THURSDAY
JUNE 30
4-5pm
Reception & Refreshments
5-7:30pm
Showcase Event

New Social Studies Lessons Showcase
Southern NM educators will demonstrate new and improved social studies lessons that amplify the often untold stories of our region’s communities

111 O’Donnell Hall
New Mexico State University
Get visitor parking permit here

Brought to you by:

Click to stream: https://nmsu.zoom.us/j/93283378710
¡THANK YOU, GRACIAS!

W.K. Kellogg Foundation
New Mexico Public Education Department
Ngage New Mexico
Devasthali Family Foundation Fund
Daniels Fund

Support Borderlands & Ethnic Studies projects:
https://nmsufoundation.org/givenow/best-program.html
dulcinea@nmsu.edu
Revising Social Studies Lessons Team

June 22, 2022
Motivation

• Intrinsic
• Lack of equitable, culturally and linguistically-relevant classroom materials
• *Martinez/Yazzie v. State of New Mexico* ruling
• New Social Studies standards introduced in 2022
• Complex and compounded societal issues
Process

2017: LCPS passed “Ethnic Studies Resolution” turned to NMSU
2020: NMPED funded study: *Southern NM Teacher’s Perspectives on Culturally Relevant Education*
2021: W.K. Kellogg Foundation funding to write new SS lessons
2021: Virtual relationship-building year, monthly meetings and check-ins
2022: Summer Institute June 20-29, In-person and Virtual

*Outcomes: New lesson plans, short films, classroom kits, building community*

Fall 2022: Pilot lessons in the classroom with NMSU faculty guidance
2023: Create online “Lessons Repository” for public access
Summer Institute

Overview of missing histories in NM curriculum
Methods and Approaches: Teaching culturally and linguistically-relevant materials
Templates and Elements: NMSU SS, Pueblo Curriculum, Our Own
  -Linking lessons to the new NM Social Studies standards
  -Elevating new category “Ethnic, Cultural, and Identity Studies”
NMSU Archive and Library Resource
Art Project: How do you take up space? What is your power pose? (visit our gallery)

June 30: New Lessons Showcase
Classroom Materials

Local Films

Lessons

Classroom Kits
Blackdom, NM
Lessons and Standards with Engaging Activities

Authors:
Carmen Bell
Reyna Gutierrez
Dr. Erica Reid

Image taken from:
https://www.smithsonianmag.com smithsonian-institution/welcome-to-blackdom-the-ghost-town-that-was-new-mexicos-first-black-settlement-10750177/
• **Learning goals**
  ○ analyze different sources & understand values/events constructing conditions Americans Post-Slavery. (5.18)
  ○ Trace historical events & understand motivations behind them. Understand how conditions impact Americans. (5.13)

• **Tasks**
  ○ Literature Circle
  ○ Vocab Explorer
  ○ Round-robin discussion
  ○ Socratic Seminar
  ○ Exit Ticket
    
    *How would you be affected by similar laws?*

• **Essential Questions**
  • Black education is needed
    ○ Blk students need space
      ■ Success
    ○ Discover patterns
Japanese Internment in New Mexico

Authors: Andrés Uribe, Reyna Gutierrez, Dr. Blanca Araujo, Dr. Jeanette Haynes Writer

Social Studies Standards

-Theme 4: 1900s–1940s (WWI, WWII, and Between the Wars)
History 17. Historical Thinking
9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state’s citizens and resident populations had on the war.

-Theme 7: World War II
History 15. Historical Change, Continuity, Context, and Reconciliation
9-12.US.77. Explore the legacy of “othering” in the United States, including boarding schools, internment camps, and detention centers.
Materials, Concepts, & Guiding Questions

Materials:
- National Archive & Library of Congress letters from internment camps.
- Maps of internment camps in NM and national declarations.
- Videos and oral history recordings.

Concepts:
- Racial prejudice; racism; violence; land ownership; dispossession, Asiatic Exclusion League (early 1900s), Executive Order 9066, & the War Relocation Authority.

Guiding Questions:
- Prior to World War II, what were the experiences of Japanese People in New Mexico?
- What was their experience in relation to World War II?
- What historical conditions lead up to constructing them as "suspect"?
- What are the elements of oppressions still in play regarding Peoples of Asian descent in the US today?
Essential Questions:

What are the most effective ways to stand against injustice?

Should labor and immigration policies take human rights into consideration? What are basic human rights to consider?

How can historical events help us understand present-day societal issues?
Braceros y Colonias

Authors: Andrés Uribe, Ramón Padilla, Dr. Brenda Rubio
### Social Studies Standards

**Theme 4: 1900s–1940s (WWI, WWII, and Between the Wars)**

**History 15. Historical Change, Continuity, Context, and Reconciliation**

9-12.NMH.30. Interpret data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century.

