



Morris Rippel, *Old Town A Century Ago*, 1994  
Egg tempera on canvas  
Purchase/donation in memory of Jane Napolitano, and 1993 G. O. Bonds  
PC1994.17.1

# ALBUQUERQUE

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## ALONG THE RIO GRANDE

### TEACHER GUIDE

# EXHIBITION SUMMARY

## ALBUQUERQUE: ALONG THE RIO GRANDE

For more than one hundred and twenty centuries, humans have lived along the central Rio Grande Valley. When Spanish explorer Francisco Vásquez de Coronado y Luján's advance army camped in the area in 1540, they encountered indigenous Tiwa-speaking Pueblo communities well-adapted to a high desert environment.

For the next four centuries Spain, Mexico and ultimately the United States governed a population focused on surviving, weathering harsh climate extremes, and crafting an economy based on agriculture, ranching and barter. Founded in 1706, La Villa de San Felipe Neri de Alburquerque (with two R's) became renowned as the heart of the valley's sheep and weaving industries.

Change came quickly after the railroad arrived in 1880 and again after World War II, leading to population growth and transforming Albuquerque into the unique, creative and diverse city it is today.

## USING THIS GUIDE

This guide is designed to help teachers and students make connections between their learning in the classroom and the exhibition. The guide includes background information for the teacher and information on select objects. Images reproduced in a full page format accompany this guide for ease of use in the classroom. Suggested activities for both before and after the visit are included. In designing the activities, efforts were made to create activities that aligned with national social studies standards for each grade level.

We appreciate your input! Once you have used the guide, please complete the short survey enclosed. We appreciate your ideas for improving this and other guides for teachers in the future.

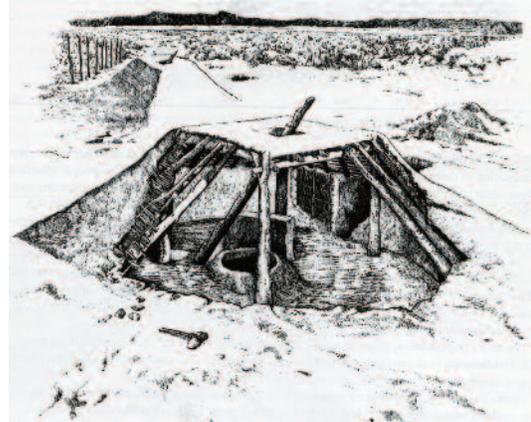
# TEACHER BACKGROUND

## INDIAN PEOPLE OF THE RIO GRANDE

The first people arrived more than 12,000 years ago in search of mammoth, bison, and camel. Over thousands of years, the climate changed from cool and wet to semi-arid. The hunting parties became smaller groups, foraging and hunting using new methods.

Between 5,500 and 4,800 B.C.E. (Before the Common Era), people in the Albuquerque area lived in small groups amidst the high canyons. They hunted for deer and small game and foraged for berries, nuts and roots. Because the food supply was more reliable than that of big game hunters, the population increased and groups moved less frequently.

Around 1,800 B.C.E. to 800 C.E. (Common Era), *maize* (corn) was introduced from what is now Mexico. Small farm plots were cultivated near sources of water in the canyons and on the mesas. Free from the need to be on the move, ancestors of the Tiwa wove with yucca and other plant fibers making sandals and baskets. Around 600-800 C.E. new cultures migrated in from Arizona and Colorado, bringing new methods of subsistence and architecture. The first homes were small pithouses that evolved into large pueblos with hundreds of rooms by 1300.



Pithouse at the Airport Hamlet Site, C.E. 1050-1200  
Jesse Graves, TRC (Mariah Companies), 1990s  
Courtesy City of Albuquerque Planning Department

Spanish explorers, looking for opportunities to expand the colonies and seeking an inland route to Asia, encountered indigenous cultures in the Albuquerque area. In 1540, Francisco Vázquez de Coronado y Luján's advance army marveled at the Pueblo peoples' accomplishments: a strong tradition of oral history, a sophisticated governmental structure, agricultural and architectural skills, artistic excellence in weaving and pottery, and precision in hunting and war.

## FIRST EXPLORATIONS

Encounters between explorers and settlers and the Indian people of the Tiguex province was marked first by tolerance and then later by resistance and rebellion.

Don Juan de Oñate y Salazar, arriving in 1598, sought riches that equaled those found by Hernán Cortéz in Mexico. Supplies for refining and working precious metals were among their possessions. By 1630, small farms along the Rio Grande were settled and authorized by colonial officials. Among the many goods they brought were Moorish cattle that grazed on communal lands set aside by the settlements.

