



Lockdown in Lincoln, Part III

Safety and Security in La Placita

Social Studies Lesson Plan Grades 4, 5 & 7

SWBATD application of the knowledge acquired about torreons in New Mexico by experimenting with a physical model representing a torreón-type structure.

Materials:

- sidewalk chalk (if doing the group activity outdoors)
- open end boxes

Day 3~

Anticipatory Set:

- Ask students to look out the window (or imagine) what the town would look like if they woke up one morning and there were no houses, no stores, no office buildings or any other man-made structures. After getting over the shock, what would be the first things they would need to do to survive? (Locate water, shelter and food.)

Discussion:

- Once water and food have been located, what would be available for shelter? (Remember that many of the trees that we see in desert communities were planted as part of the landscaping and are would not be there otherwise.)
- Discuss how long humans can live without water, food, shelter, clothing.
 - Water – 3 days if you have shelter (some have made it 8 to 10 days without water, but in the desert, this would be unusual.
 - Food – 3 weeks (if you have water and shelter)
 - Shelter – depends on the climate, but if it's harsh conditions like snow, it may be as little as 3 hours.
 - What might be some of he problems that the people might have experienced while in the torreón? (Lack of food, water, firewood, bathroom, food and water for livestock. Living in close quarters with other families and people.)

NM Standards:

Strand: History

- **I-A** – Describe how contemporary and historical people and events influenced NM communities and regions.
- **I-A1.** - Identify important issues, events and individuals from New Mexico pre-history to the present.

Strand: Geography:

- **II-A** – Describe how contemporary and historical people and events influenced New Mexico communities and regions.
- **II-C1.** – Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.
- **II-C2.** – Describe how environments, both natural and man-made, have influenced people and events over time and describe how places change.

Group Learning Activity:

This activity can be performed indoors (move desks into a circle to simulate a cylindrical torreon shape) or outdoors (use sidewalk chalk to draw a circle). There should be minimal teacher guidance or instruction to encourage the students to problem solve.

- Have students move their desks into a circle, with all students inside the circle. Once the circle is complete, ask students the advantage to a circular defensive structure.
- Then ask students to place their open-ended boxes on the desks and take turns looking through the “windows” of their defensive structures.
- Have another student go outside the circle to see how much can be seen through the opening of the box.

Discussion:

- Explain that although the men guarding the windows had limited visual perspective, the men on top of the torreon had a 360-degree view.
- Discuss the disadvantages of being atop the torreon (exposure to the heat, cold, weather, and the upper half of their body when firing weapons.)
- Discuss that when the citizens of Lincoln took cover in the torreon, they may have had little warning or time to gather supplies and had no idea how long they would be in there. What are some of the problems that the people might have experienced while in the torreon? (Lack of food, water, firewood, bathroom, food and water for livestock. Living in close quarters with other families and people.)

Closure:

- **Exit Ticket:** Write down 3 reasons that the torreon worked well as a defensive structure. (Possible answers: height, made of rock, thick walls, small holes for shooting, 360 degree view.)