

CHART DIY KITS

FOR CLASSROOMS, MEETINGS
AND GATHERINGS

ENGAGE WITH KEY QUESTIONS
REPORT YOUR RESULTS

YOUR VOICES MATTER!



ABOUT CHART

The goal of the CHART process (August 2021-July 2022) 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.

Learn more about the project at the CHART website: www.chartsantafe.com.

USE THESE KITS

CLASSROOMS

Educators: use these plans to engage your students in the CHART process. Plans can be adapted for elementary, middle, and high school students as well as colleges and universities.

MEETINGS

Use these activities at a meeting of your organization's staff, board, and/or members. This plan can be adapted for all ages and backgrounds. Ideal group size is 10-20 guests.

HOME GATHERINGS

Use activities to engage your family, friends and/or neighbors at a home gathering—whether a special meeting or for a holiday. This plan can be adapted for your needs. Ideal group size is 8-20 guests.

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SURVEY #1 THREE KEY QUESTIONS

FOR CLASSROOMS, MEETINGS
AND GATHERINGS

ENGAGE WITH KEY QUESTIONS
REPORT YOUR RESULTS

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USE THIS KIT

CLASSROOMS

Educators: use this activity to engage your students in the CHART process. This plan can be adapted for elementary, middle, and high school students as well as colleges and universities.

MEETINGS

Use this activity plan at a meeting of your organization's staff, board, and/or members. This plan can be adapted for all ages and backgrounds. Ideal group size is 10-20 guests.

HOME GATHERINGS

Use this activity plan to engage your family, friends and/or neighbors at a home gathering—whether a special meeting or for a holiday. This plan can be adapted for your needs. Ideal group size is 8-20 guests.

INSTRUCTIONS

This activity will take between 60 - 75 minutes to complete and can be adapted as needed. Add-on activities can be added according to your preferences. The CHART team is always available to assist. Contact us at info@artful-life.org.

SET THE DATE

PREPARE

MEET

SET THE DATE of your class/meeting/gathering with enough lead time to prepare materials, send invitations, receive RSVPs, and prepare your meeting space. If you wish, invite a CHART project team member to your class/meeting/gathering to witness and listen. Invite a member of the team by emailing info@artful-life.org.

INVITE YOUR GUESTS. See our sample invitations at the end of activities.

You will need the following MATERIALS: survey postcards (available from Artful Life via info@artful-life.org), pens and/or pencils and/or colored markers, 8 ½ x 11 white or lined paper. If you have access to a white board, chalk board, or flip chart stand with sticky flip chart paper, these will be helpful, too.

AND MORE...

ADD IN for meetings and home gatherings: we encourage you to offer snacks and beverages or even a meal for attendees. This activity benefits from an atmosphere of kinship—food and drink always help. Begin your gathering with snacks and beverages and allow 20-30 minutes for people to arrive, greet each other, and get settled with a plate. If you prefer a meal, allow 45 minutes to an hour for dining followed by the activities. Or, see the option below for adding an art activity afterward where food and drink can be provided.

PREPARE THE ROOM: if possible, seat people in a circle or concentric circles to begin. If you're hosting at home, you can clear the dining table for the activities or situate people in your living room or patio in something close to a circle.

DESIGNATE A FACILITATOR for the gathering. This will either be you, the teacher, convener, home host, or someone you know who is good at making people feel at home, facilitating exercises, and keeping activities on track. Also designate a helper who can help you with the meeting. Another alternative, invite a CHART team member or two to facilitate the activities for you. Choose the best option for you.

ONE FOR EACH: as people seat themselves, give each 4-5 sheets of lined or unlined paper and a writing utensil. Books and magazines (sturdy surfaces for writing) can also be distributed to make writing easier.

GET STARTED

INTRODUCTIONS

RAPID RESPONSES

SHARING

INTRODUCTIONS: welcome your students/guests and ask them to take 30 seconds to one minute to introduce themselves, going around the circle. Even if people know each other, begin with introductions. Ask people to keep to no longer than one minute. Let people know that listening will be an important part of the gathering, a chance to learn from others. Ask people to introduce themselves by completing the following sentences: “My name is _____ and my idea of peace is _____.”

RAPID RESPONSES: next, ask your students/members/guests to write quick responses on a sheet of paper. A good guide for this exercise is “first thought, best thought.” Also, complete honesty is preferred, with no judgement. Tell the group that they will not show their paper to anyone, unless they want to. Also let the group know that they will have 2 minutes to write a response to each prompt. Give the group one prompt at a time and watch the clock—two minutes each. Repeat the prompt at least two times.

A. “What I know about history could fit into a (CHOOSE ONE): a) a thimble; b) a teacup; c) a dump truck; d) a swimming pool; e) a galaxy.

ADD IN: Print out an image of each of the above and have your helper show it to the group as you speak the answer options.

