

Who's Coming to Dinner?

Grade Levels: 9-12

Overview:

If you met a woman from New Mexico's history, who would she be?

Imagine having a conversation where the questions of historical context and impact can be asked of those history 'makers'?! This lesson gives students an opportunity to engage with, and have a 'conversation/meal' with one of the incredible women who made an indelible impact during (and after) their lives. Students will explore the realities of living a life during a certain time period and relating those experiences to contemporary life.

Students will understand ways women, throughout New Mexico's history, fit into the context of the time they lived in (or not), and how they were the changers or activists, and makers of history/her-story/our-story.

Key Concepts:

- 1. Historical Context/Survival:** How is this woman a survivor? 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. 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 research and discover sources on their chosen woman in order to construct compelling and supporting questions. These questions contribute to historical inquiry, and demonstrate how engaging research work, through primary and secondary sources, allows for a thorough understanding of historical figures and their impacts.

Objective 2: Students learn to write a clear and correctly-sourced essay based on their research notes and findings. This essay should integrate historical inquiry with learned knowledge of good research practices, sources, and representations.

Objective 3: Students collaborate with each other to script a conversation between the women researched in order to show the diverse and unique perspectives of women represented on the website, and throughout New Mexico history.

Objective 4: Students reflect on their notes and findings in order to create a visual representation of their research that illustrates their individual and collective discoveries.

Length of time for lesson:

EIGHT (60-90 minute) class periods depending on length of time spent in class and whether homework is assigned, specifically dependent upon the complexity of art components completed at home or in class.

Materials:

- Computers
- New Mexico Historic Women Marker Program website
<https://www.nmhistoricwomen.org/>
- Previous lesson student research
- Dinner plates and tea cup and saucer, along with additional assorted plate sizes to add
- Fabric, yarn, paint, miscellaneous art supplies
- Students will also need to gather found objects that represent their woman to add to the place setting.

Activities:

Part One: Essay writing (2-3 class periods)

1. Students research the time period in which their woman lived, taking specific note of the role of women at the time, and what societal roles existed in New Mexico's history at this time. Students will need to note whether the area of NM was Pre-Colonial, a part of Spain, Mexico, a US territory, or a US state at the time the woman lived.
 - a. From a variety of sources, students take notes about the following areas to consider about their time period:
 - i. What is the time period?
 - ii. What were the "social norms" at the time regarding women?
 - iii. How did women interact with each other and their communities?
 - iv. What were the expectations of women? Roles and responsibilities?
2. Students write an essay addressing the time period in which the woman lived, how she integrated, changed or altered, and contributed to her community. The teacher may determine the length of this essay, depending on how much time is allotted for research and how many sources are required.

Part Two: Dinner Party Conversation (1-2 class periods)

1. Students reflect on the story of the woman they researched, reviewing all of the previous work they have completed. They should place consideration toward how they can visually represent the woman and her story.
2. Students brainstorm together who they think would have interesting conversations about a specific topic, whether it is related to their time period, contributions to history, obstacles they had to overcome, or any other focus they may think of.
3. Students work together to script a conversation they can have with a dinner party group they create with each other. Depending on class size, you may break the students up into any size with at least 4 people per group.
 - 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. Develop 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".
4. Students create the script document, with an understanding that they may have some improvisation when actually presenting to the group.
5. Students rehearse their dinner conversation.

Part Three: Dinner Party Place Setting (Optional: 3-4 class periods)

1. Students design a place setting plan, based on ideas for a visual representation of the woman they researched, paying close attention to her accomplishments and primary role in the history of New Mexico. Each item will be decorated with something unique and significant, including as much of her life story as possible.
2. Gather materials for your students. They may work in class and at home, bringing items in to contribute to the process.
3. Give students time to create their place setting.

Each student will complete the following:

 - Decorated Placemat
 - Name on a Place Card
 - Decorated Dinner plate and tea cup and saucer
 - Additional objects that enhance the story of the woman
4. Students "set the table" creating a scene with the place settings.
5. Students hold their conversation, addressing any key questions and concepts posed by other students or the teacher after they have held their scripted conversation. This may be recorded or performed for a larger audience.

Adaptations/Extensions:

- **Who am I game?** Students create Jeopardy style questions about the woman they researched and play a guessing game.
- **Students create questions** for other groups to discuss at their dinner party, specifically posing questions relating directly to historic events and how the women might react to a variety of situations. Students could also pose questions regarding the future, such as how would the women integrate into today's communities?

Evaluation:

1. **Evaluate students** on research practices, discovery of appropriate sources and application of inquiry questions toward key concepts in the lesson as they evaluate the source for usefulness.
2. **Writing process**, following prescribed essay format, constructing a thesis statement and applying historical inquiry while checking for organization of information and the ability to address key concepts. This includes proper citations following an expected format.
 - a. The essay should include contextualizing a person in the time period they lived in. How does the student apply knowledge of a given time period they researched about NM to the life of this woman? How does the historic record affect decisions, life choices, or a "call to action"?
3. **Collaborative participation**, evaluating for integration of specific historic knowledge and varied perspectives into meaningful analysis through collective conversation/discussions.
4. **Creative representation of their research**, effectively depicting multiple aspects of the researched woman through a dynamic visual representation. Completion of all components of the place setting, considering that each component has a unique theme or represented idea about the woman.
5. **Oral presentation of information**, accuracy and clarity throughout the live or recorded public speaking event.

Exit Ticket/Discussion Questions:

- **Teacher and student generated:** Additional questions may be discussed around the thematic ideas around sustenance, survival, culture and home.

NM PED Educational Standards:

HS Civics: Inquiry 26. Communicate and Critique Conclusions. 9-12. Civ.9

HS Civics 1: Civic and Political Institutions. 9-12. Civ.16

HS Civics 2: Processes, Rules, and Laws. 9-12. Civ. 27

HS Civics 3: Civic Dispositions and Democratic Principles. 9-12. Civ. 36

HS Civics 4. Roles and Responsibilities of a Civic Life. 9-12. Civ. 38

HS Civics 4. Roles and Responsibilities of a Civic Life. 9-12. Civ. 46

- *Economic Standards Apply in all of the same areas*
- *Ethnic, Cultural, and Identity Studies Standards apply in all of the same areas*

HS Geography: Geography 11. Geographic Representations and Reasoning. 9-12. Geo. 15

HS Geography: Geography 11. Geographic Representations and Reasoning. 9-12. Geo. 16

HS Geography: Geography 11. Geographic Representations and Reasoning. 9-12. Geo. 17

HS Geography: Geography 12. Location, Place, and Region. 9-12. Geo. 18

HS Geography: Geography 12. Location, Place, and Region. 9-12. Geo. 19

HS Geography: Geography 13. Movement, Population, and Systems. 9-12. Geo.21-26

- *HS New Mexico History and US History Standards should be applied as determined by the educator, dependent on topical selections by the teacher and students.*
- *NM PED Culturally and Linguistically Responsive Scorecard criteria may be applied and met through Representation, Portrayal, Critical Consciousness, and Teacher Support.*