With Spanish settlement came pressure on the Pueblo people to pay tribute in goods and labor, decreases in Pueblo population due to disease, and suppression of native beliefs and religions. In 1680, the Pueblos rebelled and hundreds of people were killed or injured. Hispanic survivors fled south to Mexico, along the *Camino Real*, the same trail their ancestors traveled to settle the area.

Twelve years later, Don Diego de Vargas Zapata y Luján, returned to colonize the region for Spain. Former settlers came back to their land grants and families and communities grew through marriage and birth. The clusters of homes grew larger and became small villages named after the families who settled there. Some of our neighborhoods today still bear their names including Los Griegos, Los Duranes, Los Candelarias and Los Gallegos.

## AN ALBUQUERQUE HOUSEHOLD

During the Colonial and Mexican period, residents lived in one to three room houses or rectangular compounds called *placitas* or *plazuelas*. Rooms of the home, including the family quarters, storerooms and workrooms, and occasionally a chapel, were distributed around a central courtyard. For defensive purposes, windows and doors opened onto the courtyard and the entrance of the home was protected by an entry gate, large enough for *carretas* (two wheeled carts) and livestock to enter.

Construction materials made use of what was readily available. Structures were made from *adobe* (molded sun-dried bricks) or sometimes *terrones* (sod bricks cut from meadows) or *jacal* (pole and mud structures). Roofs were constructed of *vigas* (wooden beams) overlaid with *latillas* (saplings placed in straight or heringbone patterns) or *tablas* (flat ceiling boards) and covered with a layer of brush and dirt. Roofs were created with a gentle slope so that water would flow to the *canales* (roof drains).



An 18th Century Fireplace  
Courtesy Dick Ruddy

Interiors consisted of hard packed dirt floors and walls finished with a white gypsum plaster. Furnishings and metal were scarce so it was more likely to find piles of weavings and *bancos* (built in benches) in place of chairs, leather flaps instead of doors, and Indian pottery used for containers.

## AN ALBUQUERQUE CHAPEL

*Capillas* or public chapels existed in homes and in plazas during the 18th and 19th centuries. The chapels served as places for the visiting priest to perform mass and other services. They were maintained by the *vecinos* (citizens) and were a source of pride and a symbol of social cohesion and religious devotion.

*Oratorios* (prayer rooms) were located on wealthier ranches or farms and serviced the devotional needs of the immediate family, friends and servants. They differ from *moradas* (meeting rooms) used by the *Hermanos de Nuestras Padre Jesus Nazareno* (the Penitentes) for spiritual and secular meetings. Oratorios and capillas were sanctioned by the church, and the village customarily selected a patron saint for their chapel.

Oil paintings and sculptures of devotional images made by skilled artists in Spain and New Spain were considered the most appropriate for mission and parish churches. Few were imported to New Mexico because of the expense and difficulty of transporting them. Their rarity led priests to improvise, substituting animal hide and wood panels for canvas, plant pigments for oil paints, and brushes made from yucca or hair. The few available paintings and engravings in prayer books and bibles were their models.

## AGRICULTURE, RANCHING AND WEAVING

In the late 18th and early 19th century Albuquerque farms grew wheat, maize, chile, beans, squash and a variety of vegetables and fruits including peas, onions, melons, grapes, peaches and apples. Fields were irrigated using *acequias* (ditches) whose water was managed by the *mayordomo* (overseer). Farming was very time consuming as the average farm was supplied with only hand tools and an ox-drawn plow.

Sheepherding eventually surpassed cattle ranching in the Colonial and Mexican periods. The grasslands which surrounded the city to the east and west provided ample food for the growing herds. The *churro*, a small, hearty long haired sheep, first arrived in New Mexico as a food source for Coronado's army. Navajo and Pueblo weavers used *churro* wool in weavings and began breeding them after the Pueblo Revolt.

Sheep and their products were important trade items for early settlers. Native American *mantas* (wearing blankets) and stockings as well as *frazadas* (blankets) and *serapes* (shoulder blankets) all became part of the exchange between the northern frontier and New Spain.

## THE VILLA OF ALBUQUERQUE

In late 1706 under the direction of Interim Governor Francisco Cuevo y Valdés, General Juan de Ulibarrí selected an area of high ground located directly on the Camino Real. There was a shallow spot to cross the river nearby and to the east lay the plains, a source of trading and buffalo hunts.

