**\*\*Park Name**

|  |
| --- |
| Petroglyph National Monument, Fort Union Trading Post National Historic Site, Golden Spike National Historic Site, Pecos National Historical Park |

**\*\*Lesson Plan Title (255 characters maximum)**

|  |
| --- |
| How the Early Railroads Changed New Mexico |

**Original Lesson Hyperlink**

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| --- |
| <http://www.nps.gov/petr/forteachers/railroads-and-westward-expansion.htm> |

**Editor**

|  |
| --- |
| Georgia Tsin |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| During this lesson, students will discuss what changes were involved with the introduction of the railroad in the Southwest.  Be able to answer how those changes impacted and altered the lives of people in Albuquerque. By the end of the lesson, students will understand the significant changes in daily life of people living in New Mexico due to westward expansion and the railroad.  In this lesson, students will answer the following essential questions: How did different groups of individuals get to the Albuquerque area throughout time? |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

|  |
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| <http://www.nps.gov/common/uploads/teachers/assets/images/imr/park/petr/0B425E51-155D-451F-673597E09A12A056/0B425E51-155D-451F-673597E09A12A056.jpg> |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| Union Pacific Railroad Signs |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

|  |
| --- |
| **Select Grade Level: 6th – 8th Select Subject Area: English Language Arts Standards**  **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

**\*\*State Standards:**

|  |
| --- |
| **Select State:**  New Mexico  **Select Subject:**  History  **Select Grade Level:** 6-8th  **Check off State Standards:** 5-8 Benchmark 1-A. New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day: |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

|  |
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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

\_\_x\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_x\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

\_\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_x\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_\_x\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
| --- |
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**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| --- |
| One 60 minute class period |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| --- |
| This lesson can be taught in the classroom or a Ranger can lead the lesson at the Petroglyph National Monument. This on-site lesson is available by calling 505-899-0205. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
| Transcontinental Railroad: A transcontinental railroad is a contiguous network of railroad with tracks that cross a continental landmass with terminals at different oceans or continental borders.  A.T.&S.F. Railroad: The Atchison, Topeka and Santa Fe Railway was one of the larger [railroads in the United States](http://en.wikipedia.org/wiki/List_of_United_States_railroads). Chartered in February 1859, the railroad reached the [Kansas](http://en.wikipedia.org/wiki/Kansas)-[Colorado](http://en.wikipedia.org/wiki/Colorado) border in 1873 and [Pueblo, Colorado](http://en.wikipedia.org/wiki/Pueblo,_Colorado), in 1876. To create a demand for its services, the railroad set up [real estate](http://en.wikipedia.org/wiki/Real_estate) offices and sold farmland from the land grants that it was awarded by [Congress](http://en.wikipedia.org/wiki/United_States_Congress). Despite the name, its main line never served [Santa Fe, New Mexico](http://en.wikipedia.org/wiki/Santa_Fe,_New_Mexico), as the terrain was too difficult.  Westward Expansion: The movement westward in America that started in the late 1700’s and continued throughout the 19th and 20th centuries. |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

|  |
| --- |
| \*Make individual or partner class sets of all readings 1, 2, and 3, as well as handout #1.  \*Make individual copies for each student of “Early Railroads in New Mexico” graphic organizer and the “Then and Now Photo Album” assessment.  \*Make sure you have crayons, colored pencils, and other art supplies. |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

|  |
| --- |
| 1. Write on the board the following groups in a scrambled order: Native Americans, First Europeans, Spanish Conquistadors, American Settlers 2. Ask students to place those groups in the order that they arrived in New Mexico. 3. Then, ask students to predict the date that each group became established in New Mexico. 4. Announce the official dates: Native Americans 1250 AD, Spanish Conquistadors 1600 AD, First Europeans 1750 AD, American Settlers 1850 |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

|  |
| --- |
| 1. Explain to students that today they will be learning about three stories of expansion: the transcontinental railroad, New Mexico’s first railroad, and Albuquerque’s “new town”. Ask students to hypothesize why the railroad would be connected with expansion and change in New Mexico. Write these hypotheses on the board. 2. Explain to students that the first story of expansion will focus on the First Transcontinental Railroad. Ask students to complete reading #1. 3. Ask the students to look back at the groups in New Mexico at the time of the First Transcontinental railroad. Which groups would have been affected? 4. Ask students to complete the first part of the “Early Railroads in New Mexico” Graphic Organizer. 5. Explain to students that now they will focus on the second story of expansion - The First Railroads in New Mexico. 6. Give students reading #2 and Handout #1. Students should read the materials and then complete part two of the graphic organizer. 7. Explain to students that they will now focus on the third story of expansion: Albuquerque's "New Town”. 8. Students should complete reading number 3 and then answer the questions on part three of the graphic organizer. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
| 1. Give each student a copy of “Then and Now Photo Album”. 2. Students should get into groups of 2 or 3. In those groups, the students should brainstorm answers to the question: What changes did the railroads bring to New Mexico and Albuquerque? 3. Ask students to share what changes they think the different groups in New Mexico might have gone through. Put student answers to the focus question on the board. (Possible answers: population and economic growth, statehood) 4. Within the same groups, students will create a photo album page with “Then and Now” photos that show the changes due to the early railroad. These photos will be illustrations with captions below that describe the change. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| Reading #1 |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Students read to fill out the graphic organizer. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Material #2**

**Title (255 characters maximum):**

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| Reading #2 |

**Summary (how does the material function in the lesson?):**

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| --- |
| Students read to fill out the graphic organizer. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #3**

**Title (255 characters maximum):**

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| --- |
| Reading #3 |

**Summary (how does the material function in the lesson?):**

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| --- |
| Students read to fill out the graphic organizer. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #4**

**Title (255 characters maximum):**

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| --- |
| Handout #1 |

**Summary (how does the material function in the lesson?):**

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| --- |
| Students read to fill out the graphic organizer. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #5**

**Title (255 characters maximum):**

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| --- |
| “Early Railroads in New Mexico” Graphic Organizer |

**Summary (how does the material function in the lesson?):**

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| --- |
| Graphic organizer to accompany readings and handouts. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
| “Then and Now” Photo Album |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Students will complete this assessment with a group to demonstrate understanding of the changes experienced in New Mexico due to early expansion fo the railroads. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

|  |
| --- |
| * Teacher planned mix-ability groups * Highlighted copies of the reading * Read all text out loud |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| --- |
| \* Draw a map of Albuquerque in the 1880's. Show major streets, buildings, parks, schools, fair grouds and rail yards.  \*Write a five paragraph illustrated essay comparing the Albuquerque of 1880's with today.  \*Create an illustrated timeline of railroad history in New Mexico.  \*Draw a collage of the future of railroads in New Mexico. |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

|  |
| --- |
| Bryan Howard. Albuquerque Remembered. University of New Mexico. 2006  Editor, Sheck, Ree. (1982) Railroads and Railroad towns in New Mexico. New Mexico Magazine, page. 3 & 4.  Fye, Sandra. Historic Photos of Albuquerque. Nashville, TN: Turner Pub., 2007.  Palmer, Mo. Albuquerque Then and Now. San Diego, California: Thunder Bay Press., 2006.  Williams, John Hoyt. A Great and Shining Road. New York: Times Books, 1988. |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
|  |