

Expanding the Lens: Exploring Perspectives

Teachers' Guide

A New Mexico History Museum Resource



National History Day 2024 - Hannah Davis and Elena Dominguez
from Moriarty High School present their exhibit which
explores the Gas Baths and Bracero Program.
Photograph courtesy of Elena Dominguez

Published May 2025
Copyright © New Mexico Department of Cultural Affairs



NM NEW MEXICO **HM** HISTORY MUSEUM

New Mexico History Museum
Education Department
113 Lincoln Avenue, Santa Fe, NM 87501
(505) 476-5109
NMHistoryMuseum.org

Thank you to the following people for their contributions to and review of this resource:

New Mexico History Museum: Cayla Burlingame, Researcher; Educator; Neil Dodge, Educator; Billy G. Garrett, Executive Director; Dirk Mathis, Volunteer; Christina McCorquodale, Head of Education and Engagement; Nancy Morris-Judd, Patricia Perea, Educator (January 2023 to October 2024); and Catherine J. Trujillo, Deputy Director (October 2022 to June 2025).

New Mexico Public Education Department: Lorraine Archibald, Humanities Specialist; Roxann Morris, Indigenous Education Curriculum Specialist; and Erica Wheeler, Humanities Specialist.

Teachers:

Alysia Boylan, Teacher - Pinon Elementary School
Arthur Coleman, Teacher - Taos Integrated School of the Arts
Darya Glass, Teacher - Santa Fe Girls School
Samantha Herrera, Teacher - Bernalillo Elementary School
Janssen King, Teacher - Mandela International Academy
Alicia Rivera, Teacher - Aspen Community Magnet School

Welcome Educators to the New Mexico History Museum!

We are thrilled to host you and your students at the New Mexico History Museum (NMHM)! Our museum is dedicated to fostering a vibrant space for exploration. Here, students can delve into the multifaceted story of New Mexico, engage in open dialogue that bridges social and cultural divides, and reflect on the conditions necessary to build a more resilient, just, and sustainable future.

This teacher resource guide is just one way we support the education of ALL students and the broader community in New Mexico. We offer a wealth of in-person and online resources designed to enhance your students' museum experience. Whether you're planning a field trip, incorporating museum content into your classroom curriculum, or simply sparking curiosity about New Mexico's rich history, we are here to help!

In this guide, you'll find:

- A variety of engaging educational resources tailored to different grade levels and learning styles. While this guide is primarily designed for 4th and 7th grade students, teachers are encouraged to adapt the materials to meet the specific needs of their students.
- Background information on our exhibitions and New Mexico history to help you prepare your students for their visit.
- Tips for navigating the museum and maximizing your students' learning experience.
- Information about our ongoing educational programs and resources.

We invite you to explore the resources within this guide and feel free to contact our education team if you have any questions. We are excited to welcome you and your students to the NMHM!

Sincerely, NMHM Education Team!

Contact the Museum Education Team if you have any questions.
(505) 476-5094, NMHM.education@DCA.NM.gov

Table of Contents

Welcome Educators to the New Mexico History Museum!	3
Table of Contents	4
Section I: Planning Your Visit to the New Mexico History Museum	4
Featured Exhibitions:.....	6
Educator-Led Tours & Activity Options.....	6
Tour Topic Options.....	7
Experiential Learning Activity Options.....	8
Before Visiting The Museum, Ask Your Students These Questions:.....	9
Arrival Schedule And Guidelines.....	10
Museum Visit Information.....	11
Section II: Preparing Your Students	12
Review Social Studies Standards.....	12
Suggested Lessons.....	12
Sources of Information.....	12
Introducing Historical Periods.....	13
New Mexico Historical Timeline Worksheet.....	14
We will provide clipboards and pencils.....	14
New Mexico Pueblos and Tribes Past and Present.....	14
Learning About Special Groups in New Mexico.....	14
Section III: Extension Activities	15
Reflection Questions.....	15
Object Research – A Closer Look.....	15
Object Sharing Exercise.....	15
Demonstrations of Learning.....	15
Section IV: New Mexico Social Studies and Language Arts State Standards	16
4th Grade.....	16
7th Grade.....	17
Section V: Appendices	20
Appendix A: Example of the Timeline Worksheet in Use.....	21
Appendix B: Talk Like A Historian: Glossary of Terms.....	22
Appendix C. Explore with Care: Museum Guidelines for a Great Experience.....	29
Appendix D. Learning About Special Groups in New Mexico.....	30
Appendix E: Reflection Questions.....	32
Appendix F: Object Research - A Closer Look.....	33
Appendix G: Object Sharing Exercise.....	35
Appendix H: Information about the New Mexico History Museum.....	36
Appendix I: Bibliography.....	37

Section I: Planning Your Visit to the New Mexico History Museum

To plan your visit to the New Mexico History Museum in Santa Fe, please refer to the information on the following pages. If you're unable to visit in person, you can use the resources starting on page 12 in your classroom.

The New Mexico History Museum offers student visitors an opportunity to explore thousands of years of history, culture, and architecture in the nation's oldest capital city. From Ancestral Pueblos to the birth of the atomic age, thousands of objects and photos bring to life the stories, and unique places that make New Mexico special.

This section will outline the steps to reserve a tour, explore resources for lesson planning, and answer any questions you may have about your upcoming trip.

Scheduling

Please fill out this [form](#)¹ to give us more information about your group and email us at NMHM.Education@dca.nm.gov to let us know you submitted it. You are asked to provide two options for days you can come. We will be back in touch soon to confirm which day/time we can schedule your tour.

Three Ways To Structure Your Visit To The Museum:

When you fill out the [form](#)² please specify which option below is best for you:

Option 1: Educator-led Tour & Timeline Worksheet

Our museum educators offer 20-30 minute tours or activities designed to spark curiosity. Following these sessions, students break into smaller groups with chaperones and use their worksheets to guide their self-paced exploration of the museum. See the "Tour Topic Options" listed on page 7.

Option 2: Self-guided Visit with Timeline Worksheet Resource

Led and paced by teachers and chaperones. The museum will provide our Timeline Worksheet to use during your visit.

Option 3: Self-guided Visit

Students will explore the museum at their own pace with their teachers and chaperones.

¹ <https://forms.office.com/g/H0XiedSDBD>

² <https://forms.office.com/g/H0XiedSDBD>

Featured Exhibitions:

- **“Telling New Mexico”** – A chronological exhibition on New Mexico history that sweeps across thousands of years of history—from the state’s earliest inhabitants to the residents of today. Preview using the [360 Tour](#).³
 - 1st Floor – First Peoples Period, Spanish Periods I & II, Mexican Period, U.S. Territorial Period
 - Mezzanine – Railroad (green circle on 360 Tour landing page)
 - Bottom Floor – Statehood to 20th Century (green circle on 360 Tour landing page)
- **The Palace of the Governors** – The oldest public building constructed by European settlers in the US, includes highlights from the Museum’s collection. The exhibition “Palace Through Time,” explores the Palace of the Governors as a dynamic place from its 17th-century origins to its current role as a symbol of New Mexico’s dynamic history. Using 3D models and historical documents, visitors can learn how the Palace has changed in response to technical innovation, functional needs, and aesthetics. The “Palace Seen and Unseen: A Convergence of History and Archaeology” draws from archeological and historical sources to provide a unique backdrop to tell its 400-year story.
- **The Palace Press** - A working exhibit dedicated to preserving and promoting New Mexico’s printing and literary traditions—showcasing historic presses, a display based on the Estancia New Mexico Press, and a reconstruction of the Gustave Baumann studio.
- **Changing Exhibitions** - Explore the ever-changing stories of New Mexico with rotating exhibitions at the New Mexico History Museum. Check out the current schedule of exhibitions [here](#).⁴

Educator-Led Tours & Activity Options

The New Mexico History Museum offers engaging educator-led tours to enrich your students’ experience. To ensure an optimal learning environment, please choose a tour topic based on your group size:

- If your group is smaller than 20 students, choose one tour (plan for at least one hour).
- If your group is between 20-30 students choose 2 tours and we will rotate students between the 2 tours (plan for at least one and a half hours).
- If your group is 30-50 students, choose 3 tours and we will rotate students between the 3 tours (plan for at least two hours).

