RETA Curriculum
Change

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CHANGE: How does it affect us?

Introduction

Through the use of various technological tools and interviewing activities, learners explore how their community affects individual identities. Learners also explore past, current and future community factors.

There are seven centers in the Elementary component, which cover different subject areas. Technology is integrated in a thematic approach through the driving question: "How does our community and its changes affect us?"

What do middle school students know and think about the world they face? What are the changes they and their friends are going through; and how are these changes affecting their lives? Students search for answers to these questions in the Middle School component.

The Secondary component, "Our Community, Our Business" allows students to explore the history of business and industry in their community and compare it to another community of their choice. In addition, students investigate the employment patterns and availability of jobs in their community. The driving question is: "How have the changes in business and industry in our community changed the types of jobs and careers available to us?"

Note: The activities can be completed in a classroom over several class periods. For professional development, we suggested that these activities be completed during one in-service session.

Summary

Below are the anticipated outcomes of the Change lessons. They are based on the New Mexico's Standards and Benchmarks, the National Educational Technology Standards, and the New Mexico Teacher Competencies.

Elementary Level

National Educational Technology Standards

- Basic operations and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communications tools
- Technology research tools

New Mexico's Standards and Benchmarks

Art

- 2) Students will use dance, music, theater/drama, and visual art to express ideas.
- 3) Students will integrate understanding of visual and performing art by seeking connections and parallels among art disciplines as well as all other content areas.
- 4) Students will demonstrate an understanding of the dynamics of the creative process.
- 6) Students will show increased awareness of diverse peoples and cultures through visual and performing art
Social Studies
- 1) Students will use knowledge and cultural understanding to explain how the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity.
- 6) Students will know and understand how personal and group identities are shaped by culture, physical environment, individuals, groups and institutions.

Language Arts
- 2) Students will understand and use Language Arts as a learning tool.
- 4) Students will use a variety of listening and reading strategies appropriately.
- 5) Students will speak clearly and write effectively for a variety of audiences and purposes.
- 6) Students will speak and write clearly, effectively, and correctly.
- 7) Students will respond personally, analytically, and critically to written and spoken language, and other media.
- 8) Students will appreciate the respect their own language, culture, and literature will learn about the language, culture, and literature and will learn about the language, cultures, and literature of others.
- 9) Students will use language and literature to gain insight into their own and others' lives, and to build understanding of the moral and aesthetic dimensions of human experience.
- 10) Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.

Science
- 3) Students will use form and function to organize and understand the physical world.
- 5) Students will acquire the abilities to do scientific inquiry.
- 6) Students will understand the process of scientific inquiry.
- 14) Students will know and understand the impact between science and technology in society.
- 16) Students will know and understand the relationship between natural hazards and environmental risks for organisms.

Health
- 4) Students will analyze the influence of culture, media, technology, and other factors on health.
- 5) Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Career Readiness
- 1) Students will identify career interests and aptitude to develop an educational plan which supports personal goals.
- 3) Students will demonstrate the technological knowledge and skills required for future careers.
- 4) Students will develop and demonstrate responsible and ethical workplace behaviors.
- 5) Students will develop effective leadership, interpersonal, and team skills.
Secondary Level

National Education Technology Standards
1) Basic operations
2) Social, ethical and human issues
3) Technology productivity issues
4) Technology communications tools
5) Technology research tools
6) Technology problem solving and decision-making tools

New Mexico Standards and Benchmarks

Social Studies
- 1) Students will use knowledge and cultural understanding to explain how the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity.
- 2) Students will know and understand how personal and group identities are shaped by culture, physical environment, individuals, groups and institutions.
- 4) Students will know and understand the ways in which human beings view themselves and others over time.
- 11) Students will know and understand the diverse, dynamic, and ever-changing nature of culture.
- 13) Students will know and understand the impact of science and technology on societies.

Mathematics
- 1) Students will understand and use Mathematics in Problem Solving.
- 2) Students will understand and use Mathematics in Communication
- 3) Students will understand and use concepts in reasoning
- 4) Students will understand and use Mathematical Connections
- 5) Students will understand and use numbers and number relationships.
Visual Representations of Change

Introduction
How do my community and the changes it goes through affect who I am?

