**The Academy for Technology & the Classics**

**Lesson Plan Template**

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

**Date(s):**

Unit Four: New Mexico as a Part of Spain

**(Chapters 7-9)**

**In a Nutshell**: The Students will once again touch on how to plan, write, and edit a 5-paragraph Persuasive paper. They will also cover chapters 7-9 in the text. They will complete a timeline project that allows them to place content specific events in temporal order, and they will start their Quarter Three Project (Group Presentation). This Unit should take about 6 Instructional weeks.

Over the course of this Unit, the following Standards will be addressed:

**Common Core Standards:**

* RH6.8-4 – Determine the meaning of words and phrases as they are used in a text
* RH6-8.7 – Integrate Visual Information with other information in Print (Q2 Timeline)
* RH6-8.8 – Differentiate between Fact and Opinion and Reasoned Judgment
* WHST6-8.1 – Write Arguments focused on Discipline Specific Content
  + WHST6-8.1a – Introduce a claim, acknowledge alternate or opposing claims, organize reasons and evidence logically
  + WHST6-8.1b – Support Claims with logical reasoning, using accurate data and evidence
  + WHST6-8.1d – Establish and Maintain a formal style (MLA)
  + WHST6-8.1e – Provide a concluding statement that supports the argument
* WHST6-8.5 – With help from peers/adults develop and strengthen writing by planning, editing, rewriting (Outlines, Rough Draft, Peer Editing, Rewrite)
* WHST6-8.6 – Use Technology, including the Internet, to produce and publish writing
* WHST6-8.9 – Draw evidence form informational texts to support analysis, reflection, and research.

**New Mexico State Standards**

* 1A.7.3.- explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail);
* 1A.7. 4. describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present

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| **Essential Question(s):**   1. How was New Mexico Reconquered by the Spanish after the Pueblo Revolt? 2. What kinds of things developed in New Mexico that made it a unique culture? 3. How did New Mexico come to be a part of Mexico, and what kind of government did New Mexico have under Mexico? | **Homework / papers to be checked or collected:**   1. Critical Fact Notebook Checks (Periodic) 2. Chapter 7 Guided Reading Worksheet 3. Argument paper #1 (Pro) 4. Argument paper #2 (Con) 5. Chapter 8 Guided Reading Worksheet 6. Chapter 8 Vocabulary 7. Q2 Timeline Project 8. Chapter 9 Guided Review Worksheet 9. Chapter 9 Vocabulary 10. Q3 Group project   **Formal Assessment(s)**   1. Chapter 7 Exam 2. Chapter 8 Exam 3. Chapter 9 Exam |
| **Learning Objectives/Outcomes:**  **The Student will…**   1. Be able to correctly identify/define a selection of Key terms/facts. 2. Be able to discuss the key factor in the reconquest of Spanish New Mexico by Don Diego de Vargas. 3. Identify the cultures that existed in NM when the Spanish arrived. 4. Identify the cultures that were most responsible for raiding the Pueblo and Spanish Settlements. 5. Be able to define some of the ways that NM was different then New Spain, and how those differences affected the development of a Unique culture in NM. 6. Be able to name the pertinent facts and events of NM becoming a part of Mexico, as well as the Revolt of 1837. 7. Write a 5-paragraph paper that defends or attacks a particular stance on a socially relevant issue (ie Immigration, Gun Control, Capital Punishment, etc.) | **Key Terms/Facts**   1. Don Diego de Vargas 2. Villas (Santa Fe, Albuquerque, La Canada, El Paso) 3. Comanche (1730s) 4. Cuerno Verde 5. Juan Bautista de Anza 6. Zebulon Pike 7. Caste System (Mulattos, Mestizos, Genizaros) 8. Barter System 9. Land Grants (Pueblo, Private, Community) 10. Subsistence Farming 11. Acequias 12. Haciendas/Hacendados 13. Hornos 14. Santos (Retablos/Bultos) 15. Penitentes 16. Santa Fe Trail 17. Mountain Me and the Fur Trade 18. Jefe Politico 19. Father Antonio Jose Martinez 20. Albino Perez and the Revolt of 1837 21. The Armijo Government 22. Texas-Santa Fe Expedition 1841 |
| **Overheads / PowerPoint /Equipment / supplies needed for this week:**  --Multimedia Projector if available | **Other considerations, e.g., handouts, seating changes, guest speaker needs, etc.:**  -- |

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| Lesson activities for instructor and students |
| **Discussion Topics**   * Don Diego de Vargas and the Reconquest of New Mexico * Indian Raids and the Arrival of the Comanche * NM as a Unique Culture * New Mexico as a Part of Mexico * NM Trade with outsiders   **Book Work**   * The students will answer the **sections questions** provided in the text OR be assigned a Guided Reading Worksheet (GR7-9). These will be assigned on Mondays and/or Wednesdays and the students will often have some class time to complete the assignment before going home. * The Students will be responsible for the Chapter vocabulary provided for each chapter, as well as the Chapter Review Questions (“Facts You Should Remember”) at the end of each chapter. As with the section review questions, these will mostly be assigned on Mondays and Wednesdays and the students will often (but not always) be given time in class to work on these assignments.   **Critical Facts**   * The students will receive the remainder of their critical facts during this period. (CF 65-100). This work will include both Short-cycle Assessment (RA 16-17) and formalized graded assessments (CF Quizzes and Tests).   + - *No RA for the 2013-14 School Year*   **Formal Assessments**   * There will be a formal test on each chapter. * Spelling Quizzes on Vocab |
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Post-Teaching Reflections on Lesson

Well? How did it work?