



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: 3 sessions of 45-minute- 60-minute activity

Grade: 8.º grade	Subject /Discipline: World History	Date: 02/02/2026	Prepared By: Lizbeth Sánchez García
Objectives (Student Learning Objectives) 3-5 Students will: • Identify at least one native language spoken in Albuquerque or the surrounding region (for example: Tiwa, Tewa, Navajo/Diné). • Analyze the importance of mother tongues based on the reading of “<i>Sueños de una matriarca</i>” • Create an artistic material (video, mural, collage, visual poem, installation) that communicates the cultural relevance of a native language.			
Essential Questions: Questions without easy answers—human conditions. Open ended... • What native languages are spoken (or have been spoken) in Albuquerque? • What is lost when a language disappears? • How can art help preserve and give visibility to a language?			
Professional Standards (Common Core, State Standards and Benchmarks): https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf			

High School World History (*Continued*)

Anchor Standard
The student demonstrates an understanding of:

Performance Standard
Therefore, the student is able to:

History 19. Power Dynamics, Leadership, and Agency

- 9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.
- 9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.
- 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression.

Ethnic, Cultural, and Identity Studies 21. Identity in History

- 9-12.WH.35. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in world history.
- 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.
- 9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.

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
<i>Activating prior knowledge.</i> Discussion questions: How is language related to traditions, life, and clothing? What role do women/matriarchs play in the transmission of knowledge?	Whiteboard/flipchart, markers	The printed book	10 minutes	Students will answer the questions to connect their experiences and perceptions about their culture, traditions, and everything about language. Or traditions/languages they have with their family.

<i>Guided reading of the book</i> They will all read the book together in the classroom.	Video projector		10 minutes	Students will listen to the story and will see what the family is doing in the illustrations.
<i>Team research</i> The students will work individually or in teams to research a local indigenous language. • Language Name • Indigenous People or Nation • Location in New Mexico / Albuquerque • Current Status (Is it still spoken? Is it endangered?) • Related Local Community Resources	Whiteboard for recording answers.		40 minutes	Each group will conduct research using resources available at the school, or through their families and communities that speak a native language. They can also be encouraged to look for information from videos, exhibitions, brochures, or institutional websites.
<i>Work of art</i> Each group may create a: • Short video (2–4 minutes). • Mural or artistic poster. • Collage or mixed media artwork. • Visual poem.		All the materials that the students need.	45-60 minutes	Each group should include in their work: The name of the language (spelled correctly) At least one word or phrase in that language (if available) Visual or symbolic elements related to the culture A clear message about the importance of preserving the language

• Illustrated narrative. • Small art installation.				
<i>Reflection and presentation</i> Each team will present their work.			45-60 minutes	The groups will explain their work and respond the next questions: Why did they choose this language? What did they learn about the community? Art should communicate the value of the chosen languages, as well as the importance and respect for all mother tongues.
<u>Formative Assignment(s)</u> • What are ALL of the pieces of evidence that students utilize along the way to demonstrate their understanding? In other words, what are all the artifacts/'proof' that students have engaged in? Discussions also count. • Analysis discussions: Instructor will assess the students' understandings of the importance of the languages 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, how can we help preserve and give visibility to a language?				
<u>Summative Assessment</u> (this is typically saved for the end of a larger unit): • What cumulative piece of evidence sums up student learning and ties all the smaller pieces of the lesson and/or unit together? • Students move from reflection to action; in other words, they develop a sense of connection with their own languages, recognizing the value of other languages. • They will also connect tradition, resistance, and community in the book, so they can reflect on how some communities are still working in their language's revitalization.				

