

Conversations and Interactions

Grade Levels: 6-8

Overview:

People from various cultures, time periods, and backgrounds have different experiences and perspectives. How do you think the women in New Mexico interacted with each other? What are some of these interactions and ideas that were carried forward through time, and what are some of the actions they took that may have inspired (and continue to inspire) women who came after them? Think about how people interact with their natural (and created) landscapes and environments. Women in New Mexico have adapted to their environments, and they have also taken action to affect the places where they live and work. **In this lesson, students imagine the interactions of the women they studied, both with their original communities, and as “time travelers”, in order to interact with women from other eras in New Mexico.**

Key Concepts:

1. **Human/Environment Interactions:** How do environmental and cultural environments affect decision making? What impacts do people make upon these environments?
2. **Growth and Change over Time:** How do human actions alter “social norms” or rules? Do cumulative changes lead to more impactful permanent changes?
3. **Contemporary Connections/Questions:** If this woman was alive today and you could speak with her, listen to her story first-hand, or have a meal with her, what would you want to know from her? What would she want to know from you?

Objectives:

Objective 1: Students think about different eras in NM, and the similar and/or diverse perspectives of each time period.

Objective 2: Students relate previous events or occurrences to the shaping of the story that follows.

Objective 3: Students link women of differing backgrounds together and imagine how they would interact and influence each other.

Objective 4: Students begin to think about how inspiration, education, and action enables and/or limits life choices and decisions.

Length of time for lesson:

FOUR (60-90 minute) class periods depending on length of time spent in class and whether homework is assigned.

Materials:

- Computers
- New Mexico Historic Women Marker Program website
<https://www.nmhistoricwomen.org/>
- Previous two lesson's work- student research, poster and completed SOAPStone
- Student script template and questions for other "women" they will interact with
- Items for tea party discussions: tea cups from home or purchased cups, tea, snacks
- If it is possible to have a set of plain white teacups available, students can illustrate/decorate the cups to show a scene or representation of the woman they researched.

Activities:

1. Discuss and generate brainstorm questions with students for the following ideas:
 - a. What are the aspects of a conversation that make it interesting? How does a conversation maintain a flow of ideas and thoughts? What kinds of questions do people that meet for the first time ask each other to learn about their interests and accomplishments?
 - b. How does the time period, culture and social status of a person affect their decisions and opportunities? What more would you want to know about the woman you researched?
2. Students review the information about the woman they researched, considering what makes her unique to the history of New Mexico. Have students review information about the time period/era that their woman lived in. Students write notes about how their woman's life was influenced by the time she lived, the cultural and social situation she was in, and why she made the decisions she did to pursue her goals in life.
3. Students create a list of questions their woman would ask someone from the same or different time period, considering specific ideas the woman might be curious about.
4. Teachers create small groupings of students, organized by time periods if they would like to promote more in-depth review of historical context. If the intention is to have students interact in a more comparative conversation, groups may be organized by category, or simply randomly selected.
5. Within their groups, students work collaboratively to create an outline of a scripted conversation. Students write their own "lines" as they discuss topics of interest the women would select to discuss.
 - a. Essential components for conversations include:
 - i. Introduction of the selected topic
 - ii. Each woman's perspective or experience around the topic

- iii. Questions that the women would ask each other regarding their experience with the topic
 - iv. Potential solutions if the topic is a compelling question for the women to think about in regard to their personal opinion or experience. This section should also include what the woman is most known for, and how she may have responded to a “call for action”.
6. Students bring or create the materials for their group “tea party” and create the table setting.
 7. Groups perform their conversational tea party for the class. As they do so, observers take notes about the women and topics discussed for later whole group discussion. This may also be recorded to be shared with other classes, parents, school groups.

** An example conversation pairing: Mela Ledger and Esther Martinez talk about preserving and teaching the language of their respective cultures.*

Adaptations/Extensions:

- Students independently or in groups further research the era their woman is in, both in NM and in general in the US.
- Students write a short essay about the time period, women’s roles in the category their woman is listed under, summarizing their woman and her place in this societal position during her era. How were opportunities different/similar to those in NM and the US today? Consider situations like a woman’s right to own property, vote, attend college, access health care...
- As a class project, create a graphic organizer timeline that uses the time periods from the website. Place each woman that was researched in her place on the timeline.

Evaluation:

1. **Compare and contrast skills** are used throughout the conversations designed by students between the women that are researched.
2. **Perspective** students define and understand how they are connected to the time period and/or experience cultural connections..
3. **Cooperative learning** while creating the script, students attend to elements of compromise and team work throughout their interactions.
4. **Collaborative participation**, evaluating for integration of specific historic knowledge and varied perspectives into meaningful research through collective analysis.

Exit Ticket/Discussion Questions:

- What questions would you ask if you met these women?
- How does time period or era affect decisions, actions, outcomes for individuals and their communities?
- What is the specific and broader impact on New Mexico’s history made by these women?

NM PED Educational Standards:

Grade 6:

Inquiry 23: Construct Compelling and Supporting Questions. 6.2

Inquiry 27: Take Informed Action. 6.16

Theme 1: Introduction to Geography and Historical Thinking

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 6.19

Theme 2: Human Environmental Interactions and Sustainability

Describe how people impact the local environment. 6.28

Grade 7:

Inquiry 25: Develop Claims. 7.8

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

Theme 1: The Land, People, and Resources of New Mexico

Geography 14. Human-Environmental Interactions and Sustainability. 7.19

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 7.20

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 7.22

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

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 7.46

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. 8.7

Inquiry 25: Develop Claims. 8.12

Inquiry 26: Communicate and Critique Conclusions. 8.15

Inquiry 26: Communicate and Critique Conclusions. 8.16

Inquiry 27: Take Informed Action. 8.22

Inquiry 27: Take Informed Action. 8.23

- **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