

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 1062 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>						

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New Mexico History Theme 1: Treaty of Guadalupe Hidalgo

Compelling Question	Inquiry Alignment
<p>How does American Expansionism impact the people of New Mexico?</p>	<p>9-12.NMH.1. Create compelling questions representing key ideas within the disciplines.</p>
	<p>9-12.NMH.4. Evaluate the credibility of a source by examining how experts value the source.</p>
	<p>9-12.NMH.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

Theme 1: Treaty of Guadalupe Hidalgo	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.13. Connect various disputes that occurred as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 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.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.NMH.15. Examine the rights that were guaranteed to New Mexico citizens in Article IX of the Treaty of Guadalupe Hidalgo and the reason why Article X would have been stricken.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 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.

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 Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
Performance Standard(s)		
HS	9-12.NMH.13. Connect various disputes that occurred as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Treaty of the Guadalupe Hidalgo <ul style="list-style-type: none"> ○ Articles IX and X ● Conflicts and Participants <ul style="list-style-type: none"> ○ Taos Revolt & Governor Charles Bent ○ Santa Fe Ring ○ Thomas B. Catron ○ Las Gorras Blancas ○ Colfax County War 	<ul style="list-style-type: none"> ● How does American Expansionism impact the people of New Mexico? ● Why did the U.S. strike article X from the Treaty of Guadalupe Hidalgo? ● What were the implications of striking Article X from the Treaty of Guadalupe Hidalgo?
	<i>Vertical Alignment</i>	
	<p><i>Previous Grades:</i></p> <p>7.62. Explain the impact Mexican Independence had on New Mexico.</p> <p>7.64. Target the factors that led people in New Mexico to resist and rebel against political leadership between 1821 CE and 1850 CE.</p>	<p><i>High School Connections:</i></p> <p>9-12.US.33. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.</p> <p>9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial and religious identities and language between 1865-1920.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Define Article X of the Treaty of Guadalupe Hidalgo ● Explain why the U.S. struck Article X from the treaty. ● Explain the effects of striking Article X on the various people of New Mexico. ● Articulate the connections of the conflicts/rebellions that occurred after the Treaty of the Guadalupe Hidalgo. 	<p>Article IX - allowed Mexican citizens living in the ceded territory to acquire American citizenship.</p> <p>Article X - guaranteed the protection of Mexican land grants.</p> <p>The Santa Fe Ring - a group of powerful attorneys and land speculators who had near total control of New Mexico during the late 19th and early 20th centuries and were said to turn a blind eye to or be actively involved in corruption.</p> <p>Las Gorras Blancas (The White Caps) - a secret group who conducted approximately 80 attacks of miles of fence cutting in an 18 month time period.</p>	

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	Anchor Standard: History 18. Critical Consciousness and Perspectives	
<i>Grade</i>	Performance Standard(s)	
HS	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.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Treaty of Guadalupe Hidalgo <ul style="list-style-type: none"> ○ Review and explain all of the Articles in the Treaty. ○ Impact on the Mexicans & Native Americans. ○ Who gained more by the enactment of the Treaty? 	<ul style="list-style-type: none"> ● What impact did the Treaty of Guadalupe Hidalgo have on the various people in New Mexico?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.54. Assess evidence of Spanish influence in New Mexico today.</p>	<p><i>High School Connections:</i></p> <p>2.9-12.Civ.31. - Investigate challenges and opportunities within and between different government entities in New Mexico.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain what the Treaty of Guadalupe Hidalgo is. ● Explain who was impacted by the Treaty of Guadalupe Hidalgo. 	<p>Mexican American War - a war between Mexico and the United States (1846-1848) due to the following main reasons:</p> <ul style="list-style-type: none"> ● Mexican unwillingness to recognize Texas independence. ● the desire of Texans for statehood. ● American desire for westward expansion. <p>Cede - to give up (power or territory).</p>	

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 Grade	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency	
Performance Standard(s)		
HS	9-12.NMH.15. Examine the rights that were guaranteed to New Mexico citizens in Article IX of the Treaty of Guadalupe Hidalgo and the reason why Article X would have been stricken.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Articles I - X ● Article IX ● Article X ● Reason why Article X was stricken <ul style="list-style-type: none"> ○ Land disputes ○ Texas land grants 	<ul style="list-style-type: none"> ● What is the significance of Articles IX & X?
	Vertical Alignment	
	<i>Previous Grades:</i> 8.28. Analyze how historic events are shaped by geography.	<i>High School Connections:</i> 9-12.Geo.21 Explain the causes, characteristics and impact of human movement (migration, immigration, emigration) and settlement patterns at local, national, and global scales.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Define Articles IX & X ● Articulate the pros and cons of striking Article X from the Treaty of Guadalupe Hidalgo. 	Annexation - a formal act whereby a state proclaims its sovereignty over territory hitherto outside its domain. Manifest Destiny - in the mid-19th century expansion to the Pacific was regarded as the Manifest Destiny of the United States.	

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
HS	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.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Long term impacts of Treaty of Guadalupe Hidalgo on Indigenous and Latino peoples • Emancipation Proclamation (1863) • The Long Walk (1864-1868) • Jim Crow Laws (1964) • Civil Rights Act of 1964 • Japanese Internment Camps in NM (1942 - 1946) 	<ul style="list-style-type: none"> • How do policies and economic forces impact systemic inequity?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.44. Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.</p> <p>7.51. Explain how differing places, people, and resources affected events in New Mexico during the Spanish Colonial period.</p>	<p><i>High School Connections:</i></p> <p>9-12Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.</p> <p>9-12Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Explain the impact of key events in New Mexico’s history that disproportionately impacted marginalized people. • Summarize the impacts of the above events on New Mexico. 	<p>Bosque Redondo - reservation in Fort Sumner, NM that held more than 10,000 Navajo children, women and men.</p> <p>Internment camps - a prison camp for the confinement of enemy aliens, prisoners of war, political prisoners, etc.</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.NMH.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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

Students will create one of the choices that will illustrate the impact of removing Article X from the Treaty of the Guadalupe Hidalgo. Each advertisement must be created from the perspective of the various groups of people it impacted.

Sample Task #1

Students will begin this activity by reading articles IX and X of the [Treaty of Guadalupe Hidalgo](#) and answering the following questions:

- Who would these provisions benefit?
- Read the modified language of Article IX - why do you think they changed it from its original language?
- Why do you think they removed Article X altogether?

Students will then research to determine if their hypothesis was accurate. Students will use the [National Archives](#), [History Channel](#), and [Digital History](#) to research the following questions:

- What did the U.S. gain by removing Article X?
- What did the Mexicans gain and / or lose from the removal of Article X?
- What was offered to the Indigenous people before and after the removal of Article X?
- What was the overall impact of the treaty on Mexicans?
- What was the overall impact of the treaty on Indigenous people

Students should show their comprehension of the above questions by creating one of the following:

- A commercial from the perspective of the U.S., Mexicans & Indigenous people.
- An advertisement from the perspective of the U.S., Mexicans & Indigenous people.
- Write a journal from the perspective of the U.S., Mexicans & Indigenous people.

Exemplar Student Responses

Advertisement Rubric

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ADVERTISEMENT RUBRIC

Description	Emerging 1	Developing 2	Proficient 3	Advanced 4
Each advertisement is from the perspective of the following audiences: 1) Mexican Citizens 2) American Citizens 3) Indigenous Peoples	The perspectives of the advertisements are unclear.	The perspectives of two of the advertisements are unclear.	The perspective of one of the advertisements is unclear.	The perspectives of all three advertisements are clear.
Each advertisement promotes a clear claim to the intended audience.	The promoted claim is unclear OR were not present across all three advertisements.	The promoted claim is unclear in two of the advertisements.	The promoted claim is unclear in one of the advertisements.	All three advertisements promote a clear claim.
Each advertisement includes reasons to support the stated claim.	There were no reasons included to support the promoted claim.	One advertisement includes reasons to support the prompted claim.	Two advertisements include reasons to support the prompted claim.	All three advertisements include reasons to support the prompted claim.
Each advertisement reflects the impact of Article X of the Treaty of Guadalupe Hidalgo on the intended audience.	There is no reflection of the impact of Article X on the Treaty of Guadalupe Hidalgo on the intended audience.	One advertisement reflects the impact of Article X on the Treaty of Guadalupe Hidalgo on the intended audience.	Two advertisements reflect the impact of Article X on the Treaty of Guadalupe Hidalgo on the intended audience.	All three advertisements reflect the impact of Article X on the Treaty of Guadalupe Hidalgo on the intended audience.
TOTAL				
Comments				

DOK

3

Blooms

Infer

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Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

The documents represent the U.S. Government and Mexicans.

How are those groups and individuals portrayed?

The treaty is written from a pro-American viewpoint with non-white people being portrayed as second-class citizens, however, the other sources round out the content to provide more fair representation of all groups.

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

These documents help students to critically analyze the impacts of Manifest Destiny and American expansionism.

What supports are provided to teachers to identify blind spots?

The sources provided in the activity provide a good foundation on the topic, but [DocsTeach](#) and the [National Parks Service](#) also provide resources on teaching the Treaty of Guadalupe Hidalgo.

How is this text culturally/linguistically responsive?

This activity encourages students to examine a historical development from multiple perspectives to see how marginalized people were impacted by westward expansion.

VABB Analysis

Validate

The intentional and purposeful legitimization of the home culture and language of the student.

Affirm

The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.

Question: What are your thoughts about the Treaty of the Guadalupe Hidalgo?

ESR: Responses may vary. Some may repeat stories told to them by their grandparents. "My ancestors (Mexicans) lost a lot of relatives during the Mexican American War. Then once the war ended and the Treaty was signed, we lost a lot of our land. It seemed like the war

Question: How do you think Mexicans understood the language of the Treaty?