Through the use of various technology tools and activities, learners explore how their community affects individual identities. Learners explore past, current and future community factors related to jobs, foods, clothing, schedules, pets, goals, inventions, favorites, family, friends, hobbies and/or traditions.

Technology Use
Hardware
- Computers
- Printers
- Scanner
- Digital camera (optional)
- Presentation devices
- Video and/or audio recorders
Software
- Word processing program
- Internet browser
- Paint/draw program
- Inspiration®
- Desktop Publishing
- PowerPoint® or HyperStudio®
- Photo editing program

Resources
Off line
- Sample interview sheet for data gathering
- Science books/library books on inventions/inventors
- Reference CD-ROM programs
- Library books, newspaper articles, pamphlets on history of our community

Online
- Internet sites (based on the group of learners) which include:
  - information on the history or our community
  - games played in grandparents time
  - Sample Upper Elementary presentation (PowerPoint®)
  - Sample Interview Sheet for Oral History collection
Process
Tips
There are 7 centers in the elementary component, which cover different subject areas. This is an example of how technology can be integrated in a thematic unit with the driving question of, "How does our community and its changes affect people?" Depending on class schedule, these centers can be completed over a span of class periods.
Show samples and discuss project before beginning.
There will be varying degrees of ability, learning styles, and technology knowledge among the learners. Students who are more knowledgeable in these areas should be encouraged to work with newer users. The centers should be set up in advance of class and have the class discussion/introduction of centers away from centers to encourage participants to participate in class discussion.

Preparation
- Make copies of all needed hand-outs
- Check all hardware and software applications to ensure they are all running properly.
- Set up stations with necessary materials and hand-outs
- Materials

NOTE: See Page 8. This table is the materials list and set up for each center. Complete instructions for these centers are in the Tasks section.

Tasks

Foundational Activity [Begin here]
The whole group of students will brainstorm the topic "Changes in My Community" in groups. As the groups report back to the whole group, the instructor will demonstrate the software program, Inspiration® as tool to organize information. The students could take notes as groups reported their findings and then as groups return to computers and organize information shared in Inspiration® software program. Sample brainstorming map.

Center 1: Art
Students create self- and family- portraits with small frames around each picture. The images should portray their parents' and grandparents' childhoods, and past community events. They digitize their pictures using paint/draw programs or HyperStudio® to complete this activity.

Center 2: Language Art
Students research the history of their community and create a report with images using a word processing program.

Center 3: Mathematics
Students brainstorm and predict ways their community will change in the future and create a presentation using PowerPoint® or HyperStudio®. (Inspiration® software would be a good organizational program to use here.)

Center 4: Modern, Classical & Native Languages
Each student interviews a member of his/her family or community using video or audio taping, and/or a digital camera.
Center 5: Physical Education
Students develop a presentation demonstrating/desccribing differences among games played by their parents and grandparents and children today.

Center 6: Science
Students develop presentations about three (3) inventions from the past and three (3) inventions from the present and how they have changed life in their communities. (Inspiration® and PowerPoint® would be great tools for this station.)

Center 7: Social Studies
Students develop a way to present information about comparing the lives of their parents/grandparents with their own lives.

Presentations
When all groups have cycled through the Centers, they regroup as a class. Each student (or group of students) presents his/her completed products.

Assessment
- Rubric
- Idea maps (such as those made with Inspiration®)
- Presentations (PowerPoint®, HyperStudio®)
- Peer evaluations
- Teacher observation/evaluation

Extension
- This visual representation could be used for students to simulate their community during a different time period. For example, placing themselves as children during the civil war. Additionally, students could role-play possessing a disability and how it might change their interactions with community resources.
- Interviews of other community members
- Guest speakers
- Field trips to community historical sites
- Develop time lines on history of community to demonstrate change (easily done with TimeLiner®)
### Materials for Each Center:

