**\*\*Park Name**

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| Petroglyph National Monument, Pecos National Historical Park, Salinas Pueblo Missions National Monument  |

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

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| --- |
| Natural v. Man-Made Resources: The Arrival of the Spanish Settlers  |

**Original Lesson Hyperlink**

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| <http://www.nps.gov/petr/forteachers/classrooms/spanish-colonial-lifestyles.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)**

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| With the introduction of metal, the culture of New Mexico has taken a dramatic and important shift in our history. Know: Students will gain perspective of cultural differences and their distinctions that change communities and lifestyles in New Mexico.Understand: Students will understand how man- made resources can either affect negatively or positively (or both) relations, culture and lifestyles in New Mexico.Be Able to Do: Students will be able to distinguish differences between natural and man-made resources with the introduction to metal in New MexicoBy the end of the lesson, students will be able to answer the following essential question: How can a material item change/alter the ways in which we live? |

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

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

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

\_\_\_ 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

**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/46F1254B-155D-451F-67514C379A081ADF/46F1254B-155D-451F-67514C379A081ADF.jpg>  |

**Alt Text for Feature Image**

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

|  |
| --- |
| Tinwork by: Jason Younis y Delgado, 5th Generation Tinsmith  |

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

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

|  |
| --- |
| **Select Grade Level: 3rd,** 4th, 5th  **Select Subject Area:** English Language Arts Standards **Check off Common Core Standards:** [CCSS.ELA-LITERACY.W.3.3, 4.3](http://www.corestandards.org/ELA-Literacy/W/4/3/), 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

**\*\*State Standards:**

|  |
| --- |
| **Select State:** New Mexico **Select Subject:** History  **Select Grade Level:** 3rd-4th**Check off State Standards:** History Content Standard IA – Describe how contemporary and historical people and events have influenced New Mexico communities and regions. |

**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.

\_\_\_ **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.

\_\_\_ **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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| --- |
| 60 minutes  |

**\*\*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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| Metal changed the lives of all the Native Americans living in New Mexico, both past and present. The introduction of this man-made material caused much anger, frustration, power, neglect, acceptance, beauty, culture and traditional ways of lifestyles among the Ancestral Puebloans and the Spanish settlers. Metal changed the way these two cultures interacted with one another: both positively and negatively. These interactions are a crucial mark in our history, as they defined the beginning and perhaps the lasting relationships between the two groups. Though metal was foreign at first when first introduced into the New World, it became very much a part of a New Mexican ideology and is a continuous symbol of our past, present, and future cultures.Tinsmithing began with the early invasion of the Moors, (peoples of Arab and Berber decent) of Spain around 700AD. These people, then, passed the techniques into Spain, where it remained for hundreds of years. With Onate's journey into New Mexico in the late 1500s, he and his troops began looking for silver around the area to continue the tradition. Tinwork later became used in family households for various items including candle-holders, picture frames, bowls, cantinas and other useful items around the home. The techniques and traditions are still alive today in New Mexico.If interested, you may have a ranger from Petroglyph National Monument present the Spanish Colonial trunk to the students before they begin examining the important influences of metal in the Native American and Spanish cultures. This will give students a good background for them to begin making a list of the different tools that were introduced by the Spanish. For more information on this trunk, call 505-899-0205 ext.332 and schedule a visit! Traveling Trunks: <http://www.nps.gov/petr/forteachers/traveling-trunks-at-petroglyph-national-monument.htm> |

**\*\*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.**

|  |
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| \*Whitesmiths – a person who makes articles out of metal, especially tin \*Scoring – to cut or scratch a notch or lin on a surface \*Stamping – to impress a pattern or mark on a surface using an engraved block or hammer \*Anvil – A heavy steel or iron block with a flat top, concave sides, and typically a pointed end, on which metal can be hammered and shaped \*Tin – a silvery-white metal\*Tinsmith: tinsmith, or tinner or tinker or tinplate worker, is a person who makes and repairs things made of light-colored metal, particularly tinware. By extension, it can also refer to the person who deals in \*Tinware.- materials made with tin \*Natural resources – resources from nature or the environment \*Man-made resources – resources made by people  |

