

Millicent Rogers Museum Gallery 4 MARIA MARTINEZ POTTERY

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

Maria Martinez (1887-1980) and her husband, Julian (1885-1943) were responsible for the revival of the San Ildefonso ceramic tradition. Early San Ildefonso potters created functional vessels with black-on-cream, black-on-red, and polychrome decoration. However, by the early 1900s there were few potters remaining and the art had declined. In 1919, Maria and Julian discovered the process for creating black on black pottery together.

The Martinez family worked in collaboration. Maria rarely painted designs or motifs on her pottery. Julian painted matte-finish designs with a red clay slip onto highly polished vessels formed by Maria. Smothering (oxygen reduction) during the firing produced the desirable black-on-black effect. The successful pottery revival which included the discovery of the black-on-black process has had a far reaching impact both within the San Ildefonso Pueblo and beyond.

After 1919, the Martinez' reputation grew. They began signing their work and became recognized as artisans. Maria was the first Pueblo potter to sign her work. Maria's descendants continue the ancestral tradition of pottery making today. Cavan Gonzales, Maria's great-great-grandson, is a contemporary San Ildefonso painter and potter.



Unknown Potter
Polychrome (ca.1900)



Maria Martinez
Black-on-Black



Maria Martinez
Polychrome

Vocabulary

Revival: a new production of an old work

Polychrome: 3 or more colors

Pottery: ceramic vessels

San Ildefonso Pueblo: Maria's home



Tradition: culture passed along family lines

Collaboration: working together

Motif: design

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

K—Make an uppercase and a lowercase “P” for Pottery. Tell a story or draw a picture about a clay pot that you like or admire. (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 a clay pot that you have at home or one you have seen and admired. (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 what this pot might be used for or why you like it. (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. Think about shape, color, weight and size. (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 about a family tradition you have. Where did it come from? What steps are involved? Who teaches it? Is it a song, a food, or something you make or use? Write or type 1 page about your family tradition. (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 the topic of traditions. Discuss why family traditions are important. Make a conclusion about family traditions. How do they connect people and generations? Read your essay out loud. Email your essay to a friend, a family member, or the museum! (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 a variety of family traditions. Gather your research at the end of the week and formulate an essay based on your research. How does pottery inform stories about cultural traditions? How is can a piece of pottery be considered as a “text”? Include quotations from reading or oral accounts. 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!
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Play fun vocabulary games and take a quiz on [quizlet.com](http://www.quizlet.com)! Registration and games are free at www.quizlet.com Search for millicent1902 and choose MRM Gallery 4

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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