


New Mexico Instructional Scope

Social Studies Guide

Key

	<p><i>Anchor Standard</i></p>	<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 data-bbox="581 596 1058 970" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #4a7ebb; color: white; text-align: center;"><td>Civics and Government</td></tr> <tr style="background-color: #f1c232; color: white; text-align: center;"><td>Economics</td></tr> <tr style="background-color: #70ad47; color: white; text-align: center;"><td>Geography</td></tr> <tr style="background-color: #6a5acd; color: white; text-align: center;"><td>History</td></tr> <tr style="background-color: #e67e22; color: white; text-align: center;"><td>Ethnic, Cultural and Identity</td></tr> <tr style="background-color: #e74c3c; color: white; text-align: center;"><td>Inquiry</td></tr> </table> </div>	Civics and Government	Economics	Geography	History	Ethnic, Cultural and Identity	Inquiry
Civics and Government								
Economics								
Geography								
History								
Ethnic, Cultural and Identity								
Inquiry								
	<p><i>Priority Standard</i></p>	<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>						

High School Ethnic, Cultural, and Identity Studies

20. Diversity and Identity

Compelling Question	Inquiry Alignment
<p>How is cultural diversity a strength or weakness for an identity group?</p>	<p>9-12.ECI.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>9-12.ECI.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses).</p>
	<p>9-12.ECI.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.</p>

Standards at a Glance

Ethnic, Cultural, and Identity Studies


Anchor Standard
The student demonstrates an understanding of:

Performance Standard
Therefore, the student is able to:

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

- 9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.
- 9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, sexual orientation, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.
- 9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing over time.
- 9-12.ECI.16. Assess how social policies and economic forces offer various identity groups privilege or systemic inequity in accessing social, political, and economic opportunity regarding education, government, healthcare, industry, and law enforcement.

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Examples of group identities are, but not limited to: <ul style="list-style-type: none"> ○ Upper/middle/lower class ○ Christian/Muslim/Hindu/Atheist ○ Black/White/Native American/Hispanic/Chicano/Latin American/Latin X ○ LGBTQ+ ○ First generation to go to college ○ Gen Z/Millennial/Gen X/Baby Boomer ○ Differently abled ○ National identity ○ Political identity ● Discrimination and prejudice occur across all group identities ● Privilege and oppression occur when one group identity holds the majority of society’s power ● Tolerance and acceptance allow different groups identities to see the importance of diversity 	<ul style="list-style-type: none"> ● What are your group identities and how do they affect how you see the world and others? ● How do specific group identities relate to societal power? ● How do specific group identities relate to stereotypes, discrimination, and prejudice?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p>7.36. Describe the relationship between cultural heritage(s) and personal identity or identities.</p> <p>7.57. Discuss the importance of respecting individual cultures and explore how to address stereotypes.</p>	<p><i>High School Connections:</i></p> <p>912.WH.35. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in world.</p> <p>912.US.33. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.</p>	

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Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Differentiate between group identities as being based on race, ethnicity, gender, sex, sexual orientation, class/socioeconomic status, religious affiliation, ability, citizenship, nation of origin, tribal affiliation, and age. ● Demonstrate how individuals and groups belong to multiple identities simultaneously. ● Identify strengths of personal group identities. ● Examine power relationships between group identities. ● Explain stereotypes, prejudice, and discrimination held by personal group identities towards others. ● Defend the value of having a group identity. 	<p>Culture - the values, beliefs and perceptions of the world that are learned and are shared by members of a community or society, and which they use to interpret experience and to generate behavior, and that are reflected in their own behavior.</p> <p>Society - the aggregate of people living together in a more or less ordered community.</p> <p>Ethnicity - a group of people with shared culture, ancestry, religion, physical attributes.</p> <p>Group identity - a person's sense of belonging to a particular group.</p> <p>Individual identity - a person's self-image consisting of how they perceive themselves as different from others.</p> <p>Tolerance - to allow the existence of beliefs, ideas, and opinions contrary to personal feelings.</p> <p>Power - informal or formal ability to make decisions regarding access to resources and influence individual behavior/group behavior/course of events.</p> <p>Privilege - unearned or earned advantages, rights, freedoms, or benefits given to a group of people based on group membership.</p> <p>Oppression - systematic use of power or status for the unequal or unjust treatment of individuals or groups through societal laws, norms, customs, and institutions.</p> <p>Prejudice - holding unreasonable preconceived judgments or convictions especially pertaining to irrational suspicion or hatred of a particular group, race, or religion.</p> <p>Hispanic - a person in the United States of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.</p> <p>Latin American - a native or inhabitant of the region of Latin America</p> <p>Chicano - someone who is native of, or descends from, Mexico and who lives in the United States.</p> <p>Latinx - an American English neologism, sometimes used to refer to people of Latin American cultural or ethnic identity in the United States.</p> <p>Black - a racialized classification of people, usually a political and skin color-based category for specific populations with a mid to dark brown complexion.</p> <p>African American - an ethnic group consisting of Americans with partial or total ancestry from any of</p>