³ <https://nmhistorymuseum.org/exhibitions/virtual-tours/telling-new-mexico-ii.html>

⁴ <https://www.nmhistorymuseum.org/exhibitions/current-exhibitions>

Tour Topic Options

This section provides an overview of the various tours offered at the museum. Please select the tour(s) that best aligns with your lesson plan and student age group.

Please Note:

- Consider the age and interests of your students when selecting a tour.
- Permanent exhibitions ("Telling New Mexico") offer a broader overview, while other tours may provide a more focused experience.

Option A. First Peoples, Spanish Period and Post-Pueblo Revolt

Tour 1. Takes place in our permanent exhibition: "Telling New Mexico", or

Tour 2. Takes place in the Palace of the Governors using the exhibition: "Palace Seen and Unseen"

Option B. The Mexican Period through the U.S. Territorial Period

Tour takes place in our permanent exhibition: "Telling New Mexico"

Option C. Statehood Period through the 21st Century

Tour takes place in our permanent exhibition: "Telling New Mexico"

Option D. Changing Exhibitions

To learn about our changing exhibitions, check out the current schedule of exhibitions [here](#).⁵

Option E. Palace of the Governors

Tour takes place in the Palace of the Governors using the exhibition: "Palace Through Time"

⁵ <https://www.nmhistorymuseum.org/exhibitions/current-exhibitions>

Experiential Learning Activity Options

This section provides engaging options for students of various grade levels to explore New Mexico history. Each activity offers an experiential approach to learning. These are optional. You can select the activity that best suits the age, the learning style, and the historical concepts you wish to explore with your students. Option G and H can also be done in the classroom before or after your visit.

Option F. *History at your Fingertips* (recommended for 1st-6th graders and neurodiverse students)

We have carefully curated a selection of objects from different eras in New Mexico's history. These fascinating objects, laid out on accessible tables, invite students to get up close for a tactile exploration of New Mexico history. Students will analyze objects, make connections, and draw conclusions about the past.

Option G. *The Human Timeline* (recommended for 4th-8th graders)

Students actively participate in placing events within the correct historical period, fostering critical thinking and communication skills. A Museum educator facilitates students creating a human timeline and leads a discussion by asking questions to reinforce understanding of the events and their placement within the broader historical context.

Option H. *Snapshot* (recommended for 8th-12th graders)

Through role-playing students deepen their understanding and communication of complex themes. Students explore historical concepts (such as power, equality, assimilation, policy, or sovereignty) using a theater game called *Snapshot*. In groups of two students first define 3 of these words, then they create a vignette that shows the word they chose. The rest of the students guess which word they are portraying. During the tour of the museum, students apply these concepts to the history they are learning about.

Before Visiting The Museum, Ask Your Students These Questions:

1. **What do you think you will see at the history museum?**

As students list items they might see, introduce the word “objects.”

2. **Next to the objects are “text panels” on the wall with writing. What kind of information might we read on a text panel?**

Possible Responses: Text panels serve as informative companions to museum exhibits. They typically provide details about the object on display, including its name, material composition, date of creation, and maker. In addition, text panels can delve deeper, offering historical context by mentioning significant events or people associated with the object.

3. **History is like storytelling—stories about important events in the past. Do you think everyone involved in an event will have the same story to tell? For example, do you think everyone in your class will all describe your visit to the museum the same way?**

Possible Responses: It will be different. Imagine a story with only one character. It might be interesting, but it wouldn't give you the whole picture, right? History can be like that too. Traditional accounts often focus on the victors or dominant groups, leaving out the experiences of others. Pay attention to whose stories are, and are not, being told. This means acknowledging the perspectives of those who haven't been as well-represented in history books.

4. **Review the following museum rules and expectations (also in Appendix C. Which do you think are most important? Why?**

- **Be a considerate museumgoer:** Keep your voice down (whispering or quiet conversations are okay) so others can enjoy the exhibits too. (Noise level 1)
- **Respectful movement:** Walk at a leisurely pace and be mindful of other visitors' personal space.
- **Treat the collections with care:** Food, drinks, candy, and gum can damage precious objects. Only bring water bottles inside the museum.
- **Leave your mark on paper, not the past:** Use pencils only for taking notes or sketching exhibits (no pens!).
- **Engage and learn:** Listen attentively to museum guides and presenters—they're here to share their knowledge!
- **Stay connected:** Stick with your group and chaperone throughout your visit.
- **Capture memories:** Feel free to take photos, but please avoid using flash as it can harm the exhibits.
- **Need help? No worries:** If you get separated from your group, don't hesitate to find a security guard or staff person at the front desk. They'll be happy to help reunite you.

5. **What to do if you become separated from your group at the museum?**

Response: If you get separated from your group, look for a museum security guard or go to the front desk. They will help you find your group.

Arrival Schedule And Guidelines

What To Expect When You Arrive at the New Mexico History Museum

Before Your Visit:

- **Groups of 20+ students:** Please pre-divide your class into smaller groups with at least one teacher/chaperone assigned to each group. Ideally there should be 10-13 students per group before your arrival.
- **All groups:** Review museum expectations with chaperones, see Appendix C. These ensure a safe and enjoyable experience for all visitors.

Upon Arrival:

- Upon arrival, students, teachers, and chaperones will be greeted by a staff member for a brief 10-minute introduction. Please plan for students to sit on the stairs in the lobby during this welcome.
- Following the welcome, please divide into predetermined groups, use restrooms/cubbies on the 1st floor, and pick up clipboards/pencils.
- Bathrooms are available on all floors of the museum and in the Palace of the Governors Courtyard.

After Tours/Activities:

- Following the educator-led tour, we recommend that students explore the museum independently in smaller groups (3-6) with chaperones, utilizing their Historical Timeline Worksheets.

Important Note: K-12 students must always be accompanied by a chaperone while exploring the museum.

Museum Visit Information

- Enter the building on 113 Lincoln Avenue, and an educator will meet you in the lobby.
- There is no entrance fee for students, teachers, and chaperones.
- You must have one adult for every ten students, no exceptions.
- Unfortunately, we do not have an indoor location to eat lunch, however the Plaza is right across the street from us. The Cathedral Park and Convention Center courtyard are also options.
- We do not have a parking lot, but buses can drop off students in front of the Museum on Lincoln Ave and then park in the PERA parking lot across from the State Capital on Old Santa Fe Trail.
- If your group is larger than 20, we recommend dividing them into smaller groups to tour the museum. Please have these groups created BEFORE you arrive at the museum.
- While we understand some of you are coming from out of town, please plan to arrive 15 minutes early so you have time for students to put their coats/lunches in the cubbies and use the bathrooms before the tours.
- If you are more than 15 minutes late, please call us at 505-476-5200. If you are more than 30 minutes late; your educator tour will be canceled but you can still tour the museum on your own or reschedule.

If you need more information about visiting the museum please feel free to get in touch!
(505) 476-5109, NMHM.Education@dca.nm.gov

We look forward to your visit!

Section II: Preparing Your Students

Student learning is significantly enhanced when they have foundational knowledge of New Mexico history. Whether you are visiting the museum, or teaching New Mexico history in your classroom, by providing a foundation in historical concepts, you'll prepare your students to actively engage with the museum's exhibits (in person or online) and maximize student's learning experience. Here are some suggestions to prepare your students:

Review Social Studies Standards

Prior to your visit, consider incorporating relevant social studies standards from the New Mexico Public Education Department into your curriculum. This will help students connect the museum's exhibits to their existing knowledge.