**Theme 7: World War II**

**History 18. Critical Consciousness and Perspectives**

9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups.
Materials, Concepts, & Guiding Questions

Materials:

- Bracero History Archive; Oral histories from individuals
- NMSU Archives; contains detailed documents tracking statements of labor in Bracero Program.
- “Fruits of Labor” (2008)
- “Harvest of Loneliness” (2010)
- Catholic Diocese of Las Cruces survey of colonias residents

Concepts:

- World War II, labor shortages, guest worker programs, path to citizenship, Immigration law, housing, subdivision law,

Guiding Questions:

- What historical conditions led to the construction of the Bracero Program?
- What was the experience of Mexicans on Bracero farms?
- What economic contributions did Mexican citizens make towards the United States economy and agricultural business?
- Does the creation of the Bracero Program uphold the values laid out in the “American Dream”?
- What is the connection between Bracero Program and the creation of colonias in the United States?
Taboo Teaching

What Does It Mean to be Educated?
¿Qué se significa ser educado?

Nadine CORDOVA, Plaintiff,

v.

VAUGHN MUNICIPAL SCHOOL DISTRICT BOARD OF EDUCATION, et al.,

Defendants.

Authors: Katrina Bustillos, Delia Torres, Dr. Susana Ibarra-Johnson, Dr. Dulcinea Lara - 2022
NM State Social Studies Standards

**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.

**9-12 Benchmark 1-A.** New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:

Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: **analyze perspectives that have shaped the structures of historical knowledge;** describe ways historians study the past; **explain connections made between the past and the present and their impact.**

**9-12 Benchmark 3-A:** compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents

14th Amendment protection of due process and equal protection under the law;

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Goals and Equity Projections

- Investigate and compare **Supreme Court rulings** related to **educational equity** that set educational precedence in New Mexico and elsewhere
  - Banned books, alternative curriculums, etc.,
- Explore **people** and **events** that transformed and/or impacted education in New Mexico
- Examine Article XII of New Mexico State **Constitution**

Lessons can include:

- Recognizing individual and group identities without perceiving or treating others as **inferior**
- Understanding the promise made in Article IX of the state constitution, Treaty of Guadalupe Hidalgo
- Assimilation in education
- Interpreting New Mexico’s State Constitution ie, Ironclad Clauses
AUTHORS:
SPENCER COJO
KAYLA MEYERS
ANITA LARA
KAYLA MARTINEZ
DR. GEORGINA BADONI
Why this lesson?

- In 2016, there were 5,712 reports of missing American Indian and Alaska Native women and girls, though the US Department of Justice’s federal missing person database.
- 4 out of 5 of our Native women are affected by violence today.
- American Indian women face murder rates that are more than 10 times the national average.
- New Mexico ranks 3rd of being the “highest violent” state in the United States with 6,561 violent crimes per 100,000.
Fashion as Resistance and Reclaiming Cultural Identity

Essential Questions:
What do you know about fashion as a form of expression? And a form of resistance?

Authors: Anita Lara, Kayla Martinez, Valerie Sanchez, Dr. Michelle Valverde
Impacts of Fashion Through Expression and Resistance

- Positive identity formation
- Social Movements
- Appropriation vs appreciation
- Environmental sustainability
- Interconnected with other BEST focused topics/themes
Exploration of this topic or many other topics related to Culture and Social Movements requires an open-minded approach

- Such as not having all the answers
- Collaboration with students
- Student led exploration
- Research
- Upholding experiences and stories of people within the culture and Social Movements
- Give students the Vocabulary to build dialog and understanding

Sample Vocabulary

| 1. Expression   | 5. Restorative |
| 2. Resistance   | 6. Cultural    |
| 3. Fashion      | 7. Identity    |
| 4. Social movements | 8. Formation  |

NM Social Studies Standards Addressed:

- **HS Civics**
  - Civics 2. Processes, Rules, and Laws
- **NM History**
  - Theme 4: 1900s–1940s (WWI, WWII, and Between the Wars)
  - History 15. Historical Change, Continuity, Context, and Reconciliation
  - 9-12.NMH.30.

Could segue into consumerism as resistance
Additional Lessons

Asylum Seekers

Altered Landscapes– environmental justice in New Mexico’s economic/political arena

Intersectionality

Gila, Geronimo, Apache history

Tortugas Pueblo history and environmental justice

White Sands Footprints and Indigenous history

Treaty of Guadalupe Hidalgo

Martinez/Yazzie legal ruling

Sex Education and Reproductive Justice

Trinity Site and Military History– impact on people, land, animals, plants
Think Inside the Box

EDUCATIONAL GAMES AND POSTERS TO INSPIRE CRITICAL THINKING, DEEP CONVERSATIONS, AND UNDERSTANDING FOR A HEALTHIER SOCIETY
Estados Unidos Mexicanos

Independencia de México
México se independiza de España.

