

A Journey through the Millicent Rogers Museum Galleries

Based on New Mexico State Standards:

Social Studies

Grades K-12

INTRODUCTION

In our efforts to be a resource for local educators, we have connected our galleries to the New Mexico Common Core Educational Standards. The Strands and the Content Standards are uniform across grade levels and the Benchmarks are numerically aligned across grade levels as well.

The museum houses 15 thematic galleries. Each page of this document lists the gallery number and the theme of that gallery as well as information about its permanent or temporary status. The subject area for these standards is Social Studies.

This guide is intended to be utilized as is or as a starting point for teachers. Each gallery can align with a variety of different content standards and benchmarks. What we have attempted to do is provide one solid strand aligned with standards and benchmarks, and accompanied by *Essential Questions*, which were developed through the performance standards. *Essential Questions* are guides for lesson plans and discussions.

The framework is as follows:

Gallery, Theme, Strand, Content Standard, K-4 Benchmark, K-4 Essential Questions, 5-8 Benchmark, 5-8 Essential Questions, 9-12 Benchmark, 9-12 Essential Questions.

This framework lends itself to both differentiation and extension as needed by looking at the essential questions above or below grade level. In the future, we hope to develop further standards based gallery notes for Language Arts, Math, and Science.

WELCOME TO THE MILLICENT ROGERS MUSEUM!

GALLERY 1

Temporary Exhibition: Theme: Millicent Rogers: Icon, American Style

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Essential Questions: What are some characteristics of artists? How can you tell Millicent was an artist? How did Millicent Rogers influence the community? How did the community influence the region? What do artists value? How does art bring a community together?

5-8 Benchmark 1-A: Explore and Explain how people and events have influenced the development of New Mexico up to the present day

Essential Questions: What were the differences between the “East Coast” Millicent and the “Southwest” Millicent? How did the cultures of the southwest influence Millicent? How did Millicent help develop the southwest style?

9-12 Benchmark 1-A: Analyze how people and events of New Mexico have influenced United States and world history since statehood

Essential Questions: What was Millicent Rogers’ relationship with the Native American tribes in New Mexico? What role did Millicent Rogers play in WWII? How does this exhibition contribute to the conversation of understanding the complexity of the human experience?

GALLERY 2

Permanent Exhibition: Theme: Textiles

Strand: Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change

Essential Questions: How can you identify a Saltillo blanket? What symbols or patterns are found in Saltillo blankets? Where did Saltillo blankets come from? What natural resources are required to make blankets? How are blankets one way that we can learn about people from different time periods? Who used looms? What is a “wearing blanket”? How are Saltillo blankets and Wearing Blankets the same or different? What are *textiles*?

5-8 Benchmark 2-B: Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other region, and their patterns of change

Essential Questions: How do textiles serve as cultural symbols? How might the horizontal lines have regional or geographical meaning? How did blanket making seem to change due to technology? Trade? Over time?

9-12 Benchmark 2-B: Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change

Essential Questions: How does pattern, color, and weave indicate an interrelationship between human processes and natural processes? Between regions? How do these textiles indicate both recognition of, and cause of, change within a culture? How do textiles explain that regions are important to human identity?

GALLERY 3

Permanent Exhibition: Theme: Pottery

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark 1-D: Skills: Understand time passage and chronology

Essential Questions: What is pottery? How can you tell this pottery is from the past? How is ancient pottery the same or different from more modern pottery? What events might have changed how pottery was decorated, colored, or designed? How is the pottery organized or grouped together? Who are Ancestral Pueblo Peoples? What was this pottery used for?

5-8 Benchmark 1-D: Skills: research historical events and people from a variety of perspectives

Essential Questions: Would a Mimbres bowl be considered a primary or a secondary resource? Why? What kinds of information can you gather from pottery? How does the museum organize, interpret, and share information about pottery? What challenges might a curator face in organizing information about pottery? What examples of sequencing can we find in pottery?

9-12 Benchmark 1-D: Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts

Essential Questions: Why is it important to clarify understanding of timelines and terminology within the context of an exhibition? How can the pottery exhibition contribute to the conversation about cultural sensitivity and interpretive change over time? What questions would you ask to analyze and discuss pottery through a variety of lenses? (e.g., Social, economic, geographic, political)

GALLERY 4

Permanent Exhibition: Theme: Maria Martinez Gallery

Strand: Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present

Essential Questions: How is leadership a human behavior? In what way was Maria Martinez a community leader? A regional leader? A national leader? What is the significance of Maria Martinez having been invited to World's Fairs? What artifacts tell us that Maria was nationally recognized. How did this impact her family and community? What natural resources does Maria Martinez interact with? Why is the tradition of pottery making important?

