

Dear Educator,

Greetings from the New Mexico History Museum!

We strive to offer a welcoming place for exploration of multifaceted views on New Mexico history, dialog that bridges social and cultural divides, and reflection on the conditions needed for a more resilient, just, and sustainable future.

To celebrate *Women's History Month*, we are sending you directions for a standards aligned activity that celebrates women who have made significant contributions in New Mexico. The activity includes a research project and culminates in a pop-up book.

The NM History Museum uses New Mexican artifacts, locations, individuals and groups to give students interesting ways to learn about:

- **timelines**
- **historical periods**
- significant **events**
- historical **ideas**
- diverse **perspectives**

We strive to create activities that allow students to choose topics of interest to them and to demonstrate their learning in creative and dynamic ways.

We invite you to send photos of your student's completed projects that we will include in a virtual "Demonstration of Learning Gallery" we are creating. Selected projects will also be shared on our Facebook and Instagram pages with a link to your school. Contact us for details.



page 3-4 of the Nina Otero-Warren Pop-up book

Contact the Museum Education Department if you have any questions or want to share your student's Demonstrations of Learning. (505) 476-5109, NMHM.education@DCA.NM.gov

www.nmhistorymuseum.org

MATERIALS AND SUPPLIES NEEDED TO CREATE THE BOOK

- Multiple colors of construction paper
- Glue sticks
- Colored pencils, crayons or markers
- Scissors
- Computer to do research
- Printer to print photos and text

This activity can be adjusted for any grade in terms of both content and complexity of the pop-up book. Below are suggested NM Social Studies Standards for k-8 grades. The directions include adjustments to make the book itself more or less challenging.

The New Mexico Public Education Department's K-12th grade level [Instructional Scope for Social Studies](#) includes many examples of Social Studies lessons and resources that are very useful for guiding student learning and assessing student knowledge.

K.12 Demonstrate an awareness of community leaders.

1.11 Demonstrate chronological thinking by distinguishing among past, present and future using family, school or community events.

2.14 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events.

3.14 Use a timeline to analyze connections among historical events, including how human settlement and moments impacted diverse groups of people.

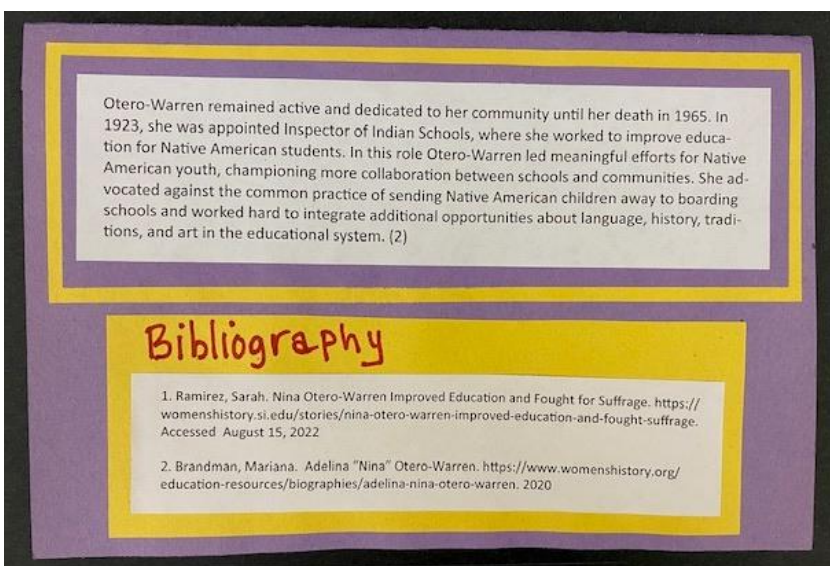
4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events. (Also see this Assessment and Sample Task Guide [4th Grade NMIS.docx \(state.nm.us\)](#))

5.13 Examine history from the perspectives of the participants using a variety of narratives.

6.2 Categorize and sequence significant people, places, events and ideas in history using both chronological and conceptual graphic organizers.

7.3 Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.

8.3 Categorize and sequence significant people, places, events and ideas in history using both chronological and conceptual graphic organizers.



Back of the Nina Otero-Warren Pop-up book

There are also many High School Social Studies Standards that can connect to this activity based upon the specific events your students are studying.

Additionally, several Language Arts Standards can link to the lesson as well.

HOW TO MAKE A POP-UP BOOK FOR WOMEN'S HISTORY MONTH

Cut and paste these directions into your own document, adjusting them to meet the learning objectives and abilities of your students.

