

# Educator Overview:

Colorado Borderlands (Grades 6-8)

<b>Audience</b>	Grade levels 6-8 ▾	Subject Social Studies ▾	Topic <ul style="list-style-type: none"> <li>• Civics</li> <li>• Geography</li> <li>• History</li> </ul>
<b>Guiding Questions</b>	1. What factors impact the ways that different cultural groups interact with one another? Do these change over time?	2. What impact does war have on public policy? What impact does war have on the relationships between cultural groups?	3. What are the lasting impacts of war on the people and their perspectives?
<b>Background Knowledge</b>	<p><b>Activity 1:</b> Timeline introduces background knowledge about historical events including European discovery, mapping, and interactions in the Borderlands region from the 1500s to the 1700s.</p> <p>Additional background knowledge that could support students include; westward expansion, indigenous peoples history in North America, understanding of the word perspective</p>		
<b>Guiding Question #1 Activities</b>	<p><b>Activity #2:</b> <b>Hotspot</b> Map of Colorado (1600-Today) showing land exchanges between cultural groups in the Borderlands region of present-day Colorado</p> <p><b>Activity #3:</b> <b>Slides, Color, Symbol, Image</b> -identify the main idea of the timeline and maps</p>		
<b>Guiding Question #2 Activities</b>	<p><b>Activity #4:</b> <b>Slides, Mexican-American War</b> overview and how this impacted people on the land of the Borderlands.</p> <p><b>Activity #5:</b> <b>Narrative</b> with directions for Step In, Step Out, Step Back - the perspective of the Mexican-Americans. This activity can be done independently, with partners, or through group discussion. Consider what kind of teacher supports your students need to have a respectful discussion.</p>		

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<p><b>Guiding Question #3 Activities</b></p>	<p><b>Activity #6:</b> Slides, Lasting Impacts on the people of the Borderlands.</p> <p><b>Activity #7:</b> Hotspot, the oldest town in Colorado - San Luis</p> <p><b>Activity#8-10:</b> <b>Annotations,</b> Take a Stand - perspective discussion about citizenship. This involves independent response and group discussion. If you prefer to only have independent work for your class, students should only complete Activity #8. Consider including indigenous group perspectives in this conversation IF your students have the background knowledge to support the conversation.</p> <p><b>Activity #11:</b> <b>Escape Room</b> - a culmination of information</p>
<p><b>Other Notes</b></p> <p>(Supplies needed, independent vs. whole class engagement)</p>	<p>Supplies: a place for students to record their ideas during engagement activities like a notebook</p> <p><i>*See Educator Materials for more information on each Engagement Activity, from Project Zero*</i></p> <p>Engagement 1: Color, Symbol, Activity</p> <p>Engagement 2: Step In, Step Out, Step Back *Determine how you would like students to respond to these questions before students reach this activity.</p> <p>Engagement 3: Take a Stand involves independent response and group discussion. If you prefer to only have independent work for your class, students should only complete Activity #8. Consider including indigenous groups in this conversation IF your students have the background knowledge to support the conversation.</p>