5-8 Benchmark 2-C: Understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes

Essential Questions: What are the environmental influences on firing pottery at the San Ildefonso Pueblo? What changes do you see from prehistoric to contemporary pottery? How is excellence a common thread and value in Maria's family? What does the traditional "olla" design tell us about regional resources and their importance? What predictions can you make about future changes in pottery?

9-12 Benchmark 2-C: Analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future

Essential Questions: How does the Maria Martinez gallery highlight the fundamental role that geography has played on the human history of the southwest? What natural resource policies might have been impacted in the past by the Martinez tradition of pottery making in the southwest?

GALLERY 5

Permanent Exhibition: Theme: Millicent Rogers Traditional Jewelry

Strand: Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environment

K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict

Essential Questions: How is jewelry an example of shared culture in the southwest? What ideas are communicated through southwest jewelry? How might jewelry play a role in cooperation or conflict? What can jewelry design tell us about place? How were people of the southwest impacted by the closing of turquoise mines?

58 Benchmark 2-E: Explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict

Essential Questions: What physical features are/were present that influenced jewelry making in the southwest? How did United States expansion into the southwest influence settlement patterns, trade, and design of jewelry? How did the Santa Fe Trail and the railroad impact indigenous peoples as artisans and jewelry designers?

9-12 Benchmark 2-E: Analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict

Essential Questions: What social processes are involved in trading, selling, and collecting jewelry and how have these processes changed over time? How do artisans fit into the economic and political landscape of a community or region and what boundaries must they maintain in order to sustain culture, tradition, and integrity of the work? How do “Ketohs” exemplify artistic and cultural change over time?

GALLERY 6

Permanent Exhibition: Theme: Contemporary Southwest Jewelry

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience

K-4 Benchmark 1-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Essential Questions: How is jewelry used to dress for holidays and celebrations in different cultures? What are common characteristics of southwest jewelry? Who did Millicent Rogers learn about jewelry from?

5-8 Benchmark 1-A: Explore and explain how people and events have influenced the development of New Mexico up to the present day

Essential Questions: How does jewelry play a role in the sharing of culture? What is the design relationship to ancient cultures, nature, and resources? How did jewelry contribute to the early development of New Mexico?

9-12 Benchmark 1-A: Analyze how people and events of New Mexico have influenced United States and world history since statehood

Essential Questions: How was the closing of turquoise mines in 1960 a turning point in jewelry making? How does the unique framework of knowledge and skills associated with jewelry making in New Mexico help historians to study culture and trace the connections between the past and present day?

GALLERY 7

Permanent Exhibition: Theme: Contemporary Spanish Devotional Art

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience

K-4 Benchmark 1-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Essential Questions: What symbols are present in the artwork? What do the symbols tell us about the attributes of people living in New Mexico today? How is a lithograph different from traditional Santero art forms? How do Santeros/Santeras contribute to communities? What is a Santo? What is a Bulto?

5-8 Benchmark 1-A: Explore and explain how people and events have influenced the development of New Mexico up to the present day

Essential Questions: How do religious tradition, regional art and political events intersect in New Mexico? Why would war cause art to cease? How might gaps in Santero art represent turning points in New Mexico history? How does the contemporary Santero both honor the past and embrace the future?

9-12 Benchmark 1-A: Analyze how people and events of New Mexico have influenced United States and world history since statehood

Essential Questions: How might historians utilize art to study the past? What similarities and differences can you identify when looking at Native American art and Hispanic art prior to WWII and directly after WWII? How do the various perspectives of artists in New Mexico contribute to and affirm New Mexico's unique role as "minority majority" state?

GALLERY 8a

Permanent Exhibition: Theme: Hispanic Furniture and Tools

Strand: Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict

Essential Questions: What characteristics of culture are present in this gallery? How does furniture teach us about how people live and interact with each other? How do people interact with each other and the environment by using tools? Who makes the tools? Why do people need tools?

5-8 Benchmark 2-E: Explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict

Essential Questions: How do straw inlaid crosses provide us with an example of human migration? How do cultures create a cultural landscape? What resources are needed to make furniture and tools? What skills are needed to make furniture and tools? Who was Patrocinio Barela?

9-12 Benchmark 2-E: Analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict

Essential Questions: How does innovation lead to cultural interaction and interdependence? How does Colcha embroidery contribute to the cultural dialogue in New Mexico. What factors may have influenced economic activity that involved furniture making and use, tool making and use, weaving and dyes? How might these factors have created interdependence? Conflict? Cooperation?

GALLERY 8b

Permanent Exhibition: Theme: Hispanic Devotional Art

Strand: Civics and Government

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at the local, state, tribal, and national levels.

K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time

Essential Questions: What symbols are present in this gallery? How do these symbols exemplify the ideal of freedom in New Mexico and the United States? How do symbols relate to activities of the people in the community? What is an icon? How do icons reflect culture?