1. Choose a woman that you want learn about

- Here is a list of Historic Women from New Mexico that are on Highway mile markers around the state. [New Mexico Historic Preservation Division | Historic Women Marker Initiative \(nmhistoricpreservation.org\)](https://www.nmhistoricpreservation.org/)
- You can also choose a woman in your life that inspires you to become strong, successful, and to work hard for what you believe in.

2. Research her by answering the questions below

What is her name?

- What year was she born/die or is she still alive?
- Where did she live?
- What are her primary contributions to the world or to you?
- What historical period did she live in?
- What were important historical events happening during this time that related to her life?
- What were important events in her life.

Following are some sites to find information about public figures:

- The New Mexico Office of the State Historian ([People – New Mexico History](https://www.nmshistory.org/))
- [Smithsonian American Women's History Museum | Home \(si.edu\)](https://americanwomen.si.edu/)
- [Nina Otero-Warren \(U.S. National Park Service\) \(nps.gov\)](https://www.nps.gov/nina-otero-warren/)
- Your local library
- If this is someone you know you can interview them. This interview is considered a primary source of information.

3. Write down your sources for your bibliography while you are researching!



- For **informational text** assign a number to each source and put the number at the end of your text in parenthesis.
- For **photos** put the title, date, and source under the photo.

Extra Challenge:

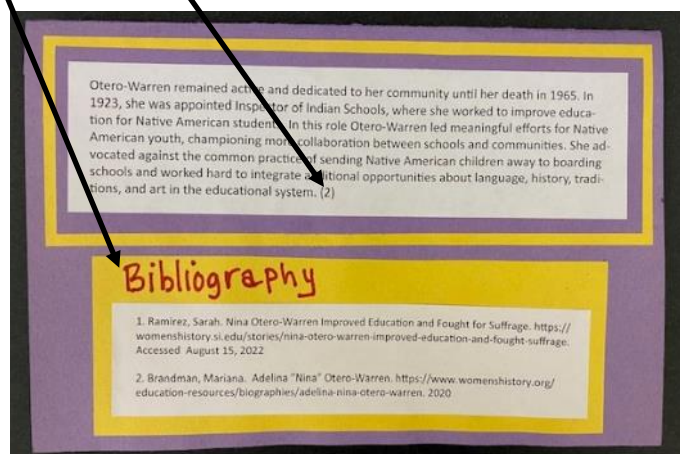
Try to include at least one Primary Source like interviews or personal photos. If your project is about a woman you know, your bibliography will probably use all primary sources.

Primary Sources - created during the historical period.

For example: interviews, books, magazines, newspapers, government documents, reports, advertisements, maps, posters, legal documents, personal letters, diaries, wills, school report cards, photographs, posters, cartoons, films, and paintings, pottery, furniture, clothing, buildings, and other excavated physical artifacts.

Secondary Sources - created after the historical period.

For example, history books, textbooks, academic works, scholarly research.



4. Using the results of your research, write several text panels to place within your book

Talk like a Historian: Try using some of this vocabulary in your text panels.

Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement, or other means.

Colonization - the action or process of settling among and establishing control over the Indigenous people of an area.

Artifact - objects produced or shaped by humans, a natural object deliberately selected and used by a human. Include Example and maybe a link to an artifact from Museum.

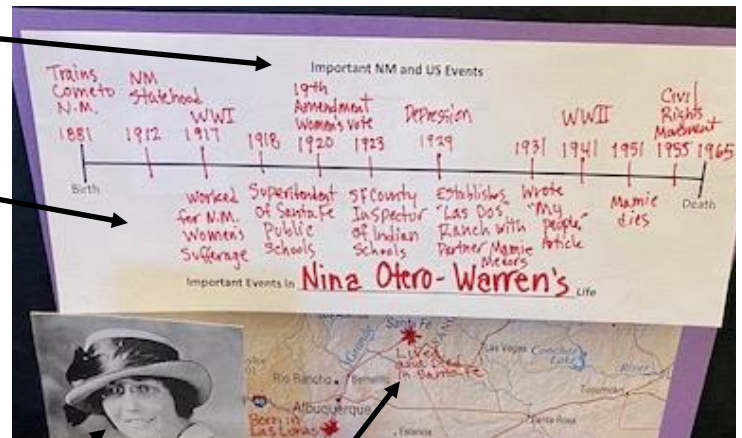
Historical Context - the political, social, cultural, and economic setting for a particular event or idea. In order to better understand something in history, we must look at its context- those things which surround it in time and place, and which give it (what is it? The historical event or idea) its meaning. Again, an example might be helpful.

Perspective - a way of looking at or thinking about something, a point of view

Culture - long held patterns of values, beliefs, practices, and traditions that have been created over time, setting the standard for what is normal and expected. Again, an example might be helpful.

