



# History Where It Happened

## Virtual Tour of New Mexico's Historic Sites

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### Social Studies Lesson Plan Grades 5, 6 & 7

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### How To Use This Lesson:

This lesson is divided into 4 activities and includes group activities, a graphic organizer, vocabulary and group discussion questions.

### Overview:

Through research, group participation and presentation, students will learn about New Mexico's Historic Sites.

We all have a concept of history and understand what makes something historic. This understanding, however, depends largely on the age and experience of the observer. For children of this generation, the 1980s are historic. Those with more life experience and education most likely think of history as a time long before their own lifetime. Learning about and visiting New Mexico's Historic Sites reveals layers upon layers of history all around us. This history goes back to the very first humans to inhabit this area.

In this lesson, students will virtually visit one of New Mexico's Historic Sites, document important information about that site and present their findings in one of several possible presentation formats. Students will use online resources such as the New Mexico Historic Sites website to gather information. If students have visited a NM Historic Site or plan to take a trip in the near future, they can incorporate their recordings (writings, photos, videos, etc.) into their presentation.

Hopefully, researching and seeing the exciting and interesting Historic Sites in our own state will inspire students to visit the sites in person with their families.

### Estimated Time Required:

Approximately 3-4 class periods, plus time to develop presentations.

#### NM Standards:

##### Strand: History

- **I-A** – explore and explain how people and events have influenced the development of New Mexico up to the present day.
- **I-B.** - analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States History.
- **I-D3**- Gather, organize and interpret information using a variety of media and technology.
- **I-D5** – use effective communication skills and strategies to share research findings.

##### Strand: Geography:

- **II-A1**– make and use different kinds of maps, globes, charts and databases
- **II-C1.** – provide a historic overview of patterns of population expansion into the west by the many diverse groups of people (e.g. Native Americans, European Americans and others) to include movement into the southwest along established settlement, trade and rail routes.

## Materials:

- individual and group access to the internet
- digital tools
  - Video Clip: New Mexico Historic Sites Video Montage  
[https://www.youtube.com/watch?v=o4\\_fXmkdX1M](https://www.youtube.com/watch?v=o4_fXmkdX1M)
  - word cloud generator such as [Word It Out](#) or [Wordle](#)
    - [NewMexicoHistoricSites.org](http://NewMexicoHistoricSites.org)
    - [Google Earth: Learn](#)
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  - Student Handouts
    - Historic Site Profile Graphic Organizer
    - New Mexico Historic Sites Map Handout
    - New Mexico Counties & Regions Map Handout
    -
  - Assessment rubric
  - 
  - Video Clip: New Mexico Historic Sites Video Montage  
[https://www.youtube.com/watch?v=o4\\_fXmkdX1M](https://www.youtube.com/watch?v=o4_fXmkdX1M)

## Objectives

Students will:

- research and describe the location of a designated Historic Site
- use manmade features and directional terms to locate their Historic Site on a map
- create a virtual tour of a Historic Site to present to the class
- work with others in a group
- share with others in the classroom and beyond.

## Background:

New Mexico's Historic Site system was established March 14, 1931 by an Act for the Preservation of the Scientific Resources of New Mexico, (H.B. No. 124).

Six Historic Sites are active and open to the public including Bosque Redondo Memorial, Coronado, Fort Seldon, Fort Stanton, Jemez and Lincoln Historic Sites.

The first of 16 Historic Sites were proclaimed and designated in 1937.

Over the years, many of these sites were transferred to the National Park Service or sold to a private party.

## Part 1 ~ Word Cloud Activity

### Anticipatory Set:

Questions:

- What is history?
- When is a place considered historic?
- How many of you have been to a historic place in New Mexico? Tell us about it.
- Who can name one of New Mexico's official Historic Sites?
- Has anyone visited an official Historic Site?

## Vocabulary

**historic site** – an official location where pieces of political, military, cultural or social history have been preserved due to their cultural heritage value.

**preservation** – to keep alive or in existence; to make lasting

**territorial style architecture** – a style of building developed and used in the New Mexico territory from the time of American occupation in 1846 until 1912 when NM became a state.