Mexican Independence
Mexico gains independence from Spain.
La Loteria

La Lotería es una forma popular de juego que combina elementos de la cultura mexicana con elementos norteamericanos. Las cartas tienen nombres en español y en inglés, y cada una cuenta una historia única. Las cartas incluyen imágenes de personajes, animales, objetos y escenarios que reflejan la vida cotidiana y las tradiciones de México.

Las cartas se dividen en dos categorías: Las cartas de los suplicantes y las cartas de los dioses. Los suplicantes son personas que buscan una fortuna, mientras que los dioses son los personajes que determinan el resultado del juego.

La Lotería es un fenómeno cultural que ha sido popular en México durante siglos. Las cartas de la Lotería han sido usadas como un medio para transmitir mensajes y enseñanzas morales a través de la historia de México. Las cartas también se utilizan en festividades y eventos culturales, y han sido objeto de estudio por historiadores y académicos.

A través de la Lotería, la cultura mexicana ha logrado mantener su identidad y transmitirla a nuevas generaciones. La Lotería es un ejemplo de cómo la cultura puede ser transmitida a través de juegos y actividades populares.
De Jure and De Facto

While there are certain laws and provisions officially meant to protect people (de jure), these laws and provisions are often ignored in practice (de facto). People with less status and value in society typically bear the brunt of the ignored laws in order to benefit those with greater power.

Migrant

A person who moves from one place to another sometimes this is seasonal or cyclical. Sometimes it is based on seeking work. Sometimes it is based on seeking opportunity. Sometimes it is based on fleeing a poor situation in search of a better one. There are infinite reasons why people move.

Antropocentrism

The belief that human beings are the most significant entity in the universe. The world is viewed strictly in terms of human values, experiences, and needs. As such, Nature is seen as a resource to serve human comfort and consumption.

Lateral Violence

Disclosed violence directed at one’s peers rather than one’s true adversaries. This concept is used often in explaining minority-on-minority violence, broadly defined, in developed nations. Members of lower-status racial minority groups face the deepest stress.

Segregation

The official or unofficial separation of groups of people based on income, race, religion, or other differences in statuses that are socially defined. While most segregation is officially illegal (de jure), social norms and practices still dictate (de facto) where people can and cannot live, work, play, learn, worship, etc...

Counter Narrative

A story or representation that challenges a master/dominant narrative. Most often this “counter,” or alternative story, comes from a person or group that has been oppressed or silenced by a dominant person or group and it requires courage and risk to present this new idea or perspective.

Common Good

That which benefits society as a whole, in contrast to the private good of certain individuals or privileged segments of society.

Intersectionality

A way to understand how social identities overlap as they relate to systems of oppression, domination, and exploitation of vulnerabilities. All people inhabit multiple identities simultaneously; some carry power while others diminish power.

Re-Humanization

The process of restoring people to their full humanity after historical violation, oppression, and trauma. People targeted by racism, sexism, homophobia, transphobia, xenophobia, and related acts of violence, are able to heal those wounds in the right context. There can be physical, psychological, and spiritual aspects to the healing process.

Internal Colonialization

This refers to the self-abnegating beliefs one carries about their own being—not worthy, not smart, not lovable. People experiencing inter-generational trauma from the colonization of their ancestors and their own ongoing oppression can exhibit this condition. It often prevents people and groups from advocating for their equitable rights.

Ethnic Studies

Interdisciplinary field of study that uses race, primarily, as a tool to understand how groups of people are separated and treated unequally. Ethnic Studies developed in the 1950s as a result of community activism and pride. Some people oppose Ethnic Studies because they fear marginalized people rising up to take their rightful place in society and make it equitable.

Equity

Recognizing that social inequalities have historical roots, enacting equity requires that resources and opportunities be allocated anew to groups who have been denied full access. This makes it possible for all people to achieve equal outcomes in a healthy society. Yes—resource re-allocation is central in equity work.

In Lak’ech

You are my other me.
If I love and respect you,
I love and respect myself.
If I do harm to you,
I do harm to myself.

From Penamonton Soropoko by Luis Valdez
Inspired by Niyàn philosophy.
Box includes:

1. Penny and the Marble sets
2. Social Mirrors wall set
3. Good, Bad, Complicated game
4. borderbook poster
5. Give and Take box
7. La LoteRío card deck
¡THANK YOU, GRACIAS!

conversation...