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		<p>the Black racial groups of Africa.</p> <p>White - a racialized classification of people and a skin color specifier, generally used for people of European origin; although the definition can vary depending on context, nationality, and point of view.</p>
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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, sexual orientation, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Intersectionality - All individuals and groups (demographic/community) have multiple identities. <ul style="list-style-type: none"> ○ First generation to go to college, Black female ○ Conservative Korean American ○ Generation Z nonbinary atheist ● Multiple identities in the same demographic establish diversity. <ul style="list-style-type: none"> ○ The broadest category of Hispanics/Latinos value similar things: music, language, shared experiences. However, they celebrate the uniqueness of their culture by integrating traditions unique to certain identity groups (Black and Indigenous). For example, including members of these identity groups in Hispanic Heritage Month. ● Being an American is a shared experience, but includes different perspectives for every identity group. Understanding the perspective each identity group has about being American creates diversity. ● Identities can struggle to include or exclude other identities. Often taking forms such as racism, prejudice, and discrimination. ● Certain identity groups have been portrayed favorably or negatively by the media. <ul style="list-style-type: none"> ○ Advertising ○ Cable news ○ Inclusion of minority identity groups in TV shows and movies 	<ul style="list-style-type: none"> ● How do the members of one identity see others from another identity? ● How have members of an identity been portrayed in history, media, and current events? ● What strengths in one identity can be used to build relationships with other identities? ● How have identities changed over time?

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Vertical Alignment	
<p><i>Previous Grades:</i></p> <p>8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.</p> <p>8.54. Examine the demographics of the Thirteen Colonies in the years leading up to and during the American Revolution.</p> <p>8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.</p>	<p><i>High School Connections:</i></p> <p>9-12.WH.35. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in world history.</p> <p>9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</p> <p>9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.</p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Select a demographic (ex: United States, New Mexico, etc.) and validate the multiple identities inherent in the demographic. ● Explain differences between related identities (cultural/ethnic/racial identities; gender/sexual orientation; national/political). ● Evaluate/debate how relationships between identities have helped or harmed a demographic in the past or present. 	<p>Intersectionality - the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.</p> <p>Cultural identity - identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.</p> <p>Differently abled identity - identification with, or sense of belonging to, a particular group based on differentiated ability such as physical ability, mental ability, or intellectual ability.</p> <p>Ethnic identity - identification with, or sense of belonging to, a particular group based on ethnicity (shared cultural characteristics like language, ancestry, practices, and beliefs).</p> <p>Gender identity - identification with, or sense of belonging to, a particular group based on gender such as cisgender, transgender, agender, bigender, etc.</p> <p>Sexual orientation - an enduring pattern of romantic, emotional, or sexual attraction (or a combination of these) to persons of the opposite sex or gender, the same sex or gender, or to both sexes or more than one gender.</p> <p>National identity - the sense of belonging one has to</p>

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		<p>a state, nation, or tribe or a sense of solidarity one feels with a particular group without regard to one's actual citizenship status</p> <p>Political identity - identification with, or sense of belonging to, a particular group based on political ideologies or leanings such as conservative, liberal, independent, etc.</p> <p>Racial identity - identification with, or sense of belonging to, a particular group based on race (common physical characteristics and some shared culture and history)</p> <p>Religious identity - identification with, or sense of belonging to, a particular group based on religion such as Christianity, Islam, Hindu, Buddhism, Atheist, Agnostic, etc.</p> <p>Demographic - a particular sector of a population.</p> <p>Diversity - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.</p>
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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing over time.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Values help shape a group identity by suggesting what is good or bad, what is sought after and what is avoided, what is acceptable and what is not tolerated. ● Traditions, values, and rites are projected to group members through rewards, sanctions, and punishments. ● As group members evaluate, debate, and change collective societal beliefs, the tenets of the identity will change. ● Collective movements (BLM, #MeToo, marriage equality) have forced identity to groups to reconcile their differences while also helping identity groups to bond. 	<ul style="list-style-type: none"> ● How do societies instill traditions, rites, and norms? ● What are the agents of change for traditions, rights, and norms? ● Why do identity groups splinter into smaller groups? ● What societal stressors can cause an identity group to change?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.</i></p> <p><i>7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.20. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time in regards to the Reconstruction Era.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Examine how major societal movements can affect a particular identity group. ● Investigate how societal pressures can cause a group identity to change. ● Identify large scale agents of change for traditions, rites, and norms. ● Analyze changes in identity groups to hypothesize reasons for change. 	<p>Tradition - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.</p> <p>Rites - a social or religious custom, practice, or conventional act.</p> <p>Formal norms - are established, written rules, behaviors worked out and agreed upon in order to suit and serve the most people.</p>

