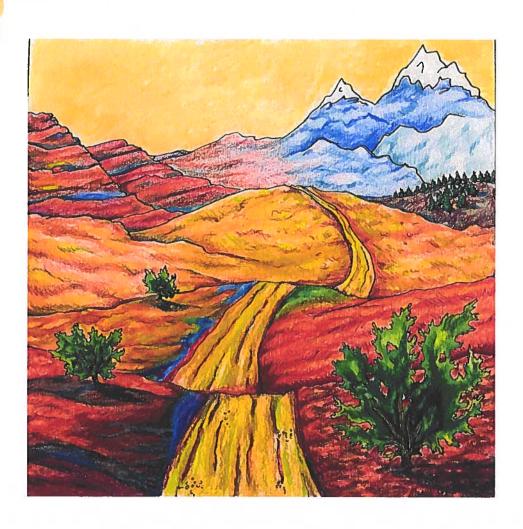
Following the Manito Trail K-4 Educator Packet













Strand: History - Social Studies Standards, Grades K-4

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.

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

K-4 Benchmark I-C – World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.

K-4 Benchmark I-D – Skills: Understand time passage and chronology

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.

K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments

K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.

K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.

K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.

K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.

Strand: Civics and Government

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal and national levels.

K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal and national governments.

K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal and national levels that exemplify ideals and provide continuity and a sense of community across time.

K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States.

K-4 Benchmark III-D: Understand rights and responsibilities of "good citizenship" as members of a family, school and community.

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.

K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).

K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.

K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments and societies, and their independent qualities.

Title

Leaving Home

Strands

History and Geography

Grade

K-4

Purpose

To teach students about migration in New Mexico history and geography and how these relate to the story of Manito Migration. This can be enhanced with maps, which may also be part of an activity kit/book.

Key Ideas/ Essential Questions

- 1. What is a timeline?
- 2. What is a map?
- 3. What is migration?

- 4. Why would people migrate?
- What are some of the places that New Mexicans moved to?
- What do you think New Mexicans took with them when they moved? Why do you think they took those things with them? Does it matter that they lived in a different time period?
- 7. What effect do you think climate/weather and landscape might have had on what they took?
- 8. Are their similarities between the landscape they left and the landscape they moved to?
- What effect do you think New Mexicans leaving the state had on the state? What do you think happened to their hometowns when they left?
- What kind of ideas and ways of life do you think New Mexicans took with them when they moved?
- 11. What happened when New Mexicans came back to their hometowns?
- 12. What kind of stories did New Mexicans take with them? Are there other places with similar stories?
- 13. What are some of the natural resources that they needed? Water? Land? Trees as sources for fuel?

Social Emotional Learning

Building an understanding of New Mexican migration. (Family, Community, Traditions, Culture)

Materials & Resources

U.S. Map or Globe, paper and colored pencils. Images of plants (sugar beets, potatoes). Images of animals (sheep, horses). Images of tools (shovels, hoes)

Activities

- 1. Ask students to look at a map or globe and locate some of the places that Manitos migrated to and from. **Differentiation:** Individual, large printed maps and teacher models finding the locations while students mirror this on their own map. **Extension:** incorporate additional map skills; latitude and longitude.
- 2. Put students into groups and ask them to create a group map that highlights New Mexico, Colorado, Arizona, Nevada, and Wyoming. **Differentiation:** Provide a map template for each group. **Extension:** Use poster board for the map making then have students cut the maps into puzzle pieces. Groups can then trade map puzzles and put them together.
- 3. Ask students to label and draw pictures of the flora and fauna, state symbols, and resources of the Manito Trail states. **Differentiation:** Provide pictures, stickers, and/or stencils to be glued on maps. **Extension:** Provide more details on the maps, learn the New Mexico State Song.
- 4. Have students make a personal timeline. **Differentiation:** Provide time line templates. Allow for verbal response, and type student responses to then be cut and pasted onto the timeline. **Extension:** Research current events that coincide with the time line dates to expand the idea to the community, state, national levels.

- 5. Have students list what things they would take with them if they moved.

 Differentiation: Allow verbal response; provide a variety of list templates or tools. Extension: Use the list as a prewriting strategy for paragraph or essay writing.
- Have a group discussion about what moving away from home feels like. Build empathy by asking students to think of reasons why the Manitos may have chosen to take certain belongings with them when they moved. Differentiation: Preface the discussion with a brainstorming session of words that describe feelings. Provide a visual list of feeling words or emojis. Extension: Ask students to create emojis specific to Manito migration.

Printables included:

Standards Based Lesson Plans Dual Language Colcha Text Colcha Detail Page Colcha Coloring Page Family Tree Template Map of the United States

COLCHA EMBROIDERY

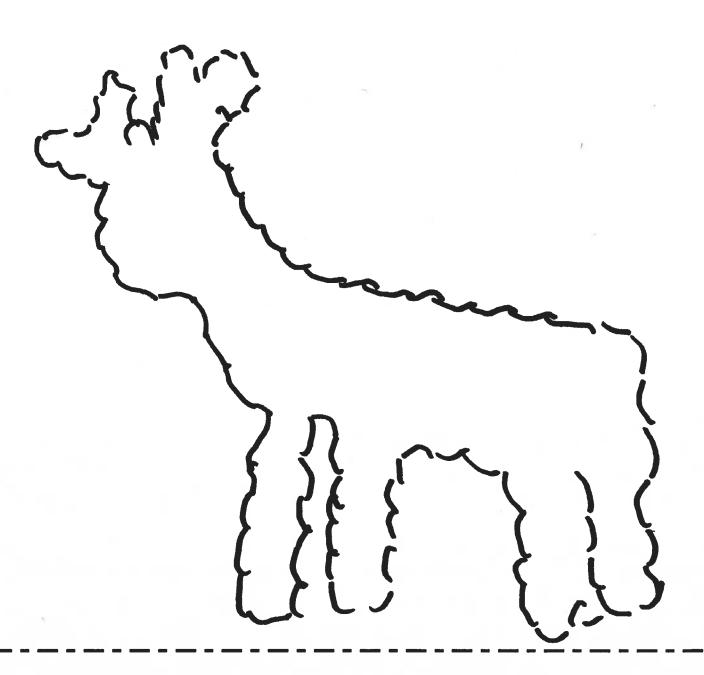
Colcha is a Spanish term for "bed covering," and, here, it refers to a Hispanic New Mexican art form mainly made by women since the mid-1700s. Colcha refers to a method of embroidering wool yarn to a fabric backing cloth—originally wool cloth and then wool or cotton cloth beginning in the early 1820s. The embroidered shapes stem from influences of floral and landscape designs from around the world. While not many women made colchas in the late 19th century in New Mexico, a revival of the art form began in the 1930s that continues today.

Colcha es un término español que significa "cobertura de la cama" y, en este caso, se refiere a una forma de arte hispana de Nuevo México realizada principalmente por mujeres desde mediados del siglo XVII. La colcha se refiere a un método de bordado de hilo de lana a un paño de fondo de tela -originalmente paño de lana y luego paño de lana o algodón - que comenzó a principios de la década de 1820. Las formas bordadas provienen de influencias de diseños florales y paisajísticos de todo el mundo. Aunque a finales del siglo XIX no eran muchas las mujeres que hacían colchas en Nuevo México, en la década de 1930 comenzó un renacimiento de esta forma de arte que continúa en la actualidad.



Color a Colcha!

Detail from:
Sophie Varos Graves Carson
Colcha - Rio Grande
Hispanic Revival, 1930s wool
embroidery on monk's cloth.
Gift of Paul Peralta-Ramos,
MRM 1988.011.002





Famil

