



Lesson 1

New Mexico's Women: Walk in Her Shoes

Grade Levels: 3-5

Overview:

New Mexico is a state with a very long and compelling history involving many culture groups. The women of New Mexico contributed to the richness of our state in unique and significant ways, weaving themselves into every aspect of the creation of this story. Through dedication to ways of life in diverse communities throughout the state, women make their mark everywhere. **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 and writing a monologue for a class presentation.**

Key Concepts:

1. **Historical Significance:** How is history created? What roles have the women in New Mexico played in the historical record? Why is it important to have people in these roles and positions in society?
2. **Connection to Community/Place:** What impact did this woman make within her family and community? Did she overcome challenges? What were her primary successes?
3. **Informing and Inspiring:** Why did you select this woman to depict? What interests you about her life? Do you have anything in common with her, and if so, what? Do you think people around her felt the same way?

Objectives:

This lesson supports Inquiry Standards, particularly in generating relevant questions to be answered by historical inquiry. Civic principles and personal identity may be addressed, considering the role of a community member and the contributions they make to their individual culture with a focus on equity and empathy.

Objective 1: Introduction to the New Mexico Historic Women Marker Program website. Students will become familiar with the layout of the website, exploring the way it is organized.

Lesson 1

Objective 2: Students learn about various roles and professions held by women in New Mexico. 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: Create a monologue script for themselves, to be practiced and performed.

Objective 4: Hold a class presentation event showcasing each student, dressed as their researched woman or someone that knew her. Students present their monologue, either as the woman they learned about, or from the perspective of someone that knew her, for the school community.

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/>
- Note-taking Outline handout (printed copies for students)
- Write a Monologue handout (printed copies for students)
- Costume items, create props or items at school or students bring from home



Handouts:

- 📄 Independent Research Note-taking Outline.pdf
- 📄 WRITE A MONOLOGUE (1).pdf

Activities:

1. Introduce the **New Mexico Historic Women Marker Program** website to students. Project the website and explore together, noting the various ways to search for specific information by categories. <https://www.nmhistoricwomen.org/>

Lesson 1

2. Ask students what types of roles and professions they know about. Brainstorm and write the list for students to see. If needed, prompt students.
3. Show students the various categories on the website, discussing each, explaining what these roles or jobs include. Find one example in each category to showcase, preferably a woman from the region where you live.
4. Illicit questions from students regarding the categories and roles the women have filled. What is inspiring? Why? Who would you like to learn more about? Who do you identify with?
5. Students explore the website (independently or together as a class), and select one woman to research and become an 'expert' on her life and significance to New Mexico.
6. Give students time to read and take a list of 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.
7. If students are unfamiliar with note taking skills, PRINT the profile they have selected. Demonstrate for students how to highlight key information. Students do this on their own in class with teacher guidance.
8. After completing a list of notes, have students organize the information by category using the provided Note-taking outline template
 Independent Research Note-taking Outline.pdf
9. Once notes are completed, students create their monologue using the provided template or one of your own.  WRITE A MONOLOGUE (1).pdf
10. Students should practice and memorize their monologue. If needed, assist students in creating note cards that may be used as they present.
11. Students examine the images of the woman they researched, listing items they might include in their costume. If time permits, assist students in creating costume items and props. Students gather what they need for the presentation day.
12. Plan an event, where students will each take on the role of the woman they researched. This could be within the classroom, shared with other classes, or a community event including parents.

Adaptations/Extensions:

- Letter writing: Students compose a letter to the woman they researched, asking her questions regarding the time period that she lived in and how her choices contributed to the community she lived in. Questions can also be directed toward meeting specific Social Studies grade level standards.

Evaluation:

At the end of the lesson, students may be evaluated on the following:

1. **Research process**, including reading for information, note taking skills, and writing and editing their monologue.
2. **Representation of their research**, checking for organization of information, ability to address key concepts and ability to utilize and apply new sources.
3. **Presentation skills**, including memorization and oratory skills in developing and representing a specific woman from history.

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 3:

Inquiry 23: Construct Compelling and Supporting Questions. 3.1

Inquiry 23: Construct Compelling and Supporting Questions. 3.2

Inquiry 26: Communicate and Critique Conclusions. 3.5

Theme 5: Global Diversity and Identity

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 3.28

Grade 4:

Inquiry 23: Construct Compelling and Supporting Questions. 4.1

Inquiry 23: Construct Compelling and Supporting Questions. 4.2

Inquiry 26: Communicate and Critique Conclusions. 4.4

Theme 1: New Mexico Government Past and Present

History 19. Power Dynamics, Leadership, and Agency. 4.10

Geography 13. Movement, Population, and Systems. 4.11

Theme 5: New Mexico Identity and Diversity

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 4.25

Lesson 1

Grade 5:

Inquiry 23. Construct Compelling and Supporting Questions. 5.1

Inquiry 23. Construct Compelling and Supporting Questions. 5.2

Inquiry 26. Communicate and Critique Conclusions. 5.5

Theme 2: Inequity and Justice in the United States

History 15. Historical Change, Continuity, Context, and Reconciliation. 5.13

Theme 5: Identity in Multiple Spaces

History 18. Critical Consciousness and Perspectives. 5.29

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 5.30

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 5.31

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