the Navajo people by the United States federal government in which the Navajo people were forced to walk from their land in what is now Arizona to eastern New Mexico. Some 53 different forced marches occurred between August 1864 and the end of 1866.</p> <p>Manifest destiny - the idea that the United States is destined by God to expand its dominion and spread democracy and capitalism across the entire North American continent.</p> <p>Homestead Act - several laws in the United States by which an applicant could acquire ownership of government land or the public domain, typically called a homestead.</p> <p>Texas annexation - the 1845 annexation of the Republic of Texas into the United States of America.</p> <p>Mexican-American War - war between the United States and Mexico from 1846-1848 over the annexation of Texas and whether its borders were in Mexico or the U.S.</p> <p>Indian boarding school policy - the removal of American Indian and Alaska Native children from their tribal lands and families and placed in boarding schools to eliminate their Indigenous identities, beliefs, and languages.</p>



**Anchor Standard:
Economics/Personal Financial Literacy 7. Economic Systems and Models**

Grade

Performance Standard(s)

7

7.66. Show the correlation between the territorial and Indigenous economies, including how both were impacted by U.S. federal policies.

Sample Concept/Content

- Westward expansion (Louisiana Purchase, California gold rush, Oregon trail)
- Homestead Act
- Reservation policy
- U.S. economic growth
- Industrialization

Supporting Questions

- What were the economic advantages of westward expansion?
- What impact did westward expansion have on the economies of the Indigenous peoples?
- Compare the pros and cons of westward expansion for all groups of people impacted.
- How were Indigenous communities and economies impacted by federal policies? (i.e. Homestead Act, reservation policy, etc.)
- What impact did industrialization have on both Indigenous territories and economies?

Vertical Alignment

Previous Grades:

7.66. Analyze U.S. policies on expansion into the Southwest, including how they reflected U.S. civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.

7.67. Show the correlation between the territorial and Indigenous economies, including how both were impacted by U.S. federal policies.

7.68. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.

Future Grades:

8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments Rules, and Laws through treaties, court decisions, and land acquisition statutes.

8.66. Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty.

8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between

8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Understand the impact westward expansion had on the economies of the Indigenous peoples. ● Compare the pros and cons of westward expansion for all groups of people impacted. ● Analyze how Indigenous communities and economies were impacted by federal policies. (i.e. Homestead Act, reservation policy, etc.) ● Describe the impact industrialization had on both Indigenous territories and economies. ● Analyze the perspective of Mexicans as it relates to the Mexican-American War. 	<p>Westward expansion - the 19th-century movement of settlers, agriculture and industry into the American West.</p> <p>Homestead Act - several laws in the United States by which an applicant could acquire ownership of government land or the public domain, typically called a homestead.</p> <p>Reservation - a tract of land set aside for a particular group.</p> <p>Economic growth - the increase or improvement in the inflation-adjusted market value of the goods and services produced by an economy over time.</p> <p>Industrialization - the development of industries in a country or region on a wide scale.</p> <p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p> <p>Territory - an area of land under the jurisdiction of a ruler or state.</p>



**Anchor Standard:
Geography 13. Movement, Population, and Systems**

Grade

Performance Standard(s)

7

7.67. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.

Sample Concept/Content

- Manifest destiny
- Santa Fe Trail
- Louisiana Purchase
- Mexican Cession/Gadsden Purchase
- Railroad & industrialization
- Settlement patterns/homesteaders
- Land/resource Ownership

Supporting Questions

- What were some of the land use patterns of Anglo-Americans during the American westward expansion period?
- How did the different routes (Santa Fe Trail, the railroad) speed up expansion?
- How did the differing views of the land and resources impact different groups of people during this time period?
- How did different acquisitions of land (Louisiana Purchase, Gadsden Purchase, settlements) impact different groups of people?
- Explain the impact of belief systems such as manifest destiny on different groups of people.

Vertical Alignment

Previous Grades:

6.27. Describe how the local environment impacts cultures and technology.

6.28. Describe how people impact the local environment.

6.49. Use maps to explain how encounters and exchanges linked the world.

Future Grades:

8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify some of the land use patterns of Anglo-Americans during the American westward expansion period including the concept of manifest destiny. ● Explain how the different routes (Santa Fe Trail, the railroad, etc.) sped up westward expansion. ● Compare the differing views of westward expansion and the use of resources such as land. ● Identify different acquisitions of land (Louisiana Purchase, Gadsden Purchase, settlements) and explain how these purchases impacted the different groups of people involved. 	<p>Manifest destiny - the idea that the United States is destined by God to expand its dominion and spread democracy and capitalism across the entire North American continent.</p> <p>Santa Fe Trail - a 19th-century transportation route through central North America that connected Franklin, Missouri, with Santa Fe, New Mexico.</p> <p>Louisiana Purchase - the acquisition of the territory of Louisiana by the United States from the French First Republic in 1803 at a cost of fifteen million dollars, or approximately eighteen dollars per square mile.</p> <p>Mexican cession - the region in the modern-day southwestern United States that Mexico ceded to the U.S. in the Treaty of Guadalupe Hidalgo in 1848 after the Mexican–American War.</p> <p>Gadsden Purchase - a roughly 30,000 square-mile region of present-day southern Arizona and southwestern New Mexico that was acquired by the United States in a treaty signed by American ambassador to Mexico James Gadsden on December 30, 1853.</p> <p>Industrialization - the development of industries in a country or region on a wide scale.</p> <p>Settlement - a place, typically one that has been uninhabited, where people establish a community.</p> <p>Homesteaders - people who took advantage of the Homestead Act of 1862.</p> <p>Census - the procedure of systematically calculating, acquiring and recording information about the members of a given population.</p>



**Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation**

Grade

Performance Standard(s)

7

7.68. Evaluate the significance of short- and long-range trails throughout the lands gained in the Mexican Cession.

Sample Concept/Content

- The Compromise of 1850
- The Gadsden Purchase
- Butterfield Overland Trail
- Confederate occupation

Supporting Questions

- What were the short and long range trails gained in the Mexican Cession?
- Why were these trails significant?
- What was the Compromise of 1850?
- How did the Confederate occupation impact the land?

