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Primary Sources: New Mexico

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (3 pages)

Lesson Plan (6 pages)

Primary Source Document (1 page)

To Create a World ⁱⁿ which
Children **love** to Learn!

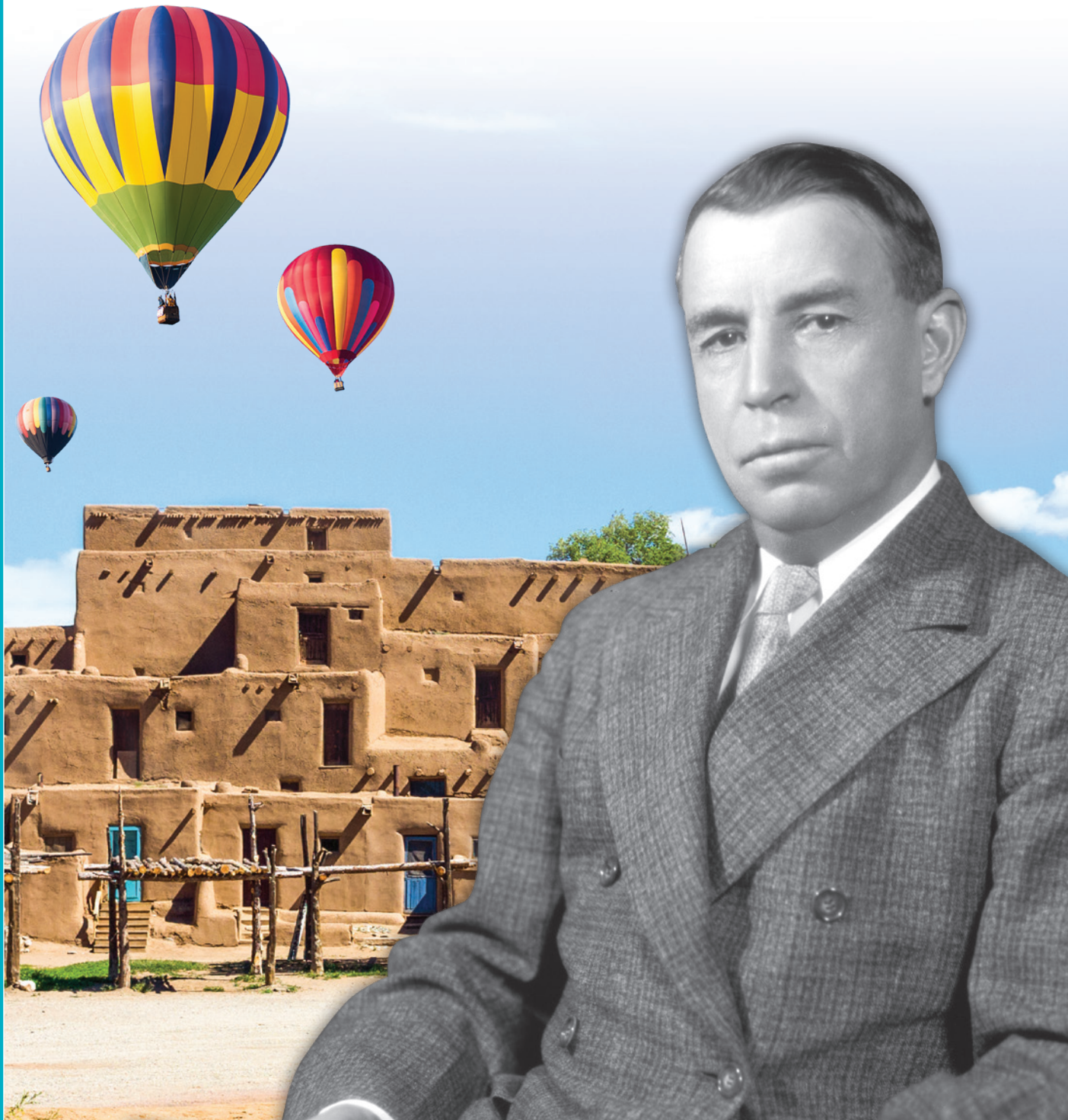
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EXPLORING HISTORY THROUGH
PRIMARY SOURCES

New Mexico

Teacher's Guide



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the Primary Sources series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