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

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| \*One copy of “Natural v. Man-Made” handout per student\*One copy of “Resource Information” sheet per student\*Highlight copies of the “Resource Information” if students need reading support\*One copy of “New Mexico in the Early 1800’s: A Diary Entry” per student  |

**\*\*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?**

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| --- |
| 1. Ask students to list examples of natural resources and man-made resources on a piece of paper. Share the examples and discuss the difference.
2. Have students answer the following “Would You Rather” Question: Would you rather live for the rest of your life with only natural resources or only man-made resources? Why?
3. They should feel conflicted since without natural resources they wouldn’t have water or air, but without man-made resources they couldn’t protect themselves (spears) or keep themselves warm (fire).
 |

**\*\*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).**

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| 1. Explain to students that very similar to fire, tin was a man-made resource that completely changed the way that people lived in the 1800's in New Mexico by changing what they made their homes with. Ask students to predict what those homes would look like.
2. Students will break up into two groups: NATURAL VS. MAN MADE. Have students fill out worksheet. On the worksheet, they have to choose one example to focus on. For their resource of focus, have them draw a separate example of how their resource would be beneficial according the appropriate time period in New Mexico. How would people benefit from the use of their resource?
3. Remind students that when the Spanish arrived in New Mexico, they were powerful due to their man-made or brought resources, such as weapons, horses, and armor. However, the natives were able to survive off the natural resources.
 |

**\*\*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. Ask students to write a diary entry from one of two perspectives: either as a native person to New Mexico or as a Spanish settler. See diary directions for more details.
2. After completing the diary entry, the students should find someone who wrote a diary entry from the opposite perspective and trade diaries to read each other’s work.
 |

**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):**

|  |
| --- |
| Natural v. Man-Made Handout  |

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

|  |
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| Students will complete this handout to learn about the difference between man-made and natural resources in New Mexico during the early 1800’s.  |

**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 #2**

**Title (255 characters maximum):**

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|  Resource Information Sheet  |

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

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| --- |
|  Students will read this sheet to learn about the difference between man-made and natural resources in New Mexico during the early 1800’s. |

**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):**

|  |
| --- |
| New Mexico in the Early 1800’s: A Diary Entry  |

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

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|  Students will write a diary entry from the perspective of the Spanish settler or a native person to demonstrate understanding of the differences in the culture and lifestyle of each.  |

**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?**

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|  \*Give students a highlighted copy of the resource information sheet. \*Put students into mixed-ability groups to research their type of resource.  |

**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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|  Have students research man made materials today. (I.e. cars, computers, I phones, etc.) Tell students to make a list of the positive and negative effects of these items on our society today. Do these items make it easier to live today or 400 years ago in the same place? What natural resources do we still use and how do we use them? These are good questions that will help students develop research skills to better understand the Spanish influence on the Native Americans in several ways.  |

**Additional Resources**

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

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| --- |
| Sánchez, Joseph P. Don Fernando Duran Y Chaves’s Land and Legacy. Albuquerque: University of New Mexico. 1998.Sánchez, Joseph P. Between Two Rivers: The Atrisco Land Grant in Albuquerque History, 1692-1968. Norman: University of Oklahoma, 2008.**Children Resources:**Anaya, Rudolfo. La Llorona: The Crying Woman. Albuquerque: University of New Mexico, 2010.Anaya, Rudolfo. The First Tortilla. Albuquerque: University of New Mexico, 2007.Luenn, Nancy, and Robert Chapman. A Gift for Abuelita: Celebrating the Day of the Dead. Flagstaff, AZ: Rising Moon, 1998 |

**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.**

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| --- |
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