**conquistador** – a leader in the Spanish conquest of America, particularly Peru and Mexico in the 16<sup>th</sup> century

**Western Expansion** – the acquisition of territories by the US across the North American continent from the Atlantic to the Pacific.

**SWBATD** knowledge of historic sites by listing words that describe what they see, hear or feel while watching, a video about .New Mexico’s Historic Sites.

## Procedure:

This activity involves students creating a Word Cloud of their impressions after watching a video clip about New Mexico’s Historic Sites. Prior to this activity, you may want to choose a digital word cloud creator (such as **Word It Out** or **Wordle**) and determine which might be best for your students.

If a computer lab is available, this lesson may be completed on individual computers. In a classroom, a projector or Smart Board may be needed to watch the clip and create the word cloud. The clip is short, so it may be necessary to watch it several times.

1. As a class, watch the introductory video about New Mexico Historic Sites.  
[https://www.youtube.com/watch?v=o4\\_fXmkdX1M](https://www.youtube.com/watch?v=o4_fXmkdX1M)
2. Instruct students that as they watch and listen to the video, they should write down any words that come to mind. They may write words describing what they see or hear.
3. After the video concludes, ask students to write a word or two describing how the video made them feel. This word should be added to their list. (If students struggle with this, ask them to think of a word that describes how they feel about New Mexico).
4. Begin to create your word cloud by asking students to share a word from their list. Keep a list on the board of each unique word that students selected. Once a word has been shared with the class, all students who wrote that word on their list should cross the word off their list.
5. Continue asking students to share their words until every word that the students wrote down has been added to the main list. This includes the “feeling” word.
6. Using a digital word cloud generator such as Word It Out, type in the words that the students selected. Then select “generate” to create a New Mexico Historic Sites word cloud.
7. After the word cloud has been generated, use it to stimulate a discussion about the uniqueness of New Mexico’s culture and how imagery promotes New Mexico tourism.

## Part 2 ~ Mapping Activity

### Anticipatory Set

New Mexico Trivia

1. Did you know that New Mexico has an official state cookie? (Biscochito)
2. Who can name the official state insect of New Mexico? (Taranchula Hawk Wasp)
3. How about the official state question? (‘Red or green?’ referring to different types of chile).>
4. Let’s try something easier. Who can name the county in which we live?
5. That was too easy! This one is trickier. In which region of New Mexico do we live?

**SWBATD** comprehension of the location of New Mexico's Historic Sites by interpreting written directions to locate the site, it's county and region on a map.

## Procedure:

Before beginning this activity, divide the students into 6 groups. Assign or have each group draw for the name of the historic site that they will research for their virtual presentation.

(Each student will need a handout of the NM Historic Sites Map and the NM County/Regional Map.) To complete the first section of the activity, students will need access to individual computers.

1. Ask students to go to [www.nmhistoricsites.org](http://www.nmhistoricsites.org).
2. At the top of the webpage, click on the Sites tab. This will open a drop down menu with each of New Mexico's Historic Sites. (Students will skip El Camino Real as the site is currently closed and not shown on the map).
3. Students should then select each site one at a time, using the "Directions" tab to open a new map to each particular site. Using the map or the written driving directions, students will locate and label each of the Historic Sites on their NM Historic Sites Map handout.
4. To complete the next handout, students will overlay their NM County/Region Map over their NM Historic Sites Map and hold it up to the light or a window to discover in which county and region their specific Historic Site is located.

## Part 3 ~ Researching a Historic Site Anticipatory Set

1. Okay, I want to see who can name all 6 of the Historic Sites that we mapped yesterday.
2. Who can tell me which Historic Site was the furthest north on your map?
3. Which two Historic Sites are within 12 miles of each other?
4. Which Historic Site is closest to Albuquerque and shares it's name with a mall in midtown Albuquerque?

**SWBATD** analysis of information gathered from digital resources by outlining the information in a graphic organizer.

(Each student will need the 2-page Historic Site Profile to complete this activity.) Students will need access to computers.

In this exercise, students will use online resources and a graphic organizer to collect information on one of New Mexico's historic sites for their final presentation.

