

Veterans Legacy Grant Program

Santa Fe Community College

7th Grade New Mexico History New Mexico Cultural Heritage VLGP Artifact Analysis Lesson 7: Why is analysis important?

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

Guiding Lesson Question: *Why is it important to analyze the symbols, traditions, and cultural expressions of New Mexico's cultural heritage?*

Supporting Question(s):

How do groups in New Mexico maintain their cultural heritage?

What are some important cultural heritage elements?

What are some specific examples of the New Mexico cultural symbols, traditions, and expressions?

Lesson Rationale/ Summary

In previous lessons, students were first reflecting on what cultural heritage means to them. The teacher, through different activities, explained the key elements of The Culture Wheel and provided general examples of cultural heritage and specific examples of the different types of heritage in New Mexico. From these activities, the teacher was able to explain that it is the practices, beliefs, customs, and values that define a group of people and that cultural heritage is maintained through symbols, traditions, and culture.

- In this lesson, as a warm-up, students will use the background knowledge acquired in the previous lessons to answer the lesson questions with their classmates.
- In the second activity, the teacher will provide primary sources: some "Art and War" New Mexico images/artifacts from different types of heritage in New Mexico as examples of symbols, traditions, and cultural expressions of our

state. To help the students use their critical thinking and successfully analyze historical-cultural artifacts, the teacher will model how to make predictions about these New Mexico artifacts using guiding questions and pieces of evidence from the images/artifacts.

- In the third activity, the students, in groups, will do an independent practice of the learning goals introduced in the Activity 2 analyzing a chosen New Mexico “Art and War” artifact/image from different types of heritage in New Mexico facilitated by the Veterans Legacy Grant Program (VLGP).

Analyzing how groups maintain their cultural heritage and how we see this heritage through symbols, traditions, and culture of our state is an important lesson for 7th graders as it promotes understanding and appreciation of diversity, encourages students to explore their own cultural heritage, helps to build identity and a sense of belonging, develops critical thinking skills, and prepares students for a globalized world.

Priority Social Studies Standards

ECIS.7.20 Analyze how groups maintain their cultural heritage and how we see this heritage through symbols, traditions, and culture of our state

EPFL.7.77. Identify and describe the traditions, rites, and norms of the groups to which the student identifies as belonging and explore how these traditions, rites, and norms may have changed over time

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

INQ.7.7 Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim

Language Objectives ELA/SLA

W.7.5 With some guidance and support from peers and adults, **develop and strengthen writing**

RI.7.2 Determine two or more **central ideas of a text and provide an objective summary of the text**

W.7.9 Draw evidence from texts to support analysis, reflection, and research

SL.7.1 Engage effectively in a range of **collaborative discussions**

L.7.1/7.2: Demonstrate **command of the conventions of Standard English/Spanish** (grammar and punctuation)

Learning Objectives

Reflect on how groups maintain their cultural heritage and why it is important to analyze the symbols, traditions, and cultural expressions of New Mexico’s cultural heritage

Identify, explore, analyze, research and describe New Mexico cultural heritage through “Art and War” symbols, traditions, and other cultural expressions of our state

Identify the different types of heritage in New Mexico based on symbols, traditions, and other cultural expressions

Illustrate examples of New Mexican symbols, traditions, and culture

Use primary and secondary sources to develop an argument: making predictions and writing a draft of an *expository paragraph* about New Mexico's "Art and War" cultural heritage artifacts/images (primary sources)

Cite specific textual evidence using primary and secondary sources **to support the claim of an argument**: making predictions and writing an *expository paragraph* about New Mexico's "Art and War" cultural heritage artifacts

**Key Vocabulary
& Disciplinary
Phrases**

Artifact: an object made by a human being, typically an item of cultural or historical interest.

Culture: the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.

Heritage: artifacts, monuments, a group of buildings and sites, or museums that have a diversity of values including symbolic, historic, artistic, ethnological (cultural), or scientific and social significance.