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		<p>Informal norms - casual behaviors that are generally and widely conformed to.</p> <p>Values - are a group's standard for discerning what is good and just in society.</p> <p>Beliefs - are the tenets or convictions that people hold to be true.</p> <p>Subculture - a distinctive set of standards and behavior patterns by which a group within a larger society operates.</p>
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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.ECI.16. Assess how social policies and economic forces offer various identity groups privilege or systemic inequity in accessing social, political, and economic opportunity regarding education, government, healthcare, industry, and law enforcement.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Examples of economic inequity: <ul style="list-style-type: none"> ○ Two people committing the same crime; one gets convicted and the other does not because they can afford a better lawyer. ○ One student can afford to go to college because their parents are wealthy whereas another student cannot because their parents are poor. <ul style="list-style-type: none"> ■ Affirmative Action ● Examples of political inequity: <ul style="list-style-type: none"> ○ Voices of majority identity groups are represented at a higher rate in government. ○ Laws that favor/target some groups over other. <ul style="list-style-type: none"> ■ Jim Crow Laws ● Examples of social inequity <ul style="list-style-type: none"> ○ Better educated parents invest more time and money in their children, who are more successful in the labor market. ○ Gender pay gap. ○ People with higher socio-economic status live longer and have lower rates of disease than those with lower socio-economic status. 	<ul style="list-style-type: none"> ● What significance do institutional policies and legislation have on social inequity? ● Which groups are most affected by economic, political, and social inequities positively and negatively? ● What historical events, time periods, and shifts contributed to current economic, political, and social inequities?
	Vertical Alignment	
<i>Previous Grades:</i> 7.22. Evaluate how society's responses to different social identities lead to access and	<i>High School Connections:</i> 912.WH.36. Examine the impact of historical cultural, economic, political, religious, and social	

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	<p><i>barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</i></p> <p><i>8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society.</i></p> <p><i>8.79. Examine how enslaved people adapted within and resisted their captivity.</i></p>	<p><i>factors that resulted in unequal power relations among identity groups.</i></p> <p><i>912.US.86. 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.</i></p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
<ul style="list-style-type: none"> ● Examine a policy to determine its impacts on economic, political, and social inequity. ● Contrast identity groups that are given privileges with those who are not in various settings. ● Analyze the impact of historical events, time periods, or shifts on economic, political, and social inequity. 	<p>Inequity - lack of fairness or justice.</p> <p>Social inequality - occurs when resources in a given society are distributed unevenly, typically through norms of allocation, that engender specific patterns along lines of socially defined categories of persons. It is the differentiation preference of access of social goods in the society brought about by power, religion, kinship, prestige, race, ethnicity, gender, age, sexual orientation, and class.</p> <p>Stigma - a mark of disgrace associated with a particular circumstance, quality, or person.</p> <p>Generational Wealth - refers to monetary assets passed by one generation of a family to another.</p> <p>Globalization - describes the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information.</p> <p>Socio-Economic Status - the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.</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.

912.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, sexual orientation, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.

9-12.ECI.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses).

9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group. (1920-1929)

In this lesson, students will use written and photographic evidence to examine and explain social, political, and legal opposition to suffrage for women from the colonial period through the early twentieth century.

Lesson adapted from: Gilder Lehrman Institute (worksheets and primary sources can be found [here](#)). This task is designed to align with both Ethic, Cultural, Identity standards and United States history standards.

Sample Task #1

Historical Background

In colonial America, the right to vote was given to property-owning white male adults who were considered to have a stake in society. This qualification excluded most women. Racial and religious qualifications also excluded many others. When a man cast a vote in any sort of election, the vote was cast on behalf of his family. Under the English common law doctrine of coverture, the husband covered his wife's legal identity under the authority of marriage.

Voting qualifications were not universally applied throughout the colonies. By 1701, a woman had the right to vote in New York so long as a man permitted it. By the end of the 17th century, women who owned property in their own names were given permission to vote in Massachusetts.

At the time of the American Revolution each state drafted its own constitution. While the country won its independence, women did not. Most states incorporated language that excluded women from having the right to vote. Various phrases were used enfranchising "freeman," "free white men," "male person," and "man."

Students will be able to:

- Read, analyze, and discuss the meaning and importance of passages from primary sources
- Develop answers to critical thinking questions based on primary source texts
- Assess the effectiveness of a pamphlet and photograph in addressing the essential question

Procedure:

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1. The teacher can read the historical background to the students in order to give context.
2. Distribute the [“Voting Rights during the Founding Era” activity sheet](#). There are 3 passages from documents addressing voting rights written in the eighteenth century. Read aloud the selection by Blackstone and model how to answer the question. Following questions can be answered as a class, in small groups, or individually.
3. Distribute the “Critical Thinking Questions: *Some of the Reasons against Woman Suffrage*” activity sheet. If students are in partners or groups, have them discuss among themselves what each passage means to them. After giving them discussion time, have the students share their ideas with the class. It is important that students support their conclusions by referring directly to evidence in the text.
4. Distribute copies of “Vote NO on Woman Suffrage” from *Household Hints*. Ask students to select one of the “because” statements.
 - a. Tell students to place themselves in the position of explaining and defending the “because” statement they selected
 - b. Make an argument, as a supporter of women’s suffrage, to debunk that argument
 - c. Have volunteers report out their arguments
5. Ask: How does this activity help us understand why it took until 1920 to grant women the right to vote? Encourage students to use evidence from the primary sources to support their answers.