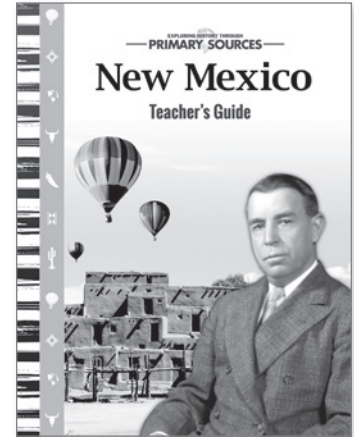


How to Use This Product *(cont.)*

Teacher's Guide

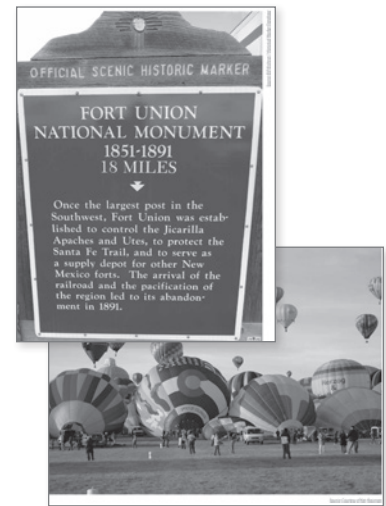
The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- extension activities
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary
- suggested literature and websites



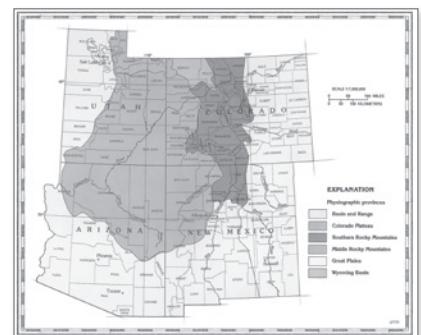
Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the backs of the photograph cards. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes: a primary source image with historical background information; Bloom's taxonomy questions or activities; historical writing prompts (fiction and nonfiction); and a history challenge featuring an engaging and challenging activity.



Primary Source Documents

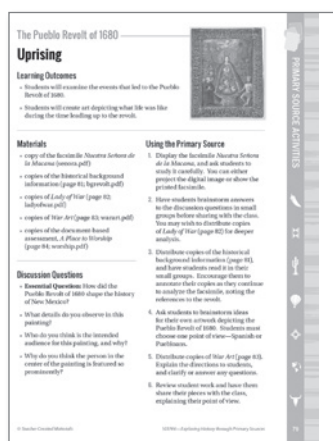
Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



How to Use This Product *(cont.)*

Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.



Culminating Activities

Culminating activities are provided to help students synthesize the information they have learned throughout this unit of study. First, students will complete a document-based question task (DBQ). A DBQ is a special type of essay question. Documents are provided for students to analyze and use to support their responses to the question or prompt. When writing a response to a DBQ, students use general information they have learned along with specific evidence from the documents. The purpose of a DBQ is to help students think like historians. Analyzing and using primary sources is an effective way to practice this skill.

DBQs also help students improve their writing skills. Students have to write strong theses, use evidence to support arguments, and make connections between different pieces of evidence. They will also be better able to analyze the author's purpose, point of view, and bias.

Finally, students will complete a culminating group activity. This fun activity allows students to draw upon what they have learned throughout the unit of study.

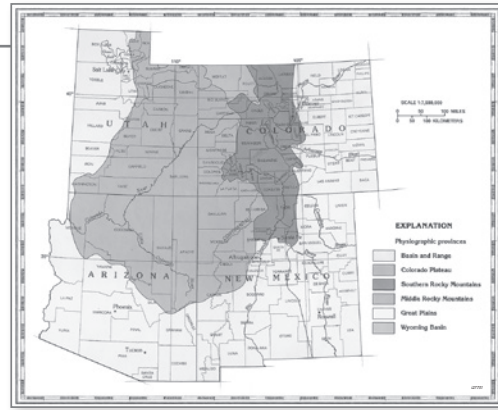


Digital Resources

The Digital Resources include: digital copies of the photographs and primary source documents; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets discussed on pages 10–20; and a detailed listing of the original locations of all primary sources in the collection. See page 128 for more information.



Varied Landscape



Learning Outcomes

- Students will identify the different geographical regions of New Mexico.
- Students will each study one region in depth.

Materials

- copy of the facsimile *New Mexico Regions* (nmregions.pdf)
- copies of the historical background information (page 69; bggeography.pdf)
- copies of *Regions Map* (page 70; regionsmap.pdf)
- copies of *Regions of New Mexico* (page 71; regions.pdf)
- copies of the document-based assessment, *Colorful Caves* (page 72; colorfulcaves.pdf)

Discussion Questions

- **Essential Question:** How do the geographic regions of New Mexico create a unique landscape?
- What can you learn from this map?
- Why is it necessary to show more than one state on the map?
- How many different geographic regions can you see in New Mexico?

