

#### **TOUR OVERVIEW**

Students travel back in time as they tour this historic home. The reconstructured 19<sup>th</sup> century New Mexico home contains Spanish Colonial furniture, authentic hand woven floor coverings, a loom made just after the American Revolutionary war, fine examples of early New Mexican tinwork, santos and much more.

#### **TOUR OBJECTIVES**

Grade 4

- 1) Explore important issues, events, and people in New Mexico history. (History).
- 2) Learn about local events and their connections to national history. (History)
- 3) Introduce trade and explore objects representative of important trade routes and partners. (Economics)
- 4) Learn and use new vocabulary. (Comprehension)
- 5) Engage students in tour discussions. (Expression)

#### **DISTRIC STANDARDS**

LANGUAGE ARTS

Strand: Reading and Listening for Comprehension

**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

K-4 Benchmark I-A: Listen to, read, react to, and retell information

4. Increase vocabulary through reading, listening, and interacting.

#### **Strand: Writing and Speaking for Expression**

Content Standard II: Students will communicate effectively through speaking and writing.

1. Actively contribute to a discussion.

#### **SOCIAL STUDIES**

**Strand: History** 

**Content Standard I**: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

**K-4 Benchmark I-A—New Mexico**: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.



# **DISTRIC STANDARDS** (continued)

**K-4 Benchmark I-B—United States:** Understand connections among historical events, people, and symbols significant to United States history and cultures.

1. Describe local events and their connections and relationships to national history.

#### **Strand: Economics**

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.



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#### TOUR OBJECTIVES

- 1) Explore the origins and the impact of Spanish colonization of New Mexico. (History)
- 2) Learn about influences, exchanges, and conflicts between Native American and European settlers. (History)
- 3) Discuss early economic patterns in New Mexico including farming, weaving, and trade. (Economics)
- 4) Introduce and discuss new vocabulary. (Comprehension)
- 5) Engage students in tour discussions. (Expression)

#### **DISTRIC STANDARDS**

#### LANGUAGE ARTS

Strand: Reading and Listening for Comprehension

**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

- 5-8 Benchmark I-A: Listen to, read, react to, and interpret information
  - 1. Listen actively and critically by:
    - asking questions
    - delving deeper into the topic
    - elaborating on the Information and the ideas presented
    - evaluating information and ideas
    - making inferences and drawing conclusions
    - making judgments

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- 5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process
  - 1. Apply enabling strategies and skills to read by:
  - $\cdot$  expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions,
  - seminars, and examining the author's craft
  - · using word reference materials
  - · selecting key vocabulary critical to the text and applying appropriate meanings for understanding
  - · reading independently to increase fluency and build background knowledge



# DISTRIC STANDARDS (continued) SOCIAL STUDIES

#### **Strand: History**

**Content Standard I:** Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

- **5-8 Benchmark I-A**—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.
  - 2. Explain the reasons for European exploration of the Americas.
- **5-8 Benchmark I-B- United States:** 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.
  - 1. Describe and explain the reasons for colonization, to include:
    - desire for land
    - economic opportunity
  - 4. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First Thanksgiving, the Pueblo Revolt, French and Indian War).

#### **Strand: Economics**

**Content Standard IV:** Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

- **5-8 Benchmark IV-C:** Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.
  - 1. Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, and business).
  - 2. Understand the economic motivation of exploration and colonization by colonial powers.



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#### TOUR OBJECTIVES

- 1. Explore exchanges of technology, ideas, agricultural products, and practices between the Old World and New World. (History)
- 2. Describe the impact of Spanish settlement on their physical environment (Geography).
- 3. Encourage students to reflect on the learning experiences (Comprehension).
- 4. Engage students in tour discussions (Expression).

#### **DISTRIC STANDARDS**

#### LANGUAGE ARTS

### 5-8 Benchmark I-A: Listen to, read, react to, and interpret information

6. Reflect on learning experiences by describing personal learning growth and change in perspective.

#### 5-8 Benchmark II-A: Use speaking as an interpersonal communication tool

2. Clarify, illustrate, and expand upon topics in discussions.

#### DISTRIC STANDARDS

#### **SOCIAL STUDIES**

- 5-8 Benchmark I-B—United States: 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.
- 1. Explain and describe the origins, obstacles, and impact of the Age of Exploration, to include:

# 5-8 Benchmark II-B: Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.

1. Explain how places change due to human activity.



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#### TOUR OBJECTIVES

- 1. Explore significant trade routes in the region (History).
- 2. Discuss important individuals, groups, and events that impacted the development of New Mexico. (History)
- 3. Explore the impact of the Santa Fe Trail and the railroad on New Mexico. (Geography)
- 4. Provide opportunities to interpret and respond to information provided in the tour. (Comprehension)
- 5. Engage students in expressing individual perspectives in response to historical issues. (Expression)

## DISTRIC STANDARDS LANGUAGE ARTS

#### 5-8 Benchmark I-A: Listen to, read, react to, and interpret information

- 2. Respond to informational materials that are read, heard, or viewed by:
- · summarizing the information
- · determining the importance of the information
- · making connections to related topics/information
- · monitoring comprehension
- · drawing inferences
- · generating questions

#### 5-8 Benchmark II-A: Use speaking as an interpersonal communication tool

5. Express individual perspective in response to personal, social, cultural, and historical issues.

# DISTRIC STANDARDS SOCIAL STUDIES

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

**5-8 Benchmark I-A**—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.



- 3. Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail).
- 4. Describe how important individuals, groups, and events impacted the development of New Mexico from  $16^{th}$  century to the present

Strand: Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

- **5-8 Benchmark II-E:** Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.
- 3. Explain the accessibility to the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of New Mexico.



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#### **TOUR OBJECTIVES**

- 1. Discuss the influence of Spain on the development of New Mexico (History)
- 2. Explore movement by diverse peoples along settlement, trade, and rail routes in New Mexico. (Geography)
- 3. Provide differing viewpoints with respect to resources such as water and land (Geography).
- 4. Encourage students in tour discussions (Comprehension).

#### DISTRIC STANDARDS

LANGUAGE ARTS

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

2. Interact in group activities and/or seminars to

#### DISTRIC STANDARDS

#### **SOCIAL STUDIES**

- 5-8 Benchmark I-C World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.
- 2. Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the New World.
- 5-8 Benchmark II-E: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.
- 2. 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.
- 5-8 Benchmark II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.
- 1. Describe the differing viewpoints that individuals and groups have with respect to the use of resources.