5. Include a timeline

Use the time line included in this packet to document important historical events (or historical context) in New Mexico and the US on top, and the personal time line of important events on the bottom.



6. Find photos

After you have done your research, find photos of the following:

- The woman you are researching
- Historical events related to her life
- Either a map or a photo of where she lived or worked
- Items connected to her- what she did, where she worked or what was important to her

Here are some website to search for photos:

- [PALACE OF THE GOVERNORS PHOTO ARCHIVES \(tumblr.com\)](https://www.palaceofthegovernorsphotoarchives.com/)
- [CONTENTdm Title - CONTENTdm Title \(unm.edu\)](https://www.unm.edu/contentdm/)
- [Home | Library of Congress \(loc.gov\)](https://www.loc.gov/)
- If you are researching a woman you know, you can use family photos or even ones that you take.

7. Creating the Book

LAYOUT

After you have done your research and gathered photos, use the attached “lay-out guide” to decide what you will put on each page. Decide where the photos, text panels, timelines, maps, etc. will go, and which will lay flat on the page, “stand-out” or “pop-up”. Also choose a color of construction paper for the pages and at least one accent color.

Teacher note: Use the number of “lay out page templates” based on which level you are doing.

Level 1 Use one piece of construction paper, when folded in half this will create 4 half pages to work with.

Level 2 Use one and a half pieces of construction paper, when folded in half this will create 6 half pages to work with.

Level 3 Use two pieces of construction paper, when folded in half this will create 8 half pages to work with.

ASSEMBLE THE BOOK

Follow the directions below to create the book pages using the construction paper you chose.

Teacher note: depending on what level you choose for your class, use the directions below.

Level 1 Fold 1 piece of construction paper in half

Level 2 Fold 2 pieces of construction paper in half have students draw a line 1 inch from the fold. Cut along the line. Glue the 1 inch tab to the middle of the other piece of folded paper to make a book with 6 pages.

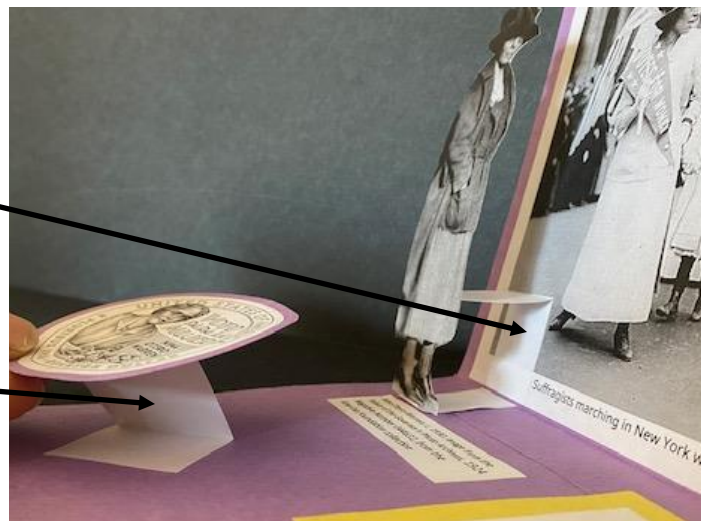
Level 3 Fold 2 pieces of construction paper in half. If you have a long armed stapler, staple pages together to make an eight page book. If not, you can bind with string.

POP-UP TECHNIQUES

Here are 2 ways to create 3 dimensional elements in your book. Practice these techniques first in your “lay-out guide” before doing it in your final book.