In 1706 the population of La Villa de Albuquerque was around 250. Old Town consisted of a long rectangular plaza, oriented east-west. The church was located on the west end and a few government buildings and adobe houses were scattered along the Rio Grande. Seventy years later the population had grown to 763. By 1793, the first church had fallen into disrepair and a new church, the present day San Felipe de Neri, was built on the site.

## THE CAMINO REAL (THE ROYAL ROAD)

By 1609 the Spanish government sponsored a caravan to resupply missions and governmental offices in the province. Caravans left Mexico City for San Gabriel (near Santa Fe) every three years for a 1500-mile journey along the Camino Real, following a route blazed in part by Pre-contact cultures.

The supplies were not intended for colonists, but for the Crown and the Church. The cargo included government officials, friars, mission and government supplies, mail and going south, prisoners were included. Private merchandise and trade items were also carried along the trail. Priests complained that freighters were hauling merchandise rather than approved cargos and unloading the few legitimate supplies at the first available stop. The freighters would sell their loads of iron, tools, spices and cloth to the highest bidder.

By 1750 the Spanish government contracted with freighters in Chihuahua, only 550 miles south of Santa Fe. Wagons were replaced by pack mules and the trip to Santa Fe was shortened to 40 days. Merchandise included tools, clothing, chocolate, tobacco, paper and ink, spices, dyes, firearms, religious supplies and books. For the trip home south, traders loaded up with sheep, cattle, blankets, raw wool, piñon, wine and captives.

## THE SANTA FE TRAIL

When Mexicanos declared their independence from Spain in 1821, restrictions on foreign trade were eliminated. William Becknell, a trader from Missouri, learned of the region's new independence and decided to risk a trip across the border. In Santa Fe, the party was met with good will, and they returned to Missouri laden with furs and silver pesos.

The Santa Fe Trail opened up the northern and central Mexican markets to Anglo-American traders via the Chihuahua Trail (formerly the Camino Real). New Mexico became the port of entry controlling this flow of goods. Traders did not profit for long as the small population of the province could not absorb the large quantity of goods.

By the 1840s local traders controlled about 40% of the trade. Families like the Armijos assembled their own wagon trains and travelled to Missouri to obtain goods. Armijo and others such as Franz Huning built stores filled with the goods and profited greatly. The trail trade ended when the railroad arrived in Albuquerque, providing a large quantity of goods faster and cheaper.



San-dei Mountains near Albuquerque, 1869  
Vincent Colyer (1825-1888)  
Watercolor on paper  
Museum purchase, 1983 G.O. Bonds  
PC1985.30.12

## COMANCHERO TRADE

Established trading between the Plains Indians and New Mexicans initially took place at annual trade fairs held in Taos. In 1786, Governor Juan Bautista de Anza made peace with the Comanche, opening up the Plains to New Mexico.

Apache, Ute and Comanche traders brought hides, pelts, buffalo robes, tallow, and dried meat and slaves captured in battle. New Mexicans initially traded produce, textiles, copper pots, iron hatchets, lance points and arrowheads. After the Santa Fe Trail opened, they expanded their offerings to include calico cloth, mirrors, dry goods, cooking utensils, and firearms.

The decline of Comanchero trade began with Comanche thefts of livestock from Texas and Louisiana ranches. The thefts led to their pursuit by both the U.S. Army and vigilantes and to the massacre of their horse herds. The buffalo herd massacre in 1870 eliminated their main source of survival. The power of the Comanche soon waned and they were later forced onto reservations.

## BUFFALO HUNTERS

The buffalo was a abundant source of meat, hides and tallow. New Mexicans were restricted from hunting on the Plains until 1799 when peace was made with the Comanche. Soon after, hunting parties would leave Albuquerque after the fall harvest to hunt buffalo on the Plains.

The hunt required 2-4 months on horseback and with *carretas* (wagons). After the hunt, butchers (usually women and children of the village) removed the hides and cut the meat into long strips for drying. The tallow was saved for candles and fuel, the skins cooked as a delicacy similar to modern pork rinds and hides were processed for lariats and clothing.

## CIVIL WAR IN ALBUQUERQUE

In December 1861 General Henry Hopkins Sibley formed the Confederate Army of New Mexico at Fort Bliss, Texas with the intent of gaining control of New Mexico, Arizona, Colorado and California. Upon learning of this plan Union forces gathered at Fort Craig, New Mexico (south of Socorro) under the leadership of General E.R.S. Canby.