SHARING

SHARING PROMPT A: if you have a flip chart/big piece of paper/whiteboard that the whole group can see, collect responses to A above. While the group is writing answers to the prompts, write “thimble,” “teacup,” “dump truck,” “swimming pool” and “galaxy” in list form on the board and tally the results. How many chose a), b), c), d), e)? Share the results visually on the flipchart/paper/board, by a show of hands, or some other way that people have a sense of the results. Then, in pairs or groups of 3, ask people to discuss why they answered A in this way. Give groups 5 minutes to talk to each other.

SHARING PROMPT B: in the same pairs or groups of three, ask people to share their responses to B. Allow 5 minutes.

SHARING PROMPT C: in DIFFERENT pairs or groups of 3, ask people to share their responses to C. This might require some standing up and moving around. Encourage new groups for this one. Allow 5-8 minutes for dialogue.

ADD IN: After Sharing C, it might be a good time for a short stretch or other physical movement. For example, you might ask people to stand up (if they’re able, or to remain sitting if they cannot stand) and stretch their arms up into the air, take 3 deep breaths, and sit down again. Be as creative as you’d like. Even bouncing around a large, inflatable ball (if you’re outside) could be fun.

SHARING RESPONSES A-C: in the large/entire group ask people to voluntarily share what they are learning from other people in the room. As people respond, jot key words and phrases on your board/paper/flip chart. Encourage the quieter attendees to share, also.

CONCLUSIONS

POSTCARDS

FAREWELL

REPORT

Next, hand out the **POSTCARDS** (with three questions in English and Spanish) and ask people to take 5 minutes to write responses directly on the cards. Encourage people to write legibly as the CHART team really wants to understand each response. Read each question aloud (in English and/or Spanish) and encourage people to respond in the language(s) they prefer. Allow 5 minutes.

15. Collect the cards to give to or send to the CHART project team. Then, close your meeting.

ADD IN: in smaller groups or the large group, ask people to share what they wrote on their cards.

ADD IN: instead of ending the meeting, you can either engage the group in an art activity or assign creative homework for the next class/meeting/gathering. Art activity A: create a work of art (photo, collage, sculpture, comic, drawing/painting, poem, video, story, etc.) that captures some or all of what you learned or wrote in the gathering. Art Activity B: engage the whole group in creating a collective work of art that somehow captures the spirit of the gathering. What is your “vision” as it comes alive? For this ADD IN, make sure you have art materials on hand for people to use. Another alternative—feed your group during this activity instead of before so they can eat and create at the same time.

SHARE RESULTS

REPORT the results of your class/meeting/gathering to the CHART team which will inform the results and recommendations of the project.

- After collecting the cards, send them via USPS mail or contact the CHART team at info@artful-life.org to pick them up.
- Share your notes with the CHART team by photographing and/or typing them and emailing them to the CHART team. Even better, if a CHART team member attended your meeting, she/he/they will be there to collect results.
- If your class or group created art, these can be photographed and/or emailed as attachments to the CHART team to serve as documentation.

See a sample invitation on the next page.

CONTACT THE CHART TEAM
FOR ASSISTANCE, GUIDANCE, OR ANYTHING ELSE
YOU MAY NEED FOR THIS ACTIVITY:
info@artful-life.org, 505-603-0866

SAMPLE INVITATION

YOU ARE INVITED!

Host:

Date:

Time:

Address:

RSVP by _____ at [email or phone]



You are invited to participate in the CHART (Culture, History, Art, Reconciliation, Truth) project for the city and county of Santa Fe. Join me/us to explore a few key questions that will help the CHART team recommend forward-looking solutions to issues at the heart of Santa Fe's community life. Together, how can we promote truth, healing, and reconciliation for a future of peace and justice for Santa Fe?

Learn more about CHART here: www.chartsantafe.com.

SOCIAL STUDIES GRADES 9-12

SURVEY #1 THREE KEY QUESTIONS

ENGAGE WITH KEY QUESTIONS
REPORT YOUR RESULTS

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ABOUT CHART

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.

Learn more about the project at the CHART website: www.chartsantafe.com.

GOALS & STANDARDS

- ◆ To enable high school students, in secondary social studies classes, to engage with complex issues related to the history of Santa Fe and New Mexico.
- ◆ To encourage students to respond thoughtfully to the first CHART (Culture, History, Art, Reconciliation, and Truth) survey questions.
- ◆ To engage students in a historic and important community engagement process that encourages truth, reconciliation, and healing.

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.

GOALS & STANDARDS, continued

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.

INSTRUCTIONS

This activity will require 1-3 class sessions and can be adapted as needed. Add-on activities can be added according to your preferences. The CHART team is always available to assist, including to visit your class and facilitate the lessons. Contact us at info@artful-life.org.