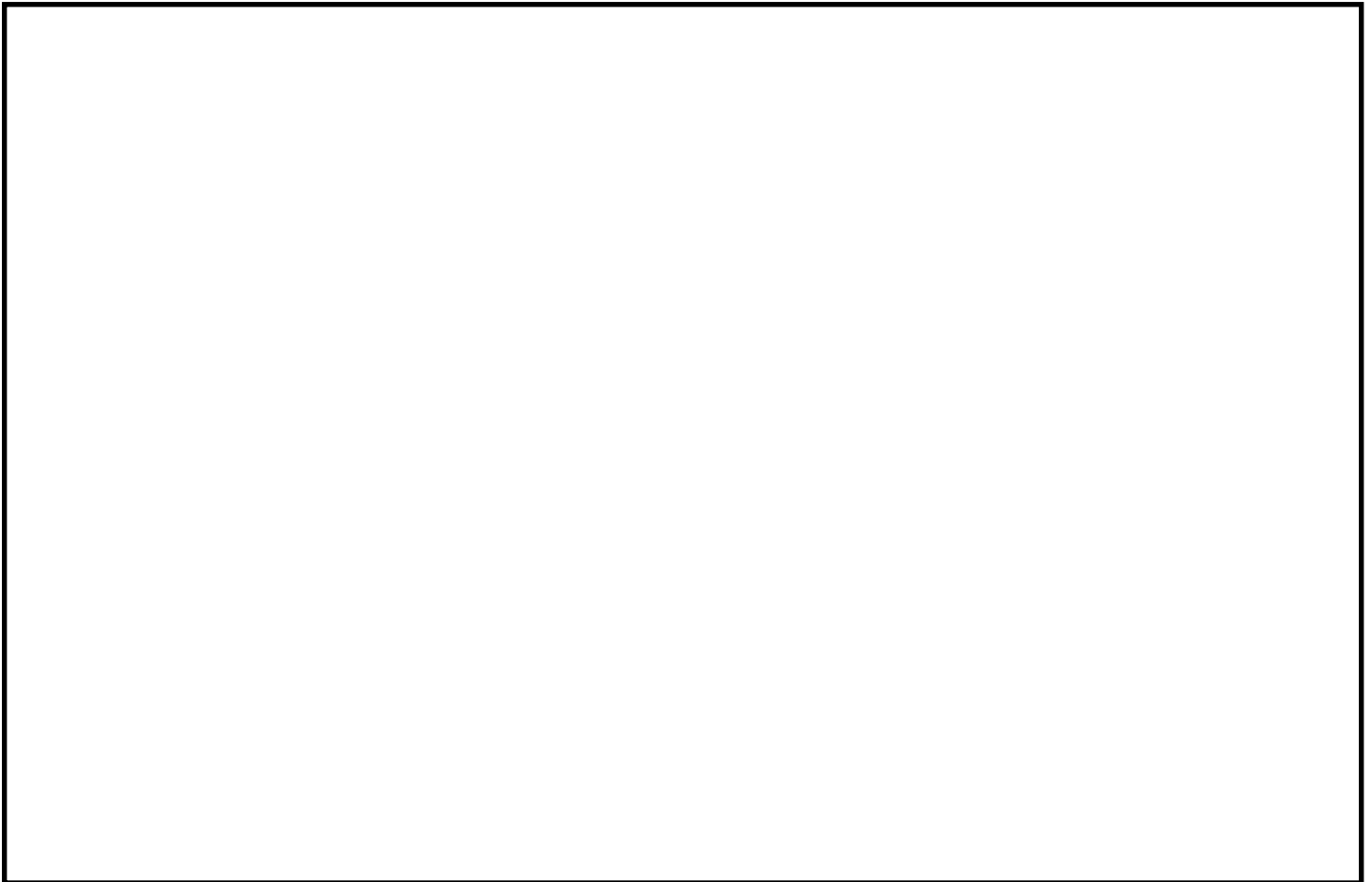
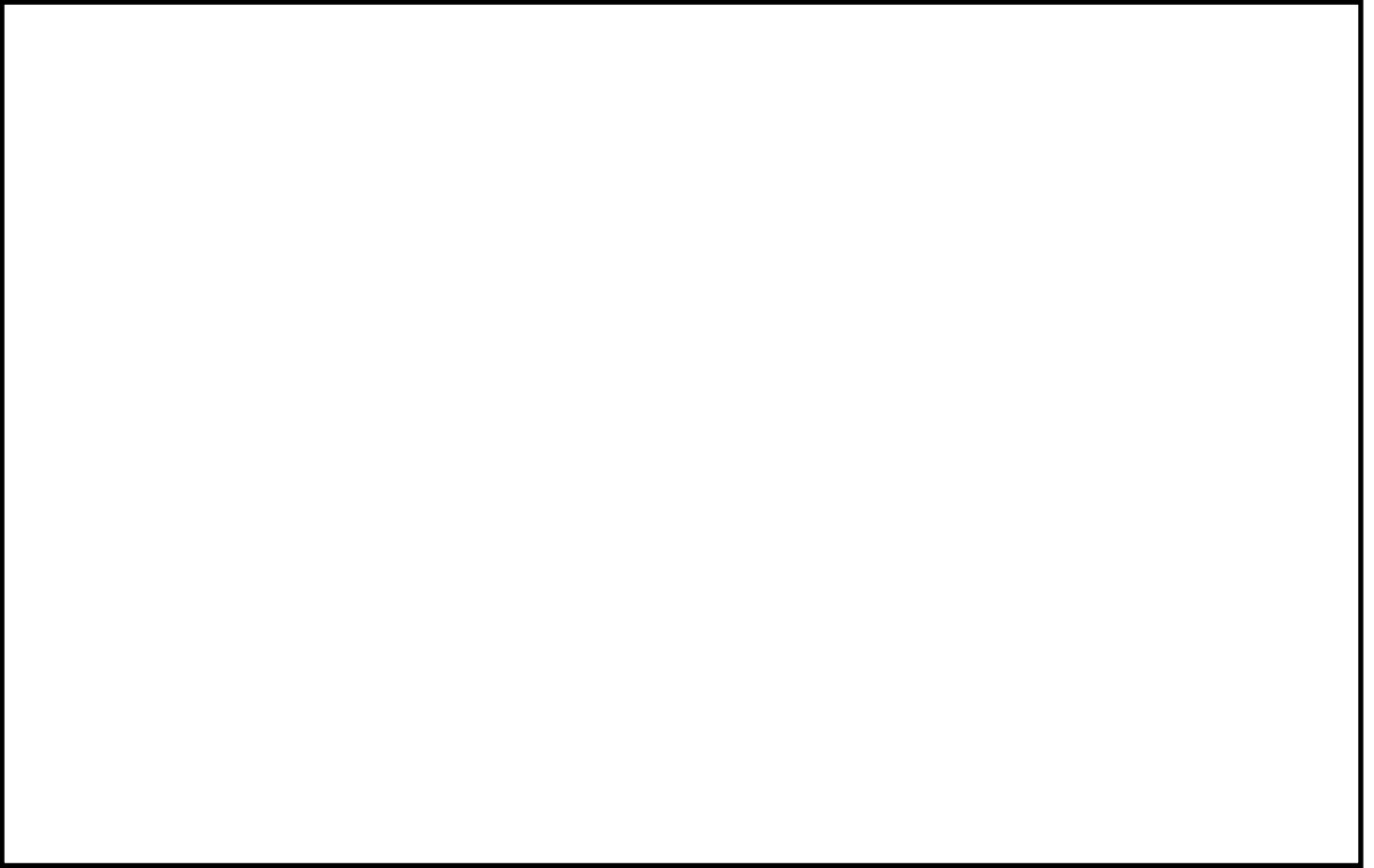
Stand-up Cut strips of paper 1/2 inch wide and 6 inches long. Fold in half and fold in half again to have 4 segments when unfolded. Identify which side of the page the image will stand on, this is the “floor”. The page behind where the image will stand is the “back ground”. Glue the end of the 1st segment to the inside crease of the “floor”. Glue the second segment to the piece of paper with the image you want to stand up. The 3rd segment will bridge the image and the “background” and the last segment should be glued to the “background” with the edge meeting the other edge at the crease. After everything is glued, close the page and press down on the image and the strip of paper to flatten everything. Open up the page right away to assure it stands-up and so the pages don't accidentally glue together.

