



## Millicent Rogers Museum Gallery 2 TEXTILES

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

Saltillo sarapes (New Mexican wearing blankets) are thought to have originated in the 1800's in the Mexican city of Saltillo, state of Coahuila. Throughout the centuries the style spread all over Mexico and was adopted by the Hispanic weavers of Colonial New Mexico in their "Rio Grande" blankets. Elements of the Saltillo style were creatively interpreted by the Navajo Indian weavers in the late 19<sup>th</sup> century.

Rio Grande blankets generally have simple striped patterns. Saltillo patterned blankets usually have a large diamond or circle in the center. Early textiles were dyed with natural dyes from plants, minerals, and insects. After 1850, aniline (synthetic) dyes were available. Navajo textiles were woven on vertical looms and had bound *selvages* (sides and ends of the textile), whereas Rio Grande blankets were woven on horizontal (European) looms and had cut selvages that were usually knotted into fringe.

Millicent Rogers saw the value of preserving culture in collecting textiles. She collected textiles in the 1940s and early 1950s. Her son, Paul Peralta-Ramos, also collected. These textiles document a sharing of culture in the Southwest which includes technology (looms), dyes, trading and selling, and use of natural resources in the area.



Mexican Saltillo



Chief's Blankets



New Mexican Rio Grande

### Vocabulary

**Textile:** an object made of cloth or woven fabric

**Saltillo:** textile named for a city in Mexico

**Serape:** Mexican wearing blanket

**Sarape:** New Mexican wearing blanket



**Weavers:** people who create textiles

**Loom:** large wooden frame used for weaving

**Natural dye:** color derived from plants, minerals, or insects

**Aniline dye:** synthetic coloring agents

**Selvages:** ends and sides of a weaving

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

**K--Make an uppercase "T" and a lower case "t". A blanket is a *Textile*. Tell a story or draw a picture about a favorite textile or blanket.** (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 favorite textile or blanket.** (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 you like this textile or blanket.** (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.** (Revision) 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 favorite textile or blanket. Find out who made it or where it came from. What is it made from? How old is it? Are there family or personal stories about your blanket? Write or type one page about your blanket.** (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. Introduce your topic in a general way. Write a conclusion for the end of your essay. Why are textiles important? Read your essay out loud. Email your essay to a friend, a relative, or the museum. Include a photo of your textile or blanket!** (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 the topic of textiles. Think of a guiding question such as “why are textiles important?” or “how do textiles influence economy?” Gather your research at the end of a week and create an essay in one sitting. Include quotations from your research.** 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](mailto:karen@millicentrogers.org)

Take a quiz at [www.quizlet.com](http://www.quizlet.com) search for millicent1902 and choose MRM Gallery 2 2020. Sign up is free and you will find vocabulary, games and 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.*

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**CELEBRATING THE ARTS AND CULTURES OF THE SOUTHWEST**

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