1. . Tell them that each group will use digital tools to locate, research and produce a Historic Site Experience that they will share with the class.
2. Distribute the handout "Historic Site Profile" to each student. Remind students that they will be gathering their information from the webpage for their groups individual Historic Site on [www.nmhistoricsites.org](http://www.nmhistoricsites.org).

3. Provide time for each group to research information on their site and complete the Historic Site Profile graphic organizer. Finally, review charts for completeness.

## Part 4 – Producing Your Historic Site Experience Anticipatory Set

Tell the students about an event or funny story that happened in the last 24 hours.

Then ask:

1. Is this a historical event? (perhaps not one that will be preserved in a museum, but if it's in the past, it's history).
2. Could the event that I just shared with you be important? For example, did what happened to me in this story change events that came afterward?
3. Why is it important for us to know our history?

**SWBATD** application of acquired knowledge and information by preparing a group presentation on one of New Mexico's Historic Sites for the class..

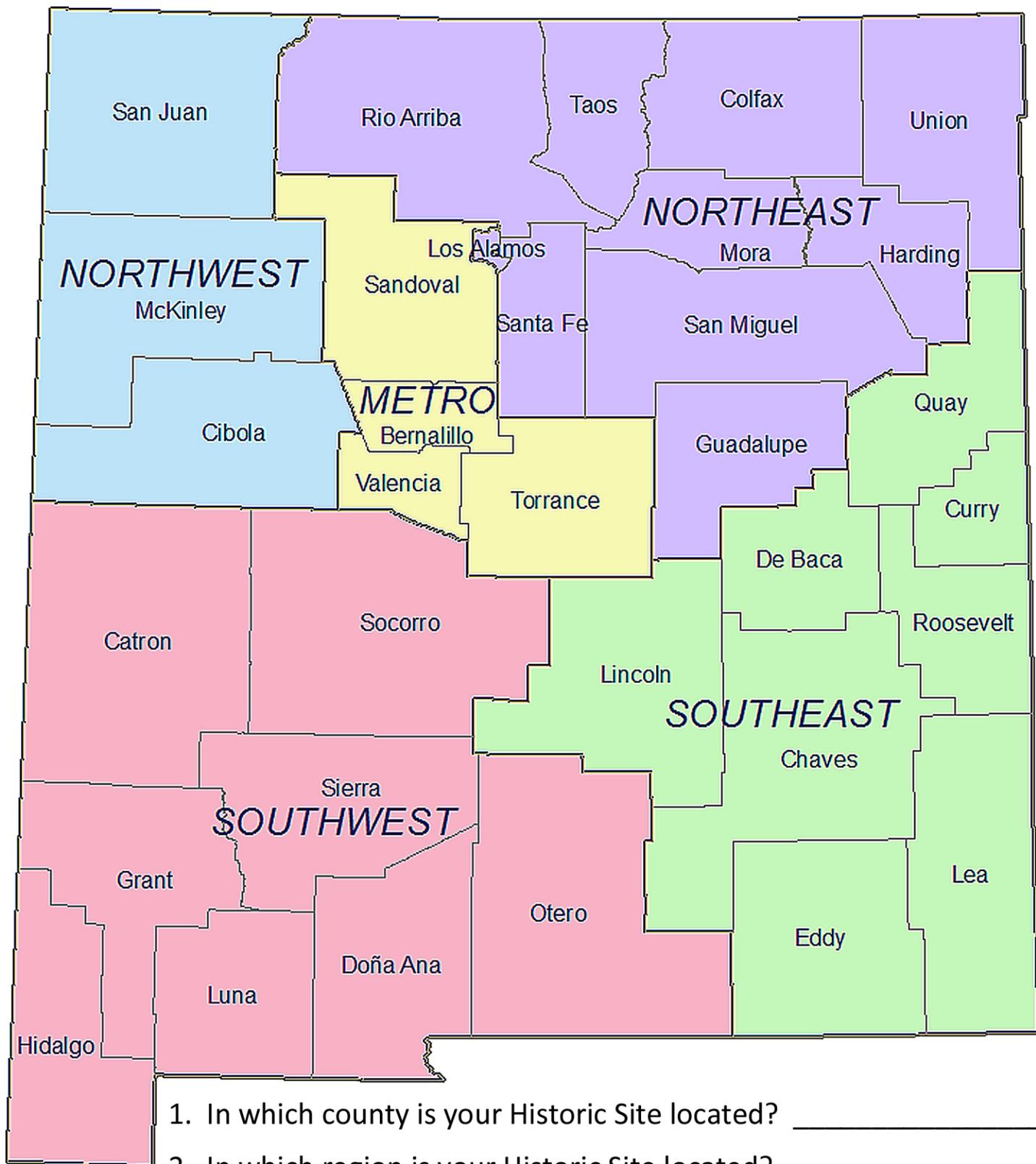
After students have completed their Historic Site Profile chart, they will use the information gathered to create a presentation for the class. Determine the method for your students that you feel is best suited to their ability and skill level. Options for presentation include using a traditional method such as posterboard or presentation board, or electronic presentation such as PowerPoint or a slideshow.