Additional Sources:

- [Sojourner Truth’s speech from the Address to the First Annual Meeting of the American Equal Right Association, May 9, 1867](#)
- [Report of the Woman's Rights Convention, held at Seneca Falls, New York, July 19th and 20th, 1848. Proceedings and Declaration of Sentiments](#)

Exemplar Student Responses

A strong student response should include critical thinking and using textual evidence to support their argument.

Example:

- Blackstone believed that by marriage, a man absorbed a woman’s identity. While married, a woman could not function independently to the benefit of being protected by the man in all aspects.
- Adams believed allowing women to vote would create a precedent in which the Government would be constantly changing voter laws to make sure every person was equal.
- On the “Vote NO on Woman Suffrage” primary source, the first “because” statement is “90% of the women either do not want it, or do not care. The entire source is biased as it comes from the National Association Opposed to Woman Suffrage. The source does not provide information about who was asked or where a survey might have been given to support a 10% support of woman suffrage. The source also does not go deeper into describing why women would not want to vote or why they would not care to vote demonstrating additional bias.

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Blooms

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	3	Defend
	Cross-Curricular Connections	
	<p style="text-align: center;"><u>CCSS.ELA-LITERACY.RH.11-12.1</u> <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.SL.11-12.3</u> <i>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.11-12.1</u> <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p>	
	Culturally and Linguistically Responsive Teaching and Learning	
	<p>Who is represented in the text or stimuli? Prominent historical figures are referenced in the text such as John Adams.</p>	
	<p>How are groups and individuals portrayed? The prominent historical figures are portrayed as flawed and their logic as unsound as they grapple with the potential loss of power if women were allowed to vote. This is important as students need to understand that opposition to women's suffrage is not only a societal issue of gender roles, but also a political power issue.</p>	
	<p>Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The documents force students to ask questions about the plausibility of arguments against women’s suffrage. Additionally, it leads students to question the motives behind preventing women the right to vote.</p>	
	<p>What supports are provided to teachers to identify blind spots? Multiple viewpoints/quotes are provided to the teacher to demonstrate a large conglomeration of the same rhetoric. Multiple viewpoints allows the teacher to focus on ones that might best fit their own classroom culture.</p>	
	<p>How is this text or stimuli culturally/linguistically responsive? Taken together these texts help students make connections between societal rhetoric and political motivations for opposition to women’s suffrage.</p>	
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</i></p>	

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		<i>mainstream.</i>
<p>What do the primary sources reveal about the challenges women faced during the early twentieth century?</p> <p>ESR: Women had little personal identity in the eyes of the law and were discriminated against as being too frail and feeble-minded to make decisions as important as voting.</p>	<p>What shifts have been made in recent years to increase rights for women?</p> <p>ESR: There has been an increase in conversations about womens’ rights to privacy, the gender pay gap, and strong feminist movements.</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>If you could provide advice to today’s government from leaders of the women’s suffrage movement in the form of a meme, what would that advice be?</p> <p>ESR: Student answers will vary, but could include a picture of Susan B. Anthony with the quote, “I got 99 problems, but the 19th amendment a’int one.”</p>	<p>Think about recent societal rhetoric concerning women’s rights and equal rights. What struggles are minority gender groups facing and do they mirror the struggles of the past?</p> <p>ESR: Student answers will vary, but could include rhetoric about abortion, equal pay, and gender roles. Students can provide examples of recent laws that have affected minority gender groups.</p>	
Suggested Student Discourse		
Question	Method	
<p>How is cultural diversity a strength or weakness for an identity group?</p>	<p>Type: Discussion Strategy: Inner-Outer Circle A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.</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> <p>1.) Identify vocabulary words to pre-teach.</p>		

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	<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. <p>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.</p>	
	Instructional Supports	
	Vocabulary/Text-Based Questioning:	Strategies:
	<p>Vocabulary to pre-teach:</p> <ul style="list-style-type: none"> ● Farthing ● Subtile ● Militant ● Subservient ● Advocate ● Annul ● Commensurate <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What reasoning do the authors of the anti-suffrage documents give to oppose women’s suffrage? ● How do the women’s rights advocates counter these arguments? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Targeted excerpts are given so students read less, but gain full understanding of viewpoint <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide sentence stems to help students construct a framework for their response. ● Provide a document guide with targeted questions about the key ideas of each excerpt ● Identify additional vocabulary words students may need more background knowledge to understand.