The State [Social Studies Instructional Scope](#)⁶ offers a wealth of lesson plans and resources aligned with state standards. These resources introduce foundational concepts like historical periods and timelines, preparing students for their exploration of the New Mexico History Museum.

Suggested Lessons

Timeline Lessons for 4th and 7th graders

Use these Assessment and Sample task guides that focus on timelines from the “New Mexico Social Studies Instructional Scope” (mentioned above) to jumpstart your planning.

Below are modifiable lesson plan examples:

- [4th-grade](#)⁷
- [7th-grade](#)⁸

The compelling question is: How do timelines depict events and changes in New Mexico?

Sources of Information

History is based on different sources of information. These sources are divided into two categories, primary and secondary sources. Each is determined by the time when it was created.

A primary source is created during the historical period. (A first-hand account of an event or topic that was created at the same time as it happened or by someone involved in it). For example books, magazines, newspapers, government documents, reports, advertisements, maps, posters, legal documents, personal letters, diaries, wills, deeds, and school report cards, photographs, posters, cartoons, films, and paintings, pottery, furniture, clothing, buildings, and other excavated physical objects. Can your students think of other primary sources to add to this list?

⁶ <https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/new-mexico-instructional-scope-nmis/nmis-social-studies>

⁷ <https://web.ped.nm.gov/wp-content/uploads/2025/04/4th-Grade-NMIS.docx.pdf#page=17>

⁸ <https://web.ped.nm.gov/wp-content/uploads/2025/04/7th-Grade-SS-NMIS-.pdf#page=25>

A secondary source is created after the historical period. (Sources that describe an event but did not originate in the time period they describe). For example, history books, textbooks, academic works, scholarly research. Can your students think of additional secondary sources to add to this list?

Perspectives – Every source of information about history has a perspective. A perspective is a point of view. As you look at the exhibitions, ask yourself whose perspective is being shared and whose is not. Why do you think there might be missing perspectives? What would influence a reason that a perspective might be missing?

Introducing Historical Periods

Who were the groups, people, places, and events that shaped New Mexico? Students can answer these questions using the following resources. **Timeline summaries** provide age-specific overviews of each historical period that students can refer to when filling out the **New Mexico Historical Timeline Worksheets**.

Before your visit, review these materials to help familiarize students with the foundations of New Mexico history.

- **New Mexico Historical Timeline Worksheets** (description on page 14)
A completed sample of this worksheet (see in Appendix A) will introduce students to key historical periods and prepare them to actively engage with the worksheet activity at the museum.
- **Historical Period Summaries** (Coming Soon!)
Age specific summaries of each historical period in New Mexico History give context and varied perspectives on the events that shaped our state. Choose the age and language appropriate for your group below.
 - Young Learners (English) (Spanish)
 - 4th-7th grade (English) (Spanish)
 - 8th-12th grade (English) (Spanish)
 - High School and above (English) (Spanish)

Students can also learn about these periods from the New Mexico State Historian's New Mexico [Timeline](https://newmexicohistory.org/timelines).⁹

⁹ <https://newmexicohistory.org/timelines>

New Mexico Historical Timeline Worksheet

The New Mexico Historical Timeline Worksheet fosters active learning by guiding students to connect museum exhibits with key historical events. This activity encourages students to become active learners rather than passive observers as they explore the exhibitions. Using a New Mexico timeline worksheet, students actively connect museum objects to significant historical events.

The goal of this worksheet is to help students become familiar with:

Historical timelines

- New Mexico historical periods
- Primary groups of people in each period
- Historical context and events
- Students will be asked to:
 - Identify objects of interest and place them in the correct historical period column
 - Name and draw the object
 - Circle the group that made or used it
 - Choose the historical events associated with the object

Please print enough double-sided worksheets for all your students ahead of your visit:

- 3rd grade and younger ([Spanish](#)¹⁰, [English](#)¹¹)
- 4th grade and up ([Spanish](#)¹², [English](#)¹³)

<https://tinyurl.com/NMTimeline4thEnglish>

We will provide clipboards and pencils.

New Mexico Pueblos and Tribes Past and Present

Learn about the First Peoples in New Mexico from a comprehensive map that includes the 23 federally recognized Pueblos and Tribes in New Mexico, historical Pueblos, non-federally recognized and Genízaros communities, and Native language groups. The [map](#)¹⁴ and accompanying text can be printed as 8.5x11 handouts or 11x17 posters.

Learning About Special Groups in New Mexico

Appendix D offers resources that highlight the experiences of historically underrepresented groups in New Mexico, including Indigenous Peoples. We are continually expanding this collection of resources.

¹⁰ <https://tinyurl.com/NMTimeline3rdSpanish>

¹¹ <https://tinyurl.com/NMTimeline3rd>

¹² <https://tinyurl.com/NMTimeline4thSpanish>

¹³ <https://tinyurl.com/NMTimeline4thEnglish>

¹⁴ <https://nmhistorymuseum.org/education/indigenous-new-mexico-map.html>

Section III: Extension Activities

Following are several activities to help students reflect on what they learned at the museum or in the classroom and to continue their learning.

Reflection Questions

Help students reflect on their time at the museum and link historical events to present day events. These questions can be asked in large or small groups, the teacher can choose the questions or let students decide which they want to answer. [appendix E]

Object Research – A Closer Look

Students choose an object from their activity to concentrate on. Students are asked to consider how their object relates to history and current events. This worksheet can also be used for early finishers. [appendix F]

Object Sharing Exercise

Students share their object research with each other. Included in this packet is a “listening aid” that students can use to take notes on each other’s presentations. [appendix G]

Demonstrations of Learning

Accommodate many different learning styles by giving students creative options to demonstrate their learning. We are developing resources to assist teachers in guiding students through projects that require research on an historical event, period or figure and give directions on how to do the following creative projects:

- [Pop-up Book](#)¹⁵
A short book that includes a timeline and elements that pop-up.
- [Accordion Book](#) (For 4th –12th graders) [English](#)¹⁶, [Spanish](#)¹⁷
A two sided book that allows different perspectives on each side.
- [Poetry](#)¹⁸
The “I am” poetry exercise is a powerful way for students to explore identity.
- **Graphic Novel**
Similar to a comic book, graphic novels tell a story mainly through illustrations, text bubbles and narration boxes.
- **Diorama**
A model representing a scene with three-dimensional figures and objects, often created in a shoe box.
- **Dance**
A dance about a historical figure or event encourages active participation by students.
- **Painting/drawing**

¹⁵ <https://nmhistorymuseum.org/assets/images/education/EducationalResources/Pop-up%20Book%20Activity.pdf>

¹⁶ <https://nmhistorymuseum.org/assets/images/education/EducationalResources/Accordian%20Book.pdf>

¹⁷ <https://tinyurl.com/AccordianBookSpanish>

¹⁸ https://nmhistorymuseum.org/assets/images/education/EducationalResources/I%20Am%20Activity_comp.pdf

Students that are comfortable painting or drawing might prefer to demonstrate their learning in this medium.

- **Play, musical, video**

A group of students or the whole class can participate in creating a theatrical depiction of an historical event.

Section IV: New Mexico Social Studies and Language Arts State Standards

The NMHM educational materials are created in conjunction with the New Mexico Public Education Department and align with the following NM 4th and 7th grade [New Mexico Social Studies State Standards](#)¹⁹ and [Language Arts State Standards](#).²⁰

Note: Most of the standards included below are History and Language Arts standards, but many Ethnic, Cultural, and Identity, as well as Geography standards, also align well with the content in this guide.

