

Veterans Legacy Grant Program

Santa Fe Community College

7th Grade New Mexico History Unit: New Mexico Cultural Heritage Lesson 2: What is a Biography?

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): According to the Veterans Legacy webpage, which biography resonates with you the most?

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 create a One-Page 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 and select a hero of focus for the creation of your One-Pager.

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 while in service with a timeline/graphic organizer. Describe and summarize veterans of New Mexico in timeline/graphic organizer
Key Vocabulary & Disciplinary Phrases	resonate biography
Pacing Suggestion	55 minute class period
Materials Needed	Links to websites, sources, worksheets, graphic organizers, rubrics, etc. VLGP Lesson 2 - Student Handout - One-Pager 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 or small groups to promote academic discussion. As a warm up, display the question(s) found on the VLGP Lesson 2 Handout - One Pager and, using the Turn and Talk strategy, ask students: What is a biography?

2

Mini
Lesson

15 minutes

Introduce the Lesson Supporting Question: **According to the Veterans Legacy webpage, which biography resonates with you the most?**

Direct students to the 2nd section of the VLPG Lesson 2 - Student Handout where the teacher will navigate veteran [Biographies](#) 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 a biographical One Pager based 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 One Pager using a curated section of the Veterans Legacy Grant Program website.

Teacher Note: 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/>

3

Model/
Teacher
Guided
Practice

10 minutes

Model for students how to complete the One Pager 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

15 minutes

The students will now continue to complete the One Pager in the student handout. Promote discussions on why they are selecting the key biographies on the webpage of reference. Circulate around the

Independent Practice

classroom taking note and observation of student engagement of the activity of their research of the biographical One Pager.

5**Closing****5 minutes**

Gather the students' attention. Refer and have student complete the Exit Ticket on the student handout:

Describe your experience in gathering information from the Veterans Legacy webpage to complete this One Pager assignment.

Formative Assessments

Warm Up
Complete the Exit Ticket

Summative Assessments

One-Pager
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*