Symbol: a thing that represents or stands for something else, especially a material object representing something abstract. These might include flags, seals, emblems, or other visual representations that are associated with a particular group or community.

Tradition: the transmission (passing down) of customs or beliefs from generation to generation, or the fact of being passed on in this way. This might include practices, rituals, or ceremonies.

Wider cultural expressions: This might include festivals, museums, or other public events that showcase the unique aspects of a group's identity and history

**Pacing
Suggestion**

60-minute class period (the time frames of the activities can be extended for block schedule classes)

Materials Needed and other resources

- Canvas/ Open Access
- Student's computers
- Sticky notes (optional)
- **ACTIVITY FOLDERS:**
 - ACTIVITY 1:
<https://drive.google.com/drive/folders/1jUMdxBzyVmE7fhfOaoUwWPOoKOFI4ucA?usp=sharing>
 - ACTIVITY 2:
<https://drive.google.com/drive/folders/1XYVBh7gNkPhw6f8Rz0nJp6gOFKVWOjta?usp=sharing>
 - ACTIVITY 3:
https://drive.google.com/drive/folders/1PSIxZ5C_Y6O1HZlc1ZORI6AzsSoEZSF8?usp=sharing
- All the links to websites, sources, worksheets, graphic organizers, rubrics, etc. are listed below each step of the lesson's activities
- The following links has useful and high-quality alternative resources facilitated by the VLGP that are related to analyzing historical primary sources: <https://www.archives.gov/education>
- Other VLGP website with reliable resources for teachers: <https://sites.sfcc.edu/vlgp/>

Steps	Minutes	Step by Step Instructions
1 Warm up	15 min	ACTIVITY 1. BRAINSTORMING ABOUT THE NEED FOR THE ANALYSIS OF NEW MEXICO CULTURAL HERITAGE KEY ELEMENTS: • Cooperative learning: partners/small groups of 3 • Social Studies standards: ECIS.7.20, EPFL.7.77, INQ.7.7, INQ.7.2 • Language standards: L.7.1, L.7.2, RI.7.2, SL.7.1, W.7.9 • ACTIVITY FOLDER: https://drive.google.com/drive/folders/1jUMdxBzyVmE7fhfOaoUwWPOoKOFI4ucA?usp=sharing ACTIVITY 1 STEPS: STEP 1-INTRODUCTION. The teacher gives the students the handout with The Culture Wheel Diagram and brainstorming questions and explains to the students that they are going to activate their background knowledge and reflect on the

standard ECIS.7.20 brainstorming with their peers about the following topic: *The need to analyze the key elements of the cultural heritage of New Mexico.*

Handout: <https://docs.google.com/document/d/1oyKTVsCIZIc826ujlfKvQW-HoePgELJwhMtKTA7QoKQ/edit?usp=sharing>

To do that, the students during the partner/small-group discussion:

- A. Write short answers to the following compelling and supporting questions with their peers:
 1. What are some important cultural heritage elements?
 2. How do groups in New Mexico maintain their cultural heritage?
 3. Why is it important to analyze the symbols, traditions, and cultural expressions of New Mexico's cultural heritage?
 4. What are some specific examples of the New Mexico cultural symbols, traditions, and expressions?
- B. Use the skill of **standard INQ.7.7**: citing evidence from primary and secondary sources, in this case, **standard ECIS.7.20**: *Analyze how groups maintain their cultural heritage and how we see this heritage through symbols, traditions, and culture of our state*, The Culture Wheel diagram (link below), and specific examples of symbols, traditions, and cultural expressions of New Mexico that they already know.

Note to the teacher: Ideally, students have already analyzed the Culture Wheel and questions in previous lessons. If not, this activity will take more time but it can be a good starting point and other questions can be added to the brainstorming, for example: What are some of the different cultural group identities of New Mexico?

STEP 2.-GROUP BRAINSTORMING Students work for 10 minutes with their partners/groups on the questions and record their answers.