Vertical Alignment

Previous Grades:

6.48. Compare how regional environments impacted the advances of technology for travel and trade.

6.24. Compare environmental and geographic characteristics of locations of the earliest human settlements.

Future Grades:

8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.

Students Who Demonstrate Understanding Can...

- Identify the short and long range trails gained in the Mexican Cession and explain the significance of each.
- Analyze the impact of both the Compromise of 1850 and Confederate occupation of land.

Vocabulary for Teacher Development

Confederate - the government of 11 Southern states that seceded from the Union in 1860–61, carrying on all the affairs of a separate government and conducting a major war until defeated in the spring of 1865.

Occupation - the action, state, or period of occupying or being occupied by military force

Mexican Cession-: the region in the modern-day southwestern United States that Mexico ceded to the U.S. in the Treaty of Guadalupe Hidalgo in 1848 after the Mexican–American War.



Anchor Standard:
History 17. Historical Thinking

Grade

Performance Standard(s)

7

7.69. Categorize causes and consequences of the U.S. military invasion of Mexico and New Mexico.

Sample Concept/Content

- Mexican-American War
- Kearney code
- Treaty of Guadalupe-Hidalgo
- Land-grant issues
- Corruption/Santa Fe Ring
- Social conflict
- Reservation policy

Supporting Questions

- What were the causes and consequences of the U.S. military invasion of Mexico and New Mexico?
- Compare the Kearny Code to the Bill of Rights.
- How did the Treaty of Guadalupe-Hidalgo impact New Mexico?
- What was the Santa Fe Ring and how did this negatively impact New Mexico politics?

Vertical Alignment

Previous Grades:

4.14. Examine the changes in governance of New Mexico.

Future Grades:

8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.

8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the "new" U.S. Territories.

8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Analyze the causes and consequences of the U.S. military invasion of Mexico and New Mexico. ● Compare the Kearny Code to the Bill of Rights. ● Examine how the Treaty of Guadalupe-Hidalgo impacted New Mexico. ● Explain how corruption was tied to the Santa Fe Ring and how this negatively impacted New Mexico politics. 	<p>Mexican-American war - war between the United States and Mexico from 1846-1848 over the annexation of Texas and whether it's borders were in Mexico or the U.S.</p> <p>Kearney Code - a legal code (New Mexico Bill of Rights) named after General Stephen W. Kearny created in present-day Santa Fe, New Mexico on September 22, 1846 for use in the new New Mexico Territory, as occupied by the United States Army on August 18 during the U.S.-Mexican War.</p> <p>Treaty of Guadalupe-Hidalgo - treaty signed on February 2, 1848 at Guadalupe Hidalgo that brought an official end to the Mexican-American War in which Mexico ceded 55 percent of its territory, including parts of present-day Arizona, California, New Mexico, Texas, Colorado, Nevada, and Utah, to the United States. Mexico also relinquished all claims to Texas, and recognized the Rio Grande as the southern boundary with the United States.</p> <p>Social conflict - the struggle for power in society.</p> <p>Corruption - dishonest or fraudulent conduct by those in power, typically involving bribery.</p>



Anchor Standard:
History 17. Historical Thinking

Grade

Performance Standard(s)

7

7.70. Explore the impact of land ownership throughout New Mexico History.

Sample Concept/Content

- Mexican-American War
- Kearney Code
- Treaty of Guadalupe-Hidalgo
- Land-grant issues
- Corruption/Santa Fe Ring
- Social conflict
- Reservation policy

Supporting Questions

- How did land ownership policies and treaties impact New Mexico?
- Compare the impacts of these policies and treaties on different groups of people.
- How did corrupt policies affect New Mexico people?

Vertical Alignment

Previous Grades:

4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflict.

Future Grades:

8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the “new” U.S. Territories.

8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.

Students Who Demonstrate Understanding Can...

- Explain how land ownership policies and treaties impacted New Mexico.
- Compare the impacts of these policies and treaties on different groups of people. (i.e. Treaty of Guadalupe-Hidalgo, land grants, Reservation Policy).
- Analyze the impact of corrupt policies and their effect on New Mexico people. (i.e. Santa Fe Ring).

Vocabulary for Teacher Development

Land-grant - a grant of land made by the government especially for roads, railroads, or agricultural colleges.

Santa Fe Ring - a group of powerful attorneys and land speculators in the United States during the late 19th century and into the early 20th century that gained a fortune through political corruption and fraudulent land deals.



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.71. Identify how stereotyping influences social perspectives about members of a group.

Sample Concept/Content

- Barboncito- a Navajo political and spiritual leader who was a signatory of several treaties between the United States and Navajos.
- Mangas Coloradas - an Apache tribal chief and a member of the Mimbrenño (Tchihende) division of the Central Apaches.
- Geronimo - a prominent leader and medicine man from the Bedonkohe band of the Apache people.
- Political cartoons
- Public opinions

Supporting Questions

- How did stereotypes of particular groups of people influence the social perspectives of the time period?
- Explain how the leadership of Indigenous leaders such as Mangas Coloradas and Geronimo impacted perspectives and change.
- How is public opinion impacted by governmental leadership?

