

Veterans Legacy Grant Program

Santa Fe Community College

7th Grade New Mexico History Unit: New Mexico Cultural Heritage VLGP Artifact Analysis Lesson 1: Explore the VLGP Site as a Local Source

Compelling Unit Question: How do I research and analyze reliable sources?

Guiding Lesson Question: How does the Veterans Legacy webpage support local research?

Supporting Question(s): How does knowledge and application of the Veterans Legacy webpage help with timeline research through reliable and relevant primary and secondary sources?

Lesson Rationale

Explore the Veterans Legacy Grant Program webpage to be able to expand on the understanding of the vision, meaning and legacy of those that have served from New Mexico through reliable and relevant primary and secondary sources.

Priority Standards

INQ.7.3

Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions

Learning Objectives

Identify a variety of primary and secondary sources using the VLPG webpage

Locate biographical information and chronological events involving soldiers from New Mexico to list and describe on timeline supported by the Veterans Legacy Grant program webpage.

Explore the wars the United States was involved with and how New Mexican soldiers contributed to outcomes of these wars.

Compare and contrast the use of multimedia and artifacts that are provided by the Veterans Legacy Grant Program with the biographies tab of the Veterans Legacy Grant program webpage.

Language Objectives	Compare and contrast the characteristics of the wars that veterans from New Mexico have participated in while in service with a timeline/graphic organizer. Describe and summarize veterans of New Mexico in timeline/graphic organizer
Key Vocabulary & Disciplinary Phrases	veteran chronological Buffalo Soldiers World War I World War II
Pacing Suggestion	55 minute class period
Materials Needed	Links to websites, sources, worksheets, graphic organizers, rubrics, etc. VLGP Lesson 1 - Student Handout https://sites.sfcc.edu/vlgp/

Steps	Suggested Pacing	Step by Step Instructions
1 Warm Up	10 minutes	Students will use their chromebooks and open the https://sites.sfcc.edu/vlgp/ . Divide students into groups of four. As a warm up, display the question found on the VLGP Lesson 1 Handout - Timeline and, using the Turn and Talk strategy, ask students: WHAT IS SFCC VLGP? <i>(Answers will vary. Possible answer: commemorates our New Mexican Veterans through the discovery and sharing of their stories.; sponsoring events that reflect the unique impact of veterans on their local community, as well as providing a variety of resources to the community; Explore the stories of local veterans</i>

from the Civil War to the present day; The Veterans Legacy Program hosts events throughout the year to promote the storytelling of New Mexico veterans and to learn about their impact on the local community; VLP is committed to share academic resources and other rich historical resources that not only educate, but also celebrates the contribution of local veterans.; etc.)

Introduce the Lesson Supporting Question: **How does knowledge and application of the Veterans Legacy webpage help with timeline research through reliable and relevant primary and secondary sources?**

Teaching Tip: View the webpage and go through as a think-a-loud to guide the students with questions and direction to complete the warm-up of becoming familiar the webpage of <https://sites.sfcc.edu/vlgp/>

2**Mini
Lesson****10 minutes**

Direct students to the 2nd section of the [VLGP Lesson 1 - Student Handout](#) where the teacher will navigate [Biographies by subject](#) on the VLGP website. Ask students: Together, what story do these sources tell? Invite students to discuss their thoughts with their small groups and together craft a response to the question.

Then model for students how to complete the timeline on these reliable primary and secondary sources for their digital/printable handout based on the website. The goal for this activity is gather/collect information based on their preference to complete the timeline using a curated section of the Veterans Legacy Grant Program website.

3**Model/
Teacher
Guided
Practice****10 minutes**

Model for students how to complete the timeline on these reliable primary and secondary sources for their digital/printable handout based on the website. The goal for this activity is gather/collect information based on their preference to complete the timeline using a curated section of the Veterans Legacy Grant Program website.

4

Independent
Practice

15 minutes

The students will now continue to complete the timeline in the student handout. Promote discussions on why they are selecting the key biographies on the webpage of reference. Circulate around the classroom taking note and observation of student engagement of the activity of their research of the timeline.

5

Closing

5 minutes

Gather the students' attention. Refer and have student complete the Exit Ticket on the student handout:
What is the purpose of the Veterans Legacy Program Grant webpage?

Describe the purpose of a timeline?

Which biography did you find most interesting?

Formative Assessments

Student handout - Warm Up & Timeline
Exit Ticket

Summative Assessments

Future Summative Assessment:

- Formative assessments throughout the unit can help students perform successfully the final project suggested for the Unit: *Artifact Analysis - Final Expository paragraph/essay*