<table>
<thead>
<tr>
<th>Center 1: Art</th>
<th>Center 2: Language Arts</th>
<th>Center 3: Mathematics</th>
<th>Center 4: Modern, Classical &amp; Native Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 8&quot; X 11 paper</td>
<td>▪ Information about the history of your community (example)</td>
<td>▪ Paper, pencils or markers, Computers with Inspiration®, PowerPoint® or HyperStudio®</td>
<td>▪ Interview forms</td>
</tr>
<tr>
<td>▪ Markers</td>
<td>▪ A variety of library books, newspaper articles, pamphlets, photos, and suggested Internet sites</td>
<td></td>
<td>▪ Technology tools to use at interview such as:</td>
</tr>
<tr>
<td>▪ Pencils</td>
<td>▪ Computer with a word processing program.</td>
<td></td>
<td>▪ Video camera &amp; recording tape</td>
</tr>
<tr>
<td>▪ Scissors</td>
<td></td>
<td></td>
<td>▪ Tape recorder with cassette</td>
</tr>
<tr>
<td>▪ Scanner</td>
<td></td>
<td></td>
<td>▪ Digital camera</td>
</tr>
<tr>
<td>▪ Glue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Computer with photo editing software and a paint/draw program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center 5: Physical Education</th>
<th>Center 6: Science</th>
<th>Center 7: Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Information about games played in grandparents childhood days</td>
<td>▪ Information about inventions</td>
<td>▪ Interview form</td>
</tr>
<tr>
<td>▪ Interview form</td>
<td>▪ Library books, Computers with Internet connection,</td>
<td>▪ Computers with presentation software, connected to scanner if possible</td>
</tr>
<tr>
<td>▪ Library books</td>
<td>▪ Science books, Encyclopedias, CD-ROM encyclopedia</td>
<td>▪ Old and present photos of parents and/or grandparents</td>
</tr>
<tr>
<td>▪ Articles from magazine and/or Internet resources</td>
<td>▪ Computers with CD-ROM drive</td>
<td>▪ Students photo</td>
</tr>
<tr>
<td>▪ Computers with Internet resources</td>
<td></td>
<td>▪ Other related photos for presentations</td>
</tr>
</tbody>
</table>
Introduction

The July 1999 TIME Magazine ran an article The Kids are All right. One of their conclusions is quoted below:

"What emerges loud and clear from the study is that kids are very happy to be kids, and they don't view the world as the nasty place their parents perceive it to be. Nine out of 10 say they feel safe in their schools and neighborhoods. While parents list crime, violence and guns as the worst aspects of being a child today, such concerns are way down the list for kids. Their gripes are the timeless laments of childhood: "getting bossed around," homework, chores."

The driving questions for this unit include:

- What do middle school students know and think about the world they face?
- What are the changes they and their friends are going through?
- How are those changes affecting their lives?

(See Planning Matrix and Concept Map)

We are asking middle school students all across the state to investigate what's happening to them and their fellow teens, make some conclusions and recommendations about what they learn, and then to create a presentation that informs middle school students, their parents, and other community members what they've learned and think in an interesting and informative way.

(See example presentation: HTML version or PowerPoint® version)

We are looking for the very best projects to publish in our newsletter and include on our web page for teachers and parents interested in Middle School students. We want to show their work to students and teachers in New Mexico and the rest of the country as examples of what motivated students can accomplish using new technologies and strategies.

Investigations. Students investigate the driving question by asking and refining questions, making plans, designing experiments, debating ideas, collecting and analyzing information and data, drawing conclusions and communicating their ideas and findings to others.

Products or Artifacts. As a result of performing these inquiries, students develop a series of artifacts or products that represent their knowledge in a variety of ways. Artifacts must be feasible and cognitively rich and their production must help students understand ideas and issues related to the driving question.
**Learning Communities.** Students, teachers and individuals outside the classroom collaborate to investigate a driving question. Students discuss and try out their ideas and challenge the ideas of others. Students will be able to interact with a wider community of knowledgeable individuals to share information, data, resources and ideas.

**Use of Cognitive Tools.** Computers are used as cognitive tools to help learners represent and share ideas, and to support students' research efforts. Technology helps make the classroom environment more authentic to students by connecting them to primary science resources and to expertise not otherwise available in the classroom. Technology also allows students to manipulate, construct, and revise their own representations easily. Schools and parents have spent much of their tax monies for computers and networking schools in New Mexico.