The first battle took place at Valverde, near Ft. Craig, and was a victory for the Confederate forces. A detachment was immediately sent to Albuquerque to capture the supply depot, which they found burned by departing Union forces. The Old Town Plaza was later occupied by a regiment of the Texas Mounted Rifles.

In northern New Mexico, Sibley's forces fought two battles, one at Apache Canyon and the other at Glorieta Pass. The Confederates were defeated at both battles and lost their supply chain at Glorieta. Canby left Fort Craig with the intention of drawing the Confederate forces to Albuquerque to protect the supply depot.

Twelve hundred Union forces confronted no more than two hundred and fifty Union forces at Albuquerque. An artillery battle ensued, but Canby broke it off when he became concerned that civilians in the plaza would be injured. His forces gave the appearance of staging a night assault on the Plaza. Rather than attacking, they were sent to Tijeras Canyon to link up with Union forces in the east.

The main Confederate body arrived the next day. Faced with what they believed to be an imminent attack and limited supplies, the Confederates retreated down the Rio Grande. The Civil War in New Mexico was effectively ended.

## THE U.S. - MEXICAN WAR AND THE MILITARY PRESENCE IN NEW MEXICO

By the spring of 1846 the relationship between Mexico and the United States had deteriorated. Disagreements over border issues, the loss of Texas by Mexico, and a belief in general lawlessness along the border, led President Polk to declare war. New Mexico became the staging point for the war and was occupied by General Stephen Watts Kearny in August of 1846.



The Plaza of Albuquerque, c. 1856  
Woodcut

A military post was soon established in Albuquerque to provide security for the new territory. The first post's duties were to provide security for the military supply trains that were heading to Mexico and California. The post closed after five years of limited duties. The second post opened a year later and primarily housed unusual regiments such as an experimental detachment of soldiers on camel. The final post opened in November 1862 and closed five years later.

## ALBUQUERQUE AT THE TURN OF THE 20TH CENTURY

The Atchison, Topeka and Santa Fe Railway depot in Albuquerque was officially christened in April of 1880. With the arrival of the railroad, came the flow of new people and ideas. Architecture changed radically in the vicinity of the depot to include building construction from wood, brick and masonry. Builders of this area of town called it New Albuquerque.

One of New Albuquerque's most remarkable buildings was the Alvarado Hotel, built in 1902 by the Atchison, Topeka and Santa Fe Railroad. The lunchroom, dining room, banquet hall and lounge served thousands of out of town passengers, Hollywood celebrities, and locals. The Fred Harvey Indian Department operated the Indian and Mexican buildings which combined a museum and curio store.

Albuquerque's next growth period was 1916, when it became a center for tubercular care. The high, dry climate made the city an ideal location to recuperate. Senator Clinton P. Anderson and Carrie Tingley, the wife of Mayor/Governor Clyde Tingley, were just two of the many patients who survived TB to become prominent business leaders, politicians and philanthropists.

During the Great Depression years, New Deal money fueled Albuquerque's economy so that unemployment was relatively low in the city. An army airfield was built and later named Kirtland Air Force Base. The base played a significant role during World War II by training bombardiers, while the Sandia Labs coordinated weapons research, development and production. The post-war population boom led to the expansion of shops and stores along Central Avenue. The street was part of the newly aligned Route 66, where travelers could enjoy neon-lit restaurants and shops. The post-war boom catapulted Albuquerque's growth, a trend we continue today.



**Central Avenue looking west, c. 1948**  
**Photographer: Ellis Armstrong**  
**Gift of Margaret Armstrong**  
**PA2009.17.9**

# SELECT IMAGES FROM THE EXHIBITION

Use these images to support the activities included in this guide or use them to create your own activities. Full page reproductions accompany this guide for ease of use in the classroom.

## **Piedras Marcadas, c. 1500, n.d.**

**Charlotte Hill Cobb**

**Watercolor (reproduction)**

**Courtesy City of Albuquerque Open Space Visitor Center**



### **Background Information**

Piedras Marcadas was one of nearly 12-16 pueblos that existed in the Albuquerque area when the Coronado expedition arrived. Expedition records describe cornfields and pueblos as tall as five stories.

Piedras Marcadas was located just south of what is today Paseo Del Norte and Coors, along the *bosque* (forest or grove).