1. For the presentation, inform students that they have the option of using visual images from any public domain source and they may include writings, quotes, poems, images, maps, Google Earth images or videos to enhance their Historic Site Experience. (For more information on constructing a Google Earth tour, go to [Google Earth: Learn.](#)) If they have visited the Historic Site they are profiling, personal photos, videos, journal entries or thoughts are highly encouraged.
2. Invite students to take their classmates on an imaginary tour of their Historic Site. Students can also rotate through stations to take their Historic Site "tours." During the presentations, ask the other students to take notes for a classroom discussion afterward.
  - Tell me something you learned, that you didn't know before, about New Mexico's Historic Sites.
  - Who has been to one of these sites? What do you remember most about your visit?
  - What did you notice that was similar amongst the different sites presented?
  - What was different about the sites?
  - Why do you think that it is important to preserve history?
  - How do you think the Historic Sites benefit New Mexico's economy?
3. You may also choose to have students write a journal entry about their virtual visit to one of the Historic Sites, based upon details from the presentation, as if they had actually traveled there.

**My name is Tiffanie Owen and I am an Instructional Coordinator for Lincoln and Fort Stanton Historic Sites and a former Middle School teacher. If you used this lesson plan in your classroom, I'd love to hear from you. You may also contact me to schedule a tour or a classroom visit at [TiffanieOwen@state.nm.us](mailto:TiffanieOwen@state.nm.us) or 575-653-4025.**