High School Ethnic, Cultural, and Identity Studies

21. Identity in History

Compelling Question	Inquiry Alignment
<p>What is the value of past struggles to current identity groups?</p>	<p>9-12.ECI.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p> <p>9-12.ECI.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>

Standards at a Glance

Ethnic, Cultural, and Identity Studies

Anchor Standard

The student demonstrates an understanding of:


Performance Standard

Therefore, the student is able to:

Ethnic, Cultural, and Identity Studies 21. Identity in History

- 9-12.ECI.17. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.
- 9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.
- 9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 21. Identity in History	
Grade	Performance Standard(s)	
HS	9-12.ECI.17. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Identify identity groups in the U.S. <ul style="list-style-type: none"> ○ Voluntary <ul style="list-style-type: none"> ■ European people ■ Asian people ○ Pre-existing <ul style="list-style-type: none"> ■ Indigenous people ○ Involuntary/forced <ul style="list-style-type: none"> ■ African people ■ Latin American people ● Define origins of identity groups in the U.S. ● Trends to explore: <ul style="list-style-type: none"> ○ Colonization: The action or process of settling among and establishing control over the Indigenous people of an area. ○ Diaspora: The scattering of people from their original homeland. ○ Monolithism: Awareness that group identity is not the same as uniformity. 	<ul style="list-style-type: none"> ● How did different identity groups get to the U.S.? ● What historic, social and economic forces pushed and pulled different identity groups away from their homelands? ● In what ways are identities shaped by the individual within a larger group?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.</i></p> <p><i>8.33. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.33. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.</i></p> <p><i>9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.</i></p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">• Compare and contrast the origins of different identity groups.	<p>Homeland - a person's or a people's native land.</p> <p>Diaspora - the dispersion of any people from their original homeland.</p> <p>Colonization - the action or process of settling among and establishing control over the Indigenous people of an area.</p> <p>Monolith - a group or social structure regarded as intractably indivisible and uniform.</p>

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 21. Identity in History	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Chicano Movement <ul style="list-style-type: none"> ○ Focused on power relations between whites and Chicanos over the U.S.-Mexico border, identity, language, education, and land rights. ● Indigenous identity group <ul style="list-style-type: none"> ○ Historical Factors - treaties with Indigenous tribes that were never honored. ○ Economic Factors - Tribal gaming and casinos. ○ Cultural Factors- Loss of tribal languages. ○ Political Factors - Sovereignty of pueblos, nations and tribes. ○ Social Factors - Missing and murdered Indigenous women. ○ Religious Factors- Taos Pueblo and Blue Lake: conflict over land, water and Indigenous spiritual views . ● African American identity group <ul style="list-style-type: none"> ○ Generation impacts of slavery. ○ Legacies of Jim Crow. ○ Discrimination in housing, banking, healthcare. 	<ul style="list-style-type: none"> ● What factors resulted in unequal power relations between groups? ● How have social movements in the U.S. sought to address unequal power relations at particular points in time?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.</p>	<p><i>High School Connections:</i></p> <p>9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</p>

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">• Identify factors that resulted in unequal power relations between groups.• Evaluate how social movements in the U.S. sought to address unequal power relations at particular points in time.• Explain the immediate and long term impacts of assimilation on an identity group.• Evaluate the future of assimilated and non-assimilated groups in the United States and beyond.	<p>Power - Informal or formal ability to make decisions regarding access to resources and influence individual behavior/group behavior/course of events.</p>

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 Grade	Anchor Standard: Ethnic, Cultural, and Identity Studies 21. Identity in History	
Performance Standard(s)		
HS	9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Models of Assimilation <ul style="list-style-type: none"> ○ Response to immigration, enslavement, and conquest ● Immigrant, non-immigrant, and Indigenous populations experience assimilation differently, (forced, indigenious, and voluntary). ● Use of schools as primary tools to assimilate immigrant and non-immigrant populations. ● Ethnicity is an unassimilated cultural identity. 	<ul style="list-style-type: none"> ● Do nations have the right to determine their national identity? ● Does assimilation result in equity? ● Is cultural diversity a strength or a weakness?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language between 1865 and 1920.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain the immediate and long term impacts of assimilation on an identity group. ● Apply assimilation processes with current events. ● Evaluate the future of assimilated and non-assimilated groups in the United States and beyond. 	<p>Assimilation - a process by which a person’s or group’s culture becomes that of another group.</p> <p>Anglo conformity - forced adoption of American culture at the demise of the home culture.</p> <p>Multiculturalism - many cultural groups contributing to the superiority of a dominant cultural group.</p> <p>Cultural pluralism - many groups retaining their cultural identity among other culturally distinct groups.</p>

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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.

9-12.ECI.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.

9-12.NMH.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

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.

In this sample task students will examine the impact of the Mexican American War and the Treaty of Guadalupe Hidalgo on different identity groups.

Sample Task #2

Students will choose a national identity (either Indigenous, American, or Mexican) and a factor (either cultural, economic, political, religious, or social). Using the documents below as a guide, students will analyze the power relationships between the nations of Mexico and the United States and evaluate the cultural, economic, political, religious, or social impact on their chosen identity group.

Students should use the following resources to guide their response:

- John O’Sullivan declares America’s “[Manifest Destiny](#)”
- President James Polk’s [message submitted to Congress](#) outlining his reasons for declaring war with Mexico.
- [Treaty of Guadalupe Hidalgo](#)
- Lyrics to “[America the Beautiful](#)”

Exemplar Student Responses

A strong student response would include at least two of the following:

- A direct quote from John O’Sullivan, such as:
 - “Other nations have taken to intrude themselves...in a spirit of hostile interference against us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness,

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and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence.”