ESR: The people who spoke more English probably understood a lot of the Treaty. The people who only spoke Spanish had to rely on others to interpret for them.

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<p>was fought for nothing. The United States “purchased” the land from us and offered to grant us U.S. citizenship but my ancestors wanted to preserve what was theirs.”</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: How can you see the legacy of the Treaty of Guadalupe Hidalgo in the current culture and traditions of New Mexico?</p> <p>ESR: I can see it in the food. Technically New Mexico is in the United States, but a lot of our local foods are still influenced by Mexican flavors and ingredients.</p>	<p>Question: What changes still need to be made to ensure equality for Indigenous and Mexican-Americans in New Mexico?</p> <p>ESR: There needs to be more resources given to reservations and to tribal communities so that they have access to clean water, good jobs, and high quality healthcare like everybody else.</p>

Suggested Student Discourse

Question	Method
<p style="text-align: center;">How does American Expansionism impact the people of New Mexico?</p>	<p>Type: Dialogue Strategy: Conver-'stations': Inquiry Lesson Plan Strategy - Conver-stations allow students to discuss topics in constantly changing small groups. Use this format in response to complex discussion prompts or sources, including photos, videos, audio recordings, or written text.</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	Strategies
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	<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none">● Ceded● Annexation● Manifest Destiny <p>Text-Based Questioning:</p> <ul style="list-style-type: none">○ Why did the U.S. strike article X from the Treaty of Guadalupe Hidalgo?○ What were the implications of striking Article X from the Treaty of Guadalupe Hidalgo?<ul style="list-style-type: none">➤ Who did it most impact negatively?➤ Who did it most impact positively?	<p>Universal Supports:</p> <ul style="list-style-type: none">● Marzano’s 6 Step Process for Vocabulary or Frayer Model.● Provide students with all four questions prior to the “Conver-stations”.● Using Cornell Notes Format, have students take notes on Article X. <p>Targeted Supports:</p> <ul style="list-style-type: none">● Provide hard copies of Article X for students to mark the text.● Provide a Cornell Notes template with sentence starters for the important points of Article X.
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New Mexico History Theme 2: New Mexico's Territorial Period

Compelling Question	Inquiry Alignment
How did the arrival of Americans in New Mexico change the physical and human landscape of the territory?	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.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

Standards at a Glance

Theme 2: New Mexico's Territorial Period	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 9-12.NMH.17. Examine the changes in the plains of New Mexico as irrigation and cattle ranches expanded into the territory.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 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.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 9-12.NMH.19. Examine the causes and effects of the Civil War and the battles that ensued within New Mexico. 9-12.NMH.20. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico. 9-12.NMH.21. Probe the beginnings of the boarding school system and its ramifications on Indigenous communities in New Mexico and abroad.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 9-12.NMH.22. Evaluate the role of race and racism in the acts of land redistribution during the territorial period.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.NMH.23. Contextualize the struggles toward statehood by including the Hispanic and Indigenous populations' resistance to newcomers.

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.17. Examine the changes in the plains of New Mexico as irrigation and cattle ranches expanded into the territory.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Transcontinental railroad system ● Irrigation systems ● Mass-farming & ranching practices <ul style="list-style-type: none"> ○ Overcultivation ● Private property vs. community property <ul style="list-style-type: none"> ○ Fencing in of lands ● Gadsden Purchase ● Pecos River & Mesilla Valley ecosystems ● Water scarcity/use 	<ul style="list-style-type: none"> ● How did American western expansion affect the geography of New Mexico? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>7.67. Show the correlation between the territorial and Indigenous economies, including how both were impacted by U.S. federal policies.</p> <p>7.74. Describe the economy of territorial New Mexico from various perspectives.</p>	<p><i>High School Connections:</i></p> <p>9-12.Geo.29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Describe the geographical and ecological effects of agriculture and ranching in New Mexico. ● Explain how the transcontinental railroad system changed the landscape of New Mexico. 	<p>Acequia - a community-operated watercourse used in Spain and former Spanish colonies in the Americas for irrigation.</p>	

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	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
<i>Grade</i>	Performance Standard(s)	
HS	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.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Transcontinental railroad system ● Harvey houses ● Mining/Boomtowns 	<ul style="list-style-type: none"> ● How did technological advances affect the New Mexico territory?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>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.</i></p> <p><i>8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West.</i></p> <p><i>9-12.US.27. Evaluate the consequences of the Industrial Revolution.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe how the transcontinental railroad system changed the economy of New Mexico. ● Explain reasons people migrated to the New Mexico territory from within the United States. 	<p>Harvey house - A series of restaurants and accommodations that emerged along railway stops to serve travelers.</p>

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	Anchor Standard: History 16. Cause and Consequence		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.19. Examine the causes and effects of the Civil War and the battles that ensued within New Mexico.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Compromise of 1850 ● Civil War in New Mexico <ul style="list-style-type: none"> ○ First Battle of Mesilla ○ Second Battle of Mesilla ○ Battle of Valverde ○ Battle of Glorieta Pass ○ New Mexico Campaign ● Black Codes 	<ul style="list-style-type: none"> ● What effect did the Civil War have on the people of New Mexico? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p><i>7.63. Demonstrate how troubles between Texas and the government of Mexico impacted New Mexico.</i></p> <p><i>8.93. Describe demographic shifts because of the Civil War and Reconstruction.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.14. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.</i></p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Explain the role of New Mexico in the Civil War as a gateway to the Pacific Ocean. ● Analyze New Mexico’s role in the larger political debate regarding slavery in the United States. 	<p>New Mexico Campaign - a campaign led by Confederate Brigadier General Henry Hopkins Sibley with the intention to solidify control over the American Southwest.</p> <p>Black Codes - local and state laws that systematically discriminated against freedmen and women after the Civil War.</p>	

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	Anchor Standard: History 16. Cause and Consequence	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.20. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico.	
	9-12.NMH.21. Probe the beginnings of the boarding school system and its ramifications on Indigenous communities in New Mexico and abroad.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Homestead Act <ul style="list-style-type: none"> ○ White homesteaders ○ Pajarito Plateau ○ Blackdom ● Buffalo Soldiers ● Reservation Policy: Bosque Redondo, Navajo Long Walk ● Apache Resistance/Geronimo ● Kit Carson ● Indian Boarding School Policies 	<ul style="list-style-type: none"> ● How did American Western expansion change the demographics of New Mexico?
	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>8.88. Discuss the impact of the Western Campaign on Indigenous peoples.</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"> ● Describe the Homestead Act and how it provided land to American citizens. ● Analyze how Western Expansion policies affected the people of New Mexico. ● Explain the causes and effects of Indian reservation and boarding school policies. 	<p>Pajarito Plateau - a region that consisted of majority Latino homesteaders and eventually became the site of the Los Alamos research laboratory during WWII.</p> <p>Blackdom - The most important Black homesteader colony in New Mexico, located near Roswell.</p>

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	Anchor Standard: History 18. Critical Consciousness and Perspectives		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.22. Evaluate the role of race and racism in the acts of land redistribution during the territorial period.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Land grants/ownership ● Santa Fe Ring ● Corruption/Conflict ● Lincoln County War ● Maxwell Land Grant ● Las Gorras Blancas 	<ul style="list-style-type: none"> ● What role did racism play in the development of the New Mexico territory? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p><i>7.68. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.</i></p> <p><i>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.</i></p>	<p><i>High School Connections:</i></p> <p><i>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.</i></p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Describe the efforts of Indigenous and Spanish-heritage New Mexicans to resist American Western Expansion. ● Explain the role of the United States court system in land redistribution during this era. 	<p>Santa Fe Ring - a group of powerful attorneys and land speculators who had near total control of New Mexico during the late 19th and early 20th centuries and were said to turn a blind eye to or be actively involved in corruption.</p> <p>Lincoln County War - a conflict between rival factions which began in 1878 in New Mexico Territory and continued until 1881.</p> <p>Maxwell Land Grant - The Maxwell Land Grant, also known as the Beaubien-Miranda Land Grant, was a 1,714,765-acre Spanish grant that was the largest ever made in what would become the United States.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.23. Contextualize the struggles toward statehood by including the Hispanic and Indigenous populations' resistance to newcomers.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Obstacles to statehood: <ul style="list-style-type: none"> ○ Spanish-language dominance ○ Indigenous population ○ Racism & slavery in America ○ Spanish-American War ○ Rough Riders ○ Elkins Handshake ○ Abolitionist movement 	<ul style="list-style-type: none"> ● What hurdles did New Mexico face in its struggle to become a state? ● Why were Americans resistant to allowing New Mexico statehood? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>7.75. Identify cultural diffusion into and out of the New Mexico territory.</p> <p>8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.</p>	<p><i>High School Connections:</i></p> <p>9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● List the reasons why it took New Mexico so long to become a state. ● Describe the process a territory must go through to become a state. ● Explain how prevailing American cultural beliefs created obstacles for New Mexico to achieve statehood. 	<p>Elkins Handshake - a handshake between Michigan Republican Julius Burroughs and New Mexico's Stephen Elkins that caused southern delegates to oppose statehood in 1875.</p> <p>Rough Riders - The 1st United States Volunteer Cavalry which recruited volunteers from New Mexico to fight in the Spanish American War.</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.NMH.21. Probe the beginnings of the boarding school system and its ramifications on Indigenous communities in New Mexico and abroad.

9-12.NMH.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

In this sample task students will create a visual representation of the Indigenous boarding school experience.

