

**History - 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. Students will:

<b>Benchmark 1-A.</b> New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day;		
Grade	Performance Standard	Theme or Topic
5	1. describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, confederate, United States);	I. Ancestral Peoples,
6	1. describe the relationships among ancient civilizations of the world (e.g., <b>scientific discoveries, architecture, politics, cultures and religious systems</b> ) and their connection to the early development of New Mexico;	*Ancestral Peoples *Growing NM *People, Places, Politics
7	2. describe the characteristics of other indigenous peoples that had an effect upon New Mexico's development (e.g., <b>pueblo farmers, great plains horse culture</b> , nomadic bands, etc. - noting their development of <b>tools, trading routes, adaptation to environments, social structure,</b>	*Ancestral Peoples *Growing NM
	3. explain the significance of trails and trade routes within the region (e.g., <b>Spanish trail, Camino Real, Santa Fe trail</b> );	*Opening the West
	4. describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, pueblo revolt, Popé, 1837 revolt, 1848 rebellion, <b>treaty of Guadalupe Hildago, William Becknell and the Santa Fe trail</b> , buffalo soldiers, <b>Lincoln county war, Navajo long walk</b> , Theodore Roosevelt and the rough riders, <b>Robert Goddard, J. Robert Oppenheimer</b> , Smokey Bear, Dennis Chavez, Manuel Lujan, <b>Manhattan project</b> , Harrison Schmitt, Albuquerque international balloon fiesta);	*Statehood *Science/Technology *Astronomy/Space
	5. explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over <b>water resources, pueblo structure, highway system, use of natural resources</b> );	*Water *Ancestral Peoples *Route 66 *Mining *Water *Growing NM
	6. explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government <b>land grants/treaties; transportation</b> (e.g., wagons, railroads, automobile); identification and use of <b>natural and human resources</b> ; population growth and economic patterns; and cultural interactions among <b>indigenous and arriving populations and the resulting changes</b> ;	*Statehood *Agriculture *Ranching *Mining *Opening the West

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**Benchmark 1-B.** United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history;

Grade	Performance Standard	Theme or Topic
7	1. analyze United States political policies on expansion of the United States into the southwest (e.g., <b>Mexican cession, Gadsden purchase, broken treaties, Long Walk of the Navajos</b> );	*Statehood
8	4. describe the successes and failures of the reforms during the age of Jackson, to include: a. extension of franchise to all white men; b. <b>Indian removal, the trail of tears, the long walk</b> ; c. abolition movement (e.g., Quakers, Harriet Tubman, underground railroad);	*Ancestral Peoples *Statehood
	5. describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include: a. American belief in manifest destiny and how it led to the Mexican war and its consequences; b. comparison of African American and Native American slavery; c. westward migration of peoples (e.g., Oregon, California, Mormons and southwest); origins and early history of the women's movement;	*Statehood *Opening the West *Growing NM *People, Places, Politics

**Benchmark 1-C.** World: Compare and contrast major historical eras, events and figures from ancient civilizations to the age of

Grade	Performance Standard	Theme or Topic
5	1. describe the characteristics of early societies, including the development of tools and adaptation to environments;	*Ancestral Peoples
	3. identify the European countries that colonized the North American continent and their areas of settlement;	*Multi-cultural Society
7	1. compare and contrast the influence of Spain on the western hemisphere from colonization to the present;	*Statehood

Grades 5-8

**History - Standard I**

<b>Benchmark 1-D. Skills: Research historical events and people from a variety of perspectives;</b>		
Grade	Performance Standard	Theme or Topic
5	1 differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire	*All
	2. use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders);	*All
	3. gather, organize and interpret information using a variety of media and technology;	*All
7	2. demonstrate the ability to examine history from the perspectives of the participants;	*Ancestral Peoples *Growing NM *Opening the West
8	1. use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.	*All