

Celebrating New Mexico Statehood
Lesson Plan 2
Debate:
Arguing For and Against New Mexico Statehood

Developed by staff of the Center for Southwest Research, UNM University Libraries

Lesson Plan: Debate

Argue for and against statehood in:
New Mexico Legislature
United States Legislature
New Mexico Newspapers
Other National Newspapers

Overview

This individual or small group activity will utilize social studies, technology, and public speaking skills by having the students argue for and against statehood from a variety of perspectives. Students will use primary source documents to formalize their arguments.

Recommended Grade Level

Grade 7, with modifications could be used for other grades.

Time Required

This lesson should take approximately four 45 minute class periods.

Objectives

- Students will explore the Celebrating New Mexico Statehood website (<http://digitalnm.unm.edu>) and take notes on relevant materials.
- Students will formulate a persuasive argument defending their assigned or chosen position based upon the digitized historic documents.
- Students will use online and library resources to fill in any missing information.
- Students will create a final draft of their arguments.
- Students will debate other classmates.

Materials/Teacher Preparation

- Paper for taking notes.
- Computers with internet and word processing.

Curriculum Standards

This lesson will meet several standards and benchmarks for the New Mexico Public Education Department – Check for current standards

Suggested Procedures

1. The lesson will begin with the teacher asking students to define primary sources.
2. Once a definition has been established students will brainstorm different types of primary resources.

3. The teacher will ask for a definition of a debate and clarify any misunderstanding as he/she introduces the lesson and objectives.
4. The teacher decides if the students should work individually or as small groups. Possible cooperative group roles include:

Cooperative group roles

Leader: Keeps group on task; makes decisions with consent and affirmation of group.

Recorder: Records the written information generated by the group.

Reporter: If needed, this person will make the presentation to the class; otherwise, this task falls on the Leader.

Timer/Illustrator: Keeps track of time elapsed/time remaining and provides drawings and illustrations as part of the group's presentation.

5. The teacher will show the students a video of a debate or a movie which highlights debate. The teacher will read through the instructions and explain the project in detail answering questions when necessary.
6. The teacher will explore the Celebrating New Mexico Statehood website with the students.
7. Students will explore Celebrating New Mexico Statehood and other New Mexico history websites with their groups and take notes on relevant materials for their debate.
8. Students will formulate a persuasive argument defending their assigned or chosen position based upon the digitized historic documents.
9. Students will use relevant websites and library resources to fill in missing information.
10. Students will create a final draft of their arguments.
11. Students will debate other classmates either individually or as small groups.

New Mexico History Resources Online:

Celebrating New Mexico Statehood

<http://digitalnm.unm.edu>

American Memory (Library of Congress)

<http://memory.loc.gov/ammem/index.html>

New Mexico Centennial (Official Web Site)

<http://www.nmcentennial.org/>

New Mexico Office of the State Historian

<http://www.newmexicohistory.org/>

New Mexico Secretary of State Blue Book

<http://www.sos.state.nm.us/sos-bluebook.html>

New Mexico Tourism Department

<http://www.newmexico.org/>