



Millicent Rogers Museum Gallery 5: TRADITIONAL JEWELRY

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

The Millicent Rogers Museum is home to one of the most important collections of Native American Jewelry. With a perceptive eye toward design, and a spirit of preserving the best of the past, Millicent acquired a superlative collection of southwest jewelry that includes necklaces, ketohs, buttons, Concho belts, bracelets and more. This collection has been studied and written about by thousands of people over the years. It echoes the cultural diversity and progression of form and art of the American Southwest.

How does jewelry teach us about culture?

The American Southwest is one of the few places that can be identified by a style of jewelry. The motifs, materials, and purpose of use connect us to the cultures who have made this land their home since prehistoric times.

Silver and natural stones and shells were highly regarded and traded among native peoples. They represented cosmology and connections to the earth as well as beauty. Silversmith techniques and jewelry design were passed on through generations beginning with the Navajo. Techniques and designs were shared. Value and markets changed when turquoise mines were depleted and tourism expanded.



Bracelets



Turquoise Tab Necklace



Ketohs



Buttons

Vocabulary

Superlative: of the highest quality



Ketoh: bow guard for the wrist

Cosmology: astronomy; origins of the universe

Silversmith: a silver artisan

Deplete: use up a supply

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

K—Make an uppercase and a lowercase “B”. Millicent thought jewelry was *beautiful*. Tell about something you think is beautiful. (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 something you think is beautiful. (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 about why you think it is beautiful. (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—Ask other people in your family what they think is beautiful. Take a poll. Write 1 page about what your family values as beautiful. (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. Add details or pictures. Make connections and conclusions. Is there a common idea of what is beautiful? How does this research and writing change your views about beauty? Read your essay out loud. Email your essay to a friend, a relative, 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: Choose a different object every day this week and write about its quality of beauty for 30 minutes. Challenge yourself to use a variety of your physical senses. At the end of the week, read what you've written and in one sitting write an essay about the value of beauty. As an extension, read the Millicent Rogers biography, Searching for Beauty by Cheri Burns. In what ways does the biography inspire beauty, reflect beauty, or offer a shared cultural value of beauty? How does the traditional jewelry in the collection convey a shared cultural value of beauty? How can a piece of jewelry be considered a "text"? 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 Gallery5 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



Millicent Rogers Museum | 1504 Millicent Rogers Rd.
P.O. Box 1210 | Taos, NM 87571 | (575) 758-2462
MillicentRogers.org | mrm@millicentrogers.org