Sample Task #2

The Indian boarding school policies of the United States during the 20th century led to long-lasting generational effects that are still seen today. Students will explore the causes and consequences of the Indian boarding school policies in New Mexico. Students will use their findings to create a 1-pager that illustrates how the consequences of the Indian boarding school policies are still seen today using written and visual representations of their response to the provided prompt.

Student Resources:

- [History of Indian Boarding Schools \(Smithsonian\)](#)
- [Indian Boarding School Primary Sources \(LoC\)](#)
- [Indian Boarding Schools Today \(NPR\)](#)

Students will review the three resources about Indian boarding schools. They will use their findings to respond to the following prompt in a well-constructed paragraph response on their 1-pager, using evidence from the texts:

What have been the intergenerational consequences of the boarding school policies on the people of New Mexico?

Exemplar Student Responses

An exemplary student response will include all of the following:

- A definition of intergenerational trauma.
- A definition of assimilation.
- An illustration/images of boarding school life.
- A complete paragraph that responds to the prompt.

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- Evidence from the resources that supports the student’s claim.

DOK	Blooms
3	Analyze

Cross-Curricular Connections

CCSS.ELA-LITERACY.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

The texts represent Indigenous Americans who attended boarding schools in the past. Some of the texts offer historical context around policies and general Anglo-American beliefs at the time.

How are groups and individuals portrayed?

Indigenous persons are portrayed as victims of Anglo policies, but recent articles present voices of Indigenous persons who survived boarding schools and/or are working to uncover the history of boarding schools.

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

The documents force students to examine the relationship between race and power throughout the history of the United States.

What supports are provided to teachers to identify blind spots?

Multiple sources are provided so that teachers can select which ones they would like to focus on. Many of the articles are lengthy enough that significant portions can be extracted for deeper reading and analysis.

How is this text or stimuli culturally/linguistically responsive?

The resources offer a primary and secondary view of the experiences of Indigenous persons who attended the Indian boarding schools in the U.S. They expose a portion of Indigenous and U.S. histories that has been largely erased until recently.

VABB Analysis

Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	Affirm <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>
Question: To what extent was culture a factor in boarding school policies?	Question: What efforts are being done today to increase awareness of the boarding school

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<p>ESR: Culture was the foundation of the boarding school system. Indian boarding schools were designed to force Indigenous children to become “American.” They were forced to assimilate.</p>	<p>policies and their effects?</p> <p>ESR: Student responses should discuss one or more of the following: reparations, grave site recognition, state and federal policies, increased awareness in schools.</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 are some school policies you experience that are different from how you might interact with others at home?</p> <p>ESR: Student responses will vary and may include ideas such as: timeliness, deadlines, raising hand to speak, on-task/off-task behaviors, etc.</p>	<p>Question: What are some ways our school could celebrate the different cultures of the students?</p> <p>ESR: Student responses will vary and may include suggestions such as: culture/heritage days, national holidays and heritage months, parent nights, lunch time activities, guest speakers, etc.</p>
<p>Suggested Student Discourse</p>	
<p>Question</p>	<p>Method</p>
<p>What are some ways our school could celebrate the different cultures of the students?</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.</p>
<p>Multi-Layered System of Supports/Suggested Instructional Strategies</p>	
<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. 	

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Instructional Supports:

Vocabulary/Text-Based Questioning:

Vocabulary to Pre-Teach:

- Vocabulary to Pre-Teach: assimilation, intergenerational trauma, oppression

Text-Based Questioning:

- What do the primary sources tell you about how life was for the students at the Indian boarding schools?
- Why do you think Charles Chibli said, “I think they’re trying to make little white boys out of us.”?
- Why do Indigenous people have different views on Indian boarding schools?

Strategies:

Universal Supports:

- Provide visuals to show cultural assimilation.

Targeted Supports:

- Provide sentence stems to help students construct a framework for their response.
- Use multiple media such as audio or video of speeches, or a text-reader.
- Use a graphic organizer to scaffold paragraph construction.
- Create a one-pager template for students to complete.

New Mexico History

Theme 3: Statehood Functions of State/Tribal Governments

Compelling Question	Inquiry Alignment
How do citizens and governments interact with each other?	<p>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.</p> <p>9-12.NMH.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>

Standards at a Glance

Theme 3: Statehood and Functions of State/Tribal Governments	
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"> 9-12.NMH.24. Compare and contrast the similarities and differences between the three branches of the federal and state governments.
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 9-12.NMH.25. Analyze the requirements for statehood.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 9-12.NMH.26. Define sovereignty and explore how tribal sovereignty has been interpreted over time by Indigenous peoples and distinguish ways in which the different tribes in New Mexico conduct governmental affairs.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.27. Evaluate efforts by the people of New Mexico to become a state and analyze outside perspectives to the entrance of New Mexico as a state.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.NMH.28. Compare and contrast the liberties of people living within a territory vs. a state.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Civics 1. Civic and Political Institutions		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.24. Compare and contrast the similarities and differences between the three branches of the federal and state governments.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Federal Government: <ul style="list-style-type: none"> ○ Executive - president and executive agencies ○ Legislative - Bicameral Congress ○ Judicial - Supreme Court and federal courts ● New Mexico Government <ul style="list-style-type: none"> ○ Executive - Governor, Lieutenant Governor, Cabinet ○ Legislative - Bicameral legislature ○ Judicial - New Mexico Supreme Court and lower courts 	<ul style="list-style-type: none"> ● What are the 3 branches of government and how do they function? ● How is the state government different from the federal Government? ● How is the state government the same as the federal government? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>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.</p>	<p><i>High School Connections:</i></p> <p>9-12.Civ.13. Distinguish the powers and responsibilities of local, state, Indigenous, national, and international civic and political institutions.</p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Describe the branches of New Mexico’s state government. ● Explain ways in which New Mexico’s state government is similar to the federal government. ● Identify differences between New Mexico’s government and the federal government. 	<p>Legislative - a coequal branch of government that consists of an elected congress that makes laws and controls spending.</p> <p>Executive - a coequal branch of government that enforces laws led by a single elected executive.</p> <p>Judicial - a coequal branch of government consisting of higher and lower courts that interpret the law.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Civics 2. Processes, Rules, and Laws		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.25. Analyze the requirements for statehood.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Steps necessary to attain statehood in the 1800s: <ul style="list-style-type: none"> ○ Population requirements ○ Statehood convention ○ State constitution ● Congressional role ● Article IV of the Constitution 	<ul style="list-style-type: none"> ● What are the proper steps to take in order to become a state? ● What requirements must be met in order to become a state? ● What procedures must be followed in order to be granted statehood? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>7.73. 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.</p>	<p><i>High School Connections:</i></p> <p>9-12.Civ.24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Describe the process that New Mexico went through to attain statehood. 	Statehood - the status of being a state of the U.S.	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Civics 3. Civic Dispositions and Democratic Principles		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.26. Define sovereignty and explore how tribal sovereignty has been interpreted over time by Indigenous peoples and distinguish ways in which the different tribes in New Mexico conduct governmental affairs.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Interpretations of sovereignty over time <ul style="list-style-type: none"> ○ Constitutional framework ○ Court cases in the 19th century ○ Dual jurisdictions ○ Gaming and casinos ● How tribal governments work <ul style="list-style-type: none"> ○ Varying structures ○ Leadership councils ● Discussions within the Chapter House 	<ul style="list-style-type: none"> ● What is sovereignty? ● How has sovereignty been seen throughout time? ● How did Indigenous people and the tribes across New Mexico pursue government affairs? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>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.</p>	<p><i>High School Connections:</i></p> <p>9-12.Civ.13. Distinguish the powers and responsibilities of local, state, Indigenous, national, and international civic and political institutions.</p> <p>9-12.Civ.25. Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Define sovereignty. ● Explain the changing interpretation of tribal sovereignty over time. 	<p>Sovereignty - the ability of a state or group to govern itself and exercise control over its own economic, political, and social institutions.</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>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.27. Evaluate efforts by the people of New Mexico to become a state and analyze outside perspectives to the entrance of New Mexico as a state.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Steps New Mexicans took to help the state be recognized as a state <ul style="list-style-type: none"> ○ George McCall ○ Statehood Convention ○ Voting in support of statehood ○ Service in Spanish American War ● Opposition: <ul style="list-style-type: none"> ○ Claims that New Mexico had an insufficient population for statehood ○ Criticisms of lawlessness due to Billy the Kid and the Santa Fe Ring ○ Fear/opposition of Spanish speaking population 	<ul style="list-style-type: none"> ● What was the outside perspective of New Mexico becoming a State? ● What efforts were made by people of New Mexico in order to become a state?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>7.76. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.</i></p>
	Students Who Demonstrate Understanding Can..	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe the efforts of New Mexicans to attain statehood. ● Explain the reasons why New Mexico’s statehood took so long. 	<p>George McCall - highly decorated union brigadier general during the Civil War who helped to draft New Mexico’s constitution and organize New Mexico’s statehood convention.</p>

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	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.28. Compare and contrast the liberties of people living within a territory vs. a state.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Citizenship ● Congressional representation ● Governance ● Taxation and debt ● Constitutional protections 	<ul style="list-style-type: none"> ● What is the difference between a territory and a state? ● How are they the same?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.73. 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.</p>	<p><i>High School Connections:</i></p> <p>9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain how statehood impacts the citizens and government of a territory. 	<p>Territory - a piece of land belonging to the United States that is not a state.</p>	

New Mexico Instructional Scope Social Studies Guide

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.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.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.NMH.26. Define sovereignty and explore how tribal sovereignty has been interpreted over time by Indigenous peoples and distinguish ways in which the different tribes in New Mexico conduct governmental affairs.

In this sample task, students will educate their classmates about the structure of one of New Mexico's tribes.