### **Looking at the Object**

Show the image of Piedras Marcadas. Have students determine where this pueblo is located. What geographical features do they recognize? What benefit might there be to living close to the river? Have them describe the homes pictured. What shape are the homes? How many floors do they have? What might happen in the open space in the center of the village?

## **Jar, Agua Fria Glaze-on-red, c. 1350**

**Ancestral Pueblo**

**Clay, paint**

**Dr. Ward Alan and Shirley Jolly Minge Collection**

**PC1998.22.17**



### **Background**

This style of pottery was found at Piedras Marcadas pueblo. The name of the jar, Agua Fria Glaze-on-red, derives from the discovery of large quantities of the same type of pottery in Agua Fria, just south of Santa Fe. Jars like this may have held either water or grain. Designs are frequently interpreted as representations of birds and water.

### **Looking at the Object**

Show the image of the jar. Have students observe the shape of the jar. Does the shape of the jar and its opening remind them of containers in their refrigerator or cabinets at home? Do they think it was used for eating? Cooking? Storing or carrying something? Now have them look at the design. From what they can see in the image, what part of the design is repeated? What part changes?

## **Caballero montado a la brida / Calvaryman mounted in the A la Brida style, c. 1598**

**Museum purchase, 1979 G.O. Bonds**

**81.219.1a-j, 82.20.1a,b, 82.38.1, 81.213.1ab, 82.35.1ab, 82.197.1a-i,**

**81.229.1a-e, 82.191.1, 81.75.1**

### **Background**

The horsemanship of the cavalry rider or *caballero* was legendary. The heavily armored tradition shown here can be traced back to the European knights



who were noblemen or who held high-ranking positions. Foot soldiers, in contrast, tended to be enlisted men and lower ranking officials who could not afford to buy the more costly plate armor. Horses such as the one pictured here were an integral part of the Spanish war effort, providing speed and agility unmatched on foot. Because of their expense and value they were also protected with armor made from steel or leather.

### Looking at the Object

Have the students determine from what materials the clothing is made. What purpose would metal clothing serve? What would be some difficulties in wearing this clothing?

Is the clothing a uniform or something everyone would wear? What indicates it is a uniform? What type of job or profession would require someone to wear this type of protective clothing? Are there people who have similar jobs today? How is their clothing similar or different?

This soldier is shown riding an armored horse. What would a soldier of today have as transportation?

### Retablo: *Nuestra Señora y el Niño*/Our Lady and the Infant Jesus, 1780-1800

18th Century Novice, Hispanic New Mexican

Wood, gesso, paint

Museum purchase, 1979 G.O. Bonds

PC1982.4.1

### Background

*Retablos* are paintings on wood or hide. Makers of *retablos* in New Mexico were likely inspired by oil paintings of devotional images from churches in Spain or Mexico. *Santeros* (saint makers) used available materials including pine or cottonwood panels and paints made out of minerals and plants. Early settlers were devout Catholics and hung these images in their homes as well as in chapels. The surface of the paint is missing on the face of the figure, perhaps from repeated acts of devotion, such as kissing the surface.



### Looking at the Object

Show the image of the retablo. Have students discuss how it is made. What parts are carved? What parts are painted? Now discuss the image. What do they see pictured? What are the figures wearing? Do they appear to be wearing special clothing or everyday clothes? What about this object tell you it was handled and used regularly?

### Map, *Plano de la Provincia Interna de el Nuevo Mexico Mandado Por Governado y Comandante General Don Juan Bautista de Anza, 1779*

Don Bernardo de Miera y Pacheco

Black and white reproduction from original in the Academia de la Historia, Madrid, Spain

Courtesy Ronaldo Miera

### Background

Cartographers often accompanied expeditions into new lands to gather facts on the natural, social and political boundaries of an area. This is one of the last known maps made by Don Bernardo de Miera y Pacheco, a



prolific mapmaker who was instrumental in mapping the province for Spain. The map was made at the request of Governor Bautista de Anza who was interested in designating the *alcaldias* or administrative districts. In this reproduction you can recognize the *alcaldia* boundaries by the dotted lines. Note the size and settlement density of the Albuquerque district, even at this time. Also note the traditional spelling of Alburquerque, with two Rs.

### Looking at the Object

Have students identify the geographical features on the map. Can they find the mountains, rivers and trees? Now ask them to locate Albuquerque on the map. Tell them to look closely at the spelling. What letter has been added in this spelling of the city? Now work with the students to identify settlements that exist today. Point out the dotted lines that serve as the boundaries for the district of Alburquerque. What do they notice about the number of settlements in this area as compared to the others? Where are most of the settlements located? From looking at the map, what resources did this area have that would make it a good place to settle?

