



Book blog: <https://teachinglatinamericathroughliterature.wordpress.com/>

For more resources: <http://www.laii.unm.edu/info/k-12-educators/index.html>

For questions: laiioutreach@unm.edu

Lesson Plan: 45 min-60-minute activity

Grade: Fourth grade	Subject /Discipline: New Mexico Identity and Diversity	Date: 09/02/2025	Prepared By: Lizbeth Sánchez García
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Objectives (Student Learning Objectives) 3-5

Students will:

- Investigate and empathize with the experiences of others.
- Make connections between historical identity and context.

Essential Questions: Questions without easy answers—human conditions. Open ended...

- Do you know or speak any language other than English?
- Does any member of your family speak an indigenous language? If so, which ones?
- In the language that is most spoken in your family, are there some words that have no meaning in English?

Professional Standards (Common Core, State Standards and Benchmarks)

<https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf>

Theme 5: New Mexico Identity and Diversity	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 18. Critical Consciousness and Perspectives	4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.
Ethnic, Cultural, and Identity Studies 21. Identity in History	4.26. Explain connections among historical contexts and people's perspectives at the time.

Description of the Lesson or activity	Teacher Materials listed	Student Materials listed	Anticipated Time	Student Guide: (What will students actually be doing at each step?) Write in a way that students can follow
Introduction & reading: The professor will introduce the book and explain its connection to Native American languages in the United States.	Computer & presentation software with the book	The printed book	20 minutes	Students will listen to the presentation and follow along as parts of the book are read aloud. Each student will have a copy of the book to read or to follow while others read aloud. Students will share their first impressions and thoughts about the book.
Group analysis of the book	Notebook & pen	5 copies from the printed book for each team	15 minutes	Students will work in small groups of 4–6. Each group will select 3–5 words from their assigned section of the book. Students will discuss what these words might mean and why the author may have chosen them.

Group sharing	Notebook & pen		10 minutes	Each group will share the words they selected. Students will explain the writing style they noticed and why they think it was used to express the author's message.
Writing activity		Notebook and pen/ computer for writing poetry	15 minutes	Students will use 4–6 words from their group discussion or invent new ones. They will create a short poem, reflection, or word-art piece using those words. Students are encouraged to be creative and to connect their writing to ideas of identity or justice.
Closing			5 minutes	A few students will share their written work with the class. The professor will lead a short discussion about the importance of words and their role in social justice.

Formative Assignment(s)

- What are ALL of the pieces of evidence that students utilize along the way to demonstrate their understanding? In other words, what are all of the artifacts/'proof' that students are engaged in? Discussions also count.
- Analysis discussions: Instructor will assess the students' understandings of the book through a simple rubric.
- Group discussions: Instructor will take notes on students' questions and insights into the works as they observe the groups discussions.
- Exit ticket: students will write an answer to the question, "In the language that is most spoken in your family, are there some words that have no meaning in English."

Summative Assessment (this is typically saved for the end of a larger unit):

- What cumulative piece of evidence sums up student learning and ties all of the smaller pieces of the lesson and/or unit together?
- Students' original words: Students combine their analysis of the indigenous languages discussed to create their own words.