Sample Task #3

Students will create a multimedia resource (video, webpage, interactive slideshow, hyperlink document, etc.) about tribal sovereignty and the structure and functions of tribal governments in New Mexico.

The final product must include:

- An explanation of sovereignty
- A brief history of U.S. court cases and treaties in establishing sovereignty
 - Students may use [this resource](#) to help them research
- A description of the structure of tribal governments
 - Helpful resources may include: [All Pueblo Council of Governors](#), [Governments of the 19 Pueblos](#), [Navajo Nation](#), [Mescalero Apache](#), [Jicarilla Apache](#)
- A brief explanation of the relationship between their tribe and the local, state, or federal government
 - Helpful resources may include: [National Conference of State Legislatures](#), [New Mexico annual Tribal Liaison report](#)
- A list of resources where people can find further information
- Hyperlinks to tribal government officials webpages and/or contact information

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Exemplar Student Responses

A student exemplar will include at least 1 example from each of the following:

- An explanation of sovereignty
 - “Sovereignty is the ability of a people to govern itself, but the extent to which Indigenous groups have been allowed to self govern has changed over time.”
- Role of U.S. treaties in establishing tribal sovereignty
 - In the 19th century, court cases like *Worcester v. Georgia* established that Native American tribes had sovereignty, but over time the law
- Structures of tribal governments, such as:
 - “The Navajo Nation government is headquartered in Window Rock, Navajo Nation. They have a three-branch government. There is a president and a vice president, similar to the federal government. Their legislative branch consists of a 24-member Council that is elected by the people. The Navajo Nation also has its own court system.”
- A brief explanation of the relationship between their tribe and the local, state, or federal government
 - The state of New Mexico has several state programs that tribes are eligible to participate in, but the tribes still have their own laws and judicial systems that are separate from the state.”
- Resources for additional information
- Hyperlinks to tribal government officials webpages and/or contact information

DOK

2

Blooms

Interpret

Cross-Curricular Connections

[CCSS.ELA-LITERACY.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The sources focus on the diverse tribes, nations, and pueblos in New Mexico.

How are those groups and individuals portrayed?

These groups are portrayed as equal participants in New Mexico’s political system, deserving of self-determination and inclusion in the political process.

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

The resources may cause students to question whether Native American tribes are truly sovereign or if they are a subdivision of the broader national and state government. These questions are important because it will help students to understand the historical complexity of state and tribal relations that was caused by the Constitution’s vague language with regard to tribal sovereignty.

What supports are provided to teachers to identify blind spots?

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Prior to assigning this activity, teachers should take some time to explore the websites of the various tribes to get a sense of the cultural and political diversity of New Mexico's Indigenous groups.

How is this text culturally/linguistically responsive?

This activity encourages students to look at political issues from a different lens than they usually get in middle school and high school courses.

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 surprised you most about the tribe you researched?</p> <p>ESR: I was surprised how hard it is to explain the relationship between Native American tribes and the federal government. It's like sometimes Native Americans fall under the U.S. government, but then at other times they are totally separate.</p>	<p>Question: Why do you think sovereignty is such an important issue for the tribes and nations of New Mexico?</p> <p>ESR: I think it's important because Indigenous people want to preserve their culture even though they live in the United States, so they may need to have different laws or policies to allow them to keep their traditions alive.</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: How does the structure of a specific tribal government compare to the state government of NM? What are the benefits of sovereignty for that tribal nation?</p> <p>ESR: The Pueblos all work together and have a council of governors, even though each separate Pueblo has its own representative. It feels kind of similar to Congress where each district has its own representative. I also noticed that a lot of the tribes have 3 branches of government, just like the United States.</p>	<p>Question: What current social issues do tribal nations in New Mexico deal with? How do you imagine the residents of New Mexico supporting efforts to solve these problems?</p> <p>ESR: With climate change becoming more of an issue, I bet Native American tribes are worried about wildfires and water access. To support these tribes the national government needs to do more to protect the environment and to reduce the impacts of climate change.</p>

New Mexico Instructional Scope Social Studies Guide

Suggested Student Discourse

Question	Method
<p>Why do you think sovereignty is such an important issue for the tribes and nations of New Mexico?</p>	<p>Type: Discussion 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. The process continues 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:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> • Vocabulary to Pre-Teach: sovereignty, tribal, Indigenous <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> • What similarities do you notice between the different tribes and pueblos? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> • Whole group modeling to help students navigate the websites to find the content that they need • Provide website templates with pre-existing tabs to help students fulfill all of the assignment requirements <p>Targeted Supports:</p> <ul style="list-style-type: none"> • One on one support for struggling students • Provide a note catcher to help students to organize their thoughts before moving them into their multimedia product.

New Mexico Instructional Scope Social Studies Guide

New Mexico History

Theme 4: 1900s-1940s (WWI, WWII, and Between the Wars)

Compelling Question

How did New Mexicans respond to the economic, political and social challenges of the 20th century?

Inquiry Alignment

9-12.NMH.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.

Standards at a Glance

Theme 4: 1900s–1940s (WWI, WWII, and Between the Wars)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Economics/Personal Financial Literacy 5. Economic Decision Making

- 9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.

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

- 9-12.NMH.30. Interpret data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century.

History 16. Cause and Consequence

- 9-12.NMH.31. Analyze the causes and effects of the Dust Bowl in New Mexico and how it changed or eliminated communities.

History 17. Historical Thinking

- 9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state's citizens and resident populations had on the war.
- 9-12.NMH.33. Examine the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Causes of the Great Depression <ul style="list-style-type: none"> ○ Consumer behaviors: speculation, overuse of credit ○ Bank failures ○ Stock market crash ● Mexican repatriation from the Borderlands ● New Deal in Mexico <ul style="list-style-type: none"> ○ Civilian Conservation Corps (CCC) ○ Indigenous livestock reduction ○ Agricultural Adjustment Act ○ Works Progress Administration ● Indian Reorganization Act <ul style="list-style-type: none"> ○ John Collier 	<ul style="list-style-type: none"> ● How did the Great Depression impact New Mexico? ● How did life change for Indigenous people during the Great Depression?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.76. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.</p>	<p><i>High School Connections:</i></p> <p>9-12.US.70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s.</p> <p>9-12.US.71. Assess the impact and legacy of New Deal relief, recovery, and reform programs</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the causes of the Great Depression. ● Describe how FDR’s New Deal programming impacted the state of New Mexico. ● Identify ways in which the New Deal impacted Indigenous groups. 	<p>Mexican repatriation - the policy adopted during the Hoover administration to “repatriate” individuals of Mexican descent, including some with U.S. citizenship, to Mexico during the Great Depression.</p> <p>Civilian Conservation Corps - a work relief program that gave millions of young men employment on environmental projects during the Great Depression.</p> <p>Indian Reorganization Act - U.S. federal legislation that dealt with the status of American Indians in the United States.</p>	

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	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.30. Interpret data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Reading and understanding timelines ● Periodization based on themes and dates ● Progressive Era <ul style="list-style-type: none"> ○ Protection of national forests and monuments ○ Statehood Debate and Admission ● World War I <ul style="list-style-type: none"> ○ High levels of enlistment ● Great Depression <ul style="list-style-type: none"> ○ John Collier ○ Indian Reorganization Act 	<ul style="list-style-type: none"> ● What was happening in New Mexico during key moments in the early 20th century? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p><i>7.76. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.42. Describe how particular historical events and developments shape human processes and systems between 1890 and 1920.</i></p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Identify key eras in history. ● Use timelines to break history into distinct eras. 	Periodization - division (as of history) into periods.	

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	Anchor Standard: History 16. Cause and Consequence		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.31. Analyze the causes and effects of the Dust Bowl in New Mexico and how it changed or eliminated communities.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Causes of the Dust Bowl <ul style="list-style-type: none"> ○ Overcultivation ○ Poor crop rotation ○ Prolonged drought ● Impacts of the Dust Bowl <ul style="list-style-type: none"> ○ Farmers ○ Ranchers ○ Miners ○ Indigenous communities ○ Migration <ul style="list-style-type: none"> ■ Route 66 	<ul style="list-style-type: none"> ● What were the impacts of the Dust Bowl on New Mexico’s population? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p><i>8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s.</i></p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Describe what the Dust Bowl was. ● Explain how the environmental impacts of the Dust Bowl impacted communities in New Mexico. 	<p>Taylor Grazing Act - ended open grazing on public rangelands and established the Division of Grazing in the Department of Interior to regulate entry and practices on around 80 million acres of previously unreserved federal lands.</p> <p>Route 66 - one of the original highways in the United States Numbered Highway System that ran from Missouri to Arizona.</p>	

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	Anchor Standard: History 17. Historical Thinking	
<i>Grade</i>	Performance Standard(s)	
HS	<p>9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state’s citizens and resident populations had on the war.</p> <p>9-12.NMH.33. Examine the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico.</p>	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Manhattan project <ul style="list-style-type: none"> ○ Los Alamos National Laboratory ○ Project Y ○ Indigenous contributions ● Navajo Code Talkers ● 200th and 515th Coast Artillery regiments <ul style="list-style-type: none"> ○ Bataan Death March ● Japanese Internment sites 	<ul style="list-style-type: none"> ● How did New Mexicans contribute to the war effort during WWII?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain how different groups in New Mexico contributed to the WWII war effort. ● Describe the role that New Mexico played in the development of the atomic bomb. 	<p>Project Y - code name for the Los Alamos Laboratory that did nuclear research during WWII.</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.NMH.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.

9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.

In this sample task, students will explore how the New Deal impacted New Mexico.