Vertical Alignment

Previous Grades:

6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.

6.52. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

Future Grades:

8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.

8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

Students Who Demonstrate Understanding Can...

- Identify stereotypes of particular groups of people.
- Analyze how stereotypes influenced the social perspectives of the time period.
- Explain the impact of Indigenous leaders on the perspectives portrayed.
- Analyze political influence through different mediums (speeches, political cartoons, etc.) and critique its reliability.

Vocabulary for Teacher Development

Political cartoons - drawing (often including caricature) made for the purpose of conveying editorial commentary on politics, politicians, and current events.

Stereotype - widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Perspective - a particular attitude toward or way of regarding something; a point of view.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Economics/Personal Financial Literacy 7. Economic Systems and Models

7.66. Show the correlation between the territorial and Indigenous economies, including how both were impacted by U.S. federal policies.

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity

7.71. Identify how stereotyping influences social perspectives and members of the group.

Inquiry 25. Develop Claims

7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.

This instructional task helps students to explore and develop claims around the content from Theme 7.

1. Compare the pros and cons of westward expansion for all groups of people impacted.
2. How is public opinion impacted by governmental leadership?

Sample Task #7

Westward expansion had many impacts on New Mexico people. During this time, governmental leadership impacted the general public's view of what was or was not beneficial. In this instructional task, students will be divided into groups of three. Each student will create a series of diary entries for a particular key historical figure. Each student in the group will use a historical figure that has a different perspective (i.e. Geronimo, Kit Carson, President Polk, Congressman Lincoln, General Stephen Kearny, Barboncito, etc.). Students will create a timeline of the same historical events, and debate the pros and cons of this event from their individual perspective.

Sites and Resources to help with primary and secondary sources. Use as research prior to writing diary entries.

- <https://www.docsteach.org/activities/teacher/reasons-for-westward-expansion#:~:text=The%20oppo%20rtunity%20to%20work%20in,the%20climate%20of%20the%20Plains.>
- https://lisbdnet.com/what-problems-did-the-movement-westward-bring/#What_Problems_Did_The_Movement_Westward_Bring
- <https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/westward-expansion-economic-development>
- <https://lisbdnet.com/how-did-westward-expansion-affect-native-americans/#:~:text=Westward%20Expansion%20generally%20had%20negative,Americans%20resulted%20in%20many%20deaths.>

Exemplar Student Responses

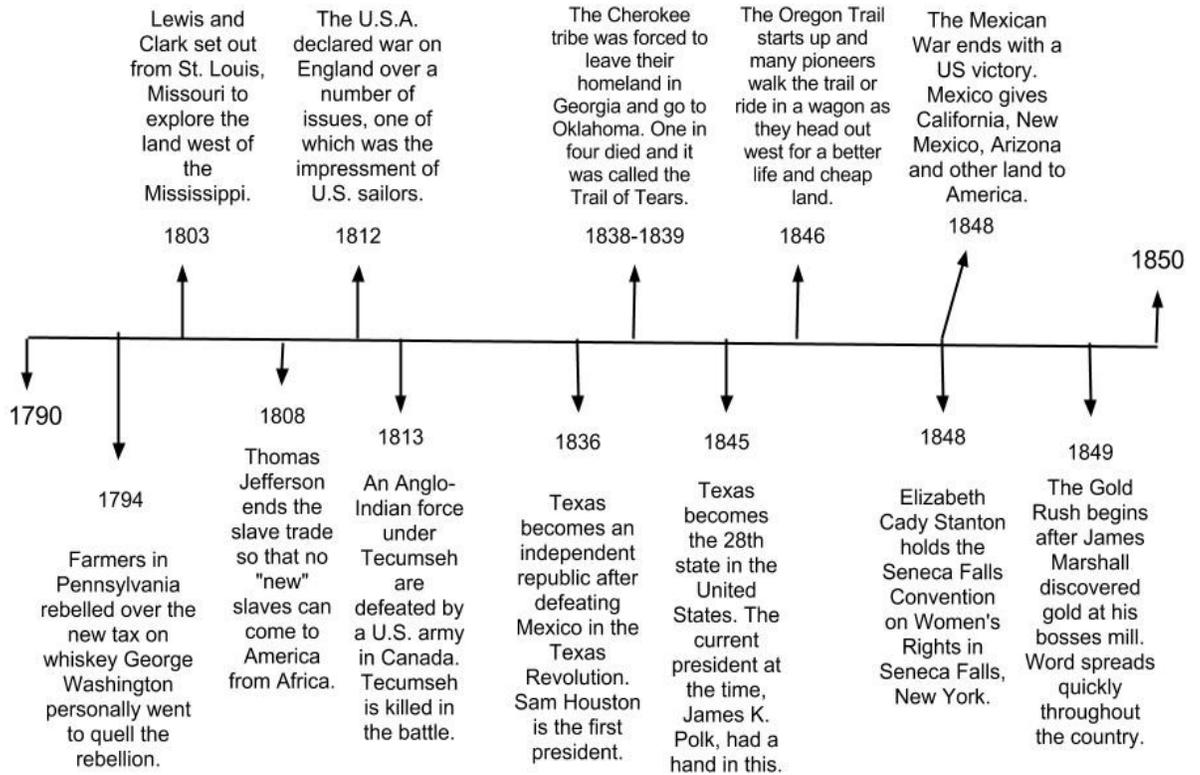
A strong student response should include at least 5 diary entries which refer to a timeline of factual events in their selected person's experience that would directly impact their perspective in favor or against westward expansion.