Pop-up Cut strips of paper 1/2 wide and 3 inches long, divide into 3 or 4 equal lengths and accordion fold. Glue one side of the folded paper to the page and the other side to the image or text panel.



Lay Out Guides

FRONT



BACK

Creased page

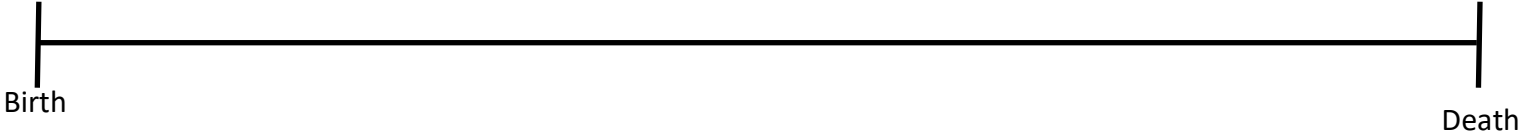
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Timeline Guides

Write your first draft on the top, and your final draft below.

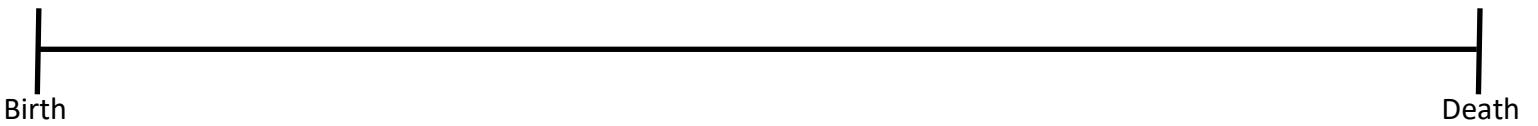
Important NM and US Events



Important Events in _____ Life

Write your final draft here, then cut and paste it into your book.

Important NM and US Events



Important Events in _____ Life