

2G.2: LESSON PLAN

Title	New Mexico's Place in the World
Subject	Geography
Grade Level	6-12
Time	1 hour
Purpose	Students identify different regions of the world that have influenced the region now known as New Mexico and develop an argument related to representation of perspectives in the fresco.
Key Questions	<ol style="list-style-type: none"> 1. What regions are represented in the fresco? 2. How do images from different regions of the world relate to New Mexico? 3. How does the title <i>Mundos de Mestizaje</i> reflect the history of New Mexico? The other regions?
Values	Exploration, Diverse Perspectives
Materials & Resources	Virtual tour of the fresco; fresco image guide; Images in <i>Mundos de Mestizaje</i> Handout; World Maps (or other blank map resources); colored pencils; paper and pencil
Activities	<ol style="list-style-type: none"> 1. Lead students through a virtual tour of the fresco. 2. Using the Images in <i>Mundos de Mestizaje</i> handout, students identify and define each region listed on the page in relationship to the fresco. Students use the interactive tour to complete this. 3. Students receive a Map handout and color in the regions after they are identified. 4. Engage the class in a short discussion to determine agreement on each of the regions. Then, project the Maps and fill in a master-organizer as students suggest ideas. 5. Then, ask students to revisit the Images in <i>Mundos de Mestizaje</i> handout. Students should include a small sketch of each image on a separate piece of paper as they catalog the images.

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6. Students form small groups. In each group, students respond to the following questions:
 - a) How do images from different regions of the world relate to New Mexico?
 - b) Does the fresco 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?
 7. Each group presents a short synopsis of their discussion to a particular question.
 8. Facilitate a discussion by asking guiding questions and recording responses on the board.
 9. For homework, or as an in-class activity, ask students to write a paragraph for or against the use of any the regional/historical images. Students should include what aspects of their history lessons support their theories.
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Evaluation/Assessment

[Share results of the lesson with the NHCC](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.



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:

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World Map



World Map- Region Guide for Teachers