Name: \_\_\_\_\_

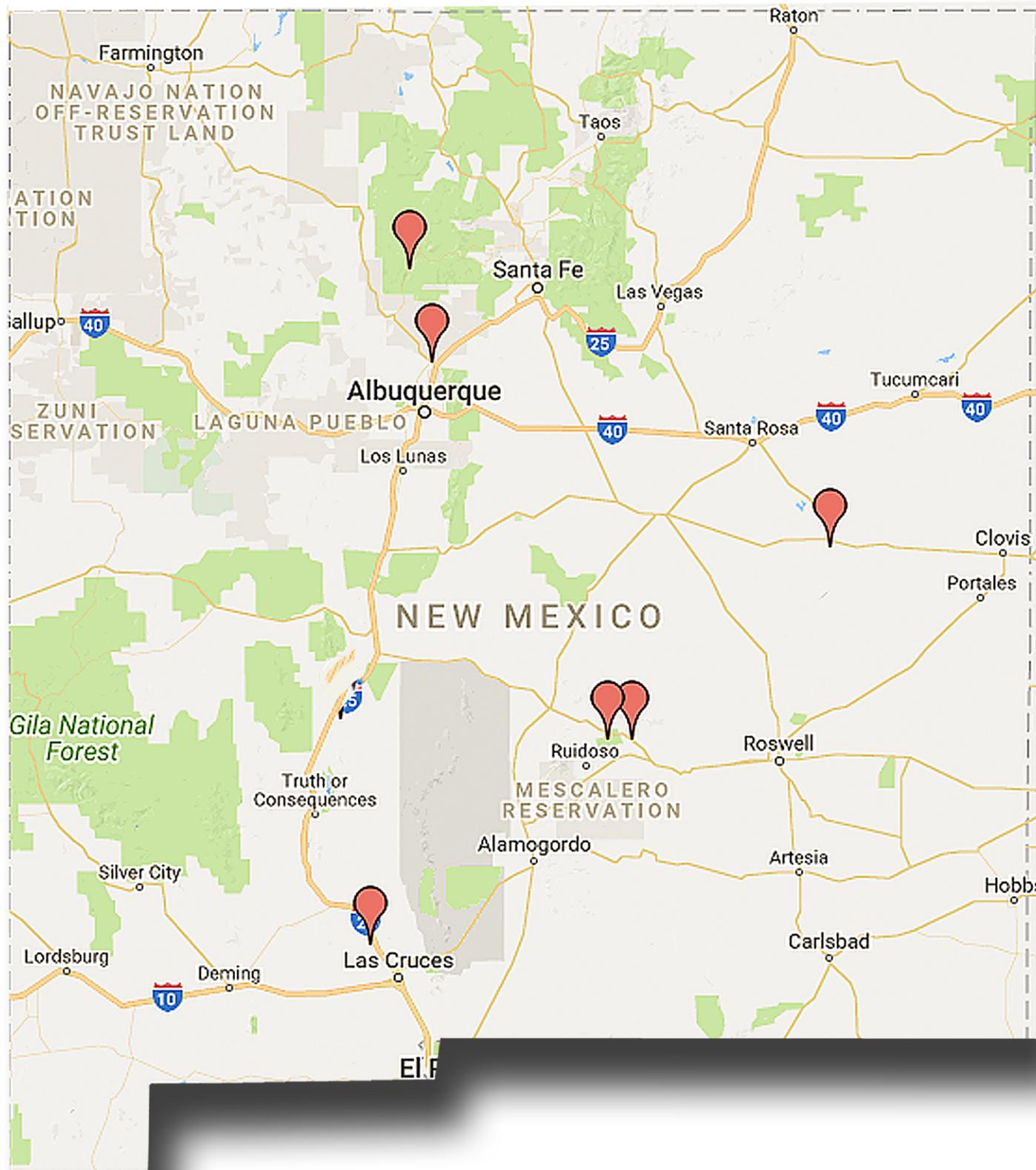
Directions: Overlay this map over your Historic Sites map. Hold your maps up to the light or a window to answer the two questions at the bottom of this page.



1. In which county is your Historic Site located? \_\_\_\_\_
2. In which region is your Historic Site located? \_\_\_\_\_

Name: \_\_\_\_\_

Directions: Using the "Directions" tab on the web page for each Historic Site, label each of the sites next to the red pin on the map. Double check your work and make sure you have identified 6 sites.



# Historic Site Profile



Name \_\_\_\_\_

## Directions:

- 1 Go to the New Mexico Historic Sites website at [www.newmexicohistoricsites.org](http://www.newmexicohistoricsites.org).
- 2 Click the "Sites" tab at the top of the home page. to find the Historic Site's name and where it is located
- 3 Once on the page for your site, use the tabs on the right to gather the information to complete your graphic organizer. Record your information on the following table.

What is the name of your Historic Site? \_\_\_\_\_

## Location

Starting from our town, give basic directions to your Historic Site using directional words, interstates and highways.	
Name 2 other attractions that are near your Historic Site. (Be specific. Restaurants and stores are not acceptable answers).	

## Planning a Visit

What are your Site's hours?	
What days of the week is your Site open?	
How much does it cost for admission?	
When can NM residents visit for free?	
How much would it cost you to visit ?	

Name: \_\_\_\_\_



Use this graphic organizer to collect information on your Historic Site.

# History

When did people first arrive at this location?

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What groups of people lived at your site in the past?

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What materials were used to build the structures?

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(Jemez Only)  
What shape is the rare bell tower in the church?

(Lincoln, Ft. Stanton, Ft. Seldon, Coronado & Fort Sumner skip to next question).

1

Name a famous person associated with the history of this Site.

(All sites except Jemez answer this question).

Briefly summarize the history of your site in the box below.  
Use a the back of this page or a separate sheet of paper if you need more room.

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Why do you think this historic site is important?

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