



# ACTIVITY CHECKLIST



## Q3 • Common Ground & Historical Identity • Elementary Upper

### Discovering Personal 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)
- ☐ Select one story from each era to read over a week or month.
- ☐ Prepare 5 short discussion questions to use consistently after each story.
- ☐ Introduce key concepts: era, history, culture, tradition, community

#### 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)

- ☐ Provide simple historical context: New Mexico becomes part of Mexico after independence from Spain.
- ☐ Use maps or visuals to show the shift from Spanish to Mexican rule.
- ☐ Read & discuss: Meet Josefina

### 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 and discuss the books: *Elan, Son of Two Peoples* and *The Santa Fe Trail: From Independence, Missouri to Santa Fe, New Mexico*

### 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).
- ☐ Discuss cultural diversity and changes in population.
- ☐ Read and discuss the book: *Where Butterflies Fill the Sky*

### During Each Story

- ☐ Remind students which historical era the story belongs to.
- ☐ Invite students to take turns reading pages aloud
- ☐ Facilitate post-reading 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

- ☐ Define “tradition” and provide examples (holiday foods, family routines, roasting chiles, “Christmas” chile).
- ☐ Brainstorm traditions with the class; check if each fits the definition.
- ☐ Students identify a family or cultural tradition with their adults
- ☐ 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: Discuss whether the tradition is NM-based, new/old, or evolving.