



ACTIVITY CHECKLIST



Q3 • Common Ground & Historical Identity • Elementary Lower

Show & Share: Discovering Cultural Uniqueness

Before the Activity

- ☐ Review the Activity Overview for this activity.
- ☐ Review the below Teaching the Five Historical Eras of New Mexico
- ☐ Gather materials:
 - Stories from Exploring New Mexico: A Student's Guide to the Land of Enchantment (pp. 17–20)
 - Coloring sheets (optional)
- ☐ Select one story from each era to read over a week or month.
- ☐ Prepare 5 short discussion questions to use consistently after each story.
- ☐ Ensure students understand the meaning of era, history, and culture.

Teaching the Five Historical Eras of New Mexico

1. First Peoples (Time Immemorial – CE 1540)

- ☐ Explain that all people in NM were Indigenous during this era.
- ☐ Optional: Introduce evidence from White Sands (20,000+ years).
- ☐ Ask students to name Indigenous groups they know.
- ☐ Read the book: Ancient Dwellings of the Southwest
- ☐ Discuss after reading.

2. Spanish Colonial (1540–1821)

- ☐ Explain who the Spaniards were and how they arrived.
- ☐ Introduce the Pueblo Revolt in simple terms (Indigenous resistance + regained rights).
- ☐ Read the book: The Eyes of the Weaver
- ☐ Discuss after reading.



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3. Mexican Era (1821–1848)

- ☐ Explain that New Mexico became part of Mexico after independence from Spain.
- ☐ Read one Elementary-appropriate story or show a simple map.
- ☐ Discuss key ideas (families, home, change).

4. U.S. Territorial Era (1848–1912)

- ☐ Explain that after the Mexican–American War, NM became a U.S. Territory.
- ☐ Introduce diverse groups who arrived (Black, Chinese, Italian, Jewish, German).
- ☐ Introduce: Buffalo Soldiers & Blackdom (simple age-appropriate terms).
- ☐ Read the books: Elan, Son of Two Peoples and Cathy Williams, Buffalo Soldier
- ☐ Discuss after reading.

5. Statehood to Present (1912–Now)

- ☐ Explain that NM became a state 124 years ago (adjust year as needed).
- ☐ Introduce new groups who arrived (Vietnamese, Korean, Filipino, Kuwaiti families).
- ☐ Read: Where Butterflies Fill the Sky
- ☐ Discuss after reading.

During Each Read-Aloud

- ☐ Remind students which historical era the story belongs to.
- ☐ Allow optional coloring while listening.
- ☐ Guide a short discussion:
 - What was the most exciting part?
 - How did the story make you feel?
 - Why is this story important for NM today?



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Traditions Sharing Activity

- ☐ Explain what a tradition is, using simple examples (holiday foods, family routines, roasting chiles, “Christmas” chile).
- ☐ Brainstorm traditions with the class; check if each fits the definition.
- ☐ Send home a prompt asking students to identify a family or cultural tradition.
- ☐ Students bring:
 - The object, OR a photo OR a drawing of the tradition
- ☐ Students share in circle time or small groups:
 - What the object is
 - What the tradition is
 - What culture/family it comes from
- ☐ Optional: Ask how traditions connect to NM or how old they might be.