5-8 Benchmark 3-B: Explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity

Essential Questions: Why are customs and symbols important? Are customs and symbols the same across cultures? Give examples. How do the symbols of Hispanic devotional art contribute to and enhance a diverse national identity? What freedoms are represented in this gallery?

9-12 Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity

Essential Questions: What qualities of leadership do we see in the work of Patrocinio Barela? What contribution does the tradition of Santero provide to the community over time? How does Hispanic devotional art contribute to a unified voice from New Mexico within the larger national context? What role does New Mexico have in preserving the regional art of all its diverse peoples?

GALLERIES 9/10

Temporary Exhibition: Theme: Annual Miniatures Show and Sale

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic)

Essential Questions: What are some things that humans need? How or why do we need art? What decisions to artists have to make? What resources are represented in a community show? How does the museum help the community? How does the community help the museum?

5-8 Benchmark 4-A: Explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating

Essential Questions: How do patterns of work impact the community? What is the pattern of work for artists? How does supply and demand affect the production of art? What is the intrinsic incentive for an artist? How do artists and museums cooperate?

9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating

Essential Questions: How might art be considered a scarce resource? What cultural values are present in the context of the annual miniatures show? What is an investment? Why would art be considered an investment?

GALLERY 11

Temporary Exhibition: Theme: Recent Acquisitions

STRAND: Geography

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark 1-D: Skills: Understand the passage of time and chronology

Essential Questions: What is an “acquisition”? Which piece in this gallery is most recent? Which piece is the oldest? How can a museum help us understand concepts of past and present? How can we make a time line with museum information?

5-8 Benchmark 1-D: Research historical events and people from a variety of perspectives

Essential Questions: Who is John Suazo? Who is Jonathan Warm Day Coming? What perspectives do these artists share? How are they different? What is the significance of the initials carved in the doorway of this gallery?

9-12 Benchmark 1-D: Use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts

Essential Questions: What examples of primary and secondary resources are evident in this gallery? What information can be obtained from an “object label”? How can this information add to the conversation about perspective?

GALLERY 12

Temporary Exhibition: Theme:

(Information coming soon)

GALLERY 13

Permanent Exhibition: Theme: Baskets

Strand: Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions and patterns of change

Essential Questions: How did baskets meet the needs of people in ancient cultures? What are some characteristics of baskets? How are Rio Grande Pueblo baskets and Apache baskets the same or different? How did the need for baskets change when the railroad came to New Mexico?

5-8 Benchmark 2-B: Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change

Essential Questions: How do baskets represent both human and natural characteristics of a region? What can we learn about the natural landscape of a region by studying baskets? What symbols are present on the baskets? How are baskets both cultural and regional symbols?

9-12 Benchmark 2-B: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events, and issues

Essential Questions: What cultural changes may have occurred when the Apache encountered The Basket Makers? How did the process of human migration cause change in the economic and cultural environment of a region? Why is it important to revive and retain basket making?

GALLERY 14

Temporary Exhibition: Theme: Majestic Owls

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history

K-4 Benchmark 1-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Essential Questions: What cultural stories and beliefs are shared about the owl in the southwest? What are the attributes and patterns of the owl? How does Mongwa, the Owl Katsina, help the Hopi community? Where do owls live?

5-8 Benchmark 1-A: Explore and explain how people and events have influenced the development of New Mexico up to the present day

Essential Questions: How did cultural and religious beliefs about owls influence the development of New Mexico? How do they influence present day New Mexico? How does the owl represent a shared cultural experience?

9-12 Benchmark 1-A: Analyze how people and events of New Mexico have influenced United States and world history since statehood

Essential Questions: What is the relationship between Native American ideas, beliefs and stories about owls and Hispanic ideas, beliefs, and stories about owls? What impact might the Migratory Bird Act of 1918 have had on the cultures and economic activity in New Mexico?

GALLERY 15

Permanent Exhibition: Theme: To Honor Millicent

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history

K-4 Benchmark 1-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Essential Questions: What are some common values of people in New Mexico? How did the life of Millicent Rogers influence and contribute to the Taos community? What contributions did Millicent's son, Paul, make to the community?

5-8 Benchmark 1-A: Explore and explain how people and events have influenced the development of New Mexico up to the present day

Essential Questions: How do Millicent's illustrations of the Mermaid Story inspire people? Why is it important to collect art and artifacts? What is the significance of the Colcha embroidery with buffalo?

9-12 Benchmark 1A: Analyze how people and events of New Mexico have influenced United States and world history since statehood

Essential Questions: How do the artifacts present in Gallery 15 represent a framework unique to New Mexico, on which to discuss change over time. What timeless values are represented? Why is it important to celebrate and share diverse cross cultural interactions?