Using the Primary Source

1. Display the facsimile *New Mexico Regions*, and ask students to study it carefully. You can either project the digital image or show the printed facsimile.
2. Distribute copies of *Regions Map* (page 70) for students to analyze more closely. Talk about the discussion questions as a class.
3. Have students read the historical background information (page 69) and discuss what they learn. Encourage them to annotate their copies of the text or take notes on separate sheets of paper, specifically noting the regions of the state on their copies of their maps as they are described in the text.
4. Distribute copies of *Regions of New Mexico* (page 71). Explain to students that they will each choose one of the major regions of New Mexico to research.
5. Once students complete the activity, have them present their findings to the class.



Varied Landscape *(cont.)*

Extension Idea

- Have students compare one region of New Mexico to a similar area elsewhere in the United States. For example, they could compare the desert area to another desert area in the country.

Document-Based Assessment

1. Distribute copies of *Colorful Caves* (page 72). A digital copy of the photograph is provided in the Digital Resources (colorfulcaves.jpg).
2. Have students use what they learned about New Mexico's geography and the picture to answer the questions.
3. Use the answer key to review student responses as a class. Discuss how students can use strong evidence from the primary source to effectively respond to the questions.

Answer Key

Regions of New Mexico (page 71)

Charts should include detailed information about the chosen region.

Challenge: Writings may include how the Navajo use the many natural resources located within the Colorado Plateau or how the Puebloans are affected by living at the base of the Rocky Mountains.

Colorful Caves (page 72)

1. It is a large and cavernous cave. The cave has jagged rocks, stalagmites, and stalactites.
2. There might be glyphs or writing in the caves. There could also be water trapped in the caves. Fossilized remains may be in the caves since they were formed millions of years ago.
3. Millions of years ago, much of New Mexico was covered by a shallow ocean. As the ocean receded and evaporated, deposits of limestone and shale were left behind.





Varied Landscape *(cont.)*

Historical Background Information

New Mexico is the fifth-largest state in the United States. It stretches over more than 121,000 square miles (313,388 square kilometers). This huge state is divided into four unique land regions. These areas feature both high and low deserts. They have thick forests, massive meadows, and many mountain ranges. You can find just about every kind of environment somewhere in New Mexico.

The Great Plains region of New Mexico makes up the eastern third of the state. The Great Plains stretch from Canada to Mexico. They make up part of 11 different states. This land is mostly flat and is covered with grass. In New Mexico, the plains are not as flat as they are in states to the north. The New Mexico plains have high **plateaus** and deep **canyons**. It is also drier here than the northern and central plains. Much of this region is used for sheep and cattle ranches.

The northwest part of the state is part of the Colorado Plateau. The northwest is a high desert area. It surrounds the spot where four states meet. The four states are New Mexico, Arizona, Utah, and Colorado. The Colorado Plateau contains many natural resources. It is also very beautiful. There are rugged, wide valleys and deep canyons. There are mesas and sharp cliffs. There are scattered forests. People come from all over the world to visit the Colorado Plateau.

The Rocky Mountain region is found in the north central part of New Mexico. The Rocky Mountains are a major mountain range. They run south from Canada. After more than 3,000 miles (4,828 kilometers), they end in New

Mexico. The last part of the Rockies is the Sangre de Cristo range. It contains the highest point in New Mexico. Wheeler Peak is more than 13,000 feet (3,962 meters) tall. This region also holds many smaller mountain ranges. Important mountains include the Jemez and the Zuni. The snow from these mountains is a valuable resource. When it melts, it runs down to the Rio Grande Valley. The melted snow is necessary for irrigating crops.

The southwest part of New Mexico is known as the Basin and Range region. This region makes up almost a third of the state. Basin and Range geography makes up much of the western United States. It reaches west to California, north to Idaho, and south into Mexico. The geography consists of scattered mountain ranges. Mixed among the ranges are low desert basins. This land is some of the driest in New Mexico. Irrigation is provided by the Elephant Butte Dam. The dam creates a reservoir from the Rio Grande River as it flows south.

New Mexicans are lucky to have such diverse geography in their state. Many Americans have to travel to see different landscapes. In New Mexico, you can climb a mountain or descend into a beautiful valley. You can camp in a deep forest or walk through a wide-open plain. It is easy to see why the state's nickname is "The Land of Enchantment."



