

Lesson Title: **Taking Sides: New Mexico's Place in the World**

Grade Level: 6 - 8

Estimated Time: 1 Hour

TAKING SIDES: New Mexico's Place in the World

STANDARDS AND BENCHMARKS:

National Standards for Social Studies
1A, 1C, 1D, 2B, 4C

MATERIALS/RESOURCES

- Computer Access
- Online Supplemental Materials: Imagery from Regions of the World Handout, Maps (or other blank map resources)

VOCABULARY

Mundos de Mestizaje
Mesoamerica
Pueblo
Iberian Peninsula
New Mexico
Southwest

OBJECTIVES

Students analyze images from *Mundos de Mestizaje* and decides if the mural tells the story of New Mexico.

Specifically students will:

- Identify different regions (Iberian Peninsula, Mesoamerica) of the world that have influenced the region now known as New Mexico.
- Study how these regions have impacted art, history and culture of New Mexico.
- Develop an argument related to representation of perspectives in the mural.

PROCEDURE

Phase I – Defining the Regions Depicted in the Mural

1. Students visit the school computer lab and connect to the *Mundos de Mestizaje* interactive on the National Hispanic Cultural Center website.
2. Using the Imagery from Regions of the World handout, students define boundaries for each region listed on the page in relationship to the mural. Students use the interactive to complete this portion of the exercise.
3. Students receive a Map handout and color in the regions after they are identified.
4. The class has a short discussion to determine agreement on each of the regions. The teacher projects Maps and fills in a projected master-organizer as students suggest ideas.

Phase II – Connecting Images with the Regions

1. Students connect to the *Mundos de Mestizaje* online interactive on the National Hispanic Cultural Center website.
2. Students explore the mural for 5-10 minutes, getting acquainted with the dimensional space.
3. Students search for images that fit into each category on the Imagery from Regions of the World Handout.

4. Students include a small sketch of each image in their cataloging on a separate piece of paper.

Phase III – Connecting Images with the Regions

1. Students form small groups. In each group, the students respond to the following questions:
 - a. How do images from different regions of the world relate to New Mexico?
 - b. Does the mural depict an equal number of images from the different regions? Why or why not?
 - c. How does the title *Mundos de Mestizaje* reflect the history of New Mexico? The other regions?
2. Each group presents a short synopsis of their discussion to a particular question.
3. Teacher facilitates a discussion by asking guiding questions and recording responses on the board.
4. For homework (or as in in-class activities) students write a paragraph for or against the use of any of the regional/historical images. Students should include what aspects of their history lessons support their theories.

EXTENSION

Using their research and data, students form teams and have a debate. The debate question will be: Does the mural contain too many Indigenous/Mesoamerican images or too many Iberian/Hispanic images? Each side will use PowerPoint slides or the visual interactive to highlight their points.

ASSESSMENT

Online Supplemental Materials: Regions of the World Scoring Key, Paragraph Scoring Rubric, Discussion Scoring Rubric.

ADDITIONAL RESOURCES

Royalty Free World Maps: printable, blank maps that you can download that are perfect for reports, school classroom masters, or for sketching out sales territories or whenever you need a blank map. Download and duplicate as needed. www.freeusandworldmaps.com/html/World_Projections/WorldPrint.html

COMMON CORE

CCSS.ELA-Literacy.RI.7.7
CCSS.ELA-Literacy.W.7.1
CCSS.ELA-Literacy.SL.7.1,2,3



World Map



World Map- Region Guide for Teachers

Images in *Mundos de Mestizaje*

Images From: Iberian Peninsula/Spain

Images From: North America

Images From: MesoAmerica and Mexico

Images From: Southwest United States

Images From: Other Regions (N. Africa, N. Europe, other Mediterranean Countries)

Name:

--

Paragraph Scoring Rubric

Attribute	Exemplary 3 points	Good 2 points	Needs Improvement 0-1 point
Main Topic/Idea	Writer takes side in the main/topic sentence. It is clear, correctly placed and is restated in the closing sentence	Writer does not take clear side in main/topic sentence. The sentence is either unclear or incorrectly placed and is restated in the closing sentence	Main/topic sentence is unclear and incorrectly placed, and is restated in the closing sentence
Supporting details Sentence(s)	Paragraph has at least three supporting detail sentences related to the main idea	Paragraph has two supporting detail sentences related to the main idea	Paragraph has 0-1 supporting detail sentences related to the main idea
Elaborate Detail Sentence(s)	Each supporting detail sentence has at least two additional sentences offering more explanation of detail of the detail sentence	Each supporting detail sentence has at least one additional sentences offering more explanation of detail of the detail sentence	Several of the detail sentences lack additional support sentences
Legibility	Legible and neat handwriting	Handwriting is legible but not neat	Writing is not legible
Mechanics and Grammar	Paragraph has no errors in grammar, punctuation, capitalization and spelling	Paragraph has one or two errors in grammar, punctuation, capitalization and spelling	Paragraph has more than three errors in grammar, punctuation, capitalization and spelling
Student Name			Total Points:

Cut Here

Paragraph Scoring Rubric

Attribute	Exemplary 3 points	Good 2 points	Needs Improvement 0-1 point
Main Topic/Idea	Writer takes side in the main/topic sentence. It is clear, correctly placed and is restated in the closing sentence	Writer does not take clear side in main/topic sentence. The sentence is either unclear or incorrectly placed and is restated in the closing sentence	Main/topic sentence is unclear and incorrectly placed, and is restated in the closing sentence
Supporting details Sentence(s)	Paragraph has at least three supporting detail sentences related to the main idea	Paragraph has two supporting detail sentences related to the main idea	Paragraph has 0-1 supporting detail sentences related to the main idea
Elaborate Detail Sentence(s)	Each supporting detail sentence has at least two additional sentences offering more explanation of detail of the detail sentence	Each supporting detail sentence has at least one additional sentences offering more explanation of detail of the detail sentence	Several of the detail sentences lack additional support sentences
Legibility	Legible and neat handwriting	Handwriting is legible but not neat	Writing is not legible
Mechanics and Grammar	Paragraph has no errors in grammar, punctuation, capitalization and spelling	Paragraph has one or two errors in grammar, punctuation, capitalization and spelling	Paragraph has more than three errors in grammar, punctuation, capitalization and spelling
Student Name			Total Points:

Discussion Scoring Rubric

Attribute	2	1	0
	Good Quality is consistently present	Average Quality is sometimes observed	Needs Work Quality is rarely or not observed
Student maintains interest throughout discussion			
Student asks engaging questions			
Student responds to the comments of teacher and other students			
Student listens to responses/ comments of others with respect			
Student comments reflect originality, critical thought, and/or innovation			
Comments and Questions for Student	Total Score		

 Student Name

Cut Here

Discussion Scoring Rubric

Attribute	2	1	0
	Good Quality is consistently present	Average Quality is sometimes observed	Needs Work Quality is rarely or not observed
Student maintains interest throughout discussion			
Student asks engaging questions			
Student responds to the comments of teacher and other students			
Student listens to responses/ comments of others with respect			
Student comments reflect originality, critical thought, and/or innovation			
Comments and Questions for Student	Total Score		

 Student Name