

Collective Impacts/Representations in Women's History

Grade Levels: 9-12

Overview:

Women in the Southwest are often the initiators of collective groups that center communities around important needs and effective change. Each group of women, whether well known or previously silent in the public eye, illuminates the “herstory” of New Mexico through a true context of civic minded activities and actions. The entire timeline of New Mexico’s history contains examples of groups of women that are celebrated within the context of their communities, as both unique individuals and communal groups that represent some of the significant contributions made to New Mexico. Non-disclosed identity representations of groups may be by cultural choice in order to celebrate the ongoing efforts of that still existing group, recognizing all women involved, past and present. Other collective groups acknowledge each individual who contributed to a common cause. **Using examples from the NM Historic Women Marker Program website and other discovered state and national commemorations of groups of women, students will compare and contrast these representations.**

Key Concepts:

1. **Historical Representation:** Why do some groups choose to be represented as a group without acknowledgement of the individuals within that group? Why would others acknowledge and identify individual contributions and impacts? How does either representation convey their story as part of history?
2. **Community/Civic Contributions:** What is the significance of the communal efforts of women in general, and how did these efforts contribute to community/civic needs?
3. **Compare/Contrast:** What differences and similarities exist between groups with clearly identified individual participants, and those groups that are general representations of a collective voice or action?

Objectives:

Objective 1: Students select and read several examples from the list of Groups of Women from the NMHWM website that exemplify groups in NM history. Students become familiar with the idea of communal endeavors and representations.

Objective 2: Students familiarize themselves with a specific national representation of a collective group of women that made significant impacts on a world wide event.

Objective 3: Students conduct research to discover other examples of women represented as a group that is acknowledged for a contribution to history.

Objective 4: Students compare and contrast the groups they have researched to the Groups of Women from the NMHWM website, noting the similarities and differences as they form conclusions about the effectiveness of the various representations.

Length of time for lesson:

THREE (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
- List of women from NMHWMP website to use for essay:
 - Groups of Women_ NM Historic Women Marker Program website - Google Docs.pdf

Activities:

1. Students access the New Mexico Historic Women Marker Program website <https://www.nmhistoricwomen.org/> and review an assortment of the specified women's markers that represent groups of women. Students take notes on the following points:
 - a. Why did the author choose to write about a collective group of people?
 - b. Some of the markers represent groups that requested this themselves, or the community that this group is a part of asked that the marker remain broad rather than specific. Why do you think they asked that this happen?
 - c. Sometimes members of a labeled group are listed by name. How is it decided who is listed, and do you think some people might be overlooked? Why?
2. Share information about the Women's Vietnam Memorial <http://www.vietnamwomensmemorial.org/history.php>. As a class, review and discuss the depictions of women in this sculpture. Read more about the artist, Glenna Goodacre, <https://www.matteucci.com/glenna-goodacre> and the veteran that initiated this memorial, Diane Carlson Evans [*Diane Carlson Evans - Vietnam Veterans Memorial Fund*](#).

Lesson 4

3. Brainstorm with students any other public representations of groups of women that have contributed to history in a significant and notable way, considering areas in the state, nation, or world.
4. On their own, students research other depictions of groups of women, noting how they are represented and depicted, and whether individuals within that group are acknowledged.
5. Students compose a compare/contrast essay, focusing on similarities and differences that they noted in reading about the women from New Mexico and the additional representations they discovered in their research.
 - a. Why/how are these collective representations significant?
 - b. Considering regions of the US and elsewhere, what were some blocks and barriers the women in this collective group faced?
 - c. Why are there no specific women identified in some of these commemorative representations?
6. Students complete a comprehensive Works Cited page, including all sources in proper MLA format.
7. Students turn in their completed essay and Works Cited page for evaluation.

Evaluation:

1. **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 expected format.
2. **Written content:** content successfully compares research on aspects of individual and collective historical impact examples.

Exit Ticket/Discussion Questions:

- What is the difference between a general representation of a group that is respectfully recognizing that group and the intentional collective efforts of those groups throughout history?
- Give examples of times that identity is non disclosed in order to prevent recognition of an individual or a time that individuals in a specific group are not recognized. What might the historical message be in these instances?

NM PED Educational Standards:

HS Civics: Inquiry 26. Communicate and Critique Conclusions. 9-12. Civ. 8

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 above areas*

Lesson 4

- *Ethnic, Cultural, and Identity Studies Standards apply in all of the above areas*
- *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.*