**Outcomes**
Upon completion of this lesson, the participant will:
- present evidence of the use of critical thinking skills in examination of community experiences from historical, current and future perspectives
- develop a better understanding of how change directly affects them
- be able to research and evaluate materials using web browsers
- demonstrate the ability to utilize a variety of technology skills

**Technology use**

<table>
<thead>
<tr>
<th>Hardware</th>
<th>Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>Word processing program</td>
</tr>
<tr>
<td>Printers</td>
<td>Internet</td>
</tr>
<tr>
<td>Scanner</td>
<td>Paint/draw program</td>
</tr>
<tr>
<td>Digital camera (optional)</td>
<td>Inspiration®</td>
</tr>
<tr>
<td>Presentation devices</td>
<td>Desktop Publishing program</td>
</tr>
<tr>
<td>Video camera</td>
<td>PowerPoint® or HyperStudio®</td>
</tr>
<tr>
<td>VCR (optional)</td>
<td>Photo editing program</td>
</tr>
<tr>
<td></td>
<td>MS Publisher®</td>
</tr>
</tbody>
</table>

**Resources**

**Online**
- We recommend the following strategies found at The University of Michigan's Middle School Digital Library project.

**Off line**
- Guest speakers
- Newspapers, magazines
- Internet sites
- Library books on related topics, encyclopedias
**Process**

**Tips**
There are 8 centers in this middle school interdisciplinary unit on change. These centers could be used in a variety of subject area classrooms over a period of time. The centers should be set up in advance of class and have the class discussion/introduction of centers away from computer centers to encourage students to participate in class discussion.

**Materials**

- **Art Center**: samples of political cartoons, paper, pencils, markers
- **Career readiness**: Internet sites, library books, clip art from Internet, word processing program
- **Health**: Newspaper and magazine articles on effects alcohol and smoking have on adolescent bodies, books, Internet sites
- **Language Arts**: Publishing program, Inspiration, paint/draw program, Internet connection
- **Mathematics**: National/State/Community drinking statistics, spreadsheet program, database program, word processing program
- **Modern, Classic & Native Languages**: presentation programs, spreadsheets, word processing program
- **Science**: Internet connection, word processing program, desktop publishing, HyperStudio or PowerPoint presentation programs
- **Social Studies**: word processing program, Internet sites, maps of New Mexico.

**Preparation**

Make signs for subject centers with the driving question for each of the centers. Check all hardware and software applications to ensure they are all running properly. Set up stations with necessary materials.

**SEE TASK TABLE**

**Presentations**

When all groups have cycled through the Centers, bring them back together. Have each group present its products.

**Assessment**

Presentations (PowerPoint®, HyperStudio®, Desktop Publishing)
- Spreadsheet and database exercises
- Survey results map exercise
- Teacher observation/evaluation

