



Lesson 2

Walking the Timeline of Women in New Mexico

Grade Levels: 3-5

Overview:

Walking the timeline of the Land of Enchantment's history, we can hold the hand of a woman that will tell us the story of her experiences - from her hardships, discoveries, and successes that occurred along the way. Learning about the historical context in which these women interacted provides insight into their decisions and actions within the societal situation of their time period. **This lesson promotes cooperative student learning in developing a timeline of New Mexico's history that includes women featured on a New Mexico Historic Women Marker, along with ongoing additions of events and women from classroom year long studies.**

Key Concepts:

1. **Historical Context:** How did this woman succeed within her community? How is her story connected to the time in which she lived? What actions and contributions are significant within the historical record?
2. **Purpose of a timeline:** Why is a timeline in order by date, or chronological? How does a timeline organize historical events in order to see how they relate to one another? How do the people included on a timeline enhance these connections?
3. **Civic engagement:** How do individuals participate in society and exhibit responsibility and dedication toward their community?

Objectives:

This lesson supports making connections between historic events and individuals within a timeline. Civic roles and responsibilities may be addressed, using historical data and evidence to determine the influence of individuals on past and present communities, as well as critiquing leadership strategies or public influence of "change-makers".

Objective 1: Creating a timeline with correct order of events, including women from New Mexico.



Lesson 2

Objective 2: Recognizing the significance of women in the history of New Mexico, and their potential influence on the broader national and world historic record.

Objective 3: By placing the women studied on the timeline, it becomes apparent that the events during their lifetime may have influenced their decisions and actions. It also indicates how they may have influenced history.

Objective 4: Understanding civic duty and engagement, and how individuals are commemorated or recognized for their contributions.

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 lesson's student research

Lengths of paper, markers, colored pencils, rulers, scissors

Handouts:

- Template for creating a two sided coin from the U.S. Mint Coin Classroom [Design Your Own Coin Activity | U.S. Mint](#)

Activities:

1. Introduce the concept of a timeline, and why it is an important organizational tool for studying history and relating multiple events and perspectives.
2. Assign students to a particular time period (preferably the one their researched woman from the previous lesson lived in) as shown on the **New Mexico Historic Women Marker Program** website <https://www.nmhistoricwomen.org/>.
 - Pre-Colonial (time prior to 1540)
 - Spanish Colonial Period (1540-1821)
 - Mexican Period (1821-1848)
 - Territorial Period (1848-1912)
 - Statehood (1912-present)

Lesson 2

3. As a class, determine the design for the class timeline. Displaying the timeline at eye-level for your students across a section of the classroom is useful. A suggested design includes historical events from New Mexico across the top. The lower labels could include United States and World events that are part of the learning for your particular grade level. These events might influence each other - events outside of New Mexico affected our state, just as our state influenced the nation and world.
4. Students work in teams to create their section of the timeline, using the determined materials and formatting to label their time period and the significant events relating to your particular history grade level curriculum.
5. Student groups research the time period they are working on, making sure to include key events for that time in New Mexico. They should also research and add national and world events as it relates to your grade level curriculum.
6. Have students illustrate some of the events in order to add visual appeal to the timeline.
7. Students design a two-sided coin for the woman they researched in the prior lesson. Students may use the provided template from the linked lesson, or design another size to better suit your class timeline. One side of the coin includes a portrait style drawing of their woman. The other side is a scene or significant visual representation of her role in society.

[Design Your Own Coin Activity | U.S. Mint for Kids](#)

****As part of this learning, teach students about Nina Otero-Warren, who is featured on a NM Historic Women Marker and also commemorated on a U.S. quarter. Discuss why she would be honored in this way. This could also lead to a mini-lesson on civics, suffrage, and the right to vote in general.***
[Nina Otero-Warren - New Mexico Historic Women Marker Program](#)

8. Determine where each woman's coin should attach to the timeline. Students hang their coin from the timeline on the proper date, inserting their woman into history!

Adaptations/Extensions:

- Add to the timeline: throughout the school year, have students add events from state, national, and world history each time a new time period or event is studied. Include new coins for women from those events and times.
- Add coins for additional New Mexico women: Encourage students to learn about other women that they can add to the timeline. Consider the categories and/or time periods.
- Design a marker or quarter for a woman in your life: Write about why she should be recognized for her accomplishments and community engagement.

Evaluation:

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

1. **Cooperative group work**, observe how students organize their groups and divide the tasks to be completed. Utilize a cooperative learning rubric as applicable.
2. **Organization of information**, check for understanding of sequencing and connecting events and people during specific time periods.
3. **Identifying key elements and events**, evaluate students' abilities in selecting the primary and significant events to represent on the timeline section they work on.
4. **Effective representation**, check for understanding the key contribution or action of the woman the student researched.

Exit Ticket/Discussion Questions:

- How do events and people influence each other during a time period in New Mexico?
- Why is it important to understand the interactions between people and communities?

NM PED Educational Standards:

Grade 3:

Inquiry 24: Gather and Evaluate Sources. 3.3

Theme 2: Global Immigration and Migration

History 15. Historical Change, Continuity, Context, and Reconciliation. 3.13

History 17. Historical Thinking. 3.14

Grade 4:

Theme 1: New Mexico Government Past and Present

History 17. Historical Thinking. 4.13

Theme 5: New Mexico Identity and Diversity

History 18. Critical Consciousness and Perspectives. 4.24

Ethnic, Cultural, and Identity Studies 21. Identity in History. 4.26

Grade 5:

Inquiry 24: Gather and Evaluate Sources. 5.3

Inquiry 25: Develop Claims. 5.4

Theme 2: Inequity and Justice in the United States

History 16. Cause and Consequence. 5.16

History 16. Cause and Consequence. 5.17

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