4th Grade

History

Theme 1. New Mexico Government Past and Present

- Anchor Standard: History 19. Power Dynamics, Leadership, and Agency
 - Standard: 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved.
 - *Assessment And Sample Task Guide available*

Theme 2: Migration and Settlement in New Mexico

- Anchor Standard: History 16. Cause and Consequence
 - Priority Standard: 4.12. Describe the interactions between Native people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.
- Anchor Standard: History 17. Historical Thinking
 - Standard: 4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period.
 - *Assessment And Sample Task Guide available*
- Anchor Standard: History 19. Power Dynamics, Leadership, and Agency
 - Priority Standard: 4.14. Examine the changes in governance of New Mexico.

Theme 5: New Mexico Identity and Diversity

- Anchor Standard: History 18. Critical Consciousness and Perspectives
 - Priority Standard: 4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events.

¹⁹ <https://tinyurl.com/NMPEDSocialStudies>

²⁰ <https://tinyurl.com/NMPEDLanguageArts>

English Language Arts

- Anchor Standard: Reading Information Key Ideas and Details
 - Priority Standard: RI.4.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Anchor Standard: Writing
 - Priority Standard: W.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Anchor Standard: Speaking and Listening
 - Priority Standard: SL.4.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - Priority Standard: SL.4.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

7th Grade

History

Theme 2: The Earliest New Mexicans (c.12000 BCE - c. 1200 BCE)

- Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation
 - Priority Standard: 7.26. Explain the importance of artifacts and oral histories in understanding how ancient (prehistoric) peoples lived.
 - *Assessment And Sample Task Guide available*

Theme 3. The Emergence of the Pueblos and Tribes (c. 1200 BCE-c. 1500 CE)

- Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation
 - Standard: 7.33 Connect cultural adaptations of the Pueblo, Apache, and Diné people to today.
 - Standard 7.34 Compare and contrast the Athabascan culture, agricultural practices, and settlement patterns with those of the Pueblos.

Theme 4. The Spaniards Enter the Americas (c. 1490s CE-c. 1590s CE)

- Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation
 - Standard: 7.42 Explore the interactions between the Spaniards and the Indigenous peoples.
- Anchor Standard: History 17. Historical Thinking
 - Standard: 7.43 Explain the political and religious motivations of Spaniards as they encounter the Indigenous peoples of the Americas.
 - Standard: 7.44 Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.

Theme 5. The Spanish Colonial Period (c. 1500s CE - 1821 CE)

- Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation
 - Priority Standard: 7.53. Compare and contrast the revolts and resistance movements under Spanish rule.
- Anchor Standard: History 18. Critical Consciousness and Perspective

- Standard: 7.54. Assess evidence of Spanish influence in New Mexico today.

Theme 6. The Mexican Period (1821 CE – 1850 CE)

- Anchor Standard: Civics 1. Civic and Political Institutions
 - Priority Standard: 7.58. Examine how conflict over social class (castas), land and culture led to Mexican independence from Spain.
- Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation
 - Priority Standard: 7.62. Explain the impact Mexican Independence had on New Mexico.
- Anchor Standard: History 17. Historical Thinking
 - Standard: 7.64. Interpret the factors that led people in New Mexico to resist and rebel against political leadership between 1821 CE and 1850 CE.

Theme 7. American Western Expansion (1848 CE - 1869 CE)

- Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation
 - Standard: 7.68. Evaluate the significance of short- and long-range trails throughout the lands gained in the Mexican Cession.
- Anchor Standard: History 17. Historical Thinking
 - Priority Standard: 7.69. Categorize causes and consequences of the U.S. military invasion of Mexico and New Mexico.
 - Standard: 7.70. Explore the impact of land ownership throughout New Mexico History.
- Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity
 - Standard 7.71. Identify how stereotyping influences social perspectives about members of a group.

- *Assessment And Sample Task Guide available*

Theme 8. Early American Territorial Period (1850 CE - 1880s CE)

- Anchor Standard: History 16. Cause and Consequence
 - Standard: 7.75. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.

English Language Arts

- Anchor Standard: Reading Information Key Ideas and Details
 - Priority Standard: RL.7.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Anchor Standard: Range of Reading Level and Text Complexity
 - Standard: RL.7.10: Read and comprehend complex literary and informational texts independently and proficiently.
- Anchor Standard: Writing
 - Priority Standard: W.7.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - Priority Standard: W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Anchor Standard: Speaking and Listening
 - Priority Standard: SL.7.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - Standard: SL.7.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Section V: Appendices

- Appendix A: Example of the Timeline Worksheet in Use.....21
- Appendix B: Talk Like A Historian: Glossary of Terms.....22
 - 4th Grade.....22
 - 7th Grade.....24
 - 9th Grade.....28
- Appendix C. Explore with Care: Museum Guidelines for a Great Experience.....29
- Appendix D. Learning About Special Groups in New Mexico.....30
 - Ensure Students Are Familiar With The First Peoples Period.....30
 - Additional Native Educational Resources.....31
- Appendix E: Reflection Questions.....32
- Appendix F: Object Research - A Closer Look.....33
- Appendix G: Object Sharing Exercise.....35
- Appendix H: Information about the New Mexico History Museum.....36
- Appendix I: Bibliography.....37

Appendix A: Example of the Timeline Worksheet in Use

Download blank sheets: 3rd grade and younger ([Spanish](#)²¹, [English](#)²²)

4th grade and up ([Spanish](#)²³, [English](#)²⁴)

New Mexico Historical Timeline

Name: *Nancy*

U.S. Territorial Period
1848-1912
US Occupation & Territory

Mexican Period
1821-1848
Mexican Independence

Spanish Period II
Mestizaje*
1680-1821
Pueblo Revolt/Reconquest

Spanish Period I
Pre-Pueblo Revolt
1540-1680
Entrada & Colonization

First Peoples Period
Migration & Flourishing
CE 1540
*Time Immemorial** - CE 1540*

Objects	Name of object	Who was here? <i>These are the primary groups of people in each historical period.</i>	Circle the group(s) that made or used your object.	CLUES: why do you think that group used or made this object?	Historical Context Circle the historical event that your object is connected to.	What else might connect to your object?
	Shell Necklace	<ul style="list-style-type: none"> Native Peoples 	<ul style="list-style-type: none"> Native Peoples 	Made in 1200-1600 when only Native Peoples had shells to make necklaces.	<ul style="list-style-type: none"> Migration Settlement Trade Cultivation of the 3 sisters (corn, squash & beans) 	Arts & Culture
	Dog Collar	<ul style="list-style-type: none"> Native Peoples Spanish Explorers/Conquistadores Colonizers/Clergy Settlers Traders Enslaved People 	<ul style="list-style-type: none"> Native Peoples Spanish Colonizers, Clergy, Settlers Traders Enslaved People 	17th C Spanish Colonizers used dog collars to attack Natives.	<ul style="list-style-type: none"> Colonization of Native Peoples by Spanish Conquistadores Battle of Zuni/Acoma Pueblo Revolts Contested Borders 	Colonization
	Knotted Cord	<ul style="list-style-type: none"> Native Peoples Spanish Colonizers, Clergy, Settlers Traders Enslaved People 	<ul style="list-style-type: none"> Native Peoples Spanish Colonizers, Clergy, Settlers Traders Enslaved People 	1680 Pueblo Peoples used this to plan the Pueblo Revolt.	<ul style="list-style-type: none"> 1680 Pueblo Revolt Spanish Recolonization 1696 Revolt The Bourbon Reforms (Castas) Border Issues 	Native Resistance to Colonialism.
	Mexican Flag	<ul style="list-style-type: none"> Native Peoples Nuevo Mexicanos/Hispanos Mexican Citizens French Trappers and Colonizers U.S. Colonizers and Settlers Enslaved People*** 	<ul style="list-style-type: none"> Native Peoples Nuevo Mexicanos/Hispanos Mexican Americans U.S. Settlers & Enslaved People Immigrants from other countries 	Flour when Mexico gained Independence from Spain.	<ul style="list-style-type: none"> Mexican Independence from Spain Santa Fe Trail Chimayo Rebellion Mexican/American War Border Issues 	N.M. Was part of Mexico then.
	Railroad	<ul style="list-style-type: none"> Native Peoples Nuevo Mexicanos/Hispanos Mexican Americans U.S. Settlers & Enslaved People Immigrants from other countries 	<ul style="list-style-type: none"> Native Peoples Nuevo Mexicanos/Hispanos Mexican Americans U.S. Settlers & Enslaved People Immigrants from other countries 	In 1878 the railroad was established in N.M.	<ul style="list-style-type: none"> U.S. Gains N.M. Territory Westward Expansion Emancipation Proclamation Civil War 13th, 14th, & 15th Amendments to the US Constitution Railroad arrives in N.M. Border Issues 	The train brought new people + goods in N.M.