Sample Task #4

- After learning about the New Deal, students will go to the [Living New Deal website](#), where they will explore New Deal sites in New Mexico.
 - If desired, students can filter to search for sites in their city
- Using the website, students will choose 10 sites to explore. For each site they should find the following information:
 - Description of the project
 - Category: Relief, Recovery, or Reform?
 - Which New Deal agency completed the project?
 - Is this project still visible or present today?
- Once they have their 10 sites, students will write a short essay answering the following question:
 - What was the impact of the New Deal in New Mexico? Provide specific evidence from the Living New Deal website to support your answer.

Exemplar Student Responses

Responses will vary, but good responses should include:

- A clear thesis statement that makes a claim characterizing the New Deal in New Mexico
- Descriptions of specific New Deal projects that align with their thesis statement
- Explanation of the impact of these projects, connecting them back to the thesis statement

DOK

2

Blooms

Interpret

Cross-Curricular Connections

[CCSS.ELA-LITERACY.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The Living New Deal website does not portray individuals. Instead, it examines public projects and public spaces.

How are those groups and individuals portrayed?

Because the Living New Deal website portrays public spaces, it does not portray individuals in a positive or negative light.

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

The resources may cause students to question who benefited most from the New Deal, and whether the government assistance from the New Deal was evenly distributed among groups.

What supports are provided to teachers to identify blind spots?

The Living New Deal website offers lots of resources for educators. Educators might find the page on [New Deal Inclusion](#) particularly helpful in identifying the impact of the New Deal on marginalized communities.

How is this text culturally/linguistically responsive?

This resource allows students to explore sites that are local to them and that might spark their interest. Additionally, it allows them to find sites that were aimed at aiding marginalized communities?

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>Do you think the New Deal helped all groups equally?</p> <p>ESR: In my research it looked like a lot of the projects were concentrated in the cities, so I'm not sure that the New Deal helped farmers as much as city dwellers.</p>	<p>Is there anything else you think FDR should have done in the New Deal to better help all Americans?</p> <p>ESR: I think the New Deal should have included more work to get rid of segregation. FDR came out in support of labor unions and he gave more freedom to Indigenous people, but he left the Jim Crow Laws in place.</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>

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<p>Do you think people would support another New Deal today? Why or why not?</p> <p>ESR: I think people would support it because there's still a lot that people need help with. Just like in the Great Depression, a lot of people are having a hard time making enough money or finding a good paying job.</p>	<p>If there was a "new" New Deal today, what kinds of programs would you want to be a part of it?</p> <p>ESR: I would want them to put more money into school buildings, because our school building is really outdated but it's expensive to fix.</p>
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Suggested Student Discourse

Question	Method
<p>Do you think people would support another New Deal today? Why or why not?</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</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:	Strategies:
<p>Vocabulary to Pre-Teach: Public Works, Relief, Recovery, Reform</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What areas of the state have the most projects? ● Which areas have the fewest projects? ● Do you notice any similarities in the types of projects that were carried out in New Mexico? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Model navigating the website ● Answer questions to clear up misconceptions about the assignment instruction <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Pre-select which sites the students will research to prevent

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New Mexico History
Theme 5: New Mexico and the Cold War

Compelling Question	Inquiry Alignment
How can countries that differ in ideologies peacefully coexist?	9-12.NMH.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

Standards at a Glance

Theme 5: New Mexico and the Cold War	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 9. Global Economy	<ul style="list-style-type: none"> 9-12.NMH.34. Summarize how the United States and Soviet Union emerged from World War II as superpowers and articulate the difference between communism and capitalism.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> 9-12.NMH.35. Explain the impact of the military bases and weapons testing sites in New Mexico as influenced by World War II and the Cold War.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 9-12.NMH.36. Analyze the pros and cons of New Mexico's role in the production of uranium-fueled weapons built during the Cold War.
History 17. Historical Thinking	<ul style="list-style-type: none"> 9-12.NMH.37. Explain the importance of military research and testing facilities in New Mexico during the Cold War and today.

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 Grade	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy	
Performance Standard(s)		
HS	9-12.NMH.34. Summarize how the United States and Soviet Union emerged from World War II as superpowers and articulate the difference between communism and capitalism.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Beginnings of the Cold War: <ul style="list-style-type: none"> ○ Democracy vs. dictatorship ○ Potsdam Conference ● Communism <ul style="list-style-type: none"> ○ Government ownership of industries and property ○ Central planning ○ Limited economic inequality ● Capitalism <ul style="list-style-type: none"> ○ Private ownership of industries ○ Business competition ○ Profit motive ○ Private property ○ Potential for economic inequality 	<ul style="list-style-type: none"> ● How did Russia and the United States differ in their respective economy after the Cold War?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.73. Describe the economy of territorial New Mexico from various perspectives.</p> <p>7.76. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.</p>	<p><i>High School Connections:</i></p> <p>9-12.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.</p> <p>9-12.US.95. Evaluate how the events of the Cold War impacted people from diverse groups.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Summarize the emergence of the U.S. and Soviet Union as superpowers. ● Compare and contrast Communism and Capitalism. ● Describe how the Potsdam Conference played a part in the beginning of the Cold War. 	<p>Superpowers - very powerful and influential nations.</p> <p>Communism - the final state of social evolution according to Marx, in which the state has withered away and economic goods are distributed according to need.</p> <p>Capitalism - economic system characterized by the following: private property ownership exists;</p>	

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		<p>individuals and companies are allowed to compete for their own economic gain; and free market forces determine the prices of goods and services.</p> <p>Democracy - a system of government in which political authority is held by the people.</p> <p>Dictatorship - a small group possesses absolute power without effective constitutional limitations.</p>
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	Anchor Standard: Geography 12. Location, Place, and Region	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.35. Explain the impact of the military bases and weapons testing sites in New Mexico as influenced by World War II and the Cold War.	
	Sample Concept/Content	Supporting Questions
	<p>Military Activities:</p> <ul style="list-style-type: none"> ● Advantages of New Mexico’s location for military bases and weapons testing sites <ul style="list-style-type: none"> ○ White Sands Missile Range ○ Kirtland Air Force Base ○ Sandia Labs ● Creation of the atom bomb <ul style="list-style-type: none"> ○ Los Alamos Labs ○ Manhattan Project 	<ul style="list-style-type: none"> ● What role did New Mexico’s location play a key role in World War II? ● What are New Mexico’s ties to the Cold War?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.7. Categorize and sequence significant people, places, events and ideas in history using both chronological and conceptual graphic organizers.</i></p> <p><i>8.17. Use applicable presentation technology to communicate research findings or other significant information.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.88. Describe how particular historical events and developments shaped human processes and systems in World War II.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify the following places in NM <ul style="list-style-type: none"> ○ Los Alamos ○ White Sands Missile Range ● Describe the significance of Los Alamos labs in the creation of the atom bomb during WWII. ● Explain the implications of testing the atom bomb in NM. ● Draw conclusions on what role the United States’ specifically New Mexico’s, nuclear capabilities played in the Cold War. 	<p>Manhattan Project - a research and development undertaking during WWII that produced the first nuclear weapons.</p> <p>Trinity site - a site in the New Mexico desert where scientists detonated the first atomic bomb. Located approximately 60 miles north of White Sands National Monument.</p>	

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.36. Analyze the pros and cons of New Mexico’s role in the production of uranium-fueled weapons built during the Cold War.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Uranium mining <ul style="list-style-type: none"> ○ Uses in nuclear weapons and power plants ● Uranium spill at Church Rock ● Grants Mineral Belt ● Significance of WIPP site 	<ul style="list-style-type: none"> ● What are the implications of mining uranium in New Mexico?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.91. Analyze the causes, conflicts and consequences of the Cold War.</i></p> <p><i>9-12.US.100. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain what uranium mining is and where it primarily comes from in NM. ● Explain the consequences of the Uranium spill at Church Rock. ● Describe the significance of the WIPP site. 	<p>Uranium - a silvery heavy radioactive polyvalent metallic element that is found especially in uraninite and exists naturally as a mixture of mostly non fissionable isotopes.</p> <p>WIPP - Waste Isolation Pilot Plant in Carlsbad, NM where nuclear waste is stored.</p>

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	Anchor Standard: History 17. Historical Thinking	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.37. Explain the importance of military research and testing facilities in New Mexico during the Cold War and today.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Competition with the Soviets <ul style="list-style-type: none"> ○ Space race (<i>Sputnik</i>) ○ Arms race ○ Cuban Missile Crisis ● Eisenhower’s Response <ul style="list-style-type: none"> ○ National Defense Education Act ○ Weapons programs <ul style="list-style-type: none"> ■ Hydrogen bombs ● Impact on population of towns near labs <ul style="list-style-type: none"> ○ Jobs ○ Cancer 	<ul style="list-style-type: none"> ● How did the production of weapons change during the Cold War? ● Why was it critical to continue military research? ● What was the significance of testing facilities in NM during the Cold War and today?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.</i></p> <p><i>8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.99. Describe how particular historical events and developments shaped human processes and systems between 1945-1975.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Defend the importance of military research during the Cold War and today. ● Explain the impact of the continued creation of weapons in NM. 	<p><i>Sputnik</i>- the first satellite launched into space by the Soviet Union.</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.NMH.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

9-12.NMH.37. Explain the importance of military research and testing facilities in New Mexico during the Cold War and today.

Students will put together a presentation of their choice to explain why it was necessary for military research and testing facilities to operate in NM during the Cold War. Then they are to explain if it is necessary or not necessary to continue with military research and testing facilities in New Mexico today.

Sample Task #5

Using the resources below, students will research past and present military research and testing sites in New Mexico. They will use the information to create a slide presentation that explains why it was necessary for military research and testing facilities to operate in NM during the Cold War. Student presentations should include:

- How the research at Los Alamos benefited NM and the U.S.
- How continued research and testing facilities in NM supported the U.S. stance in the Cuban Missile Crisis.
- What may have happened during this crisis had NM not continued with military research and testing?