<p>From the perspective of an Individual benefitting from westward expansion.</p>	<p>Students write factual entries from the perspective of an individual who profited from westward expansion (i.e. mining opportunities, cattle industry, faster travel, owning land for a cheaper price, more supplies and more availability of supplies, agriculture, adventure, new inventions, new jobs). Specific events could include but are not limited to the California Gold Rush, invention and expansion of the Railroad, the belief of Manifest Destiny, The Homestead Act, women's right to vote).</p>
<p>From the perspective of an individual not in favor of westward expansion,</p>	<p>Students write factual entries from the perspective of an individual that was impacted negatively by westward expansion. (i.e. slavery, spreading of disease, displacement from homes, culture, and religion; inequality, wiping out of animal species, decreased Indigenous populations). Specific policies and events could include but are not limited to the Indian Reservation policy, Indian Boarding School Policy, the Navaho Long Walk, Wounded Knee Massacre and other Native American Wars, Civil War, the annexation of Texas, the Mexican-American War, slavery</p>
<p>From the perspective of a governmental figure responsible for laws and policies governing westward expansion.</p>	<p>Students write factual entries from the perspective of an official in power to pass laws, rules and policies that impacted westward expansion (i.e. treaties, elections, bills, laws such as but not limited to Manifest Destiny, the Indian Removal Act, Homestead Act, the Emancipation Proclamation, the Louisiana Territory purchase, women's voting rights).</p>

When students have completed their journal entries, each will create a timeline of at least 5 historical events referred to in their entries that impacted their view on westward expansion. The three people in each group will compare the individual timelines and create a master timeline that will show overlapping events experienced by all three individuals.

Example Timeline

Westward Expansion Timeline



Then students will select at least 3 events from their timeline to compare. Each student will create a cause and effect chart to use in their discussion/debate. The events they choose will be the same events for each student from the group, but will be from the differing perspective of the historical figure chosen by each group member.

Example

Name: _____ Class: _____ Date: _____

WESTERN EXPANSION

Directions: Fill in the missing information about western expansion in the boxes below.

Cause	Effect
 1840's - _____ _____	<ul style="list-style-type: none"> Government encourages pioneers to settle on the frontier Texas becomes part of United States Mexican-American War will result in the Mexican Cession of land (California, New Mexico, Utah, Nevada, Arizona)
 1848 - The United States gains new land in the West.	<ul style="list-style-type: none"> Pioneers seek out new land in the west settling new towns along the way _____ _____ _____
 1850's - Pathfinders open trails to new territories in the west	<ul style="list-style-type: none"> _____ More families are traveling to settle out west seeking to own their own land. _____ _____
 1849 - _____ _____	<ul style="list-style-type: none"> Large number of people migrate to California Most people will not find any gold, but will end up settling and finding another trade for work. Leads to the development of a _____ to expedite travel

Students will use the information they gathered to discuss and debate the pros and cons of westward expansion.

DOK	Blooms
4	Create

Cross-Curricular Connections

CCSS.ELA-LITERACY.RI.7.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text

CCSS.ELA-LITERACY.RI.7.6

Assess how point of view or purpose shapes the content and style of a text

CCSS.ELA-LITERACY.RI.7.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

The people directly involved in westward expansion: Those who profited from it, those who were harmed by it, and those who were directly responsible for the policies that impacted it.

How are groups and individuals portrayed?

Using primary and secondary sources, students will infer thoughts, feelings, and motivations of individual historical figures in the form of diary entries. Students will justify their perspective based on the evidence.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The research of the chosen different individuals forces students to look at multiple perspectives of the same event, policy, etc. By looking at multiple perspectives, students can determine pros and cons and see how these things impacted people differently, particularly marginalized communities who were usually impacted adversely. It also allows students the opportunity to view the impact of governmental agencies on the community as well, as how the community impacts the policies that governments make.

What support is provided to teachers to identify blind spots?

Multiple documents are provided for teachers, which allows them to be able to pick and choose which ones are most feasible for use in their classroom.

How is this text or stimuli culturally/linguistically responsive?

It shows multiple perspectives. It also allows the students opportunities to analyze bias, stereotypes, racism, and inequality. This, in turn, demonstrates the impact these things have on a group's opportunity for success.

VABB Analysis

Validate	Affirm
<p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: How did westward expansion impact the Indigenous people, the Spanish Colonial groups, as well as the American immigrant traders already present in New Mexico?</p> <p>ESR: The people who had already been on the land for thousands of years were forced to give up land, culture, religion, and belief systems they had been practicing for years.</p>	<p>Question: What individuals fought for the equality and rights of those negatively impacted by westward expansion and the forced policies that came with it? How can we determine if these individuals were successful?</p> <p>ESR: People like President Lincoln were opposed to the Mexican-American War, and would later be opposed to slavery. We know they were successful because of documents such as the Emancipation Proclamation and the end of slavery. On the other hand, his views of equality did not carry over to the Indigenous people or other ethnic minority groups.</p>

	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>Question: How did the policies of the 1800s impact the future generations of particular groups of people in New Mexico?</p> <p>ESR: Most Indigenous children and children of Spanish/Mexican descent no longer hold to the traditions of their culture such as language, but instead have assimilated to the culture forced upon them.</p>	<p>Question: Many current policies and/or supports in education have changed for Native American people in New Mexico. Do you think these changes/supports are justified? Explain.</p> <p>ESR: Since Native American access to opportunity was not equal and their culture not validated as seen in policies such as forced Indian Boarding School, these supports are justified to level the playing field of opportunity.</p>
	Suggested Student Discourse	
Question	Method	
<p>How did westward expansion impact the Indigenous people, the Spanish Colonial groups, as well as the American immigrant traders already present in New Mexico?</p>	<p>Type: Discussion</p> <p>Strategy: Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>	
Multi-Layered System of Supports/Suggested Instructional Strategies		
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create Text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 		

Instructional Supports

Vocabulary/Text-Based Questioning:

UDL Strategies:

Vocabulary to pre-teach: bias, stereotype, equality, perspective, westward expansion.

