

New Mexico's Women: Making connections and finding inspiration

Grade Levels: 6-8

Overview:

“Claiming a home is a potent way of changing the world.”

Scharff and Brucken in *Homelands: How Women Made the West

The women of New Mexico created and contributed to the richness of our state in unique and significant ways, weaving the fabric of home and a dedication to ways of life in diverse communities throughout the state. Walking the timeline of the Land of Enchantment's history, we can hold the hand of a woman that will tell us the story of her experiences; from her hardships and successes that occurred along the way. **In this lesson students work independently to learn about a specific woman from New Mexico's history who is represented on a New Mexico Historic Women Marker through examining her short profile biography.**

Key Concepts:

- 1. Historical Context:** How did this woman succeed within her community? How is her story connected to the time in which she lived? Is it significant within the historical record?
- 2. Connection to Community/Place:** What impact did this woman make within her family and community?
- 3. Informing and Inspiring:** What actions or steps did this woman take that leaves an impact on communities today? How is this informative or inspiring to you?

Objectives:

This lesson supports Inquiry Standards, particularly in generating relevant questions to be answered by historical inquiry and applicable presentation technology to communicate research. Civic principles and personal identity may be addressed, considering the role of a community member and the contributions they make to their individual culture.

Objective 1: Introduce the New Mexico Historic Women Marker Program website. Students will become familiar with the layout of the website, exploring its many resources and how it is organized.

Objective 2: Students Identify a woman on the website that they are inspired by, gaining knowledge of her role in New Mexico as a significant contributor to her community. Students will read, take notes, and create a summary of this woman's profile from the website.

Objective 3: Students create an informational poster or a Padlet Presentation about the woman to share with their class, then display at their school.

Length of time for lesson:

THREE (60-90 minute) class periods depending on length of time spent in class and whether or not additional homework is assigned.

Materials:

- Computers
- New Mexico Historic Women Marker Program website <https://www.nmhistoricwomen.org/>
- Note-taking outline template handout (printed copies for students) and PDF format
- Poster-making template - educator selects what is most accessible for student learning
- Padlet (optional) <https://padlet.com/>
- Students can also make their own poster using printed text from their summary, printed image(s) of the woman/setting, and markers, colored pencils, or any other materials suitable for poster making.

Handouts:

- Note-taking outline template - modify as needed
 - Independent Research Note-taking Outline.pdf

Activities:

1.
 - a. Introduce the **New Mexico Historic Women Marker Program** website to students. <https://www.nmhistoricwomen.org/>
 - b. Project the website to the entire class. Review each aspect of the website, and how students time to navigate and explore its multiple forms of information.
 - c. Allow Q&A time around website navigation.
 - d. Teacher selects one or two women ahead of time to highlight and navigate the entire website with students.
 - e. Teacher shows students the diverse categories the women fall under, and discusses the types of people they might be most interested in.
As a class discussion, ask students the following questions:
 - *What inspires you about someone's life?*
 - *Are there specific characteristics or actions that you admire?*
 - *How are people recognized for their achievements, whether large or small?*

Lesson 1

2. Students explore the website (independently), and select one woman to research and become an ‘expert’ on her life and significance to New Mexico. (Teachers should try to avoid having duplicates in a given class period, so there is a varied and diverse representation of women.)
3. Distribute the Independent Research Note-taking Outline handout and PDF to students. Give students time to read and take notes about the woman they select. This may be in class, or given as a homework assignment. Students should take ample research notes in order to create a robust summary of the woman’s life. Students may modify the outline, as needed, to fit the information topic areas they determine.
4. Using their topic organized research notes, students write a three-four paragraph essay, summarizing research found about the woman. Teachers guide students in the steps of transferring notes into properly structured paragraphs.
5. Students select 1-2 images from the website for their presentation. Teachers may discuss how researchers gain permission to use images and documents - and show an example of an image with a cited source.
6. Students develop three “Did You Know?” questions about their woman to place on their poster. These should highlight something unusual or interesting about what the woman accomplished during the time period she was living. These statements are meant to connect the student to the woman they researched, showing why they might be inspired or interested by the woman.
7. Students create a poster using a selected template, or create a Padlet or other electronic poster style tool using a digital format. These may be printed to post around school.
8. Students present their posters or Padlets to the class.

Adaptations/Extensions:

- Research Permissions: Discuss how to obtain research permissions for primary sources
- MLA/APA Citation Standards: Teach how to create proper citations for research sources

Evaluation:

1. **Research process:** evaluate note-taking and short essay content/construction
2. **Visual representation** of their research: evaluate visual appeal and organization of information
3. **Oral presentation** of their research: evaluate cohesion of verbal/visual presentation

Exit Ticket/Discussion Questions:

- What did this woman contribute to her community?
- Why is this woman significant in the history of New Mexico?
- How did you connect yourself to this woman’s story? Did she inspire you? What did you take away from learning about her that you may incorporate now or in the future?