Name _____ Date _____

Regions of New Mexico

Historical Background Information

New Mexico’s geography contains four land regions. The Great Plains region makes up the eastern third of the state. This land is mostly flat and is covered with grass. The northwest part of the state is part of the Colorado Plateau. The northwest is a high desert area. There are wide valleys, deep canyons, and sharp cliffs. The Rocky Mountain region is found in the north central part of New Mexico. Here you can find many mountain ranges. The southwest part of New Mexico is known as the Basin and Range region. The geography here consists of scattered mountain ranges. Mixed among the ranges are low desert basins. This is a physiographic map of New Mexico. This kind of map is used to define regions by landforms. It shows the locations of mountain ranges, basins, and other physical features of the land’s surface. The areas are color-coded. Each area represents a different physical region.

Activity

Directions: Choose one region found in New Mexico: plains, plateau, mountains, or basin and range. Research more about the wildlife, native plants, climate, and landscape found in that area. Finally, research how the region supports life.

Region:
Wildlife:
Native Plants:
Climate:
Landscape:
How the Area Supports Life:

Challenge

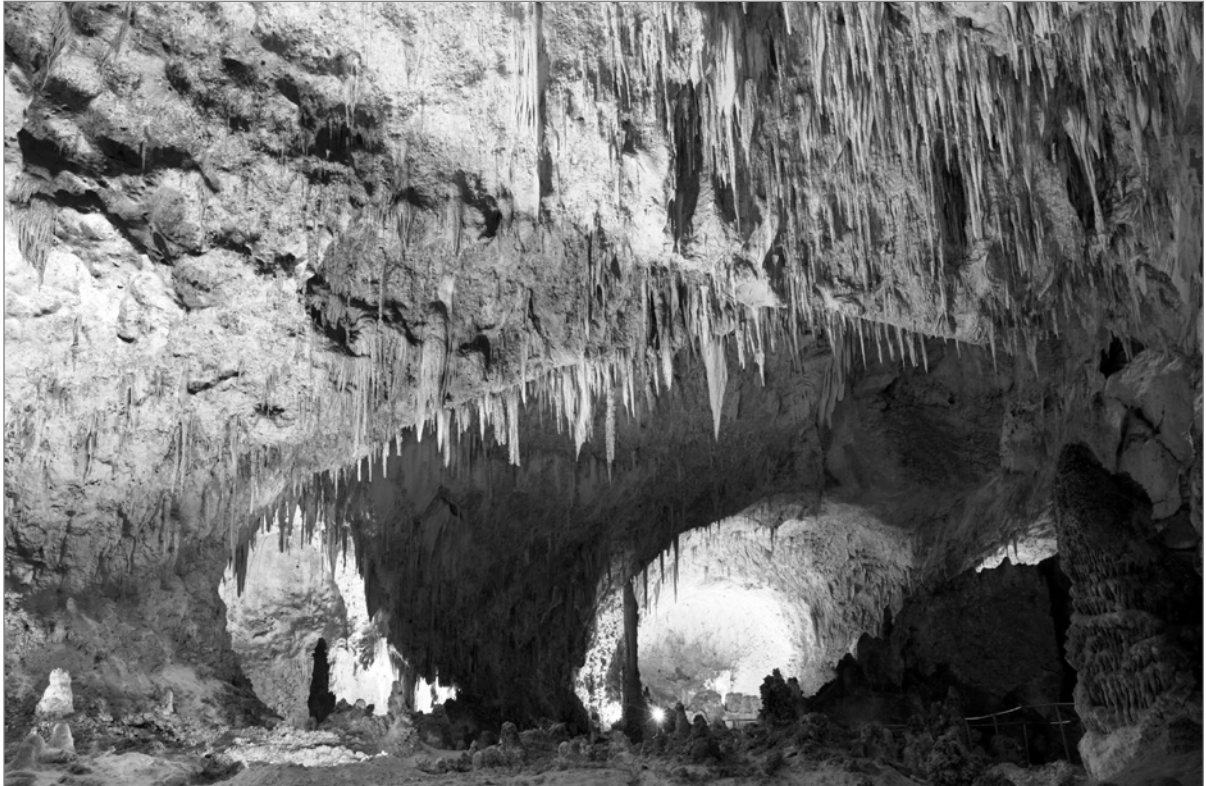
Research the geographic regions in which Native American reservations are located. Consider what you have learned about the different regions of the state. Write about how these regions may affect the lives of the people living there.