Text-Based Questioning:

1. Who benefited from westward expansion and in what way?
2. Who was harmed by westward expansion and in what way?
3. How has westward expansion benefited as well as harmed us in today's time period?

Universal Supports:

- Use multiple media such as audio or video of speeches.
- Create graphic organizers (cause and effect and sample timelines).
- Read and research actual diary entries of historical figures during the time period.

Targeted Supports:

- Provide sentence stems to help students construct a framework for their response.

Grade 7 Early American Territorial Period (1850 CE - 1880s CE)

Compelling Question	Inquiry Alignment
<p>In what ways were the lives of all people in NM impacted by the early American territorial period and how were marginalized communities developed?</p>	<p style="background-color: #c00000; color: white; padding: 5px;">7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.</p> <p>7.9. Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual representation, and multimedia.</p>

Standards at a Glance

Theme 8: Early American Territorial Period (1850 CE–1880s CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 7.72. Evaluate New Mexico's transition into a US territorial government from the perspectives of the various groups residing in the territory at the time.
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 7.73. Describe the economy of territorial New Mexico from various perspectives.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 7.74. Identify cultural diffusion into and out of the New Mexico territory.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 7.75. Identify causes and consequences of US government policies that impacted the territory of New Mexico.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 7.76. Identify and describe the traditions, rights, and norms of the groups to which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time.



**Anchor Standard:
Civics 2. Processes, Rules, and Laws**

Grade

Performance Standard(s)

7

7.72. Evaluate New Mexico's transition into a U.S. territorial government from the perspectives of the various groups residing in the territory at the time.

Sample Concept/Content

- Give reasons as to why it took New Mexico so long to become a state.
- Recognize the difference between a territory and a state.
- Understand how various groups that were residing in NM at this time brought questions of their loyalty to the U.S. territorial government.

Supporting Questions

- Why did it take New Mexico so long in transitioning to a state?
- How did the perspective of New Mexico being "foreign" change to help the territory in becoming a state?

Vertical Alignment

Previous Grades:

6.30. Describe cultural and political structures in classical eastern societies.

6.31. Describe cultural and political structures in classical western societies.

6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.

Future Grades:

8.74. Compare the federal government's responses to the southern states' call for independence with that of the original Thirteen Colonies.

Students Who Demonstrate Understanding Can...

- List several reasons why it took New Mexico so long to become a state.
- Explain the Compromise of 1850.
- Explain how various groups residing in New Mexico from the Early American Territorial Period (1850 CE - 1880s CE) were able to change perspectives and helped NM in becoming a state.

Vocabulary for Teacher Development

Land grants - a grant of public land, especially to an institution, organization, or a particular group of people.
State - a nation or territory considered as an organized political community under one government.
Territory - an area of land under the jurisdiction of a ruler or state.



**Anchor Standard:
Economics/Personal Financial Literacy 8. Money and Markets**

Grade

Performance Standard(s)

7

7.73. Describe the economy of territorial New Mexico from various perspectives.

Sample Concept/Content

- How the territorial economy of New Mexico was understood.
- Crime, corruption, Santa Fe Ring
- Industrialization

Supporting Questions

- What was the economy of colonial New Mexico?
- What are the different viewpoints of New Mexico's historical economy?

Vertical Alignment

Previous Grades:

6.40. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.

6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.

6.46. Explain the role of trade in the development and growth of societies.

6.47. Explain how the interaction between producers and consumers in the trade network satisfied economic wants and needs.

Future Grades:

8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.

8.48. Identify and analyze the economic specializations in the Thirteen Colonies.

8.6. Identify and explain the economic differences between the North and the South.

Students Who Demonstrate Understanding Can...

- Explain the various perspectives of New Mexico's economy during the colonial period.
- Summarize New Mexico's economy from the 1850-1880s.

Vocabulary for Teacher Development

Economy - the large set of interrelated production and consumption activities that aid in an economy.
Territorial - relating to a particular territory, district, or locality.



**Anchor Standard:
Geography 13. Movement, Population, and Systems**

Grade

Performance Standard(s)

7

7.74. Identify cultural diffusion into and out of the New Mexico territory.

Sample Concept/Content

- Identify groups in and out of New Mexico territory.
- Identify cultural diffusion
- Arizona/NM territory
- Civil War in the west
- Land ownership/rights
- Reservation policy

Supporting Questions

- What cultural diffusion is identified in New Mexico?
- How have different groups of people migrated in and out of NM territory?

Vertical Alignment

Previous Grades:

6.41. Identify and compare the movement of key religions and philosophies over time.

Future Grades:

8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.

8.40. Compare and contrast reasons why people moved to - and left - the Thirteen Colonies.

Students Who Demonstrate Understanding Can...

- Explain cultural diffusion in relation to New Mexico territory.
- Summarize the Arizona and New Mexico Territory during this period.
- Explain the reservation policy of this time.