**Extension**

- Interviews utilizing audio and/or video
- Guest speakers
- Peer surveys on Alcohol and Smoking use
- Writing/sharing articles on activity findings
<table>
<thead>
<tr>
<th>Center 1: Art</th>
<th>Tasks</th>
<th>How are my friends and I changing?</th>
<th>Develop a political cartoon addressing the thematic question. You may use MS Publisher®, paint program, HyperStudio®, or PowerPoint®.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center 2: Career Readiness</td>
<td>Tasks</td>
<td>What type of jobs can I do now, in high school, and in the future?</td>
<td>This involves researching selected career areas using 10 Internet sites, various library books, community speakers, etc. The research will be used in developing a final presentation. The presentation could be a typed report using a word processing program with inserted graphics and clip art, or a presentation tool such as PowerPoint® or HyperStudio®.</td>
</tr>
<tr>
<td>Center 3: Health</td>
<td>Tasks</td>
<td>What effects do alcohol and smoking have on the adolescent body?</td>
<td>Research these effects through the Internet as well as books, magazine and newspaper articles, and other related articles and examples passed out in class. The information collected could be presented in graph format using a spreadsheet program.</td>
</tr>
<tr>
<td>Center 4: Language Arts</td>
<td>Tasks</td>
<td>How are adolescents characterized by genre?</td>
<td>If time allows read and summarize &quot;The Outsiders.&quot; Address the question in one of several activities: compose a poem, develop a characterization chart or create a newsletter. The tools you might want to use are Inspiration®, a paint/draw program, desktop publishing, and do research on the Internet.</td>
</tr>
<tr>
<td>Center 5: Mathematics</td>
<td>Tasks</td>
<td>What are the statistics for adolescent alcohol and smoking use in my community?</td>
<td>Research National/State/Community drinking statistics. Use the information to create a spreadsheet presenting the statistical findings. A spreadsheet program, database program could be used as well as a word processing program.</td>
</tr>
<tr>
<td>Center 6: Modern, Classic &amp; Native Languages</td>
<td>Tasks</td>
<td>How does using alcohol and smoking affect communication?</td>
<td>Prepare a presentation using research information you have collected and the spreadsheet examples. You may use the Internet, a word processing program, presentation programs, spreadsheets, etc.</td>
</tr>
<tr>
<td>Center 7: Science</td>
<td>Tasks</td>
<td>What are the effects of underage drinking and smoking on the adolescent student?</td>
<td>Research the physical, emotional and social effects of underage smoking and drinking on the adolescent. Use the information gathered to create a presentation. Some of the tools you could use include: the Internet, a word processing program, desktop publishing, HyperStudio® or PowerPoint®.</td>
</tr>
<tr>
<td>Center 8: Social Studies</td>
<td>Tasks</td>
<td>In the state of New Mexico, which area has the highest drinking and smoking usage among adolescents?</td>
<td>Create a survey to email to different regions of New Mexico. Research the Internet for statistics and develop a map of New Mexico with the findings.</td>
</tr>
</tbody>
</table>
READING MATERIAL

Our Community, Our Business

Introduction
This lesson, "Our Community, Our Business," allows students to explore the history of business and industry in their community and compare findings to another community of their choice. In addition, students can investigate the employment patterns and availability of jobs in their community.

The driving question is: How have the changes in business and industry in your community changed the types of jobs and careers available to you?

Upon successful completion of this unit the learner will be able to:
- explore past business and industry in their local community.
- profile the local community for current business and industry in their community
- compare their local community to another in the United States

Technology Use
Prior to the lesson, the instructor needs to check all necessary hardware and software programs and their capabilities to complete the necessary tasks.
- Word processing program
- Multimedia programs (PowerPoint® or HyperStudio®)
- Camera (still or digital)
- Video camera
- Graphic organizer software (Inspiration®)
- Time line software or draw program (Timeliner® software)
- Internet

Resources

Off line
- Local Historical Society
- Community members and leaders

Online
- New Mexico Department of Labor: http://www3.state.nm.us/dol/
- U.S. Department of Labor http://www.dol.gov/
- New Mexico State Library http://www.stlib.state.nm.us/
- New Mexico Site http://state.nm.us
- Americas Job Bank http://www.ajb.dni.us/
- New Mexico Tourism Department http://www.newmexico.org
Process
Tips
Participants may bring in pictures (still or digital) of local businesses.

Materials
- Computer with printer
- Scanner
- Pictures (still for scanning or digitized on disk)
- Inspiration® software
- Presentation software
- Word processing programs with spreadsheets and graphs
- 3.5" storage disks

Preparation
1. Participants should load Inspiration software.
2. Make sure site has Internet access, presentation software, necessary hardware.
3. Questions suggested to ask at the onset of lesson:
   - What businesses are located in your community?
   - How many business owners in your community are viewed as community leaders
   - How long have these businesses been in operation?
   - What businesses were in existence five, ten, fifty years ago?
   - What types of jobs are available in your community today?
   - What types of jobs were available in your community five, ten, fifty years ago?
   - Have the types of businesses changed throughout the years?)