* Mixing of Cultures ** Time beyond memories *** Mexico outlawed slavery but it continued illegally

²¹ <https://tinyurl.com/NMTimeline3rdSpanish>

²² <https://tinyurl.com/NMTimeline3rd>

²³ <https://tinyurl.com/NMTimeline4thSpanish>

²⁴ <https://tinyurl.com/NMTimeline4thEnglish>

Appendix B: Talk Like A Historian: Glossary of Terms

Use these terms on your word-walls before your visit! They have been adapted from the New Mexico Social Studies State Standards and from resources cited from the [bibliography](#).

4th Grade

Historical Language

Artifact - an object made by a human being, typically an item of cultural or historical interest. A preferred term is “**object**” because an “artifact” suggests something belonging to a culture that no longer exists and many of the objects in our collections were used by the ancestors of communities that do still exist.

Barter - exchange (goods or services) for other goods or services without using money.

Colonization - the action or process of settling among and establishing control over the Indigenous people of an area.

Colony - a country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country.

Conquistador – a Spanish word for a military person who conquered or colonized the Americas in the 15th and 16th centuries for the Spanish Empire.

Encomienda system - a labor system in which the Spanish crown authorized Spaniards, known as encomenderos, to enslave native people to farm and mine in the Americas.

Equality - the equal distribution of resources and opportunities among members of a given society.

Federalism – the system, set up under the U.S. Constitution, which divides political power between the national government and individual states.

Geographic Factors – natural features of the earth’s surface, including topography, climate, soil, vegetation, etc.

Historical Context - the political, social, cultural, and economic setting for a particular idea or event. In order to better understand something in history, we must look at its context- those things which surround it in time and place, and which give it its meaning.

Immigration - the action of coming to live permanently in a foreign country.

Natural Resources – anything from the natural environment that people use to meet their needs.

Object - any material thing that can be seen or touched.

Perspective - one’s personal view on a topic; a particular attitude or way of regarding something; a point of view.

Rebellion - to go against, especially against governments.

Revolt - resistance to dominant authority.

Settler - A person or group who has migrated to an area to establish permanent residence, often to colonize the area.

Slavery - the institution that supports the holding of human beings as property.

Society - the aggregate of people living together in a more or less ordered community.

Sovereignty - self-rule.

Territory - an area of land under the jurisdiction of a ruler or state.

Trade Network - an interconnected system of communities exchanging goods over a wide geographic area.

Trade Routes - paths followed regularly between interconnected communities in a trade network in order to transport goods and people.

Cultural Competency

Bias - prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Culture - deep patterns of values, beliefs, practices, and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.

Diversity - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientation, etc.

Inequality - the opposite of equal, the just or fair distribution of resources and opportunities among members of a given society.

Injustice – the quality or action of being unfair, a violation of personal liberties, or causing harm to another person.

Identity - the qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or group.

Hispanos/Nuevomexicanos – how the mixed race people of New Mexico identify themselves.

Mestizaje – a Spanish term meaning a mixture of cultures.

Justice – the quality or action of fairness, equality before the law, respecting the autonomy of other persons.

Rights - the basic rights and freedoms that belong to every person in the world from birth until death. They apply regardless of where you are from, what you believe, or how you choose to live your life.

Stereotype - widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Traditions - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.

Native Vocabulary

Apache - the name given to the N'deh by Europeans.

Comanche - An Uto aztecan speaking tribe whose homelands stretched over eastern New Mexico, northwest Texas to the Rio Grande and into Oklahoma and Kansas.

Diné - the Athabaskan term, meaning “people” for both the language and the group commonly referred to as Navajo, and represented by the Navajo Nation.

Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.

Maize - the crop, indigenous to the Americas and cultivated between 12,000 to 10,000 years ago, commonly identified as corn in the US.

N'de - the Athabaskan term, meaning “people” for both the language and the group commonly referred to as Apache, and represented by the Apache Nation in current tribal-government

relations. The three Federally recognized communities in New Mexico today are: Jicarilla, Mescalero and Fort Sill.

Native People - people born in the region in which they lived since Time Immemorial.

Navajo - the name given to the Diné by Europeans.

Nomadic - a people who adapt to scarcity by traveling from place to place without fixed habitation.

Pueblos - from the Spanish word “village”- communal dwellings of a Native village in the Greater Southwest.

Time Immemorial - In Indigenous perspectives, "time immemorial" signifies a deep-rooted connection to the land and its resources. It is a concept used to convey a sense of ancestral presence and belonging that has existed for countless generations.

Tribe – a unique group of people which share a particular history, ethnic, and cultural background.

Tribal Member - an enrolled member of an Indigenous nation or group.

New Mexico Historical Events

Manifest Destiny - the idea that the United States is destined by God to expand its dominion and spread democracy and capitalism across the entire North American continent.

Po’Pay - Tewa Pueblo leader who led an all-Indian revolt in 1680 against the Spanish invaders in what is now the southwestern United States, driving them out of Santa Fe and temporarily restoring the traditional Pueblo ways of life.

Pueblo Revolt - the Pueblo revolt of 1680 was a revolution against Spanish religious, economic, and political institutions imposed upon the Pueblos. It is the most well-known successful Native uprising against a colonizing power in North America.

Rio Arriba (Chimayo) Rebellion - the Revolt of 1837 was a Pueblo and Hispano-led insurrection in New Mexico against Albino Pérez, the Mexican governor at the time. Jose Maria Gonzalez, the first and only Genízaro Governor, replaced Pérez.

Santa Fe Trail - a commercial highway connecting Missouri and Santa Fe, New Mexico, pioneered by Missouri trader William Becknell, used by both Mexican and American traders for commercial freight, stagecoach lines, gold seekers, adventurers, missionaries, and wealthy New Mexican families and immigrants.

Taos Trade Fair - located in Taos, NM where the Indigenous peoples, Americans, Europeans, Mexicans, French, and Spanish traded raw wool, blankets, rugs, hides, iron, cotton, medicines, silk and other supplies and materials.

Westward Expansion - the 19th-century movement of settlers, agriculture and industry into the US West.

7th Grade

Historical Language

Act - a new law or changes an existing one.

Migration - the movement of people across the geographic landscape; the movement of people across political boundaries

Policy - an act or rule made by a group, particularly a government.

Place - a particular position or point.

Primary source - provides direct access to the subject of your research (e.g. interviews transcripts, statistical data, and works of art).

Trade - the action of buying and selling goods and services.

Secondary source - provides second-hand information and commentary from other researchers and describes or interprets primary sources (e.g. journal articles, reviews, books).

Settlement - a place where people establish a community.

Enslaved - Today, most historians speak of “enslaved people” instead of “slaves.” This language separates a person's identity from their circumstance. The usage of terms like “owner” or “master” empowers the enslaver and dehumanizes the enslaved person, reducing them to a commodity rather than a person who has had slavery imposed upon them. The term slaves denotes an inherent identity of a person or people treated as chattel or property. The term enslaved people underlines that the slave status has been imposed on individuals.

Cultural Competency

Corruption - dishonest or fraudulent conduct by those in power, typically involving bribery.