NM PED Educational Standards:

Grade 6:

Inquiry 23: Construct Compelling and Supporting Questions. 6.4

Inquiry 26: Communicate and Critique Conclusions. 6.13

Grade 7:

Inquiry 23: Construct Compelling and Supporting Questions. 7.1

Inquiry 26: Communicate and Critique Conclusions. 7.9

- **Depending on educator focus on a time period, or student selection of topics, the following Standards may be met:**

Theme 3: The Emergence of Pueblos and Tribes

Civics 3. Civic Dispositions and Democratic Principles. 7.28

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 7.35

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 7.36

Theme 4: The Spaniards Enter the Americas

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 7.45

Theme 5: The Spanish Colonial Period

Geography 14. Human-Environmental Interactions and Sustainability. 7.51

History 18. Critical Consciousness and Perspective. 7.54

History 18. Critical Consciousness and Perspective. 7.55

History 18. Critical Consciousness and Perspective. 7.56

History 18. Critical Consciousness and Perspective. 7.57

Theme 6: The Mexican Period

Geography 11. Geographic Representations and Reasoning. 7.61

Ethnic, Cultural and Identity Studies 20. Diversity and Identity. 7.65

Theme 7: American Western Expansion

Civics 3. Civic Dispositions and Democratic Principles. 7.66

History 17. Historical Thinking. 7.71

Ethnic, Cultural and Identity Studies 20. Diversity and Identity. 7.72

Theme 8: Early American Territorial Period

Geography 13. Movement, Population, and Systems. 7.75

Ethnic, Cultural and Identity Studies 20. Diversity and Identity. 7.77

Grade 8:

Inquiry 23: Construct Compelling and Supporting Questions. 8.1

Inquiry 25: Develop Claims. 8.12

Inquiry 26: Communicate and Critique Conclusions. 8.14

Inquiry 26: Communicate and Critique Conclusions. 8.15

Inquiry 26: Communicate and Critique Conclusions. 8.17

Inquiry 27: Take Informed Action. 8.22

- **Depending on educator focus on a time period, or student selection of topics, the following Standards may be met:**

Theme 1: Geography and Indigenous Peoples of North America

Civics 1. Civic Dispositions and Democratic Principles. 8.26

Geography 11. Geographic Representations and Reasoning. 8.27

Geography 11. Geographic Representations and Reasoning. 8.28

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 8.31

Theme 2: Age of Exploration and Exploitation (c. 1400 CE - 1500 CE)

Ethnic, Cultural, and Identity Studies 21. Identity in History. 8.38

Ethnic, Cultural, and Identity Studies 21. Identity in History. 8.39

Theme 3: Colonization (1490 CE - 1750 CE)

Ethnic, Cultural, and Identity Studies 21. Identity in History. 8.44

Ethnic, Cultural, and Identity Studies 22. Community Equity Building. 8.46

Theme 5: Constitution and Foundation of the Republic (1787 CE - 1815 CE)

Ethnic, Cultural, and Identity Studies 22. Community Equity Building. 8.63

Ethnic, Cultural, and Identity Studies 22. Community Equity Building. 8.64

Theme 6: Expansion and Displacement (1815 CE - 1850 CE)

Civics 2. Processes, Rules, and Laws. 8.66

History 15. Historical Change, Continuity, Context, and Reconciliation. 8.68

Ethnic, Cultural, and Identity Studies 21. Identity in History. 8.72

Ethnic, Cultural, and Identity Studies 21. Identity in History. 8.73

Theme 7: Sectionalism (1830 CE - 1860 CE)

Civics 3. Civic Dispositions and Democratic Principles. 8.75

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 8.81

Theme 8: The Civil War (1860 CE - 1865 CE)

Civics 1. Civic and Political Institutions. 8.83

Theme 9: Reconstruction (1865 CE - 1877 CE)

History 18. Critical Consciousness and Perspectives. 8.91

Ethnic, Cultural, and Identity Studies 21. Identity in History. 8.95

Ethnic, Cultural, and Identity Studies 22. Community Equity Building. 8.96

Theme 10: Immigration and Industrialization (c. 1880 CE - 1920 CE)

History 15. Historical Change, Continuity, Context, and Reconciliation. 8.100

History 15. Historical Change, Continuity, Context, and Reconciliation. 8.101

- *NM PED Culturally and Linguistically Responsive Scorecard criteria may be applied and met through Representation, Portrayal, Critical Consciousness, and Teacher Support*

Works Cited: Scharff, Virginia, and Carolyn Brucken. *Home Lands: How Women Made the West*. 1st ed., U of CA Press, 2010