- A direct citation from President Polk’s message to Congress
 - “...invaded our territory and shed the blood of our fellow citizens on our own soil”
- Directly citing the Treaty of Guadalupe Hidalgo
 - “Article IX. Mexicans who, in the territories aforesaid, shall not preserve the character of citizens of the Mexican republic”
- A specific citation from the song lyrics to “America the Beautiful”
 - “God shed His grace on thee and crown thy good with brotherhood from sea to shining sea”

DOK

Blooms

3

Analyze

Cross-Curricular Connections

[CCSS.ELA-LITERACY.RH.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The resources reflect the diversity of the American Southwest with a focus on different identity groups who were impacted by American expansion.

How are those groups and individuals portrayed?

As primary sources, the individuals and groups are portrayed as themselves within their own identity groups. Students must evaluate the impact, harm, or benefits of westward expansion on the national Identity Groups involved. Absent from the documents are examples of Mexican national identities drawing conspicuous attention to the nature of the power relations between the United States and Mexico.

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

The documents provide direct examples of historical figures committing to the historical events creating marginalized communities in the United States. Students belonging to American and/or Mexican national identities must contend with questions of culture, diversity, and language within mainstream and marginalized communities in both the past and present resulting from westward expansion.

What supports are provided to teachers to identify blind spots?

Most of the documents come from The Library of Congress Web Guides which provide numerous documents addressing Indigenous identity groups including Article X of the Treaty of Guadalupe Hidalgo.

How is this text culturally/linguistically responsive?

As a primary document, the Treaty of Guadalupe Hidalgo appears in print in both English and Spanish, side by side. Other primary documents reflect the sentiments of the American national identity in asserting its

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cultural, political, religious, and social perspectives and justifications in pursuing westward expansion.

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>To what extent are the cultures and languages of the Mexican and American national identities still practiced in the American Southwest?</p> <p>ESR: Both Mexican and American national identities, including many Indigenous Identities, thrive in the geographic areas affected by westward expansion by the United States.</p>	<p>How has the culture and language of the Mexican national identity positively impacted the culture and language of the American national identity?</p> <p>ESR: Student answers may vary but could include, but not be limited to examples of art, bilingualism, food, and music.</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>To what extent is the American Southwest a bilingual community?</p> <p>ESR: Spanish, along with many Indigenous languages survive American westward expansion. Students may identify the ability to speak more than one language as a strength.</p>	<p>How important will the skills of speaking more than one language be for anyone living in the American Southwest during your lifetime?</p> <p>ESR: Student answers may vary but might include language as an asset to build community and broaden opportunity for themselves and others.</p>

Suggested Student Discourse

Question	Method
<p>What is the value of past struggles to current identity groups?</p>	<p>Type: Deliberation Strategy: Deliberation A highly scaffolded civil discussion, which demands engaged participation from every student in the room, used to explore controversial topics, ensure a “best case fair hearing” for the issue, followed by informed decision making, and build consensus among students.</p>

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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:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Treaty ● Manifest ● Destiny ● Providence <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● Whose point of view is represented in these documents? ● Whose point of view is missing from the document and how might it differ? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Targeted excerpts are given so students read less, but gain full understanding of viewpoint <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide sentence stems to help students construct a framework for their response. ● Provide a document guide with targeted questions about the key ideas of each excerpt ● Identify additional vocabulary words students may need more background knowledge to understand.


High School Ethnic, Cultural, and Identity Studies
22. Community Equity Building

Compelling Question	Inquiry Alignment
<p>How do diverse communities build equitable futures together?</p>	<p>9-12.ECI.4. Evaluate the credibility of a source by examining how experts value the source.</p>
	<p>912.ECI.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>
	<p>912.ECI.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school contexts.</p>

Standards at a Glance

Ethnic, Cultural, and Identity Studies	
Anchor Standard	Performance Standard
<p><i>The student demonstrates an understanding of:</i></p>	<p><i>Therefore, the student is able to:</i></p>
<p>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</p>	<ul style="list-style-type: none"> ● 9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group. ● 9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy. ● 9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of 21st-century U.S. society.


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	Anchor Standard: Ethnic, Cultural, and Identity Studies 22. Community Equity Building	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Indigenous contributions <ul style="list-style-type: none"> ○ Cultural - New World foods ○ Intellectual - Iroquois Confederacy as a model for U.S. Government ○ Political - American Indian Movement ○ Social - Pontiac, Popé ○ Military - Navajo Code Talkers ● American <ul style="list-style-type: none"> ○ Intellectual - Alexander Hamilton, Thomas Jefferson, James Madison ○ Economic - Andrew Carnegie, Henry Ford, Thomas Edison ○ Political - FDR’s New Deal ● African American <ul style="list-style-type: none"> ○ Cultural - Maya Angelou, Toni Morrison, jazz, blues, R&B, soul ○ Economic - enslaved workers ○ Intellectual - George Washington Carver, Thomas Sowell ○ Political - Shirley Chisolm, Barack Obama ○ Social - Frederick Douglass, Booker T. Washington, W.E.B. DuBois, James Baldwin, Dr. Martin Luther King, Jr., Malcolm X ● Hispanic/Latino <ul style="list-style-type: none"> ○ Cultural - (bilingualism, Hispanic foods) ○ Economic - immigration) ○ Political - Cesar Chavez/Dolores Huerta, Henry Cisneros, “Corky” Gonzales, Reyes Lopez Tijerina ● Asian <ul style="list-style-type: none"> ○ Cultural - Foodways, Bruce Lee, martial arts ○ Economic - railroads, medicine 	<ul style="list-style-type: none"> ● Are there unintended consequences to contributions to society by identity groups? ● To what extent do identity groups practice cultural appreciation vs. cultural appropriation? ● Who are the primary beneficiaries of contributions by identity groups?