Vocabulary for Teacher Development

Cultural diffusion - the spreading out and merging of pieces from different cultures. For example, these different cultures may have diverse types of food, clothing and even languages.



**Anchor Standard:
History 16. Cause and Consequence**

Grade

Performance Standard(s)

7

7.75. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.

Sample Concept/Content

- Know about the Compromise of 1850
- Groups who fight for homeland, rights, and beginning of railroad tracks in New Mexico
- Colfax and County War
- Las Gorras Blancas

Supporting Questions

- What lessons can we learn from those first years of New Mexico's statehood?
- What prevented NM from becoming a state?
- What cause and effects of U.S. government policies impacted the territory of NM?

Vertical Alignment

Previous Grades:

6.36. Identify the political and social issues that lead to the development of new philosophies during the classical period.

6.44. Explain what led to the emergence of European feudalism.

Future Grades:

8.42. Evaluate the impacts of European colonization on Indigenous populations.

8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples.

Students Who Demonstrate Understanding Can...

- Explain how the various groups impacted the territory of New Mexico to include the Compromise of 1850, homeland rights, conflicts, and any other causes or consequences during this time.

Vocabulary for Teacher Development

Colfax and County War - a war that occurred from 1873-1888 between settlers and the new owners of the Maxwell Land Grant in Colfax County.
Las Gorras Blancas - a group active in the New Mexico Territory and American Southwest in the late 1880s and early 1890s in response to Anglo-American squatters.
State Constitution - the statement of basic principles and highest laws of a state.



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

7

7.76. Identify and describe the traditions, rights, and norms of the groups to which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time.

Sample Concept/Content

- Identity, traditions, rights, and norms
- The NM Slave Code

Supporting Questions

- How would you identify and describe your traditions, rights, and norms of a group?
- How have traditions, rights, and norms evolved over time?

Vertical Alignment

Previous Grades:

- 6.19. Identify how differences and similarities between diverse groups impact perspectives.*
- 6.20. Demonstrate relationships between personal events and historical events.*
- 6.21. Explain how the treatment of people in ancient civilizations shaped group identities and culture.*

Future Grades:

- 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.*
- 8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.*
- 8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.*

Students Who Demonstrate Understanding Can...

- Explain your traditions, rights, and norms of which you identify.
- Design a diagram or a model to show how traditions, rights, and norms have changed over time with which you identified.

Vocabulary for Teacher Development

Diversity - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientation, etc.

Identity - the fact or characteristics determining who or what a person or thing is.

Norms - something that is usual, typical, or standard

Rights - that which is morally correct, just, or honorable.

Traditions - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Civics 2. Processes, Rules, and Laws

- 7.72. Evaluate New Mexico's transition into a U.S. territorial government from the perspectives of the various groups residing in the territory at the time.

Inquiry 24. Gather and Evaluate Sources

- 7.4. Evaluate primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic:
- 7.9. Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual presentation, and multimedia.

This instructional task helps students to explore and develop claims around the content from Theme 8:

1. Why did it take New Mexico so long to transition into a state?
2. What were the perspectives of the various groups residing in New Mexico during this time?
3. What were the pros and cons of New Mexico transitioning into a state?

Sample Task #8

This project will be group activity, students will utilize social studies and technology skills by creating a timeline chart of New Mexico's quest for statehood using primary source documents. The students then will be designing a final project such as a travel journal, storytelling, newspaper or magazine article, Google slides presentation or a video.

Students will explore the Celebrating New Mexico Statehood website (<http://nmstatehood.unm.edu>) and take notes on relevant materials highlighting various perspectives on individuals on the quest of New Mexico transitioning to a state. Students will create a rough timeline of New Mexico's quest for statehood. Students will utilize these primary sources to read and fill in missing information in their research:

[American Memory \(Library of Congress\)](#)

[New Mexico Centennial \(Official Website\)](#)

[New Mexico Office of the State Historian](#)

[New Mexico Secretary of State Blue Book](#)

[New Mexico Tourism Department](#)

Students will create a final project and present it to their classmates.

During the whole group discussion students may use exit tickets to define or answer, “What are primary sources?” This time students may brainstorm different types of primary sources. The students may be divided up into groups and their cooperative group roles would consist of the following:

- Leader - Keeps the group on task; makes decisions with consent and affirmation of the group.
- Recorder - Records the written information generated by the group.
- Reporter - If needed, this person will make the presentation to the class; otherwise, this task falls on the leader.
- Timer/Illustrator - Keeps track of time elapsed/time remaining and provides drawings, illustrations, online pictures as part of the groups presentation.

Exemplar Student Responses

A strong group final projects will include one of the following:

- **Travel brochure or journal** - Students will create a travel brochure or journal of a trip around New Mexico locations, highlighting various perspectives on individuals on the quest of New Mexico transitioning to a state. Students must include the significance of New Mexico transitioning into a statehood, for example the pros and cons.
- **Storytelling** - Students will create a dialogue or a short play about New Mexico’s quest for statehood. They must include various perspectives on individuals on their quest on New Mexico transitioning to statehood. Students must include the significance of New Mexico transitioning into a statehood, for example the pros and cons.
- **Newspaper or magazine article** - Students will create a newspaper article or magazine article including various perspectives on individuals on their quest on New Mexico transitioning to statehood. They will illustrate or include drawings in their article. Students must include the significance of New Mexico transitioning into a statehood, for example the pros and cons.
- **Google Slides** - Students will create a slide presentation about New Mexico’s quest to statehood and include various individual perspectives on their quest through New Mexico . They will include online pictures (cited) with their presentation. Students must include the significance of New Mexico transitioning into a statehood, for example the pros and cons.

