

Who Helped Shape New Mexico?

Grade Levels: K-2

Overview:

New Mexico includes many diverse people and communities, and over the course of history these groups have interacted in a variety of ways. Whether confronting challenges or cooperating toward a common goal, people and groups move forward in time with resilience and determination. Within these communities, women are some of the exemplary role models for future generations, exhibiting the ability to bring people together in a variety of ways. **This lesson strengthens student understanding of communities through teaching about women from New Mexico in a cross-grade level setting. Lower elementary grade level teachers partner with an upper elementary curriculum participating class at their school to enhance student learning.**

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 jobs in a community?
2. **Connection to Community/Place:** What impact did this woman make within her family and community? How was she a positive example for the community? What are some ways people help each other?
3. **Informing and Inspiring:** Who do you know that does good things and helps the community you live in? How can people be helpers at school?

Objectives:

This lesson supports Inquiry standards, particularly in learning about a main idea and how to develop questions and answers about that idea. Civic roles and responsibilities are addressed, using historical data and evidence to understand how people help to build and support their community. Within this lesson, the teacher guides students in understanding how women play key roles in creating and maintaining communities.



Lesson 1

Objective 1: Introduction to the New Mexico Historic Women Marker Program website information and the women represented.

Objective 2: Comprehending historical facts as related to community engagement.

Objective 3: Connecting examples from the past to current people that exhibit similar characteristics.

Objective 4: Developing cooperative learning skills through cross-grade level learning partnerships.

Length of Time for Lesson:

TWO-THREE (30 minute) class periods

Materials:

Paper and pencils

Colored pencils/crayons

New Mexico Historic Women Marker Program website <https://www.nmhistoricwomen.org/>

Handouts:

- none

Activities:

1. Gather students together as a whole group. Explain that they are going to learn about some important women in the history of New Mexico. Check for understanding about past and present and what the word “history” means. This could be a quick pair share with a few students reporting back to the group.
2. Next, talk about the idea of community, and the roles people fill in a community. Discuss what actions people take to support and improve their community. Have students share examples of what a community needs and how those needs can be met. Create a T-Chart on the board to show the connections between the two categories.
3. Explain to the students that they will have a partner from another classroom coming to spend time with them to teach them about a woman from New Mexico and make a project together. Modify groupings for your classroom culture, setting up small groups instead of partners if needed.
4. Show the students the **New Mexico Historic Women Marker Program** website, slowly going through the pictures of the featured women. Allow students to ask questions about the women based on the images they see. “I wonder...” questions are useful and could be recorded and saved for future use. <https://www.nmhistoricwomen.org/>

Lesson 1

5. Arrange to meet with your partner class, and have students pair with their learning buddy. Older students read their monologue and use their notes to teach their buddy about the woman and her community engagement. Older students explain that these are the reasons why this woman was selected to be placed on a New Mexico Historic Women Marker. The younger students can write words and phrases they hear and want to know more about as they listen.
6. With their partner, students create a list of reasons people move to a new place to live. Next, they create a list of jobs that help others. Finally, they create a list of ways they can help their school community and the individual people within it.
7. Using these lists, older students help their partner think of someone they know that they think should be on a historic marker. With assistance from their partner, the younger student writes words and sentences that describe the person they thought of. The level and amount of writing depends upon skill level for the K-2 level student. Encourage younger students to illustrate their writing.
8. Combine several partner groups together and have them share about the person they discussed and wrote about.
9. Close by explaining that the next lesson will be a project to create their own historic marker about this person.

Adaptations/Extensions:

- Whole class option: If necessary, this lesson may be directed by the teacher with adult volunteers as readers of the original text profiles on the New Mexico Historic Women Marker Program website <https://www.nmhistoricwomen.org/>.

Evaluation:

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

1. **Listening skills**, writing words, ideas, and questions from their learning experience.
2. **Transferring of a concept**, noting whether the student was able to apply the ideas about good community members in the past to people they know in the present.
3. **Ability to work with a mentor**, checking that the student is engaged and focused with their learning partner. Older students could give direct feedback if partner teachers would like to encourage that.

Exit Ticket/Discussion Questions:

- What did this woman contribute to her community?
- Why is this woman significant in the history of New Mexico?
- How is the person you know and wrote about like the woman from New Mexico that you learned about with your learning partner? What do you admire about her?

NM PED Educational Standards:

Grade K:

Inquiry 23: Construct Compelling and Supporting Questions. K.1

Inquiry 23: Construct Compelling and Supporting Questions. K.2

Inquiry 26: Communicate and Critique Conclusions. K.3

Theme 1: Roles and Responsibilities

Civics 4. Roles and Responsibilities of a Civic Life. K.9

Theme 2: Myself and My Community

History 19. Power Dynamics, Leadership, and Agency. K.12

Grade 1:

Inquiry 23: Construct Compelling and Supporting Questions. 1.1

Inquiry 23: Construct Compelling and Supporting Questions. 1.2

Inquiry 24: Gather and Evaluate Sources. 1.3

Inquiry 26: Communicate and Critique Conclusions. 1.4

Theme 1: Living, Learning, and Working Together

Civics 4. Roles and Responsibilities of a Civic Life. 1.7

Ethnic, Cultural, and Identity Studies 22. Community Equity Building. 1.8

Theme 2: Cultures Within Our Communities

Ethnic, Cultural, and Identity Studies 21. Identity in History. 1.13

Theme 5: Multiple Identities

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 1.21

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 1.22

Grade 2:

Inquiry 23: Construct Compelling and Supporting Questions. 2.1

Inquiry 23: Construct Compelling and Supporting Questions. 2.2

Inquiry 26: Communicate and Critique Conclusions. 2.4

Theme 1: We the People

Civics 3. Civic Dispositions and Democratic Principles. 2.9

Civics 4. Roles and Responsibilities of a Civic Life. 2.11

Theme 2: Looking in Our Past

History 18. Critical Consciousness and Perspectives. 2.16

Theme 5: Multi-identity Interactions

Ethnic, Cultural, and Identity Studies 22. Community Equity Building. 2.28

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