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Vertical Alignment	
<p><i>Previous Grades:</i></p> <p>6.19. Identify how differences and similarities between diverse groups impact perspectives.</p>	<p><i>High School Connections:</i></p> <p>9-12.Civ.30. Evaluate the contributions of New Mexico’s diverse populations to its governmental structure and outcomes.</p> <p>9-12.US.122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Summarize the lasting contributions of identity groups to society. ● Analyze how identity groups have benefited or not from contributions to society by an identity group. ● Evaluate whether contributions to society by identity groups are voluntary exchanges or acquisitions by other identity groups. 	<p>Cultural appreciation - an effort to understand and learn about another cultural identity and establish cross-cultural relationships to broaden perspectives.</p> <p>Cultural appropriation - the unacknowledged or inappropriate adoption of cultural elements (customs, practices, ideas, etc.) of one identity group by members of another, usually more dominant, identity group.</p>

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 22. Community Equity Building	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Indigenous efforts to address inequality <ul style="list-style-type: none"> ○ Missing and murdered Indigenous women movement ○ Water protectors/Standing Rock protests ● Black efforts to address inequality <ul style="list-style-type: none"> ○ Black Lives Matter ○ Southern Poverty Law Center ● Hispanic/Latino efforts to address inequality <ul style="list-style-type: none"> ○ LULAC ○ Mi Familia Vota ● Women’s movements <ul style="list-style-type: none"> ○ #MeToo movement ● LGBTQ+ movement <ul style="list-style-type: none"> ○ Human Rights Campaign ○ GLAAD ○ PFLAG 	<ul style="list-style-type: none"> ● What is the relationship between awareness at the individual level and increasing levels of social awareness to achieve transformational change? ● Why are individual champions important to social change and also how are everyday citizens essential for transformational change? ● How do advocacy at the local, community, national and global levels work together to achieve change over time?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>7.35. Analyze who have been key figures that have contributed to an individual culture and what they did.</i></p> <p><i>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.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Civ.46. Critique leadership strategies through past and present examples of change-makers.</i></p> <p><i>9-12.Civ.48. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems in the local, state, Indigenous, national, and/or international government.</i></p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">• Identify a systemic inequity and explain how it can be addressed (from the individual to the individual champion to a social movement to advocacy at multiple stages) by proposing different solutions aimed at transformational change.• Evaluate the success of different modern advocacy movements.	<p>Systemic inequity - a complex combination of elements designed to create, support and sustain unfair power relations and unequal distribution of resources.</p> <p>Transformational change - a philosophical, practical and strategic process to effect revolutionary change within society.</p> <p>Advocacy - any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others.</p>

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 22. Community Equity Building		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of 21st-century U.S. society.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Racial constructs have and continue to define and divide Americans by color. ● Disparities among races. ● American social progress (equality, justice, opportunity) continues to be measured by race. ● Evaluate and critique the idea of America being a “post-racial” society. 	<ul style="list-style-type: none"> ● What has to happen for the United States become a post-racial society? ● Who benefits most or least from racial social constructs? ● Can white racial identities exist without there also being Black racial identities and vice versa? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p><i>7.22. Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</i></p> <p><i>8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.41. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</i></p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Explore the origins of “race” and its changing definitions over time. ● Apply contemporary racial constructs to any aspect of American society (ex: census, economics, education, health care) ● Evaluate the value of racial constructs in forging the 21st Century American national identity. ● Design your version of a post-racial American society and how you would measure equality, justice, and opportunity. 	<p>Inequity - lack of fairness or justice.</p> <p>Race - the socially constructed meaning attached to a variety of physical attributes, including but not limited to skin and eye color, hair texture, and bone structures of people in the United States and elsewhere.</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.

912.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.

912.ECI.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

9-12.US.127. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

This sample lesson is intended for Grades 10-12 and allows students to investigate the modern problem of missing and murdered Indigenous women.

Sample Task #3

In this lesson students will investigate the topic of Missing and Murdered Indigenous Women and Relatives (**MMIWR**). Students will consider Indigenous activism at multiple levels including local, national and global advocacy. Students will examine sources to analyze how the violation of Indigenous women's fundamental rights is connected to systematic inequality in the criminal justice system.

This prompt will guide student's analysis (this can be written or shared in a presentation format):
Analyze how the social movement around Missing and Murdered Indigenous Women and Relatives (MMIWR) seeks to address and dismantle systemic inequality in the criminal justice system. Why is this an important issue that should have national attention? How does this issue reflect broader inequalities in the United States?