Name _____ Date _____

Colorful Caves

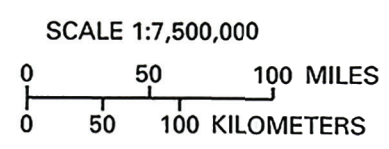
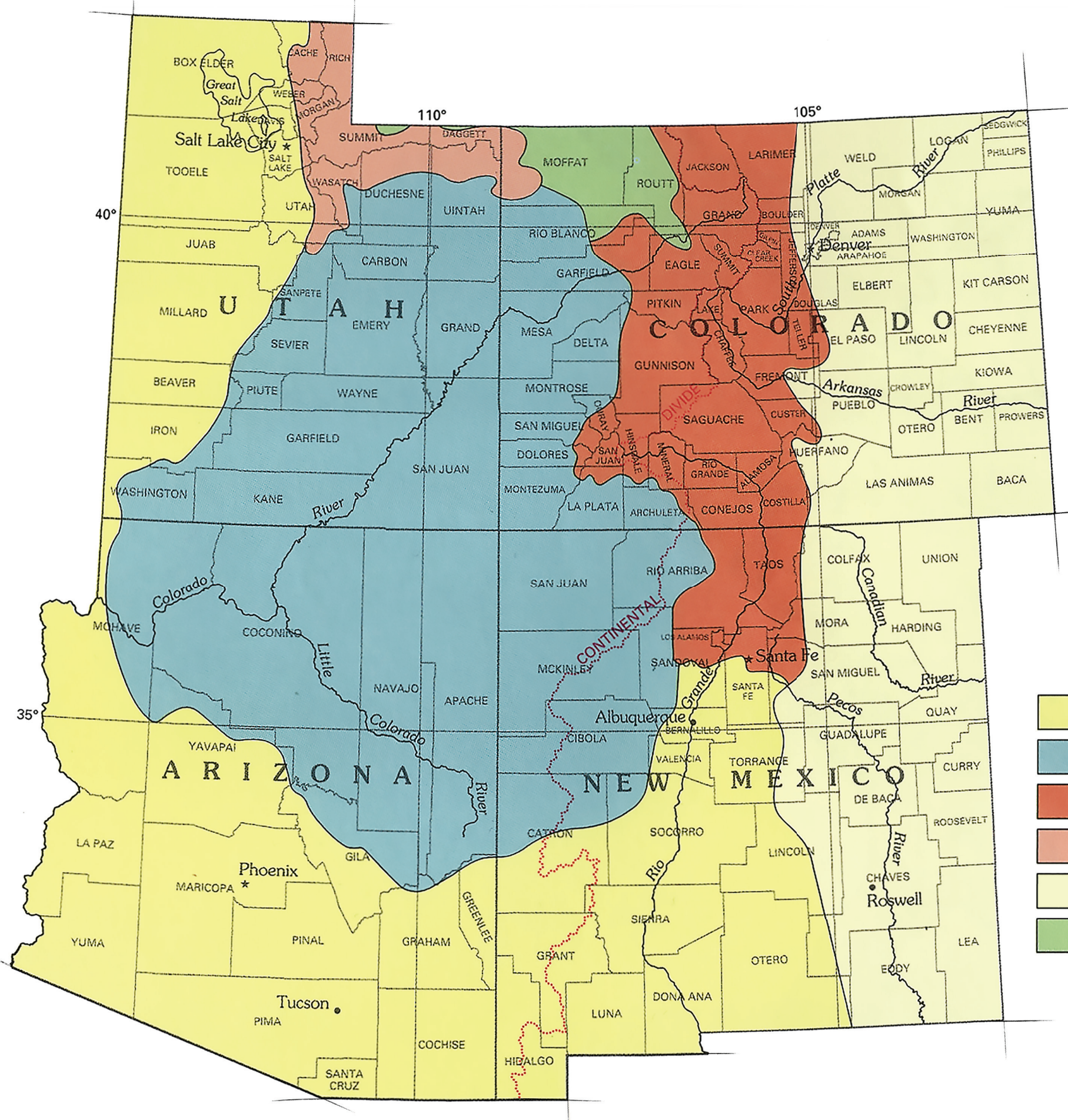
Directions: This image shows Carlsbad Caverns in the Great Plains region of New Mexico. These caverns were formed as water mixed with sulfuric acid and then seeped through the limestone. Use the image to answer the questions.



1. Describe what you see in the photograph.

2. These caves were formed millions of years ago. What might you expect to find in the caves?

3. These caves were formed with water, sulfuric acid, and limestone, yet they are located in the desert. How is this possible?



EXPLANATION

Physiographic provinces

- Basin and Range
- Colorado Plateau
- Southern Rocky Mountains
- Middle Rocky Mountains
- Great Plains
- Wyoming Basin