Notes to the teacher:

- To keep students on track, it is suggested to use a timer.
- Teachers can remind the students that they need to accomplish during the lesson the **L.7.1/7.2** language standards: *Demonstrate command of the conventions of Standard English or SLA (grammar and punctuation)* in all their writings.

Students' tools: if the students are going to present their ideas to the class, the tools that they are going to use to

record the brainstorming ideas can be a paper poster / Canvas (text input or a discussion forum)/ Google documents, or Google slides, any other type of interactive board like Padlet or Jamboard. Example:

https://jamboard.google.com/d/1FMhH6LEs1d5TIAH2fF-XPUkS-UdLyX_WeQWHADltnJY/edit?usp=sharing

STEP 3- GROUP PRESENTATION Students will present their ideas to the class through a whole-group discussion. The teacher helps with their answers.

Note to the teacher: the teacher decides to do this third step. If the teacher decides to do it, depending on the time of instruction, some groups or all the groups can present their ideas as “popcorn” (without a specific order). If the Culture Wheel has never been presented before, this third step will take longer than 5 minutes.

Teacher’s tool:

-Possible answers to the brainstorming questions to help students:

https://docs.google.com/document/d/1eMiMdfv_HJIsFwb4tirbfqksdpcq-iiVSdIpal0ZBME/edit?usp=sharing

-Analysis of the Culture Wheel elements:

https://docs.google.com/document/d/1UmtXLiyTUrvkUjeh4I6PO8Rxq2Wmg74q3Zb8c9_zais/edit?usp=sharing

2

Mini Lesson
Model/
Teacher
Guided
Practice

20 min

ACTIVITY 2- MODELING TO ANALYZE AND MAKE PREDICTIONS ABOUT “ART AND WAR” NEW MEXICO CULTURAL HERITAGE ARTIFACTS USING VISUAL CUES-PIECES OF EVIDENCE FROM IMAGES

- Teacher modeling and guiding-whole class participation
- Social Studies standards: **ECIS.7.20, EPFL.7.77, INQ. 7.3 INQ.7.7**
- Language standards: **L.7.1, L.7.2, RI.7.2, SL.7.1, W.7.9**
- **ACTIVITY FOLDER:**

<https://drive.google.com/drive/folders/1XYVBh7gNkPhw6f8Rz0nJp6qOFKVWOjta?usp=sharing>

ACTIVITY 2 STEPS:

- 1. INTRODUCTION:** The teacher tells the students that they are going to learn to analyze primary sources: images that are artifacts themselves and others that are images of artifacts making predictions based on visual cues. The goal is to determine the multiple dimensions of cultural heritage artifacts making predictions based on the images' pieces of evidence. The teacher shows/projects the images and tells students that most of these images are from a collection of “Art and War” artifacts in New Mexico:

https://docs.google.com/document/d/1_1bMgG9Lu2riSPWvewp2Oj5ttrN2wnGiKMbFJ8GXFag/edit

Notes to the teacher:

- These images may be published on Canvas or other digital platforms and/or may also be printed so students can manipulate them.
- There is no name for each image/artifact so we do not interfere with the students making their predictions..

- 2. MODELING:** The teacher tells the student that the whole class is going to practice first with a New Mexico image/artifact. The teacher gives students a handout for the activity and explains the handout: on one side of the paper they find the image/artifact and the guiding questions/criteria that they need to address when analyzing and making predictions about the artifacts and on the other side, there is a *note catcher* that they will use later when they work with their groups on a selected image/artifact:

<https://docs.google.com/document/d/1Gk9jJOMEj2Q6K07qLJRtBgOgN5slxudZ0GQn2QembLo/edit?usp=sharing>

The teacher explains the handout and models the activity with the help of the students: while the students look at the image the teacher asks them the questions. After that, the teacher reads the analysis/predictions in the form of a paragraph:

<https://docs.google.com/document/d/1ylmxQKuXMHUr7vg8aDTToZfnLX8P41Oq10ngrLSgMFf4/edit>

Teacher's tool: This link from the VLPG has more information about National Cemeteries with lesson plans and videos: <https://www.cem.va.gov/legacy/>

Notes to the teacher:

- The modeling part should take no more than 12 minutes. A timer would be helpful.
- The teacher can let students share their ideas as a “popcorn” (without a specific order) or use another strategy.
- Before the teacher models the activity, to get more participation from the students, the teacher can let students pair-share the activity for a couple of minutes.