Independence - the state of being free; self-governing; countries are not ruled by other countries but have their own government.

Norms - something that is usual, typical, or standard.

Representation - Fair and accurate representation means showing all people and cultures clearly, honestly, and with respect.

Resistance - to go against, especially against authority.

Social conflict - the struggle for power in society.

Native Vocabulary

Ancestral Puebloan - the term for the inhabitants of Chaco Canyon, Aztec Ruins National Monument, Gila and Bandelier cliff dwellings, and other historic sites that are no longer occupied.

Athabaskan - a member of a language group found in Alaska and Canada, this also includes the Diné (Navajo) and N'deh (Apache) peoples.

Columbian Exchange - also known as the Columbian interchange, was the widespread transfer of plants, animals, precious metals, commodities, culture, human populations, technology, diseases, and ideas between the Americas (Western Hemisphere), and Afro-Eurasia (Eastern Hemisphere), named after Christopher Columbus.

Genízaro - Refers to Native peoples who were taken from their tribes—often through war, raids, or ransom—and brought into Hispano or Pueblo communities in New Mexico during the Spanish colonial period. They were typically forced to work as indentured servants, shepherds, or laborers under a legal exception in Spain's anti-slavery laws known as the “captive of war” clause. Over time, many Genízaros formed distinct communities. Their descendants, often of both Native and Spanish ancestry, continue to contribute to New Mexico's cultural identity and heritage today.

Keres - the native language group of many of the Western Pueblos of New Mexico. Western Keres includes Laguna and Acoma Pueblos and Eastern Keres includes Cochiti, Kewa, San Felipe, Santa Ana, and Zia Pueblos.

Linguistics - the study of the formation of families of human languages over time.

Mogollon - archaeological culture of Native American peoples from Southern New Mexico, including the Mimbres Valley and Arizona, Northern Sonora and Chihuahua, Mexico.

Oral History - an inherited oral account, whether mythological, metaphorical, or factual explaining a history, whether of a familial or cultural group; technological and artistic processes and procedures passed down between generations.

Oral Tradition - the body of cultural instructions and histories passed on orally among an identity group.

Pre-Columbian - existing before the Columbian exchange between Europe, Africa, and the Americas (1492).

Reservation - a tract of land set aside for a particular group.

Semi-nomadic - a people living usually in portable or temporary dwellings and practicing seasonal migration but having a base camp.

Tewa - the native language group spoken by Ohkay Ówingeh, Kha'p'oe Ówingeh, San Idefonzo, Nambé, Pojoaque, and Tesuque Pueblos.

Tiwa - the native language group spoken by the Picuris and Taos Pueblos in the north, and Isleta and Sandia Pueblos in the south.

Towa - the native language spoken by the people of Jemez Pueblo.

Tribal governments - sovereign governments that operate apart from state or federal governments.

Tribal Recognition - the status conferred by the U.S. government upon some Indigenous groups, granting them various degrees of tribal sovereignty and access to treaty-based services.

Tribal Sovereignty - the system, guaranteed by treaty rights, of having each tribe given independent rule over their recognized territory, also known as a sovereign right. This sovereignty affects everything from local laws to jurisdiction in investigation of crimes to responses to health and other crises.

Zuni - the native language spoken by the people of Zuni Pueblo.

Colonization Vocabulary

Acequia system - a deep trench that siphons water from a primary source, distributing it through a network of ditches to crops; used for irrigation.

Assimilation - Assimilation is the process by which individuals or groups from one culture are absorbed into the dominant culture of a society. In the case of Indigenous peoples, especially during the 18th to 20th centuries, assimilation was often forced. Colonial governments used methods such as religious conversion, the removal of children from their families, and the displacement of Native Nations from their homelands to suppress Indigenous identities and cultures.

Castas - a Spanish system of racial classification which dictated one's social status, level of taxation, and legal rights.

Caste System - a class structure that is determined by birth. Loosely, it means that in some societies, the opportunities you have access to depend on the family you happened to be born into.

Cultural Diffusion - the spreading out and merging of pieces from different cultures. For example, these different cultures may have diverse types of food, clothing and even languages.

Cultural Syncretism - when distinct aspects of different cultures blend together to make something new and unique.

Encomienda System - a labor system in which the Spanish crown authorized Spaniards, known as *encomenderos*, to enslave Native people to farm and mine in the Americas.

Land grant - a grant of land, especially to an institution, organization, or a particular group of people.

Laws of the Indies – laws issued in 1492 by the Spanish Empire for the American and the Asian possessions of its empire, these laws regulated social, political, religious, and economic life in these areas.

Mission - A building or group of buildings in which religious work is carried out.

Mission System - the mission system involved three major institutions - the mission itself, the presidio, and the pueblo. The mission was much more than a simple chapel building in which religious services and training were conducted.

Monarchy - monarchy is a political system in which supreme authority is vested in the monarch, an individual ruler who is the head of state.

Presidio - A military post or fortified settlement in areas originally under Spanish control.

Repatriamiento - a grant of forced labor (as for use in agriculture, in mining, or in construction) imposed on Indigenous peoples.

Settlement - a place, typically, but not always, one that has been inhabited, where people establish a community during colonial times.

Social Class - division in society based on economic and social status, typically based on those who share a similar income and education.

Spanish Colonial System - the legal system by which the Spanish crown attempted to define the status of New Spain's mixed race, Indigenous and African populations, also known as the encomienda system.

Spanish Colonization - Conquistadors were sent to extract gold and silver from the Americas, to stimulate the Spanish economy and make Spain a more powerful country. Spain also aimed to convert Indigenous Americans to Christianity.

State - a nation or territory considered as an organized political community under one government.

New Mexico Historical Events

Acoma Revolt - the Acoma massacre refers to the punitive expedition by Spanish conquistadors at Acoma Pueblo in January 1599 that resulted in the deaths of around 500 Acoma men killed in a three-day battle, along with 300 women and children.

Camino Real - a 1,590 mile road between Mexico City and San Juan Pueblo, NM used from 1598 - 1882 as a trade route.

Colfax and County War - a war that occurred from 1873-1888 between settlers and the new owners of the Maxwell Land Grant in Colfax County.

Gadsden Purchase - a roughly 30,000 square-mile region of present-day southern Arizona and southwestern New Mexico that was acquired by the United States in a treaty signed by American ambassador to Mexico James Gadsden on December 30, 1853.

Governors' Canes - canes given in recognition of states of semi-autonomy given to the nineteen Northern Pueblos, first by Spain in 1604, then by Mexico in 1821, and by President Lincoln in 1863.

Homestead Act - several laws in the United States by which an applicant could acquire ownership of government land or the public domain, typically called a homestead.

Homesteaders - people who took advantage of the Homestead Act of 1862.

Indian Boarding School Policy - the removal of American Indian and Alaska Native children from their tribal lands and families and placed in boarding schools to eliminate their Indigenous identities, beliefs, and languages.

Industrialization - the development of industries in a country or region on a wide scale.

Kearney Code - a legal code (New Mexico Bill of Rights) named after General Stephen W. Kearny created in present-day Santa Fe, New Mexico on September 22, 1846 for use in the new New Mexico Territory, as occupied by the United States Army on August 18 during the U.S.-Mexican War.

Las Gorras Blancas - Hispano group active in the New Mexico Territory and American Southwest in the late 1880s and early 1890s in response to Anglo-American squatters.

Louisiana Purchase - the acquisition of the territory of Louisiana by the United States from the French First Republic in 1803 at a cost of fifteen million dollars, or approximately eighteen dollars per square mile.

Mexican Cession - the region in the modern-day southwestern United States that Mexico ceded to the U.S. in the Treaty of Guadalupe Hidalgo in 1848 after the Mexican–American War.

Mexican-American War (US Invasion of Mexico) - war between the United States and Mexico from 1846-1848 over the annexation of Texas and whether its borders were in Mexico or the U.S.