You will need the following MATERIALS:

- Large white pieces of paper
- Pens and pencils
- Colored markers
- New Mexico and Santa Fe Social Studies/History books and documents
- Smartboard with access to the internet
- Computer access to the internet for working groups

STEPS

1. Form working groups of 3. Distribute white or other paper--larger size preferred--, pens and pencils, and colored markers to each group.
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 3 will need to share ideas, listen to each other, and narrow their choice of events to 6. Let students know it's okay to "guess" at dates, if they need to. This is an exercise, in part, to see what students know via general knowledge. Students should create a timeline in any format they wish on their large pieces of paper. *15-20 minutes*
3. Ask each group to **SHARE THEIR EVENTS** with the large group as instructor creates a collective timeline on the board. The collective timeline should leave a lot of room for adding, changing, and revising. The collective timeline will likely have more than ten dates, enough to capture all the group-generated content. It is important to record different ideas about events on the timeline to demonstrate differences in knowledge, opinions, perspectives, etc. on historical events. Instructors may add glaring events that are absent as well as discussion about starting and ending dates. 12,000 BC? 1598? 1610? 1680? 2021?
15-20 minutes
4. Instruct/remind students about **THE IMPORTANCE OF 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. *10 minutes*

NEXT STEPS

5. **ASSIGN GROUP WORK** (in class or out): using books, online historical resources, etc., students work together in their groups to start adding information from the collective timeline, from primary and secondary sources, and from other sources while discussing events together. Groups should re-create their timeline to reflect what they are learning. Their goal should be TEN important events on their new timeline. Students can work together during class time or independently, with some class time to gather their responses and create a new timeline. *60 minutes*

6. **GROUPS PRESENT THEIR UPDATED TIMELINES** to the class and talk about what they've learned. This will also serve as a collective learning experience. *25-20 minutes*

7. Next, the instructor presents information about **MORE RECENT EVENTS IN SANTA FE**, from 2017-2021 if they have not appeared on any of the groups' timelines. Below are some media resources. *10 minutes*

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>

<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

FINAL STEPS

8. Instructor: ASK STUDENTS IF THEY KNOW ANYTHING ABOUT THESE MORE CURRENT EVENTS and what they think. Engage students in a discussion. Be prepared to thoughtfully facilitate this dialogue, if it becomes contentious. It is less important to teach a particular perspective and more important to listen to all points of view and encourage civil conversation.

30-40 minutes

9. Instructor: ask students to add **ANY EVENTS TO THEIR TIMELINES** as a result of discussion. This completes the first assignment: a historical timeline of Santa Fe.

10. In groups of three: ask students to **CREATE A NEW TIMELINE FOR THE NEXT 100 YEARS** 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. *15-20 minutes*

11. Collaborative class task: create a “future timeline” on the board and collect all group-generated content there. Discuss. *10-15 minutes*

12. Distribute the following CHART Survey #1 questions on a piece of paper, with room for written responses, and ask students to write their answers. *10 minutes*

SURVEY #1 QUESTIONS

1. 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?
2. How can we build healthier relationships while acknowledging our differences?
¿Cómo podemos construir relaciones más sanas mientras reconocemos nuestras diferencias?
3. 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?
4. What is the zip code of your home address? _____
¿Cuál es tu código postal? _____
5. How old are you? _____
¿Cuántos años tienes? _____

SHARE RESULTS

REPORT the results of your class/meeting/gathering to the CHART team which will inform the results and recommendations of the project.

- Email the survey questionresponses to the CHART team at info@artful-life.org.
- Take photos of the timelines and email to the CHART team.
- Email us and we will pick up responses, timelines, etc.
- Email your response to this lesson plan with any suggestions for improvement.

CONTACT THE CHART TEAM

FOR ASSISTANCE, GUIDANCE, OR ANYTHING ELSE

YOU MAY NEED FOR THIS ACTIVITY:

info@artful-life.org, 505-603-0866

MONUMENTS: A CHART KIT

FOR CLASSROOMS, MEETINGS
AND GATHERINGS

ENGAGE WITH KEY QUESTIONS
REPORT YOUR RESULTS

YOUR VOICES MATTER!



INSTRUCTIONS

This activity will take approximately 60 minutes to complete and can be adapted as needed. Add-on activities can be added according to your preferences. The CHART team is always available to assist. Contact us at info@artful-life.org.

SET THE DATE

PREPARE

MEET

1. Set the date of your class/meeting/gathering with enough lead time to prepare materials, send invitations, receive RSVPs, and prepare your meeting space. If you wish, invite a CHART project team member to your class/meeting/gathering to witness and listen. Invite a member of the team by emailing info@artful-life.org.
2. Invite your guests. See our sample invitation at the end of this document. Please ask your guests to bring 3-4 images (from magazines, internet, etc.) of PERSONS OR THINGS THAT DESERVE A MONUMENT/MEMORIAL/WORK OF PUBLIC ART. Let them know that these images will be used in a collage so they should be prepared to let them go.
3. You will need the following materials: large pieces of white paper or flip chart paper, pens and/or pencils, colored markers, glue sticks, scissors for EACH PERSON WHO ATTENDS. IF YOU DO NOT HAVE ACCESS TO THESE MATERIALS, SIMPLY CONTACT THE CHART TEAM (INFO@ARTFUL-LIFE.ORG) AND WE WILL PROVIDE THEM.

