

Veterans Legacy Grant Program

Santa Fe Community College

7th Grade New Mexico History New Mexico Cultural Heritage VLGP Artifacts Analysis Lesson 9: Writing About Our Analysis

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

How do I give constructive and critical feedback to peers about cultural heritage artifacts/images?

How do I present research about cultural heritage artifacts/images?

Lesson Rationale/ Summary

Students will continue their exploration of the New Mexico Cultural Heritage by analyzing in depth the artifacts facilitated by the VLGP:

- The students will keep using and developing their skills in researching, gathering resources, critical thinking, and visual analysis to finish their *expository paragraph* (Activity 1)
- Students will share their artifacts and writings through a Gallery Walk. This strategy allows students to explore multiple artifacts and have a wider knowledge of the New Mexico Cultural Heritage symbols, traditions, and expressions in a short amount of time and through constructive discussions with their peers (Activity 2)

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

Identify, explore, analyze, research and describe New Mexico cultural heritage through the “Art and War” symbols, traditions, and other cultural expressions of our state
Gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions
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: improving the predictions/analysis of the first *expository paragraph* about New Mexico’s “Art and War” cultural heritage artifacts/images
Cite specific textual evidence using primary and secondary sources **to support the claim of the expository paragraph** about New Mexico’s “Art and War” cultural heritage artifacts/images
Engage effectively in the Gallery Walk **collaborative discussions about** New Mexico Cultural Heritage Artifacts/Images

**Key Vocabulary
& Disciplinary
Phrases**

Gallery Walk: students explore multiple texts or images that are placed around the room. You can use this strategy when you want to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations

**Pacing
Suggestion**

60-minute class period (with suggested modifications for block schedule and projects)

**Materials
Needed**

- Canvas/ Open Access
- Student's computers
- Sticky notes
- Thumbtacks
- The New Mexico "Art and War" images/ artifacts on the classroom's walls
- *Expository paragraph* requirements (printed/online)
<https://docs.google.com/document/d/1S2Fq8k9ayDJoVXSvRKLtTVajg6LAI-G-iXocV850xo/edit?usp=sharing>
- Finalized student's *expository paragraphs* to post on the classroom's walls
- A printed copy of the rubric for the *expository paragraph* of the New Mexico "Art and War" images/artifacts:
https://docs.google.com/document/d/1cd9rQKKShr5D9Km0GynvT0_VGonEQI01Wyy8QkMMs9M/edit?usp=sharing
- All the links to websites, sources, worksheets, graphic organizers, rubrics, etc. are listed below each step of the lesson's activities

Steps	Minutes	Step by Step Instructions
1 Independent Practice	20 min	ACTIVITY 3: WRITE AN EXPOSITORY PARAGRAPH ABOUT THE IMAGE/ARTIFACT ANALYZED • Individual • 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 3 STEPS: 1. The teacher tells the students that in this activity they will keep working and finish their <i>expository paragraphs</i> on the New Mexico Cultural Heritage “Art and War” artifacts/images analyzed in the previous 2 lessons. 2. The teacher reminds the students of the <i>expository paragraph</i> requirements: https://docs.google.com/document/d/1S2Fq8k9ayDJoVXSvRKLI-TVajg6LAI-G-iXocV850xo/edit?usp=sharing Notes to the teacher: • The teacher has already displayed the images/artifacts on the walls inside/outside the classroom, below the pictures the students will place their <i>final expository paragraphs</i> • The use of a timer can be very useful so students can manage their time wisely Teacher’s tools/ Students’ tools: • Expository Paragraph rubric https://docs.google.com/document/d/1cd9rQKKShr5D9Km0GynvT0_VGonEQI01Wyy8QkMMs9M/edit?usp=sharing 3. Students work on their paragraphs. While students are working, the teacher gives feedback on their work/progress.