Students will have the opportunity to examine the following:

- Identity groups - Black, White and American Indian (Data for White people includes people of Hispanic origin)
- Identity groups framed by gender - Females, along with Two-Spirit people and Males

Social systems that will be the focus of this unit are:

- Criminal Justice
- Government & Law (Sovereignty of Tribes vs. State's Rights)

Systematic inequalities that will be particularly relevant to this investigation are:

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- Inequality in the Criminal Justice system

To complete this investigation students will explore these sources:

Perspectives Offered	Links to Sources	Questions for Students to Explore
Local & Individual	New Mexico In Focus - MMIWR Gets National Attention	How are advocates in New Mexico changing the narrative when it comes to MMIWR ?
State	NM MMIWR Infographic One-Pager	What recommendations have been made at the state level to address the problem of MMIWR?
National	Understanding How the Laws Encourage Violence History of MMIW	How have specific laws failed to protect Indigenous women in the United States?
National	Secretary of the Interior, Deb Halaand Pursues Justice for MMIWR	Identify how this new unit will coordinate interagency collaboration and strengthen existing law enforcement resources.
Youth	Running for Missing and Murdered Indigenous Women Rosalie Fish TEDxYouth@Seattle	What examples are presented about different types and levels of advocacy in this video?
Canadian	Video: For Angela	What lessons can be learned from Angela's story?

Exemplar Student Responses

A strong student response should offer evidence from the sources that include:

- A general statement of what the movement around Missing and Murdered Indigenous Women and Relatives is and what this movement is dedicated to changing
- Examples of inequalities in the criminal justice system (data, statistics, laws)
- Naming of specific advocates and voices on the issue of MMIWR
- A summary of how advocates at different levels are seeking to dismantle specific inequalities in the criminal justice system

DOK

3

Blooms

Analyze

Cross-Curricular Connections

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Social Studies Guide

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Indigenous women and families as well as Indigenous female leaders are represented along with data and statistics on problems within the criminal justice system at local, state and national levels.

How are groups and individuals portrayed?

Indigenous women are portrayed as unprotected by laws in both tribal lands and urban areas off of tribal lands. Since the advocates are mostly Indigenous women, they center the lived experience of the survivors of missing and murdered family members and are shifting the narrative to center the families who have been forced to fill the gaps of ineffective law enforcement. Others are portrayed as community minded and driven to amplify the issue and speak to non-Native audiences to help others better understand the urgency and importance of MMIWR.

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

Primarily, the TED Talk by Rosalie Fish accomplishes this by framing the data and facts in humanizing terms. She invites people who are from different identity groups to think about the issue from a perspective of closeness and draws on the notion that when we see these Indigenous women as being valued and important, the issue of their vulnerability takes on greater meaning, importance and urgency.

What supports are provided to teachers to identify blind spots?

To ensure student wellness is protected, teachers can [utilize the guidance from Waterford.org](https://www.waterford.org/) with tips on how to facilitate difficult conversations in their classrooms.

How is this text or stimuli culturally/linguistically responsive?

This collection of resources presents Indigenous people as leaders and stands in juxtaposition to the invisibility in most curriculum of Indigenous perspectives.

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>
What does this set of resources offer Indigenous students that validates their identity in non-Native spaces?	Why is it important and valuable to amplify examples of Indigenous female leaders, especially for this particular topic?
ESR: MMIWR is an issue that most non-Natives	ESR: One view offered is that Indigenous women

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<p>are unaware of but Indigenous students often have first-hand experience and exposure to these crimes against their family members. This collection of resources offers Native youth mirrors of strength, leadership and empowerment that boosts their sense of mattering.</p>	<p>are unprotected by laws because they are not valued. Presenting students from different backgrounds examples of strong, female Indigenous leadership purposefully counters this dangerous belief.</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>When in conversation with other people about the issue of violence against women, what new information would you share to increase awareness of MMIWR with people you know?</p> <p>ESR: The data and statistics around the issue of MMIWR is clear, Indigenous women are more likely to be unprotected by laws at both the tribal and state and federal level. Students' answers may vary but specific facts from the sources could be offered to spread awareness of MMIWR.</p>	<p>If a law was proposed to offer surviving children \$10,000 in damages if their mothers were missing or murdered and the perpetrators were unidentified, would you be in favor of this law? Why or why not?</p> <p>ESR: I would be in favor of this law because monetary compensation might motivate government and justice agencies to fix the loopholes that keep Indigenous women unprotected.</p> <p style="text-align: center;">OR</p> <p>I am against the law because it is problematic to assign a monetary amount to the value of a human life.</p>
Suggested Student Discourse	
Question	Method
How do diverse communities build equitable futures together?	<p>Type: Dialogue Strategy: Inner-Outer Circle</p> <p>A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	

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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:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> • Two-spirits <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> • How would you describe the problem of missing and murdered Indigenous women? • What has been done to address this issue on an individual, local, or national level? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> • Provide a notes organizer to help students organize their notes on each resource <p>Targeted Supports:</p> <ul style="list-style-type: none"> • Provide sentence stems to help students frame their answer