



NEW MEXICO
SPIRIT
1776 + 2026

ACTIVITY CHECKLIST



Q4 • Historical Reflection & Progress • Middle School

Geography Exploration • Maps Over Time

Before the Activity

- Review the Activity Overview for this activity.
- Review the purpose of studying how maps change over time.
- Explain that changes on maps do not always mean “progress”—they reflect differences, not value judgments.
- Display or provide access to a historical “Your Town” map from the 1700s.
- Gather access to additional historical maps, census data, and current maps.
- Prepare materials for creating digital slideshows.

Introduce the Concept of Change Over Time

- Discuss how place names, borders, and features change for many reasons.
- Explain that changes can be due to language shifts, treaties, conquests, migration, environmental changes, or community decisions.
- Reinforce that no culture or language is “better” than another.

Topic Selection

- Have students select a topic that influences how maps change over time.
- Suggested topics include: environment, population, government, natural resources, education, or language.
- Approve topics to ensure clear geographic focus.

Historical Narrative Requirements

- Students describe the historical narrative connecting each map to the next.
- Students identify specific historical events that shaped these changes.
- Students explain factors influencing the changes in the maps (social, environmental, political, linguistic, economic).
- Students ensure explanations are clear and directly tied to their topic.



ACTIVITY CHECKLIST



Map Slideshow Requirements

- Students create a slideshow containing four maps about their chosen topic:
 - Map 1: 1700s
 - Map 2: Another historical period (1800s–2010s)
 - Map 3: Present day (using census or other verified data)
 - Map 4: Future projection (student-created with reasoning)
- Students ensure all maps directly relate to the chosen topic.
- Students cite all maps, images, and data sources on each slide.
- Students include a full bibliography in the slideshow.

Historical Narrative Requirements

- Students describe the historical narrative connecting each map to the next.
- Students identify specific historical events that shaped these changes.
- Students explain factors influencing the changes in the maps (social, environmental, political, linguistic, economic).
- Students ensure explanations are clear and directly tied to their topic.

Presentation Expectations

- Students present their slideshow to the class or small groups.
- Students clearly state their topic and why it affects map changes.
- Students walk through each map and explain the sequence of changes.
- Students answer audience questions using information from their research.

Optional Extension

- Students plan a walking tour of the neighborhood or downtown related to their topic.
- Students prepare a route, talking points, and connections to map changes over time.
- Students offer the walking tour to community members or invite local officials.



ACTIVITY CHECKLIST



Resources for Student Research

- “Your Town” historical geography resource.
- 2020 Census data for New Mexico.
- Brochures and local history materials from town hall or visitors center.
- Local libraries for maps and topic-specific history.
- Local college departments (history, geography, language).
- Cultural centers with historical and geographic information.