After presenting their findings on New Mexico in the Cold War, they should make an argument indicating whether these military installations are still necessary today. They should use outside research and specific evidence to support their stance.

Resources:

[History of Los Alamos Labs](#)

[Atomic Bomb History](#)

[Cuban Missile Crisis](#)

Exemplar Student Responses

Student work could be graded using the rubric below.

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NM & the Cold War Presentation Rubric				
Description	Emerging 1	Developing 2	Proficient 3	Advanced 4
Contains a visual that enhances the presentation	Visual does not enhance presentation or is missing altogether	Visual attempts to enhance the presentation	Visual proficiently enhances the presentation	The visual goes above and beyond in terms of enhancing the presentation
Provides the importance and the role of the Los Alamos Labs and its connection to the Cold War	Does not explain the important role in Los Alamos played during the Cold War.	Attempts to explain the important role Los Alamos played during the Cold War.	Proficiently explains the important role Los Alamos played during the Cold War.	Goes above and beyond explaining the important role Los Alamos played during the Cold War.
Makes a claim of whether or not the U.S. Should continue military research & testing facilities in NM	Does not make a claim whether or not the U.S. should continue military research & testing facilities in NM	Attempts to make a claim whether or not the U.S. should continue military research & testing facilities in NM	Proficiently makes a claim whether or not the U.S. should continue military research & testing facilities in NM	Expertly makes a claim whether or not the U.S. should continue military research & testing facilities in NM
Supports the claim with solid evidence from reliable resources.	Does not support the claim with solid evidence from reliable resources.	Attempts to support the claim with solid evidence from reliable resources.	Proficiently supports the claim with solid evidence from reliable resources.	Expertly supports the claim with solid evidence from reliable resources.
Total				
DOK		Blooms		
3		Analyze		
Cross-Curricular Connections				
<p><u><i>CCSS.ELA-LITERACY.RH.11-12.6</i></u> <i>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</i></p>				
Culturally and Linguistically Responsive Teaching and Learning				

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Who is represented in the text?

The text represents the people living in NM while the military research and testing were being conducted and the risks that they encountered during this time period.

How are those groups and individuals portrayed?

The first website is more specific to the purpose of Los Alamos which was to build the atomic bomb. The 2nd website zones in on the Manhattan project and how it affected the groups and individuals who were at risk in the surrounding areas. The 3rd website offers texts on specific meetings and processes used in the Cuban Missile Project.

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

The texts may provoke questions about the effects of the military research and concerns of a nuclear weapon. It does address the numerous cultural and linguistic diversity in the 1st website especially in these marginalized communities.

What supports are provided to teachers to identify blind spots?

Texts two and three offer numerous facts about the processes so blind spots can be identified. The 1st website is more focused on the human impacts of the military research facilities.

How is this text culturally/linguistically responsive?

The texts are culturally responsive because they show how New Mexico has changed overtime. It allows students to connect their own stories and make connections to the eventual impact of the atomic bomb.

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>How has Los Alamos Labs played a role in our community?</p> <p>ESR: Some of our friend's parents still work at Los Alamos Labs today.</p>	<p>How would you respond if someone told you that the U.S. should not get involved in foreign conflicts?</p> <p>ESR: I disagree with them. My teacher is from Ukraine and she has family still living there, so I see why we're involved in that conflict. Before I knew her, I didn't know the difference between Ukraine and Russia but now I can put a real live face to a Ukrainian citizen and I see how foreign events impact people living here in America.</p>
Build	Bridge

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<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>Should NM continue to research for the military? Why or why not?</p> <p>ESR: Yes. We need to be able to keep up or ahead of other countries that might want to take over the U.S. like Russia is trying to do to the Ukraine or how the Soviet Union tried to intimidate the U.S. during the Cuban Missile Crisis.</p> <p>No. We have enough nuclear weapons to destroy the earth. Why do we need more?</p>		<p>How does continuing research at Los Alamos labs affect America’s current position in the world?</p> <p>ESR: The research that they’re doing there still helps to keep the United States as the strongest superpower in the world.</p>	
Suggested Student Discourse			
Question		Method	
<p>How can countries that differ in ideologies peacefully coexist?</p>		<p>Type: Discussion 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			
<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:		Strategies:	

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Vocabulary to Pre-Teach:

- Super Power
- Uranium
- Communism
- Capitalism

Text-Based Questioning:

- How did NM become involved in WWII indirectly?
- Was it necessary for NM to continue in research for the military? Why / Why not?
- Should NM have continued building uranium weapons during the Cold War? Why / Why not?
- How can countries such as the U.S. and Russia, that differ in ideologies peacefully coexist?

Universal Supports:

- Marzano's 6 Step Process for Vocabulary or Frayer Model
- Provide students with all four questions prior to the "Snowball Discussion".

Targeted Supports:

- Provide a graphic organizer for students to organize their responses to the questions.

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New Mexico History
Theme 6: Civil Rights

Compelling Question	Inquiry Alignment
<p>What role did New Mexico play in past and present civil rights efforts?</p>	<p>9-12.NMH.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> <p>9-12.NMH.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>

Standards at a Glance

Theme 6: Civil Rights	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.38. Analyze the civil rights era in New Mexico using multiple perspectives.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.NMH.39. Compare organizations engaged in civil rights work.

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	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.38. Analyze the civil rights era in New Mexico using multiple perspectives.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Indigenous movements <ul style="list-style-type: none"> ○ American Indian Movement ○ Red Power movement ○ Land disputes ○ Self-determination ● African American movement <ul style="list-style-type: none"> ○ Desegregation of schools ○ Hobbs sit-in ● LGBTQIA movement <ul style="list-style-type: none"> ○ Stonewall Uprising ○ Early pride demonstrations and celebrations in New Mexico ● Chicano movement <ul style="list-style-type: none"> ○ Reies López Tijerina ○ United Farm Workers ○ Cesar Chávez 	<ul style="list-style-type: none"> ● How did people of varying backgrounds fight for their rights during the civil rights era?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</p>	<p><i>High School Connections:</i></p> <p>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.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the role that New Mexico played in multiple civil rights movements in the 1950s, 1960s, and 1970s 	<p>Red Power - a social movement led by Native American youth to demand self-determination for Native Americans in the United States.</p> <p>Hobbs sit-in - a sit-in led by Charles Edward Becknell to desegregate lunch counters and restaurants in Hobbs, NM.</p> <p>Stonewall Uprising - a series of spontaneous protests by members of the gay community in</p>	

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		<p>response to a police raid that began in the early morning hours of June 28, 1969, at the Stonewall Inn in the Greenwich Village neighborhood of Lower Manhattan in New York City.</p> <p>Reies López Tijerina - an activist who led a struggle in the 1960s and 1970s to restore New Mexican land grants to the descendants of their Spanish colonial and Mexican owners.</p>
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	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.39. Compare organizations engaged in civil rights work.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Civil Rights Groups <ul style="list-style-type: none"> ○ NAACP ○ American Civil Liberties Union ○ Black Lives Matter ○ United Farm Workers ○ LULAC ○ Anti-Defamation League ○ GLAAD ○ Human Rights Campaign ● Points of Comparison <ul style="list-style-type: none"> ○ Methods <ul style="list-style-type: none"> ■ Direct Action ■ Protest ■ Litigation ○ Goals 	<ul style="list-style-type: none"> ● What groups are still engaging in civil rights work today?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</p>	<p><i>High School Connections:</i></p> <p>9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and Identity Studies 22. 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"> ● Enumerate civil rights organizations engaged in work for varying identity groups. ● Explain similarities and differences between civil rights organizations. 	<p>Direct action - civil rights activities that draw combat injustice through tactics such as boycotts, sit-ins, and marches.</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.

9-12.NMH.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

9-12.NMH.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.NMH.39. Compare organizations engaged in civil rights work.

In this task, students will compare two civil rights organizations, and will make an argument indicating which organization has been more important in bringing progress to New Mexico.

Sample Task #6

- Students will begin by choosing two of the following modern and historical civil rights organizations to research: NAACP, LULAC, United Farm Workers, American Indian Movement, Human Rights Campaign, Southern Christian Leadership Conference, the Anti-Defamation League, and the American Civil Liberties Union.
- First students should access the official website of the organization to find key information on the organization.
- Students should fill out a two column graphic organizer similar to the one depicted below. Students may need to do additional research to fill in the bottom two rows:

	Organization 1 Name:	Organization 2 Name:
Year Founded		
Mission / Vision		
Actions and/or Methods		
Achievements		
Impact on New Mexico		

- Once students have gathered their information, they should make a print or video advertisement spreading the word about the civil rights organization that they feel has been more significant in supporting the people of New Mexico.
- The advertisement should include:

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- The information on their organization from the chart above
- Visual representations of the work that the organization does
- A link to the organization’s website for students who may want to volunteer, donate, or get in touch

Exemplar Student Responses

	Organization 1 Name: ACLU	Organization 2 Name: Human Rights Campaign
Year Founded	1920	1980
Mission / Vision	“The ACLU dares to create a more perfect union — beyond one person, party, or side. Our mission is to realize this promise of the United States Constitution for all and expand the reach of its guarantees.”	“HRC envisions a world where lesbian, gay, bisexual, transgender and queer people plus community members who use different language to describe identity are ensured equality and embraced as full members of society at home, at work and in every community.”
Actions and/or Methods	<ul style="list-style-type: none"> ● Legal actions and court challenges ● Federal lobbying ● Education and advocacy 	<ul style="list-style-type: none"> ● Funding pro-LGBTQ+ congressional candidates ● Challenging anti-LGBTQ+ laws in the courts ● Marches and Protests
Achievements	<ul style="list-style-type: none"> ● The ACLU has participated in more Supreme Court cases than any other private organization ● Assisted with the <i>Brown v. Board</i> case ● Brought the <i>Lawrence v. Texas</i> suit to court 	<ul style="list-style-type: none"> ● Marriage equality ● Hate crimes legislation ● Repeal of “Don’t Ask, Don’t Tell”
Impact on New Mexico	<ul style="list-style-type: none"> ● Currently investigating abuses by border patrol ● Investigating immigrant detention centers 	<ul style="list-style-type: none"> ● Hate crimes laws ● Anti-conversion therapy laws ● Currently advocating for the Equality Act

Students will choose ONE of the organizations above to create an advertisement for.