Navajo Long Walk - the 1864 deportation and attempted ethnic cleansing of the Diné (Navajo) people by the United States federal government in which the Diné people were forced to walk from their land in what is now New Mexico and Arizona to southeastern New Mexico. Some 53 different forced marches occurred between August 1864 and the end of 1866.

Santa Fe Ring - a group of powerful attorneys and land speculators in the United States during the late 19th century and into the early 20th century that gained a fortune through political corruption and fraudulent land deals.

State Constitution - the statement of basic principles and highest laws of a state.

Texas Annexation - the 1845 annexation of the Republic of Texas into the United States of America.

Treaty of Guadalupe-Hidalgo - treaty signed on February 2, 1848 at Guadalupe Hidalgo, Mexico that brought an official end to the Mexican-American War in which Mexico ceded 55 percent of its territory, including parts of present-day Arizona, California, New Mexico, Texas, Colorado, Nevada, and Utah, to the United States. Mexico also relinquished all claims to Texas, and recognized the Rio Grande as the southern boundary with the United States.

The Union - also known as “the North”, refers to the United States when eleven Southern slave states seceded to form the Confederate States of America, also known as the Confederacy.

US Confederacy - the government of 11 Southern states that seceded from the Union in 1860–61, carrying on all the affairs of a separate government and conducting a major war until defeated in the spring of 1865.

9th Grade

Forthcoming in the next edition!

Appendix C. Explore with Care: Museum Guidelines for a Great Experience

Museums are incredible places to explore history, art, and culture. To ensure a fun and enriching experience for everyone, here are some friendly reminders:

1. **Be a considerate museumgoer:** Keep your voice down (whispering or quiet conversations are okay) so others can enjoy the exhibits too. (Noise level 1)
2. **Respectful movement:** Walk at a leisurely pace and be mindful of other visitors' personal space.
3. **Treat the collections with care:** Food, drinks, candy, and gum can damage precious objects. Only bring water bottles inside the museum.
4. **Leave your mark on paper, not the past:** Use pencils only for taking notes or sketching exhibits (no pens!).
5. **Engage and learn:** Listen attentively to museum guides and presenters—they're here to share their knowledge!
6. **Stay connected:** Stick with your group and chaperone throughout your visit.
7. **Capture memories:** Feel free to take photos, but please avoid using flash as it can harm the exhibits.
8. **Need help? No worries:** If you get separated from your group, don't hesitate to find a security guard or staff person at the front desk. They'll be happy to help reunite you.

By following these simple guidelines, you can contribute to a positive museum experience for everyone – including yourself!

Please also share with all chaperones and ask them to help students be successful at following these guidelines.

Appendix D. Learning About Special Groups in New Mexico

Ensure Students Are Familiar With The First Peoples Period

1. **Who are the First Peoples in New Mexico?**

Possible Responses: The Native people. If students have incorrect answers (pilgrims, Spaniards, etc.) write down all answers and have them vote. They will get to the correct answers on their own!

2. **How long do you think Native people have been in New Mexico?**

Possible Responses: Tell them about the recently found footprints in White Sands National Park that are 23,000 years old. Note the difference between archaeologist/historian perspectives and creation stories from specific Native Pueblos and Tribes which often say they came from the land (or water) or have been here since “time immemorial” (time beyond memories).

3. **Can you name any Pueblos or Tribes in New Mexico today?**

Possible Responses: Write down specific Pueblo and Tribal names as they say them. Emphasize that Native cultures have always been dynamic and able to adapt to their circumstances. Each tribe has its own culture; there is not one Native experience.

4. **What are respectful words to use when talking about Native people?**

Possible Responses: it’s always best to refer to a person’s specific tribe: “Beth is Diné.” While “Native American” is a common term, it doesn’t encompass the specific identities of various Indigenous peoples. If unsure of a person’s tribe, “Native” or “Indigenous” are respectful alternatives. In New Mexico specifically, you’ll encounter the terms “pueblos,” “tribes,” and “nations,” all referring to distinct Indigenous communities with their own rich histories and cultures.

5. **What is the difference between a Pueblo and a Tribe?**

Possible Responses: Note which of the native communities they named in question 3 are Puebloan and which are Tribes. Pueblo is a Spanish word for village and was what the Spaniards called Native communities that lived primarily in one place. Note that the Diné (Navajo), the Apache, and the Comanche, in contrast, were semi-nomadic, moving with the seasons. What does nomadic mean?

Additional Native Educational Resources

- **“Honoring Tradition and Innovation: commemorating one hundred years of Santa Fe's Indian Market”** [A virtual NMHM tour](#)²⁵ of Native art from the Santa Fe Indian Market that traces its history and the impact of federal Indian policies.
- **Indigenous New Mexico—Sharing the Wonders of Our World!** A [curriculum packet](#)²⁶ that includes information and educational lessons on Pueblos and Tribes of New Mexico.
- **Indigenous Wisdom: Centuries of Pueblo IMpact in New Mexico** A K-12 [curriculum](#)²⁷ with unit plans on the complex political, social, cultural, and economic history of the New Mexico Pueblos, between 1912 and 2012.
- **Native Knowledge 360°**
A [project](#)²⁸ of The National Museum of the American Indian, NK360° provides educational materials, virtual student programs, and teacher training that incorporate Native narratives, more comprehensive histories, and accurate information to enlighten and inform teaching and learning about Native America.

²⁵ <https://nmhistorymuseum.org/exhibitions/virtual-tours/honoring-tradition-and-innovation.html>

²⁶ <https://indianartsandculture.org/assets/files/FINAL-WOW-PreVisit%20educator%20Packet%20PDF.pdf>

²⁷ <https://indianpueblo.org/indigenous-wisdom-curriculum-downloads-2>

²⁸ <https://americanindian.si.edu/nk360>

Appendix E: Reflection Questions

Reflecting on your time at the History Museum

1. Are people still migrating and settling in New Mexico? If so, what are some of the reasons that people migrate today?
2. How did the exhibits at the History Museum show different perspectives on New Mexico's history?
3. Can you identify any groups of people whose perspectives were not fully represented in the exhibits? Why do you think that might be?
4. Based on what you learned at the museum, how do you think different perspectives in New Mexico shape our understanding of the state today?
5. What connections do you see between historical and present-day events?
6. How do you and your family fit into the history of New Mexico?

Appendix F: Object Research - A Closer Look

Print copies for your students from this [PDF](#)²⁹.

Your Name:



OBJECT RESEARCH – A CLOSER LOOK!

*Choose an object from your worksheet and answer at least 4 questions below.
Answer them all for **extra points!***

1. Name and description of your object/event.
2. Draw your object/event, adding as many details as possible.
3. What approximate date was it made/used or did it take place?
4. What historical period this is it from? Hint: refer to your timeline worksheet.
5. Is the item a primary source (created at that time) or secondary source (created later)?
6. What was happening when your object was in use, or the event took place? Hint: look at the information in your timeline and read the Timeline Summary.
7. Which groups might have used this object or been part of this event? Hint: refer to the groups listed in your timeline.

²⁹ <https://tinyurl.com/NMHISTORYaCloserLook>

Appendix G: Object Sharing Exercise

Print copies for your students from this [PDF](#)³⁰.

Object Sharing Exercise After Museum Visit

Your Name :

Share an object from your Timeline Worksheet with other students. Answer the questions below for each classmate.

Name of classmate						
Object name						
Date object was made or used						
Description of object						
What group or person made or used this object?						
What historical event is the object connected to?						
Bonus Question: How does this object connect to current day items, events, or social issues?						