DOK

4

Blooms

Create

Cross-Curricular Connections

CCSS.ELA-LITERACY.RI.7.1

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.RI.7.10

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The text offers a broad range of diverse ethnicities, genders, and roles representing the diverse groups represented during the transition of New Mexico into Statehood. There is very little representation of females as during this time period females did not have voting rights.

How are those groups and individuals portrayed?

The NM State Records site provides a diverse range of ethnically, racially, and some gender mixture of examples of types of people and their roles during this time period. The information does identify how the Native Americans were forced off their lands, including the Navajo Long Walk, and the Civil War battles in New Mexico.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The various sites provide ample opportunity for asking questions about the lack of diversity in critical roles during this time. The treatment of Native Americans and other diverse groups in New Mexico are also identified during this time, including females. Also, gives them the opportunity to look at the various perspectives of various groups during this period.

What supports are provided to teachers to identify blind spots?

There are several sites to choose from that allow for which ones are more appropriate for the assignment.

How is this text or stimuli culturally/linguistically responsive?

If the various sites are utilized for the research then students will recognize various individual perspectives on the quest of New Mexico transitioning to a state.

VABB Analysis

<p style="text-align: center;">Validate</p> <p style="text-align: center;"><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p style="text-align: center;">Affirm</p> <p style="text-align: center;"><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: To what extent was there a lack of representation of women and minorities in the Early American Territorial Period.</p> <p>ESR: Women, Native Americans, slaves, and other</p>	<p>Question: What shifts have been made in recent years to increase diversity in the state of New Mexico.</p> <p>ESR: Everyone 18 years or older with a voting</p>

	<p>minorities are rarely mentioned, as they did not have rights during this time.</p>	<p>card is eligible to vote in our state.</p>
<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>	
<p>Question: What did the research reveal about the different perspectives about New Mexico becoming a state?</p> <p>ESR: Students' answers will vary, but could include General Lee Wallace, L. Bradford Prince, Jose Francisco Chavez, Stephen B. Ellis, Antonio Joseph, and many more, including parties that were formed during this time against and for statehood.</p>	<p>Question: Think about people residing in New Mexico today. Do you think they would have different perspectives on the statehood of New Mexico?</p> <p>ESR: Students' answers will vary based on their experiences, background, and knowledge, but their answers may include individuals, groups, or personal beliefs.</p>	
Suggested Student Discourse		
Question	Method	
<p style="text-align: center;">Think about people residing in New Mexico today. Do you think they would have different perspectives on the statehood of New Mexico?</p>	<p>Type: Discussion</p> <p>Strategy: Think-Pair-Share Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.</p>	
Multi-Layered System of Supports/Suggested Instructional Strategies		
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 		

Instructional Supports	
Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Vocabulary to pre-teach: primary source, statehood, and territory. <p>Text Based Questioning:</p> <ul style="list-style-type: none"> ● What are the differences between primary and secondary sources? ● How do you explain a primary source? ● What was the process of a territory to become a state? ● What are the pros and cons of a territory becoming a state? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide visuals to support different types of timelines. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide students with a Google Sides template to use for their project. ● Provide students with a template for a journal, magazine, or newspaper article. ● Provide students with a graphic organizer for the timeline.

Grade 7 Personal Financial Literacy

Compelling Question

How can investment and purchasing decisions exploit or mitigate the impacts of distribution of resources for individuals and communities?

Inquiry Alignment

7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.

Standards at a Glance

Theme 9: Personal Financial Literacy

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 7.77. Summarize how the distribution of resources impacts consumerism and individual financial decisions.
- 7.78. Differentiate between saving and investing.



Anchor Standard:
Economics/Personal Financial Literacy 10. Personal Financial Literacy

Grade

Performance Standard(s)

7

7.77. Summarize how the distribution of resources impacts consumerism and individual financial decisions.

Sample Concept/Content

- Identify how opportunity cost should help consumers make decisions about how to spend their money.
- Use budgeting to anticipate and prepare for expenses.
- Distinguish between necessities and wants.
- Distinguish between fixed and variable costs.
- Supply and demand.

Supporting Questions

- What is the cost of living in your community?
- What is a typical starting salary in a job or career of interest in your community?
- What resources does your community produce? What resources does it bring in from elsewhere?
- How does scarcity, supply and demand impact prices?

Vertical Alignment

Previous Grades:

6.6. Distinguish among fact, opinion, and reasoned judgment in a source and identify the author's perspectives and possible biases.

6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.

Future Grades:

8.103. Determine the relationship between long-term goals and opportunity cost.

Students Who Demonstrate Understanding Can...

- Research average salaries and cost of living to construct a reasonable budget for a young adult in a given community.
- Identify the advantages and disadvantages of private ownership for a business.
- Identify how compounding interest rates benefit the lender and cost the borrower
- Describe how shareholders benefit from both potential dividends and price changes in shares.
- Explain how incorporation limits personal risk in a business.

Vocabulary for Teacher Development

Commodity - a raw or refined material, livestock, or crop which can be purchased in the moment or as an option.

Corporation - a cooperative-ownership legal entity, created through the laws of its state of incorporation.

Opportunity cost - the price, in terms of what is given up, when a decision to expend resources is made.



Anchor Standard:
Economics/Personal Financial Literacy 10. Personal Financial Literacy

Grade

Performance Standard(s)

7

7.78. Differentiate between saving and investing.

Sample Concept/Content

- Investment as partial or total ownership in a property or company.
- Scarcity in relation to supply and demand.
- Fixed and variable interest rates.
- Rate of return versus interest rate.
- Risk versus reward in investment.
- Identify how opportunity cost should help consumers make decisions about how to spend their money.