Student advertisements will vary, but should clearly contain the above information with compelling visuals (and audio, if appropriate). The advertisement should also clearly display a link to the organization’s national or state website so students can seek further information or volunteer opportunities, if interested.

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DOK	Blooms
3	Contrast
Cross-Curricular Connections	
<p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> <i>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.</i></p>	
Culturally and Linguistically Responsive Teaching and Learning	
<p>Who is represented in the text? The research topics include all manner of people, including LGBTQ+, Indigenous, African American, Latino, and white people.</p> <p>What supports are provided to teachers to identify blind spots? Prior to embarking on this activity, it is recommended that teachers spend some time exploring the websites of these different groups so they can familiarize themselves with the issues and advocacy work that each group is doing. Many of the organizations also offer reports and educational materials for educators who want to learn more.</p> <p>How is this text culturally/linguistically responsive? The websites give students the opportunity to learn more about groups who may have the same life experiences as them, and it exposes them to the continued work that organizations are doing to make America a “more perfect union”.</p> <p>How are those groups and individuals portrayed? All groups are portrayed as having agency and being deserving of equal treatment.</p> <p>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? This activity should expose students to the reality that the civil rights movement did not end with the passage of the Civil Rights Act in 1964. Instead, it is a continued struggle for dignity and equality of all persons.</p> <p>How is this text culturally/linguistically responsive? The activity allows students to explore at their own pace, and many of the websites have Spanish language translations for students who are less proficient with the English language.</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 mainstream.</i></p>

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<p>Which group do you think is doing the most valuable work for this historical moment?</p> <p>ESR: I think the work that the ACLU is doing is the most important, because they fight lots of different things. They fight for reproductive rights, racial equality, LGBTQ+ rights, and other things, so I think they're the most important because they don't just focus on one group of people.</p>	<p>Do you think these groups are still necessary in the twenty-first century? Why?</p> <p>ESR: I think these groups are still important because America is not a perfect country. There are still groups that get discriminated against. Additionally, it's always important to have these groups as a check to make sure that states don't go back and undo all of the civil rights work that has already been done.</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>Which of the organization's goals do you most hope to see achieved in your lifetime?</p> <p>ESR: I hope the Equality Act is passed. Same sex marriage was an important step, but there are lots of other LGBTQ+ issues that still need to be solved.</p>	<p>How can a young person get involved with this kind of advocacy work?</p> <p>ESR: I'm in NHS and I always need volunteer hours, so maybe I could do some of my volunteer hours with one of these groups so that I get my hours while also fighting for something I believe in.</p>
Suggested Student Discourse	
Question	Method
<p>Do you think these groups are still necessary in the twenty-first century? Why?</p>	<p>Type: Debate Strategy: Four Corners Debate A debate structure that requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room.</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> <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 	

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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:

Vocabulary to Pre-Teach:

- Advocacy
- Difference between “Mission” and “Vision”

Text-Based Questioning:

- Do you notice any methods or goals that your organizations have in common?
- Do you notice any overlap in the work of these groups?

Strategies:

Universal Supports:

- Organizer for easy comparison of civil rights groups
- Assistance with navigating websites

Targeted Supports:

- Pre-select civil rights organizations that have easy to navigate websites
- Allow students to share their research findings with a partner or small group, and then allow them to make their advertisement or commercial as a group

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New Mexico History

Theme 7: Economics and Industries of New Mexico

Compelling Question	Inquiry Alignment
What industries exist in our state, and how can young people in our state help our economy grow in the future?	9-12.NMH.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

Standards at a Glance

Theme 7: Economics and Industries of New Mexico	
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"> ● 9-12.NMH.40. Analyze the private and public industries that have impacted New Mexico's economy. ● 9-12.NMH.41. Evaluate the main sources of income for Indigenous populations and how they might be different.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> ● 9-12.NMH.42. Give examples of the different types of sites and activities that would make people want to tour aspects of New Mexico.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.NMH.43. Analyze how New Mexicans maintain an agricultural industry given that they live in one of the driest states in the country.

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	Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.NMH.40. Analyze the private and public industries that have impacted New Mexico's economy.		
	9-12.NMH.41. Evaluate the main sources of income for Indigenous populations and how they might be different.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Economic impact of TV/film industry ● Technology companies within the state (Facebook, Intel, Raytheon) ● Oil and Gas ● Tourism <ul style="list-style-type: none"> ○ National parks and national forests ○ Ski resorts ● Impact of military bases and national laboratories on the communities they are near ● Impact of gaming/casinos on the tribal economies 	<ul style="list-style-type: none"> ● What are the key industries in New Mexico? 	
	Vertical Alignment		
	<i>Previous Grades:</i> 7.17. Discuss New Mexico's economic limitations and successes.	<i>High School Connections:</i> 9-12.Econ.23. Analyze how national and global economic trends, practices, and policies impact the state and local economies in New Mexico.	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Identify key industries in New Mexico. ● Explain how tribal economies may differ from the broader state economy. 	Public industry - industries that are controlled by the government. Private industry - industries that are run by individuals and companies for profit and are not state controlled.	

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	Anchor Standard: Geography 12. Location, Place, and Region	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.42. Give examples of the different types of sites and activities that would make people want to tour aspects of New Mexico.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● National Parks <ul style="list-style-type: none"> ○ Carlsbad Caverns ○ White Sands National Park ● Historical Sites <ul style="list-style-type: none"> ○ Manhattan Project National Historical Park ● Skiing <ul style="list-style-type: none"> ○ Taos ○ Angel Fire ○ Ruidoso ● Cultural Tourism <ul style="list-style-type: none"> ○ Santa Fe ○ Navajo Nation 	<ul style="list-style-type: none"> ● How does tourism impact the local and state economies in New Mexico?
	Vertical Alignment	
	<i>Previous Grades:</i> 7.19. Describe how environmental factors affect human activities and resource use.	<i>High School Connections:</i> 9-12.Econ.18. Analyze the production, distribution, and consumption of goods and services.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe different tourism opportunities in the state of New Mexico. ● Plan an itinerary that displays the diversity of New Mexico’s tourist sites. 	Tourism - the commercial organization and operation of vacations and visits to places of interest.

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.43. Analyze how New Mexicans maintain an agricultural industry given that they live in one of the driest states in the country.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Crops: <ul style="list-style-type: none"> ○ Pecans ○ Vegetables ● Animal Agriculture: <ul style="list-style-type: none"> ○ Dairy ○ Beef ● Irrigation ● Traditional farming methods 	<ul style="list-style-type: none"> ● Why does New Mexico grow so many crops when the state is so dry?
	Vertical Alignment	
	<i>Previous Grades:</i> 8.29. Define a region by its human and physical characteristics	<i>High School Connections:</i> 9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify the key agricultural crops in New Mexico. ● Explain how crops are raised in an arid climate thanks to irrigation and other practices. 	Irrigation - the supply of water to land or crops to help growth, typically by means of channels.	

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

9-12.NMH.42. Give examples of the different types of sites and activities that would make people want to tour aspects of New Mexico.

In this sample task students will explore the geography of New Mexico by planning a family road trip through the state.

Sample Task #7

In this sample task, students will act as a travel agent to plan an itinerary for a family of 5 to New Mexico. The family has given the following guidelines:

- They have 2 weeks to spend exploring New Mexico
- They have a lodging budget of \$2,000
- They are driving to New Mexico, so they want to do a road trip
- Each family member has listed one thing they want to do on the trip:
 - Dad: Wants to go skiing
 - Mom: Wants to see a National Park
 - Daughter #1: Wants to learn about aliens in Roswell
 - Daughter #2: Wants to go shopping for Native American-crafted jewelry
 - Son #3: Wants to learn about atomic bombs
- The family likes hiking and art, and they enjoy trying local foods whenever they travel

Students should plan a road trip itinerary that stays within the timeframe and budget, and meets all of the requests of the family members.

