



Culture, History, Art, Reconciliation and Truth  
A Project of Artful Life, LLC

## CHART SURVEY #1: GRADES 9-12: SOCIAL STUDIES LESSON PLAN

Please complete before December 17, 2021

**Goals:** To enable high school students, in social studies classes, to engage with complex issues surrounding the history of Santa Fe and New Mexico as well as respond thoughtfully to the first CHART (Culture, History, Art, Reconciliation, and Truth) survey--engaging them in a historic and important community engagement process that will encourage truth, reconciliation, and healing.

1. Distribute white or other paper, colored markers, to groups of three.
2. Ask students to create a **TIMELINE OF 6 MAJOR EVENTS** (with dates, if possible) **IN THE HISTORY OF SANTA FE**. Students do not need primary nor secondary resources, at this point, just the knowledge they already have. Each group of three will need to narrow their choice of events to 6.
3. **GROUPS SHARE THEIR EVENTS** with the large group and instructor creates a timeline on the board. The timeline should appear at the top of the board so information can be written below events and dates. This timeline will have more than six dates, enough to capture all the group-generated content.
4. Collectively, **GROUPS AND STUDENTS SHARE DATES AND DETAILS ABOUT EACH EVENT**. It is important to record any different ideas about events on the board, to demonstrate differences in knowledge, opinions, perspectives, etc. on historical events. Instructor may add glaring events that are absent as well as discussion about starting and ending dates. 12,000 BC? 1598? 1610? 1680? 2021?
5. **REMIND/INSTRUCT STUDENTS** about the importance of (from NM benchmarks) primary and secondary sources and their uses in research; how to use a variety of historical research methods and documents to interpret and understand social issues; how to distinguish "facts" from authors' opinions; how to evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject; how to interpret events and issues based upon the historical, economic, political, social and geographic context of the participants.
6. Group work (in class or out): using books, online historical resources, etc., students return to their groups and group timelines and start adding information from the collective timeline and from primary and secondary sources, and other sources while discussing events together. Groups may want to create their timeline again as they gather new data.
7. On the board, the instructor presents a more recent timeline with some recent events in Santa Fe, 2017-2021:

- [https://www.santafenewmexican.com/news/local\\_news/at-least-eight-arrested-during-entrada-clash-at-fiesta-de-santa-fe/article\\_bbb99d35-bde1-5195-bc54-7912d6fed3e5.html](https://www.santafenewmexican.com/news/local_news/at-least-eight-arrested-during-entrada-clash-at-fiesta-de-santa-fe/article_bbb99d35-bde1-5195-bc54-7912d6fed3e5.html)
- <https://www.abqjournal.com/1200973/santa-fe-ends-contentious-entrada-pageant.html>
- <https://www.scribd.com/document/388088656/September-7th-Proclamation-in-Santa-Fe> (also see the Proclamation, attached)
- <https://www.kob.com/albuquerque-news/protesters-knock-down-obelisk-monument-on-santa-fe-plaza/5892795/>
- [https://www.santafenm.gov/news/detail/chart\\_process\\_update](https://www.santafenm.gov/news/detail/chart_process_update)



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8. Instructor asks students if they know anything about these more current events and what they think. Discussion. Instructor should be prepared to carefully facilitate this discussion, if it becomes contentious, less to teach a particular perspective and more to document all the differing points of view and encourage civil dialogue.
9. Different groups of three: ask students to create a timeline for the next 150 years (approximately 80 years while they're still alive and another 70 years after they are gone) in which they plot 4-6 imagined events that will be important to the history of Santa Fe. Students should use their imaginations and imagine what they want to do to influence the history of Santa Fe while they are alive and what they imagine their children and grandchildren might experience.
10. Large group: create this "future timeline" on the board and collect all group-generated content here.
11. Distribute the CHART survey either in postcard form (provided by the CHART project) or allow time for students to complete the survey online.

### **RELEVANT NM SOCIAL STUDIES STANDARDS**

*addressed by this lesson plan*

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 1-D: Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts:

- Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues;
- Apply chronological and spatial thinking to understand the importance of events;
- Describe primary and secondary sources and their uses in research;
- Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas);
- Distinguish "facts" from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject;
- Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants;
- Analyze the evolution of particular historical and contemporary perspectives; and
- Explain how to use technological tools to research data, verify facts and information, and communicate findings.



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## **ABOUT THE CHART PROJECT**

The goal of the CHART process is to promote a sense of community for the residents of the city and county of Santa Fe/Oga Po'geh by listening to their perspectives and promoting a mutual understanding of shared values. CHART was sparked by controversies over monuments and statues, but the project is much wider in scope—reaching deeply into the diverse communities of Santa Fe/Oga Po'geh to listen and learn. Ultimately, citizens who participate in the process will contribute to forward-looking solutions for the City of Santa Fe Governing Body. CHART is part of ongoing efforts to understand our complex histories and stories and to promote truth, healing, and reconciliation.

### **CHART SURVEY # 1 QUESTIONS:**

How can we come to a fuller understanding of the history of Santa Fe?

¿Cómo podemos llegar a una comprensión más completa de la historia de Santa Fe?

How can we build healthier relationships while acknowledging our differences?

¿Cómo podemos construir relaciones más sanas mientras reconocemos nuestras diferencias?

How can we become good ancestors to our children, their children, and generations to come?

¿Cómo podemos llegar a ser buenos antepasados para nuestros hijos, sus hijos y las generaciones venideras?

What is your zip code? \_\_\_\_\_

¿Cuál es tu código postal? \_\_\_\_\_