Supporting Questions

- How can the rate of return help us decide what is a good or bad investment?
- How does a fixed interest rate differ from a variable rate?
- Are there any other considerations besides risk and rate of return that investors should consider?

Vertical Alignment

Previous Grades:

6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.

Future Grades:

8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.

Students Who Demonstrate Understanding Can...

- Research average salaries and cost of living to construct a reasonable budget for a young adult in a given community.
- Identify the advantages and disadvantages of private ownership for a business.
- Identify how compounding interest rates benefit the lender and cost the borrower.
- Describe how shareholders benefit from both potential dividends and price changes in shares.
- Explain how incorporation limits personal risk in a business.

Vocabulary for Teacher Development

Stock - also known as equity) is a security that represents the ownership of a fraction of a corporation.

Bond - a promissory note to repay a loan with interest by a specified date.

Interest - money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt.

Investment - a purchase in the hopes of future profits.

Principal - the amount of the loan borrowed.

Term - the length of the period of repayment for a loan.

Interest rate - the percentage of the original principal that is required to be repaid, typically reported in terms of Annual Percentage Rate (APR)

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 7.78. Differentiate between saving and investing.

Inquiry 26. Communicate and Critique Conclusions

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

Sample Task #9

Have students research a major purchase, such as a vehicle or a home of their choice, and use a [mortgage calculator](#) to compare the cost over time of the purchase if it is 100% Credit, 75% Cash Down, or 50% Cash Down. Students can also compare the cost if the term of the loan is set at shorter or longer amounts of time, depending on the purchase. (3, 5, 7 years for vehicles; 20, 25, 30 for home.)

Finally, have them compare amortization at 5%, 7%, and 10% interest rates.

Extension: Have them research APR on Credit cards as well.

Exemplar Student Responses

An exemplary student response will provide information to explain the **opportunity cost in additional interest paid** of reducing payments by increasing the term of the loan over time, the increased costs in terms of interest associated with taking out a larger principal balance, and the cost associated with higher interest rates.

Note that this activity may be assigned in a formal way or as an informal exploration/discussion, but students should focus on the Amount of Interest Paid in various scenarios.

Note that this activity can be constructed to require a worksheet completion, a report, or simply a group discussion and presentation. The **deliverable** may therefore be written, presented visually, or simply an oral explanation of why a student may have decided on a particular set of loan terms for their hypothetical.

DOK

3

Blooms

Analyzing

Cross-Curricular Connections

CCSS.MATH.CONTENT.7.RP.A.3

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The text can include information about mortgage programs for underrepresented populations.

How are those groups and individuals portrayed?

Students should see that diverse populations can obtain mortgages when good financial decisions are made.

What supports are provided to teachers to identify blind spots?

Not all students, or their families, have access to the banking system. Discussions of how families store and transfer money may include cash economy, paycheck-cashing, and wire transfers as well as banks, credit unions, and certain online services such as PayPal, Cashapp, and Venmo.

How is this text culturally/linguistically responsive? Teachers can point students towards websites that specialize in mortgages for people of color or underrepresented populations.

VABB Analysis

<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: What are some differences between wants and needs with regards to living situations?</p> <p>ESR: Student responses will vary with experience. For example, students may discuss how the need for shelter met without a garage or a home, but people may want more than that.</p>	<p>Question: Are there circumstances in which home ownership is not ideal? Explain.</p> <p>ESR: Student answers will vary depending on experiences but should affirm that sometimes ownership is not ideal-- for example, if someone is living in an area for a short time.</p>
<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: What are some differences in how people store and transfer money?</p> <p>ESR: Students will discuss various ways they are familiar with money being used including:</p>	<p>Question: What are some economic costs and benefits for the ways people finance large purchases? How does this relate to decisions like home ownerships?</p>

<p>banking, credit unions, wire transfers, check-cashing, cash economy, and online applications (CashApp, Venmo, etc.)</p>	<p>ESR: Students responses should discuss interest rates, how sometimes rates may be higher or lower, how having a banking account versus using PayDay Lenders or check-cashing institutions impact amount of money someone receives, and other experiences they may have to notice that homeownership is not always an option that fits a person’s situation.</p>
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Suggested Student Discourse

Question	Method
<p>How does the term, interest rate and principal amount of the loan affect payments and how much interest has to be paid?</p> <p>Supporting Questions</p> <ul style="list-style-type: none"> • How much more will you have to pay if you extend the term of the loan? • When might short-term monthly savings be worth paying more interest in the long term? • How can one find the lowest interest rate available? • How does saving up to make a down payment on a large purchase affect the overall cost of that purchase? • If you owe five thousand dollars at ten percent interest, and can earn two percent interest on a savings account, does it make more sense to prioritize savings or paying down that debt? 	<p>Type: Discussion</p> <p>Strategy: Snowball Discussion</p> <p>Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports	
Vocabulary/Text-Based Questioning:	UDL Strategies:

Vocabulary to pre-teach:

- principal, term, compounding interest, amortization, interest rate

Text-Based Questioning:

- When have you encountered percentages in your studies in math?
- How would compounding interest affect your debt if you took an offer of no payments required for a year on a purchase?
- How would compounding interest affect your student loan debt if you did not make pay that interest while in school?

Universal Supports:

- Utilize an amortization calculator (found in the resources) to ensure that students can see the calculations.

Targeted Supports

- Display interest graphs over time to show the cost of a loan.