³⁰ <https://tinyurl.com/NMHistoryObjectSharing>

Appendix H: Information about the New Mexico History Museum

Thank you for visiting the New Mexico History Museum! We hope you will return with your family and friends. For the latest on our hours please visit our [website](#).³¹

Hours: Monday – Sunday 10am-5pm

Exceptions:

- Winter: closed Mondays (Nov 1st - April 30th)
- Winter: open until 7pm the first Friday of each month
- Summer: open every Friday until 7pm
- The museum is closed for the following holidays each year: January 1, Thanksgiving, and December 25.

Admission:

One-day visit to the museum: New Mexico residents \$7, nonresidents \$12

Admission is FREE to:

- New Mexico residents, 5–7 pm First Fridays (May through October)
- NM residents on the first Sunday of each month (with ID)
- NM senior citizens 60 and older on Wednesdays
- School groups (students and adults) with two weeks advance notice
- Children 16 and under are always FREE
- NM foster parents and foster children
- Museum of New Mexico Foundation members (with current membership card)
- Armed Forces day through labor day (active-duty military personnel and families, including National Guard and Reserve)



The New Mexico History Museum
Education Team
113 Lincoln Avenue, Santa Fe, NM 87501
505-476-5109 - NewMexicoHistoryMuseum.org



Cayla Burlingame, Education Team

³¹ <https://www.nmhistorymuseum.org/visit/hours-and-admission.html>

Appendix I: Bibliography

- Acuña, Rodolfo. *Occupied America: A History of Chicanos*. New York: Harper Perennial, 1995.
- Aguilar, Joseph, Matthew Liebmann, and Robert Preucel. "The Pueblo World Transformed: Alliances, Factionalism, and Animosities in the Northern Rio Grande, 1680-1700." *American Antiquity*, 65(2), 237-262, 2000.
- Barbour, Matthew J. "The Jemez Revolt of 1623." *New Mexico Historical Review*, 75(2), 147-172, 2000.
- Atencio, Tomás. *Resolana: Emerging Chicano Dialogues on Community and Globalization*. Albuquerque: University of New Mexico Press, 2002.
- Beckett, Patrick H., and Terry L. Corbett. *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*. Albuquerque: University of New Mexico Press, 2005.
- Brugge, David. "Vizcarra's Navajo Campaign of 1823." *New Mexico Historical Review*, 78(1), 31-52, 2003.
- Burns, Ken, director. *The American Buffalo*. PBS, 2023.
- Burns, Ken, director. *The Dust Bowl*. PBS, 2012.
- Chávez, Fray Angelico. "José Gonzáles, Genízaro Governor." *New Mexico Historical Review*, 54(1), 1-26, 1979.
- Eyre, Chris, et al. *We Shall Remain*. PBS, 2009.
- Fonseca-Chávez, Vanessa, Levi Romero, and Spencer Herrera. *Querencia: Reflections on the New Mexico Homeland*. Albuquerque: University of New Mexico Press, 2010.
- Galán, Hector. *Chicano! A History of the Mexican American Civil Rights Movement*. PBS, 1996.
- Gaspar de Alba, Alicia, and Alma López. *Our Lady of Controversy: Alma López's Irreverent Apparition*. Albuquerque: University of New Mexico Press, 2008.
- Gómez, Laura. *Manifest Destinies: The Making of the Mexican American Race*. New York: W.W. Norton & Company, 1996.
- Gómez, Myrriah. *Nuclear Nuevo México: Colonialism and the Effects of the Nuclear Industrial Complex on Nuevomexicanos*. Albuquerque: University of New Mexico Press, 2018.
- González, Gregorio E. *Si Eres Genízaro: Race, Indigeneity, and Belonging in Northern New Mexico*. Albuquerque: University of New Mexico Press, 2017.
- González, Moises. *Nación Genízara: Ethnogenesis, Place, and Identity in New Mexico*. Albuquerque: University of New Mexico Press, 2003.
- González, Moises, and Robert Piatt. *Slavery in the Southwest: Genízaro Identity, Dignity, and the Law*. Albuquerque: University of New Mexico Press, 2009.
- González, Deena J. *Refusing the Favor: The Spanish-Mexican Women of Santa Fe, 1820-1880*. Albuquerque: University of New Mexico Press, 2003.
- González-Berry, Erlinda, and David Maciel. *The Contested Homeland: A Chicano History of New Mexico*. Albuquerque: University of New Mexico Press, 2006.
- Griswold de Castillo, Richard. *The Treaty of Guadalupe-Hidalgo: A Legacy of Conquest*. Albuquerque: University of New Mexico Press, 1996.
- Gutiérrez, Ramón. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846*. Stanford, CA: Stanford University Press, 1991.

- Hämäläinen, Pekka. *Comanche Empire*. New Haven: Yale University Press, 2008.
- Kavanaugh, Thomas. *The Comanches: A History, 1706-1875*. Norman: University of Oklahoma Press, 2006.
- Kessell, John. *Kiva, Cross, and Crown: The Pecos Indians and New Mexico 1540-1840*. Albuquerque: University of New Mexico Press, 1979.
- Lecompte, Janet. *Rebellion in Rio Arriba, 1837*. Albuquerque: University of New Mexico Press, 1969.
- McWilliams, Carey. *North from Mexico: The Spanish-Speaking People of the U.S.* New York: Harper & Row, 1949.
- Meléndez, A. Gabriel, M. Jane Young, Patricia Moore, and Patrick Pynes, eds. *The Multi-Cultural Southwest: A Reader*. Albuquerque: University of New Mexico Press, 2002.
- Menchaca, Martha. *Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans*. Austin: University of Texas Press, 1989.
- Nunn, Tey Marianna. *Sin Nombre: Hispana and Hispano Artists of the New Deal Era*. Albuquerque: University of New Mexico Press, 2008.
- Oropeza, Lorena. *The King of Adobe: Reies López Tijerina, Lost Prophet of the Chicano Movement*. Albuquerque: University of New Mexico Press, 2005.
- Pesquera, Yvonne. "The untold story of 1847 Taos Revolt." *New Mexico Historical Review*, 82(2), 157-180, 2007.
- Plog, Stephen. *Ancient Peoples of the American Southwest*. Albuquerque: University of New Mexico Press, 1997.
- Reno, Philip. "Rebellion in New Mexico – 1837." *New Mexico Historical Review*, 62(1), 1-24, 1987.
- Romo, David Dorado. *Ringside Seat to a Revolution: An Underground History of El Paso and Juárez: 1893-1923*. Albuquerque: University of New Mexico Press, 2005.
- Rosen, Deborah. "Pueblo Indians and Citizenship in Territorial New Mexico." *Pacific Historical Review*, 72(1), 1-28, 2003.
- Sando, Joe S. *Pueblo Nations: Eight Centuries of Pueblo Indian History*. Albuquerque: University of New Mexico Press, 1991.
- Schroeder, Albert H. "The Language of the Saline Pueblos: Piro or Tiwa?" *International Journal of American Linguistics*, 35(1), 1-12, 1969.
- Telles, Ray. *The Storm That Swept Mexico*. Latino PBS, 2011.
- Trujillo, Michael. *Land of Disenchantment: Latina/o Identities and Transformations in Northern New Mexico*. Albuquerque: University of New Mexico Press, 2009.
- Weber, David. *The Mexican Frontier, 1821-1846*. Albuquerque: University of New Mexico Press, 1982.
- Weber, David. *The Spanish Frontier in North America*. Englewood Cliffs, NJ: Prentice-Hall, 1992.
- Wilcox, Michael. *The Pueblo Revolt and the Mythology of Conquest: An Indigenous Archaeology of Contact*. Albuquerque: University of New Mexico Press, 2002.
- Wilson, Chris. *The Myth of Santa Fe: Creating a Modern Regional Tradition*. Albuquerque: University of New Mexico Press, 2006.
- Whiteley, Peter M. "Reconnoitering 'Pueblo' Ethnicity: the 1852 Tesuque Delegation to Washington." *New Mexico Historical Review*, 77(2), 113-140, 2002.