2

Group
Activity
Gallery Walk

40 min

ACTIVITY 2: CAROUSEL GALLERY WALK

- Collaborative learning: partners/small groups-the whole class
- 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, W.7.5**

ACTIVITY 2 STEPS:

1. The teacher gives each student sticky notes (as many sticky notes as images/artifacts analyzed), a thumbtack and a printed copy of the *expository paragraph* rubric as they will need it to give feedback to their classmates. The teacher tells the students to place their final writings under the images/artifacts using the thumb tags

Notes to the teacher:

- Teachers can ask students to help passing out the sticky notes and handouts:
https://docs.google.com/document/d/1cd9rQKKShr5D9Km0GynvT0_VGonEQI01Wyy8QkMMs9M/edit

2. The teacher explains the Carousel Gallery Walk: In this strategy, multiple exhibits or displays are set up around the classroom. Students are divided into small groups and rotate through each “exhibit” (images/artifacts and *expository paragraphs*), spending a designated amount of time at each one. This allows students to explore multiple topics in a short amount of time and engage in discussions with their peers. The teacher divides the students depending on the number of students and having in mind the number of exhibits or displays. In these lessons, the proposal has been to analyze nine New Mexico “Art and War” images/ artifacts in partners or groups of 3.

The teacher gives students 4 minutes per image-writing. During those 4 minutes the students:

1. Observe the image/artifact
2. Chose and read one of the classmate's writings
3. Write 3 comments on the sticky note using the parts of the rubric criteria and the *expository paragraph* information. The students will number their comments: Comment number 1 names the criteria that the student succeeds in. Comment number 2 names the criteria that the student needs to improve (the students carry the rubric with them). Comment number 3 a piece of information that caught their attention about the artifact

- The *expository paragraph* criteria: Length, Evidence, 5 W Questions, Relationship with New Mexico/Different Cultural Identities, Theme, Culture Wheel, Clarity and Organization, Academic Vocabulary, Grammar, and Punctuation
- 4. Once the 4 minutes are over they will leave the sticky note under the writing they read
- 5. The students will repeat the steps above until they go through all the “exhibits/displays”

Notes to the teacher:

- Once the activity is finished and the teacher reads the sticky notes, the teacher can give the students, during the following class, their peers’ feedback on their work. The teacher can also give each student their own feedback by adding comments to the students’ rubrics
- About the student’s comments on the sticky notes if the teacher wants to make the comments completely anonymous and still track who made those comments, the teacher can assign to each student of the class a number that the students will write on their sticky notes
- The sticky notes can be the exit tickets of the lesson

Teacher’s tools: The steps used in this Carousel Gallery Walk can be modified. Below there are other Gallery Walk strategies:

- <https://docs.google.com/document/d/1rKU8hhxBuHp9rEX0Jrrx3MksgsjOVz9-BLCRe3xLJm0/edit?usp=sharing>

3. While students are working on the Gallery Walk, the teacher keeps track of the times. During the Gallery Walk, the teacher can start reading the sticky notes with the student’s feedback and comments

Note to the teacher:

- Although the sticky notes can be the exit ticket of the lesson, after a sequence of lessons that focus on image and artifact analysis and culminate in a Gallery Walk, it is essential to conduct a debriefing or closing activity to consolidate learning, reflect on the experience, and provide closure to the students. In the document below there are some suggested activities:
https://docs.google.com/document/d/1JjDhl_K_9i2yFrhx4girlF40-SQ7wBwNEuNFX4eGurc/edit?usp=sharing

Formative Assessments

Summative Assessments

- CAROUSEL GALLERY WALK-Student's sticky notes(Activity 2)
- The actual *final expository* essay of the artifact/image analyzed could be a summative assessment
- End of Unit suggested project: *A Visual Journey through New Mexico Cultural Heritage Artifacts* (focusing on New Mexico Native American Tribes artifacts' analysis and adding the analysis of artifacts from the cultural heritage of the students' families)
 - Presentation:<https://docs.google.com/presentation/d/12ql25G8nXQdvPY9inauiKeaUdBq2BL5d9yOEomD1uJc/edit?usp=sharing>
 - Project criteria: https://docs.google.com/document/d/1C6rLvXkFVyOhu-dzXqc1XAWsslSzQtvoRF_Ujw9hnvk/edit
 - Comments and variations to the project: https://docs.google.com/document/d/1GAmwgj2l_QHNd5KE_GhmUYZiYdJnilGTXPmPQ6-wwcg/edit