

## 2H.1: LESSON PLAN

<b>Title</b>	<b>Timeline: Developing a Chronology of New Mexico History</b>
<b>Subject</b>	History
<b>Grade Level</b>	6-12
<b>Time</b>	2-3 hours
<b>Purpose</b>	Using images from <i>Mundos de Mestizaje</i> , students organize events from New Mexico history in chronological order and improve research and writing skills by providing contextual and factual information for each image.
<b>Key Questions</b>	<ol style="list-style-type: none"> <li>1. What historical events are depicted in the fresco?</li> <li>2. Why are these events significant to the history of New Mexico?</li> <li>3. What is the chronological order of these events?</li> </ol>
<b>Values</b>	Historical knowledge, Complexity
<b>Materials &amp; Resources</b>	Virtual tour of the fresco; fresco image guide; Image Cards for timelines for each group; large chart or roll paper; large note cards; colored pencils and markers.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Lead students through a virtual tour of the fresco.</li> <li>2. Divide students into groups and hand out a set of printed Image Cards to each group.</li> <li>3. Students take the cards and begin researching the images and events depicted on the cards.</li> <li>4. Students create a caption for each image. The captions should include:             <ol style="list-style-type: none"> <li>a. Name for the image</li> <li>b. Date for the image</li> <li>c. Paragraph explanation of the image</li> <li>d. Explanation of why the image is significant to New Mexico history</li> </ol> </li> </ol>

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5. Then, in their groups, students should use timelines of New Mexico history from their textbooks or other sources to identify other significant events in New Mexico history.
  6. Each student should choose one event and create a drawing of the event on their notecard.
  7. Students create a caption for the image in the same style as those created for other images (name for the image, date for the image, a paragraph explaining why the image is significant to New Mexico history).
  8. After, ask students to use the large chart (butcher) paper to arrange their cards with captions in chronological order.
  9. Students hand their timelines in the classroom and observe other student timelines.
  10. Each group has the opportunity to discuss the added items and explain why they chose the items for their timeline.
  11. Extension: The teacher assigns other moments/events in New Mexico history that can be added to their growing timeline. As the timeline grows and items are added, the images can be moved around to accommodate the added events.

## Evaluation/Assessment

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

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### Additional Resources

Matachines:

[http://www.nmarts.org/matachines/Matachines\\_Essays.pdf](http://www.nmarts.org/matachines/Matachines_Essays.pdf)

Camino Real International Heritage Center:

<http://www.caminorealheritage.org/>

New Mexico Office of the State Historian:

<http://www.newmexicohistory.org/>

Palace of the Governors:

<http://palaceofthegovernors.org/index.php>



Image Cards for Timeline

Matachines



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1703 Atrisco Land Grant



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Railroad in New Mexico

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Expulsion of the Spanish  
Pueblo Revolt

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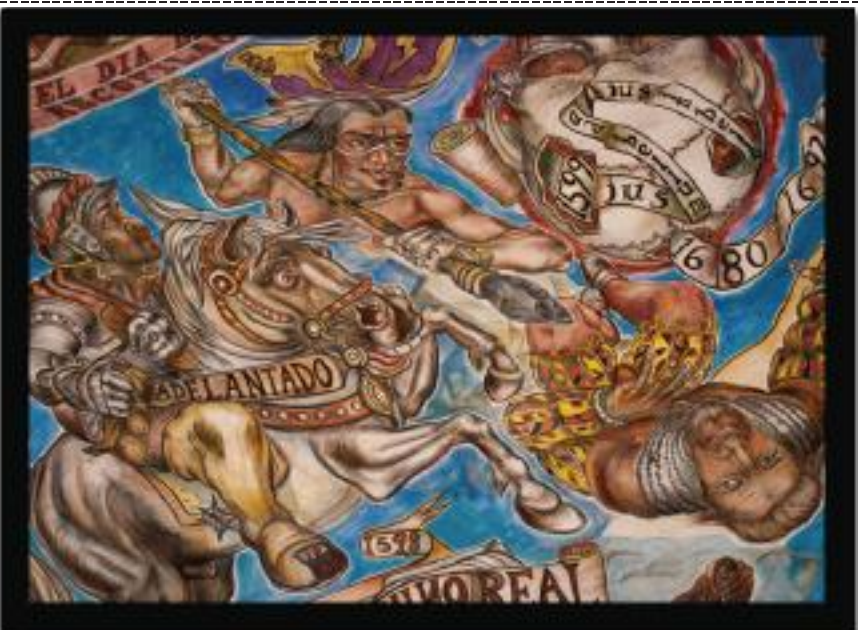
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Pueblo Revolt

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Penitente Brotherhood




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Padre Antonio José Martínez




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El Camino Real




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Image Cards for Timeline



1565  
Beginning of Spanish Colonial Period

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Conquistadores 1598- Juan de Oñate

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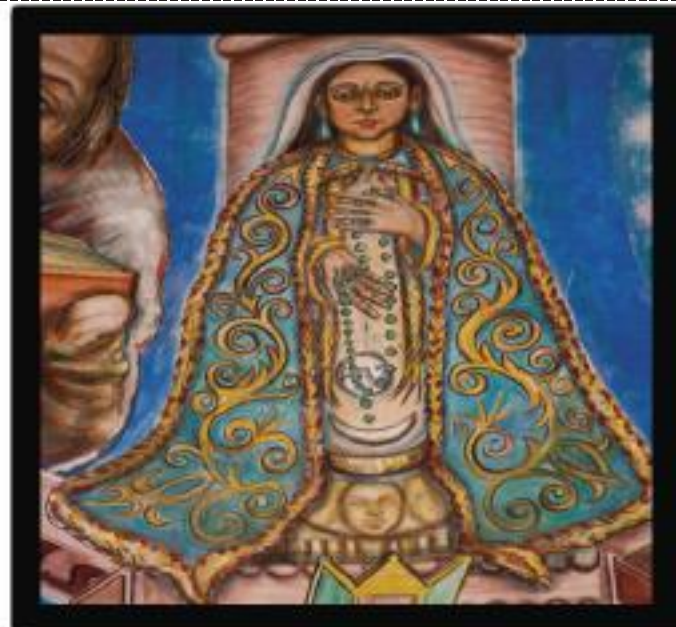
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La Conquistadora or Queen of Peace

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Cut Here

Ladders Used to Enter Pueblo Structure



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Cut Here

Buiding Spanish Structures in New Mexico

The First Permanent Settlement: Missoin San Gabriel



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Mexican Coat of Arms

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Palace of the Governors

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Franciscans Come to New Mexico

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