



Millicent Rogers Museum Gallery 1 ICON: AMERICAN STYLE

With New Mexico Language Arts Standards Based Writing Prompts K-12

What is an *icon* and what is *American Style*? These are questions students might ask themselves, and the Millicent Rogers Museum begins the expedition into cultural iconography with an introduction to its namesake. In a sense, every item curated into a museum setting can be considered an icon; a representation of an era, a people, an art, a movement, a place...and the list goes on.

Born in New York, Mary Millicent Abigail Rogers (1902-1953) came to Taos, New Mexico in 1947. The granddaughter of Henry Huttleston Rogers was already an established fashion icon and socialite, as well as a collector of fine art. Prior to her arrival in New Mexico, Millicent played an active role in the Medical and Surgical Relief Committee of WWII. She assisted with getting supplies out and designed a pin for the committee which was patented. Millicent was no stranger to getting the job done!

But who was she? In what other realms was Millicent Rogers iconic?

Millicent Rogers was a woman of style and determination, free-spirited and open hearted, strong willed and persistent. Suddenly the freedom of the west and the camaraderie of fellow artists opened Millicent's eyes to the unique landscape and rich cultural heritage of Northern New Mexico. This new perspective allowed her engage more deeply in creative endeavors, whether dyeing wool, designing jewelry or appreciating the view of a mountain. This is shown in the many drawings and notes executed by her hand and housed in the museum's collection.

(* Please note the photos are property of the museum and for personal/educational use only and are not to be copied or reproduced.)



Surgical and Medical Relief
Committee Display



Designs by Millicent



Velvet Skirt and Blouse, Moccasins
Some of Millicent's designs/drawings

Vocabulary

Icon: person or object that symbolizes a larger concept



Curate: collect, select, and present using expert knowledge

Era: time period framed by distinct characteristic

Persistent: to keep trying

Camaraderie: trust and friendship

Writing Prompts Based on NM Common Core State Standards: Foundational Skills/Writing Standards for Grades K-12

K—Make an uppercase and a lowercase “M”. Tell about what you see in the photos. These are some of Millicent’s important things. Gather up some of your important things. Make a display. Tell about it. (Identify / Opinion) CCSS.ELA-Literacy.W.K.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. Additional NMAC Language Standards: Conventions of Standard English. Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document. 6.29.13.8 NMAC- N, 10-29-2010)

1—Write a sentence about your display of important things. (Describe) CCSS.ELA-Literacy.RF.1.1A Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation) Additional NMAC Language Standards: Conventions of Standard English. Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document. 6.29.13.8 NMAC- N, 10-29-2010)

2—Write three sentences telling why these things are important to you. (Explain) CCSS.ELA-Literacy.W.2.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons, and provide a concluding statement or section. Additional NMAC Language Standards: Conventions of Standard English. Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document 6.29.13.8 NMAC-10-29-2010)

3—Rewrite and expand your sentences with descriptive words. (Expand) CCSS.ELA-Literacy.CCRA.W.4 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Additional NMAC Standards 6.29.13.8: Reading literature: Key Ideas and Details: 4B: develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition.

4—Research your display. Find out or remember where things came from. Write or type 1 page telling details about your display. This is how you *interpret* your objects. (Research) CCSS.ELA-Literacy.W.4.1A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. CCSS.ELA-Literacy.W.4.1B Provide reasons that are supported by facts and details. Additional NMAC Standards 6.29.13.8: Writing Standards: Research to build and present knowledge 2A: gather relevant information from multiple sources, including oral knowledge.



5—Expand your essay. Why did you choose those particular objects? How do they represent a time period of your life, an event, or a feeling? Add details. Read your essay out loud. Email your essay to a friend, a relative, or the museum. Include a photo of your important object display! (Publication)

CCSS.ELA-Literacy.W.5.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. Additional NMAC Standards 6.29.13.8 G3a: Writing Standards: Research to build and present knowledge 3A: gather relevant information from multiple sources, including oral knowledge.

6-12—Anchor/Writing Standards: Range of Writing: Research and write for 30 minutes a day about groups of objects that you create or view online or in books. “Curate” the objects you are grouping. Interpret them. Tell their stories. At the end of a week, gather your research and write a mini-museum guide. Write an introduction to your museum. Include drawings or diagrams. CCSS.ELA-

Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Additional NMAC Standards: Content Standards for English and Language Arts 6.29.13.9 and 6.29.13.10 use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value; analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts .

Share your writing with the museum! We would love to post student work on our education pages!
karen@millicentrogers.org

Take a quiz at www.quizlet.com search for millicent1902 and choose MRM Gallery1 2020. Sign up is free and you will find vocabulary, games, and a quiz! Have Fun!

A Note about the Common Core Standards

There are many standards within the content area of English Language Arts (ELA). The full text of the standards can be found through the New Mexico Public Education Department website
<https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>

You will also find a link to New Mexico’s state-specific standards in ELA which focus on cultural responsiveness. These standards are in addition to the Common Core Standards. The Standards in these lessons are accessed under the drop down menu for Kindergarten-Grade 12 and then Writing.

From the Common Core State Standards Initiative website ©2020 Common Core State Standards Initiative: <http://www.corestandards.org/ELA-Literacy/>

A Note on Range of Writing



To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

CELEBRATING THE ARTS AND CULTURES OF THE SOUTHWEST



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