Tasks
See Tasks Table.
## Tasks for High School Lesson

<table>
<thead>
<tr>
<th>One:</th>
<th>Two:</th>
<th>Three:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile your community (past to present)</td>
<td>Research the changes of business and industry in the local community to another community in the U. S. of comparable size.</td>
<td>Research the types of jobs available in your local community and compare to jobs available outside the local community.</td>
</tr>
<tr>
<td>Prepare a timeline of the types of businesses that have existed over the last fifty years. Inspiration® software can be used to complete this task. This could be enlarged and displayed as a poster.</td>
<td>Research information through the Internet, library, Chamber of Commerce, email, etc.</td>
<td>Use newspaper classified ads, Internet, library to research job markets.</td>
</tr>
<tr>
<td>Prepare a profile depicting the changes (if any) of business and industry in the local community for the last fifty years. Students can research by interviewing community leaders, parents, elders; researching the Internet; or videotaping interviews.</td>
<td>Results of the comparison will be compiled using a spreadsheet or table.</td>
<td>Results can be presented in a multimedia presentation (PowerPoint®, HyperStudio®)</td>
</tr>
<tr>
<td>Prepare a multimedia presentation, a brochure, or a video documentary.</td>
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</tbody>
</table>
Who are our Community Leaders?

Introduction
Welcome/Bienvenidos! This is a Secondary Social Studies lesson on "Who are our community leaders"? This lesson will allow you to examine a broad range of issues/topics dealing with the concept of "leaders and leadership characteristics." This lesson will start with an examination of local leaders and allow you move to an identification of state, national and international leaders. This lesson can be extended to do an analysis of the similarities or differences among all levels of leaders. (See Planning Matrix)

Technology Use
- Web Browser
- Word processing / Desktop publishing software
- Multimedia presentation software (HyperStudio®, PowerPoint®, etc.)
- Spreadsheet software
- Inspiration® software
- Calculator / Software Calculator (optional)

Resources
- New Mexico Culture Net:  http://www.nmcn.org
- NM State Library:   www.stlib.nm.us.
- Pro Quest (ask your librarian):  http://proquest.unm.com/pqdweb
- RETA:  http://reta.nmsu.edu (Culture Net)

Process
Tips
- Have students start by completing an "idea map" on the driving question "Who are the leaders in our community?"
- Make sure all necessary supplies are present.
- Materials
- Pictures which participants have brought reflecting their areas' leaders (bring before day of activity)
- Idea map using Inspiration® software floppy or CD
- Local Archives
- Tag board
- Markers
- Preparation
- Install Inspiration® CD or Diskette prior to workshop.
Tasks

<table>
<thead>
<tr>
<th>Possible Display Choices</th>
<th>Leadership Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tri-Fold Brochure</td>
<td>Family</td>
</tr>
<tr>
<td>Bulletin Board Display</td>
<td>Government</td>
</tr>
<tr>
<td>Oral History</td>
<td>School</td>
</tr>
<tr>
<td>Collage</td>
<td>Sports</td>
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<td></td>
<td>Religion</td>
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<tr>
<td></td>
<td>Media</td>
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<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>Significant Others</td>
</tr>
</tbody>
</table>

1. Complete concept map using Inspiration® software.
2. Use the pictures you brought which reflect a cross section of community leaders to initiate a discussion on: "Who are our community's leaders; and what characteristics do they possess?"
3. Develop a pictorial presentation of the leaders in your chosen area.
4. Allow time to develop products.

Assessment
- Completion of Inspiration "idea map" of leaders in your community.
- Selection of a technology medium and development a grade level lesson which reflects an exemplary portrayal of a community leader. You can focus on school, business, religious, political and positive role models.

Extensions
- Interview community leaders, school, business, politics, religious and significant others.
- PowerPoint® presentation on characteristics of positive leader.
- Digital presentation, Video or Photo album of community, state, national or international leaders (past and/or present).
- Create a timeline on a specific community leader.
- Compare and contrast leader in the 1960s for example to those of the 1990s.
Before conducting your interview, you need to compile a list of "good" questions to ask the person/persons you will be interviewing about your community. Some suggested questions to begin your list with are:

Name of person being interviewed: ________________________________________________

Name of interviewer: ___________________________________________________________

How long have you lived in our community?

When did you move here? (if you were not born here)

What was our community like at that time?

How has our community changed while you have lived here?

How have these changes affected you?

What changes do you see happening in the future to our community?