AND MORE...

4. ADD IN for meetings and home gatherings: we encourage you to offer snacks and beverages or even a meal for attendees. This activity benefits from an atmosphere of kinship—food and drink always help. Begin your gathering with snacks and beverages and allow 10-15 minutes for people to arrive, greet each other, and get settled with a plate. If you prefer a meal, allow 45 minutes to an hour for dining followed by the activities.
5. Prepare the room: your guests will work in groups of 3. Small tables with three chairs or chairs in groups of three, with some space on the floor, will work well for this session. You can also work at one or more large tables in which groups of three have their own designated space. Make sure that the whole group has a way to hear the facilitator from wherever they are sitting. Each group should have 3 large pieces of paper, 3 glue sticks, 3 pairs of scissors, 5-10 colored markers, and pens and/or pencils for each.
6. Designate a facilitator for the gathering. This will either be you, the teacher, convener, home host, or someone you know who is good at making people feel at home, facilitating exercises, and keeping activities on track. Also designate a helper who can help you with the meeting. Another alternative, invite a CHART team member or two to facilitate the activities for you. Choose the best option for you.

GET STARTED

INTRODUCTIONS

GROUP TASKS

SHARING

7. Introductions: the host should introduce him/her/their self and welcome guests. Then, introduce the facilitator for the meeting (if different from the host). Let your guests know that they will be working in groups of three and will introduce themselves in their small group in just a minute.

8. Ask your guests to get settled in a group of three, introduce themselves to each other in their small group (one minute per person) and then take out the images of people or things that deserve a monument/memorial/work of art that they've brought.

9. Ask each group to designate a time-keeper.

10. Group Task #1: Each group member will have 5 minutes, max, to share the images they have brought with them and tell their fellow group members who and what deserves a monument, and why. This is an active listening activity, in addition to a speaking activity. Ask group members not to interrupt anyone, as they are speaking, and to keep any questions/comments for AFTER each person has had the chance to speak for 5 minutes. Let the group know that they might not agree with a fellow group member's choice but we ask for people to listen rather than agree or disagree.

NEXT STEPS

11. Group Task #2: On one piece of large paper, each group member will cut and paste up to 3 images, each. This is a collaborative collage activity. Allow some space near each image for each group member to add words and phrases about why this person or thing deserves to be honored with a monument/memorial/ work of art. Allow 20 minutes for this activity.

ADD IN: The facilitator and/or host can prepare an example of a collage with writing/text to show groups to help them visualize a way to create their own collage. Or, contact CHART and we will provide an example or two.

12. Share Collages: after 20 minutes, ask groups to come to a finishing place with their collages. Let them know that their collages could certainly take more time and may not be completely finished and that this is okay. Wait for the groups to get to a finishing place. Then, ask each group to present their collage to the full group by introducing their group members and taking no more than 5 minutes to show their collage. Groups do not have to name and describe everything in the collage, just enough to summarize what they learned by talking together.

13. Tour Collages: after each group has presented, encourage everyone to stand up, walk around, and tour the collages to look at each more closely. This is also a good time to encourage people to get a drink or snack, take a restroom break, and/or talk in general.

FINAL STEPS

14. Next, ask one person in each group to take 2-3 good photos of their collage and email to the CHART team at info@artful-life.org. In the subject line of the email, type “Photos from Monuments Meeting.” In the body of the email, add the date and host of the gathering and attach the photos.
15. Thank your guests and let them know they can either leave their collages or one member of the group can take it home.

Please see a sample invitation on the next page.

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YOU MAY NEED FOR THIS ACTIVITY:
info@artful-life.org, 505-603-0866

SAMPLE INVITATION

You Are Invited!

Host:

Date:

Time:

Address:

RSVP by _____ at [email or phone]



You are invited to participate in the CHART (Culture, History, Art, Reconciliation, Truth) project for the city and county of Santa Fe.

Join me/us to explore the following questions: 1. Who/What deserves a monument/memorial/work of public art and why? 2. What is honorable, and why?

Please bring the following to the gathering: 3-4 images (from magazines, internet, etc.) of PERSONS OR THINGS THAT DESERVE A MONUMENT/MEMORIAL/WORK OF PUBLIC ART. You will be using these photos for a collage, so be ready to let them go.

Snacks and beverages will be provided.

Thank you! Your host, _____

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