Itineraries should be divided by day and must include:

- Where the family is spending the night
- What hotel or accommodation the family will use
- Drive time and route (if applicable)
- Plans for the day including activities and stops

Students must also submit:

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- A completed budget for their trip
- A map showing the road trip route with stops marked

Resources to help plan:

- Travel Booking Sites - [Kayak.com](https://www.kayak.com), [Booking.com](https://www.booking.com), [Hotels.com](https://www.hotels.com)
- [National Parks Service Website](https://www.nps.gov)
- [GoogleMaps](https://www.google.com/maps)
- [New Mexico Tourism Department](https://www.newmexico.gov/tourism)

Exemplar Student Responses

A sample itinerary could look similar to the exemplar below:

Day 1: Santa Fe

- Family arrives in Santa Fe, New Mexico
- Spends the night in Santa Fe at the Sage Hotel

Day 2: Santa Fe

- Family explores downtown Santa Fe and Santa Fe Plaza
- Family goes to the Georgia O'Keeffe Museum
- Family tries frybread at Shundine's Frybread stand
- Spends the night in Santa Fe at the Sage Hotel

Day 3: Santa Fe

- Family goes to Meow Wolf
- Family hikes the Arroyo Hondo Open Space Trail
- Spends the night in Santa Fe at the Sage Hotel

Day 4: Taos

- Family drives from Santa Fe to Taos (1:30 travel time)
- Family spends the day skiing
- Southwestern lunch at La Cueva Cafe
- Spends the night at Hampton Inn Taos

Day 5: Taos

- Skiing
- Spends the night at Hampton Inn Taos

A sample map could look similar to the exemplar below:

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The screenshot shows a Google Maps interface with a route through New Mexico. The route starts in Santa Fe and ends in Jicarilla Apache Nation Reservation. The map shows major highways, cities, and national forests. A sidebar on the left lists destinations and provides route details: "via US-84 W/US Hwy 285 N and NM-68 N, 14 hr 44 min, 886 miles". Below the route details are icons for Restaurants, Hotels, Gas stations, and Parking Lots.

DOK	Blooms
2	Discover

Cross-Curricular Connections

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?

The activity encourages students to explore the many diverse cultures and activities within New Mexico.

What supports are provided to teachers to identify blind spots?

Because New Mexico has such a strong Indigenous presence, it is important for teachers to understand the ethics of tribal tourism so they can caution students from planning itineraries that fetishize or commodify Indigenous groups. GoNativeAmerica has a [guide to ethical tribal tourism](#) that all teachers are encouraged to read.

How is this text culturally/linguistically responsive?

No specific text is provided. This is student centered and student driven. Because students are finding the resources, they should match student interests and concerns around the topic being researched.

How are those groups and individuals portrayed?

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Because students are creating an itinerary, no groups are portrayed.

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

This activity asks students to think critically about their state and all it has to offer. It may cause them to consider visiting a part of the state that they otherwise would not have considered visiting, or it may give them appreciation for the many cultures that make up New Mexico’s population.

How is this text culturally/linguistically responsive?

No specific text is provided, but most of the resource websites are available in multiple languages to support students with limited English language proficiency.

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>Of all of the places you put in your itinerary, which one would you most like to visit someday?</p> <p>ESR: I would really like to go to Carlsbad Caverns someday. Since it’s way down in the southeast corner of the state, I’ve never been, but the underground mineral formations look really cool!</p>	<p>If a person were visiting New Mexico for the first time, what local ethnic or cultural foods do you think they should try?</p> <p>ESR: Of course everybody who comes to the state needs to try something with green chiles on it. I also really like carne seca, so I would encourage people to try it if they never have.</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>Do you think it is ethical to visit reservations or other tribal sites? Why or why not?</p> <p>ESR: I think it’s ethical as long as you respect the culture of the people who are there. Tribes need to make money, so tourism probably helps them to generate income, but visitors need to make sure they aren’t violating any customs or exploiting the people.</p>	<p>How can state and local governments support tribal tourism without exploiting Indigenous groups?</p> <p>ESR: I think state tourism groups should advertise Native American reservations as they are instead of presenting stereotypes about Indigenous people that may cause people to come to reservations for the wrong reasons.</p>

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Suggested Student Discourse	
Question	Method
<p>Do you think it is ethical to visit reservations or other tribal sites? Why or why not?</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.</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:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Tourism <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What differences do you notice in the tourism attractions available in the different regions of New Mexico? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a template of an itinerary for students to follow <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● One-on-one or peer assistance for navigating the websites

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New Mexico History

Theme 8: Resource Management and Mineral Resources in New Mexico

Compelling Question	Inquiry Alignment
<p>What do you think should be done to protect our non-renewable resources?</p>	<p>9-12.NMH.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources while acknowledging counterclaims and evidentiary weaknesses.</p> <p>9-12.NMH.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

Theme 8: Resource Management and Mineral Resources in New Mexico	
<p>Anchor Standard <i>The student demonstrates an understanding of:</i></p>	<p>Performance Standard <i>Therefore, the student is able to:</i></p>
<p>History 17. Historical Thinking</p>	<ul style="list-style-type: none"> 9-12.NMH.44. Analyze multiple perspectives of how water use, policy, and management has changed over the centuries in New Mexico. 9-12.NMH.45. Evaluate the importance of preserving historical sites, culture, and New Mexico's resources.

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	Anchor Standard: History 17. Historical Thinking	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.NMH.44. Analyze multiple perspectives of how water use, policy, and management has changed over the centuries in New Mexico.	
	9-12.NMH.45. Evaluate the importance of preserving historical sites, culture, and New Mexico’s resources.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Water conservation and management: <ul style="list-style-type: none"> ○ Acequias system ○ Irrigation system ○ Aquifers ○ The Gila River ● Land use and management: <ul style="list-style-type: none"> ○ Minerals ○ Water resources ○ Wildlife ● Historical sites <ul style="list-style-type: none"> ○ Petroglyph National Monument ○ Gila Cliff Dwellings ○ Fort Sumner/Bosque Redondo 	<ul style="list-style-type: none"> ● Why is it important to preserve New Mexico’s historical sites? ● How have water policies changed in New Mexico? ● Why have these Policies changed and how does this affect New Mexico?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>7.19. Describe how environmental factors affect human activities and resource use.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Geo.32. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Analyze multiple perspectives of how water use, policy, and management has changed over the centuries in New Mexico. ● Evaluate the importance of preserving historical sites, culture, and New Mexico’s resources. 	<p>Water management - is the control and movement of water resources to minimize damage to life and property and to maximize efficient beneficial use.</p> <p>New Mexico historical sites - storied places where the past is palpable. Follow in the footsteps of Indigenous people, Spanish conquistadors, Civil War soldiers, outlaws, and lawmen.</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.NMH.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources while acknowledging counterclaims and evidentiary weaknesses.

9-12.NMH.45. Evaluate the importance of preserving historical sites, culture, and New Mexico's resources.

This activity asks students to research important historical sites in New Mexico.

Sample Task #8

Students will choose one historical site in New Mexico. They can choose from the following list:

- Lincoln Historic Site
- Coronado Historic Site
- Fort Sumner/Bosque Redondo Historic Site and Memorial
- Aztec Ruins National Monument
- Bandelier National Monument
- Pecos National Historical Park
- Petroglyph National Monument
- Salinas Pueblo Missions National Monument

Once students have chosen their site, they need to conduct research to answer the following questions:

- Where is the site?
- What is the site's historical significance? Please offer specific details and historical context.
- What is being done to preserve the site now? Who maintains it?
- Why is this site of cultural or historical importance to New Mexicans?

Students will conclude the activity by writing a short paragraph on why it is important to preserve historical sites and what can be done to better protect New Mexico's land and resources.

Exemplar Student Responses

A strong response will provide all of the requested details on the historic site with specific historical context. Students' analytical paragraph should contain a clear argument indicating why it is important to preserve historical sites with evidence to support their answer. Students should offer at least one concrete suggestion of an actionable step that individuals, organizations, or governments could take to protect historical sites and natural landscapes.

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DOK	Blooms
3	Evaluate
Cross-Curricular Connections	
<p><u><i>CCSS.ELA-LITERACY.RH.11-12.9</i></u> <i>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</i></p>	
Culturally and Linguistically Responsive Teaching and Learning	
<p>Who is represented in the text? The activity explores the rich history of New Mexico with emphasis on Indigenous and Spanish cultures.</p> <p>What supports are provided to teachers to identify blind spots? Teachers can use the National Parks Service website or the NM Historic Sites website to learn more about these sites.</p> <p>How is this text culturally/linguistically responsive? The website allows students to explore sites related to varying groups in New Mexico history to foster a sense of pride and inclusion.</p> <p>How are those groups and individuals portrayed? Because students are exploring historical sites, all groups and individuals are portrayed as having a valuable history that is worthy of remembrance.</p> <p>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? This activity allows students to learn about the multicultural history of their state.</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 mainstream.</i></p>
<p>How do you and your family preserve your memories and culture?</p> <p>ESR: One way my family preserves its memories and culture is through food. We have a bunch of family recipes that have been passed down over time, and it's a way for us to share our culture with each other and with visitors.</p>	<p>Why is it important to preserve memories and culture?</p> <p>ESR: It's important to preserve memories and culture because it keeps us connected to those who came before us and keeps us connected to our heritage.</p>

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	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>
	What modern buildings, artwork, artifacts, or sites do you hope are still available for future generations to experience?	Which of your personal belongings do you hope to pass down to future generations, and what steps can you take today to protect and preserve them?
	ESR: I hope in the future that hogans are still used or protected, since they are an important part of Diné culture.	ESR: I have a set of old letters from my abuela that I want to keep in the family. I can protect them by keeping them flat, putting them in protectors, and keeping them out of the light.
	Suggested Student Discourse	
	Question	Method
	Why is it important to preserve memories and culture?	Type: Discussion Strategy: Turn and Talk A routine that increases opportunities for all students to participate in discussion simultaneously in order to make predictions or process new learning in a low risk environment.
	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:	Strategies:	
Vocabulary to Pre-Teach: <ul style="list-style-type: none"> ● Public History ● Historic Preservation 	Universal Supports: <ul style="list-style-type: none"> ● Provide specific links to the National Parks Service or NM Historical Sites webpages. 	

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	<p>Text-Based Questioning:</p> <ul style="list-style-type: none">• What factors do you think governments and organizations have to consider when deciding to protect a historical site?	<ul style="list-style-type: none">• Provide a notes organizer for the questions. <p>Targeted Supports:</p> <ul style="list-style-type: none">• Offer sentence stems for struggling learners.
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