** The Academy for Technology & the Classics**

7th Grade NM History Thematic Unit 2 – The First People of New Mexico

**Instructor’s name: Robert Mathis Course/Grade: 7th Grade New Mexico History**

**In a Nutshell –** This unit covers the first three chapter of the text. The focus of the material is a basic preview of New Mexican geography, a description of the initial peopling of NM, and the cultures that were in NM prior to the arrival of the Spanish. The students will write the first of several argument papers, and also be introduced to the requirements of the Quarter 1 project.

**NM State Standards and Benchmarks addressed:**

**IA.1** -- compare and contrast the contributions of the civilizations of the western hemisphere (e.g., Aztecs, Mayas, Toltecs, mound builders) with the early civilizations of the eastern hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies, to include:

a. effect on world economies and trade;

b. roles of people, class structures, language;

c. religious traditions and forms of government; and

d. cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars);

**IA.2** -- describe the characteristics of other indigenous peoples that had an effect upon New Mexico’s development (e.g., pueblo farmers, great plains, horse culture, nomadic bands, etc. - noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals)

**ID.1** -- analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions;

**Common Core Standards Addressed:**

[CCSS.ELA-Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.10](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

[CCSS.ELA-Literacy.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/) Write arguments focused on *discipline-specific content*.

[CCSS.ELA-Literacy.WHST.6-8.1a](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/a/) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-Literacy.WHST.6-8.1b](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/b/) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

[CCSS.ELA-Literacy.WHST.6-8.1c](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.WHST.6-8.1d](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/d/) Establish and maintain a formal style.

[CCSS.ELA-Literacy.WHST.6-8.1e](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.WHST.6-8.2f](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/f/) Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Unit Lesson:**

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| **Essential Question(s):**   1. What are some of the basic geographical features of New Mexico? 2. When did people first come to New Mexico, and where did they come from? 3. What Native Cultures were in New Mexico before the Europeans arrived?   **Learning Objectives/Outcomes:**   1. The students will show a mastery of a selection of vocabulary appropriate to the Unit. 2. The student will identify the major geographical features of the land of New Mexico. 3. The student will show a knowledge of the initial peopling of the New World, from the Clovis Culture to the Anasazi. 4. The student will show a knowledge of the Native Cultures of New Mexico that were extant in the period of time just before the arrival of the Spanish. | | **Connections:** This unit ties in with, and in some way, overlaps the first thematic unit of the year (Prehistory and Geography). While unit 1 dealt with general world geography and map skills as well as a generalized idea of prehistoric adaptations, this unit delves specifically into the geography and prehistory of New Mexico. The connective goal of this unit is to tie early man in New Mexico to the development of distinctive cultural areas that existed in NM prior to the arrival of the Spanish. It’s important that the students be aware of how indigenous culture developed in NM. | |
| **Completion Grades**   1. Section Questions for Ch. 1 (pgs. 6, 8, 13, 17) 2. GR2-1, GR2-2 3. Sections Questions for Ch. 3 (pgs. 49, 55, 58, 62, 67) 4. Notebook Check (1-28) 5. Culture Area Map (Native Cultures) 6. Argument paper #1 | **Daily Grades**   1. Section Questions for Ch. 1   (pgs. 6, 8, 13, 17)   1. GR2-1, GR2-2 2. Sections Questions for Ch. 3   (pgs. 49, 55, 58, 62, 67)   1. Culture Area Map (Native Cultures) 2. Argument paper #1 | **Test/Quizzes**   1. Critical Fact Quiz (CF 1-28) 2. Chapter 1 Exam 3. Chapter 2 Exam 4. Chapter 3 Exam |
| **Activities for Instructor and Students**   * Chapter 1 Lecture - Geography of NM: Geographical Provinces, surrounding States, Water, and Basic Vocabulary * Chapter 2 Lecture – New Mexico’s Early People: Big Game Hunters, Desert Culture, Mogollon, Anasazi * Chapter 3 Lecture – NM Indians at 1500: Pueblo, Navajo, Apache * Argument Paper #1: The students will argue for or against a specific issue with a basic 5-paragraph paper. An outline, rough draft, and final copy will be produced by the student. * The students will be introduced to the Q1 Project, norms and expectations. They will choose groups and topics for their project and will have an opportunity to work on their project in class. They will produce an outline, a rough draft, and a final copy of a written paper, as well as evidence of research and a graphic addition to the project. | | **Other considerations, e.g., handouts, seating changes, guest speaker needs, etc.:**   1. Guided Reading Worksheets for Chapter two. 2. Blank Maps of NM for Cultural Area Work. 3. Group Project Handout 4. “How to write a Bibliography” | |

**Post-Teaching Reflections on Lesson**

What went well?

What needs to be improved? Why?

Strategies to consider for improving lesson: