**The Academy for Technology & the Classics**

**Lesson Plan Template**

**Instructor’s name: Robert Mathis Course/Grade: 9th Grade NM History**

**Date(s):**

Unit Two: Statehood at Last

**(Chapter 1)**

**In a Nutshell**: The Students will cover the material from the first chapter of the text, detailing how New Mexico achieved Statehood. During this Unit the students will also be introduced to the writing process using the format of writing argumentative papers, and be introduced to the norms and expectations of the Quarter Project.

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

**Common Core Standards:**

* [CCSS.ELA-Literacy.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
* [CCSS.ELA-Literacy.RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/) Assess the extent to which the reasoning and evidence in a text support the author’s claims.
* [CCSS.ELA-Literacy.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10/) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
* [CCSS.ELA-Literacy.WHST.9-10.1](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/) Write arguments focused on discipline-specific content.
	+ [CCSS.ELA-Literacy.WHST.9-10.1d](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/d/) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	+ [CCSS.ELA-Literacy.WHST.9-10.1e](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/e/) Provide a concluding statement or section that follows from or supports the argument presented.
* [CCSS.ELA-Literacy.WHST.9-10.4](http://www.corestandards.org/ELA-Literacy/WHST/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* [CCSS.ELA-Literacy.WHST.9-10.5](http://www.corestandards.org/ELA-Literacy/WHST/9-10/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**New Mexico State Standards:**

* 3A.6 (Gov/Econ)- Compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retainment processes for judges; organization of county and municipal governments.

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| **Essential Question(s):**1. How was the Constitution of New Mexico written, and how similar or different was it to the United States Constitution?
2. In what ways did New Mexico interact with and try to adapt to United States culture?
3. What groups of people came to New Mexico after it became a State, and how were those people received?
 | **Homework / papers to be checked or collected:**1. Guided Reading Worksheet 1 (GR1)
2. Extended Outline for Argument paper.
3. 5-paragraph argument paper on a social topic.
4. Notebook Check

**Formal Assessment(s)**1. Critical Facts Quiz
2. Chapter 1 Exam
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| **Learning Objectives/Outcomes:** **The Student will…**1. Be able to correctly identify/define a selection of Key terms/facts.
2. Write a 5-paragraph paper that defends or attacks a particular stance on a socially relevant issue (ie Immigration, Gun Control, Capital Punishment, etc.)
3. Know how New Mexico’s Constitution reflects the ethnic diversity in the State.
4. Be able to describe how Movies were an important aspect of New Mexico’s history.
5. Be able to describe specific groups of people that came to New Mexico to live, as well as the reasons they came.
 | **Key Terms/Facts**1. Enabling Act of 1910
2. Segregation
3. Tom Mix
4. The Panama-California Exposition of 1916
5. Homesteaders
6. Francis Marion Boyer and Blackdom
7. Jack Johnson
8. Statehood in 1912
9. George McJunkin and Folsom Man
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| **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 |
| **Lecture Topics*** **The Government and Constitution of New Mexico**
* **Movie Stars, Homesteaders, and Blackdom**
* **Writing and Argument Paper**
* **The Quarterly Project (Intro)**

**Book Work*** The students will answer the **sections questions** provided in the text OR be assigned a Guided Reading Worksheet (GR1). 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 may be responsible for the Chapter vocabulary provided for each chapter, as well as the Chapter Review Questions (“Time to Draw Your Own Conclusions”) at the end of each chapter. 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 Chapter One Critical Facts during this lesson. (24-29)
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Post-Teaching Reflections on Lesson

Well? How did it work?