



Lesson 2

Next Up on a Historic Marker!

Grade Levels: K-2

Overview:

There are many women in the history of New Mexico that made significant contributions to their local, statewide, national and even world communities. Through learning about these women from the past, an appreciation of people in our daily lives is fostered. Current situations and contributions are recognized after applying these examples of how people can work in various roles of civic engagement. **In this lesson, students further explore someone in their own life that makes a significant difference for a community, imagining that one day they could be recognized on a historic marker.**

Key Concepts:

1. **Connecting Concepts:** How do people contribute to the good of others? How are actions by people in the past the same and different from those in the present?
2. **Representation/Recognition:** How are people recognized for their positive actions? How do those actions reflect on the community?

Objectives:

This lesson applies student learning about civic engagement from the past to current situations. Through identifying unique actions within a broader concept of activism or contributions people make for a common goal, students may learn about role models from their own identity group.

Objective 1: Further exploration of the New Mexico Historic Women Marker Program website, specifically regarding summarized information.

Objective 2: Transferring notes into structured writing. Depending on grade level, students construct sentences or a paragraph from their own notes.

Objective 3: Presenting information to an audience.

Objective 4: Students understand that activism and community engagement include working toward a common goal.

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Length of Time for Lesson:

TWO (30 minute) class periods

Materials:

New Mexico Historic Women Marker Program website <https://www.nmhistoricwomen.org/>
Student writing from previous lesson
Paper and pencils
Colored pencils/crayons/markers
Stock paper or light-weight cardboard

Handouts:

[NM Historic Marker template. pdf](#)

Activities:

1. Remind students about the person they wrote about during the partner activity with the older students. Review the key reasons a person might be considered an influential community member. List reasons on the board. Why is this person inspiring?
2. Show students some of the images of New Mexico Historic Women Markers from the website. Select images of the actual markers to show the students. Ask students if they have seen any of these roadside markers when they are in a car or walking in their city or town. Explain the purpose of these historic markers.
<https://www.newmexicoculture.org/preservation/historic-markers>
3. Read the text from a few examples aloud. <https://www.nmhistoricwomen.org/>
Ask questions such as these:
What purpose do these markers serve?
Where are they found?
Which ones have you seen?
What makes them interesting?
4. Using their writing and pictures from the previous lesson, students write some sentences or a paragraph, depending on their grade level and ability. This will be placed on the historic marker they make. Assist students in selecting the key reasons they think this person should be on a historic marker.
Include the following:
Time period the person lives or lived in.
Specific details about an event or situation the person was a part of.
How they contributed to a local, state, or national community.

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5. On heavy stock paper or cardboard, students glue or tape their sentences or paragraph. Using brown paper will make the marker look authentic! The handout can be printed in advance, enlarged and cut out for the students to use.
[NM Historic Marker template.pdf](#)
6. Get creative! Brainstorm with the class ways to make their historic markers stand up. Some ideas are gathering sticks to attach the paper to in order to have the appearance of wood frames, use rolled brown paper, or straws. This is their chance to make their marker unique. Have students look at images of markers and add specific touches such as the Zia symbol at the top.
7. Students can display their markers throughout the classroom, creating a museum gallery walk for other classes to come and see. This is a good opportunity for the students to practice presentation skills.

Adaptations/Extensions:

- Application for a New Mexico Historic Marker: Show Application examples from <https://www.nmhistoricwomen.org/> pages. Discuss how events or people are actually selected for recognition on a marker.

Evaluation:

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

1. **Recall information**, including specific details about the person they wrote about and how someone is key to a community.
2. **Writing skills**, checking for organization of information, ability to address key concepts and mechanics of writing.
3. **Design elements**, students apply what they observe to create their own depiction of a historic marker.
4. **Presentation skills**, ability to recall and share information in front of an audience.

Exit Ticket/Discussion Questions:

- How does the person you selected inspire you?
- Explain the reasons this person is important to your community.

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

Theme 5: Social Identity

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. K.22

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. K.23

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. K.24

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. K.25

Grade 1:

Inquiry 23: Construct Compelling and Supporting Questions. 1.1

Inquiry 23: Construct Compelling and Supporting Questions. 1.2

Theme 1: Living, Learning, and Working Together

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

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 4. Roles and Responsibilities of a Civic Life. 2.11

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