3

Independent
Practice

20 min

ACTIVITY 3: GROUPS ANALYZE AND MAKE PREDICTIONS ABOUT CHOSEN “ART AND WAR” NEW MEXICO CULTURAL HERITAGE ARTIFACTS USING VISUAL CUES

- Cooperative learning: partners/small groups of 3
- Social Studies standards: **ECIS.7.20, INQ. 7.3 INQ.7.7,**
- Language standards: **L.7.1, L.7.2, RI.7.2, SL.7.1, W.7.9, W.7.5**
- **ACTIVITY FOLDER:**

https://drive.google.com/drive/folders/1PSIxZ5C_Y6O1HZlc1ZORl6AzsSoEZSF8?usp=sharing

ACTIVITY STEPS:

1. The teacher organizes students in small groups of 3 and assigns or lets the groups choose one image/artifact of the document below.

https://docs.google.com/document/d/1_1bMgG9Lu2riSPWvewp2Oj5ttrN2wnGiKMbFJ8GXFag/edit

Note to the teacher: The document with the images/artifacts can be posted in Canvas or other digital platforms, they can also be printed and used later for the Gallery Walk lesson.

2. The teacher explains to the students what they will do with the image/ artifact chosen. The same as they did with the Santa Fe National Cemetery image in collaboration with the group members. Each student will record the group answers in the handout given in the previous activity including the draft of the paragraph. The groups work for 10-15 minutes. The teacher walks around the groups helping students and doing informal observations. Student's handout (back side):

<https://docs.google.com/document/d/1Gk9jJOMEj2Q6K07qLJRtBgOgN5sIxudZ0GQn2QembLo/edit?usp=sharing>

Notes to the teacher:

- The teacher can assign the roles of each student in the group or let the students organize themselves.
- A timer would be also helpful to keep students on track.
- Some students will be a bit lost in making the predictions of the artifact. The teacher can tell them that they do not have to worry if their predictions are not perfect and that they will have time in the next class to contrast their predictions with secondary sources.
- In addition to helping the students to develop their critical thinking skills, making predictions will help them with the language standards and the use of conditional/probability verbs.

4

Closing
Exit ticket

5 min

ACTIVITY 4: EXIT TICKET- SELF-REFLECTION ON TODAY'S LEARNING

- Individual
- Social Studies standards: **ECIS.7.20, EPFL.7.77, INQ.7.7**
- Language standards: **L.7.1, L.7.2, RI.7.2, W.7.9**

ACTIVITY 4 STEPS:

1. On a sticky note or on a piece of paper, students write their names and answer these 2 questions:

- What was an idea or skill you gained from today's New Mexico "Art and War" artifacts analysis?
- How confident do you feel today about making predictions using visual cues?

Note to the teacher:

- The teacher can give the sticky notes while doing the informal observations in Activity 3

Formative Assessments

- Ideas created during the brainstorming (Activity 1)
- Predictions made by the students during the observation of the New Mexico "Art and War" artifacts (Activity 2 and 3)
- Draft *expository paragraph* (Activity 3)
- Exit ticket ideas (Activity 4)

Summative Assessments

Future Summative Assessment:

- The previous formative assessments can help to perform successfully the project suggested for the Unit (lesson 10)
- *Artifact Analysis - Final Expository paragraph/essay*

Alternative assessments embedded to the first activity:

- *Expository essay*
https://docs.google.com/document/d/13vxk65QxqlbsLcXHlqNsOx9hTEKC_kpSXXScAQE4MX4/edit?usp=sharing