Add your questions additional questions here:
Elementary Interview Form
for grandparent or senior citizen
Center 5: Physical Education

Before conducting your interview, you need to compile a list of "good" questions to ask the person/persons you will be interviewing about your community. Some suggested questions to begin your list with are:

Name of person being interviewed: ________________________________________________

Name of interviewer: ___________________________________________________________

What type of games did you play as a child?

How did you play this game?

What did you need to play this game?

What age children played this game?

Where did you play this game?

Add any other questions about the game, how it was played, etc. to your list that you feel are important.
Elementary Interview Form
(with a parent or grandparent)
Center 7: Social Studies

You will be interviewing your parents and grandparents to learn more about their childhoods. You will use the findings and compare their lives as children to yours. Below are some suggested questions for you to use to start your own list of questions you would like to ask them.

Name of person being interviewed: ________________________________________________

Name of interviewer: ___________________________________________________________

Where were you living as a child?

What was your family like? (how many family members, type of house, family activities)

What was your school like?

What did you like to do in your spare time?

How was your life different than mine today?

Add your own questions to this list.
Oral History on Community Change
Elementary Interview Questionnaire

**Food**
Tell me about what you liked to eat when you were my age.

How did you get your food then? (Grocery Store, Fast Food, Corner Market)

Describe where in town was the place you got your food? Show me the building; locate it on a map for me. What did it look like then?

**Hobbies**
What did you do for fun or as a hobby when you were my age?

Show me an example or teach me how to do it, please.
# Middle School Interview Sheet
How do changes in my community affect who I am?

<table>
<thead>
<tr>
<th>Category</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
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<tr>
<td>Environment</td>
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<td>Family</td>
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<td>Jobs</td>
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<td>Hobbies</td>
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<td>Transportation</td>
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<td>Education</td>
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<td>Friends</td>
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<td>Recreation</td>
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<td>Products Used</td>
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<tr>
<td>Other Information</td>
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</table>
Microsoft Word Concept Map

**Math**
- Internet research – National/State/County Drinking and Smoking Statistics – (ProQuest)
- Organize statistics into a spreadsheet

**Social Studies**
- Create Survey for Classroom
- E-mail survey to another school
- Scan a map of New Mexico and plot the data to the map.

**Language Arts**
- Read “Outsiders” (view video – make video of one scene)
- Characterization Chart using Inspiration (Show on Word too)

**Science**
- Create a vocabulary list and use the Vocabulary list in a poem using Desktop publishing (Submit to NM Culture Net)
- Library and Internet research on drinking or smoking. The effects of Drinking on Middle School Students – (ProQuest)

**How are my friends and I changing?**

- Create a Newsletter using statistics, graphs, data
- Create a Political Cartoon using Draw or Point
- Create a Political Cartoon using Draw or Point
- Create a Vocabulary List and use the Vocabulary list in a poem using Desktop publishing (Submit to NM Culture Net)
- Library and Internet research on drinking or smoking. The effects of Drinking on Middle School Students – (ProQuest)
- Students will create a presentation using Hyperstudio or Power Point. (Video clip)
Alcohol Use by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Percents of Any Use</th>
<th>Percents of Binge Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-17yrs</td>
<td>50%</td>
<td>10%</td>
</tr>
<tr>
<td>21-25yrs</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>26-29yrs</td>
<td>60%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Binge Drinking Vs. Any Use 12-17 Yrs of Age

Binge Drinking vs. Any Use 21-25 Yrs

Binge Drinking vs. Any Use 26-29 Yrs
## Smoking Use by Age-Gender-Ethnicity

### Age
- **12-17 yrs**: 18.20%

### Gender
- **Females**
  - % Current Smoker-Cigarettes: 17.70%
  - % Current Cigar-Smokers: 2.30%
- **Males**
  - % Current Smoker-Cigarettes: 18.70%
  - % Current Cigar-Smokers: 11.90%

### Ethnicity
- **African-Amer**
  - % Current Smoker-Cigarettes: 29%
- **Whites**
  - % Current Smoker-Cigarettes: 28%
- **Hispanics**
  - % Current Smoker-Cigarettes: 26%
- **Other**
  - % Current Smoker-Cigarettes: 24%

### Current Smokers 12-17 yrs

### Gender Smokers

### Ethnicity of Smokers