## Repostero/Tapestry belonging to the Cueva family of Alburquerque, Spain, c. 1665 (Detail)

Messina, Sicily

Silk, gold, silver

Gift of Don Beltrán Alfonso Osorio y Díez de Rivera Martos y Figueroa, 18th Duke of Alburquerque, Spain

PC1973.33.1

### Background

This tapestry was made for the 8th Duke of Alburquerque, Spain while he was stationed in Sicily as governor. The *repostero* documents the Duke's family history and contributions to the country. Symbols include a crown over the central shield and a dragon representing his paternal line, the Cuevas. Their name was derived from a story involving the slaying of a dragon in the mouth of a cave. The border includes implements of war such as shields, helmets, muskets and cannons. The 18th Duke of Alburquerque gave the tapestry to the City of Albuquerque during its 250th anniversary.



### Looking at the Object

Show the students the image of the *repostero*. Discuss how this is another way to represent a family tree, using symbols in place of the names. Ask the students to identify some of the symbols they recognize. Discuss together what some of these symbols mean to the students such as the crown, dragon, and weapons.

## Albuquerque, 1885

Leon Trousset, French

Oil on canvas

Given to the citizens of Albuquerque in loving memory of Erna Fergusson by Dr. and Mrs. Albert Simms

PC1946.115.1

### Background

This scene was made by an itinerant painter visiting Albuquerque just a few years after the railroad had arrived. In it he portrayed a bustling Old Town plaza, with the flag of the United States flying, reflective of the al-



most 40 years as a U.S. Territory at the time. San Felipe de Neri church is in the background and had existed since the Colonial period. Formal storefronts compliment Native American vendors selling produce from baskets along the roadside.

### Looking at the Object

Show students the image of *Albuquerque, 1885*. Have them describe what they are seeing. What do they think life was like during this time based on what they see?

Does anything seem familiar to them about this place? Ask students if they have been to Old Town Plaza in Albuquerque. Point out the church and the plaza which still exist today.

### Tintype of Captain Zenas Bliss, c 1864 (copy)

Gift of Sarah Louis Cook via the Albuquerque Historical Society  
PC 1967.1.11.c

#### Background

Captain Zenas Bliss was an infantry captain who served with an African American regiment during the Civil War. The regiment later moved to guard the border of Texas and Mexico in response to France's invasion of Mexico. By the end of the Civil War, tintypes were the most popular forms of photography in the United States because they were inexpensive, durable and simple to produce.



### Looking at the Object

Show students the image of Zenas Bliss. Ask them to describe his clothing. What type of job do they think he had based on clothing? Do they think he is old or young? Why do they think he may have had his photograph taken in his uniform? Is the frame surrounding the photograph special or ordinary? Who might he have given this photograph to?

### Belt Belonging to C.G. Wallace, 1930's-1950s

Lambert Homer and Roger Skeet

A'shiwi A'wan (Zuni) and Diné (Navajo)

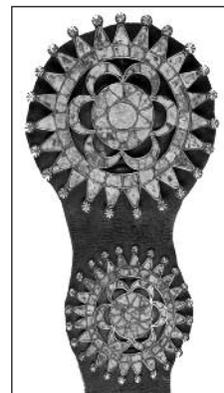
Blue Gem turquoise, silver, leather

Gift of Kenneth Alan Wallace and his children, Andrew, Aaron, Susanna, Megan and Glen

PC2010.34.1

#### Background

C.G. Wallace was a trader at Zuni Pueblo who later opened the De Anza Motor Lodge on Central and Washington, along Route 66. Native American made items, including jewelry, pottery and weavings were popular tourist souvenirs to purchase along the Road. This belt made by Zuni and Navajo artists includes highly skilled techniques in both turquoise and silver. One of the techniques is inlay, a process of inserting pieces of turquoise into the silver to create a pattern.



### Looking at the Object

Show students the image of the belt. Ask them if they recognize the object. Do they think this is a special or ordinary object? What about it makes it special?

What type of person might wear a belt like this? Now have them look closer at how the belt is made. Have them describe the designs. Point out the different materials that make the design, both turquoise and silver. Have them look closer at the turquoise designs. Can they determine how these designs were made? Do they think anyone could have made this or did it take skill?

# PRE AND POST VISIT ACTIVITY SUGGESTIONS

Use or adapt these activities to both prepare students for and to extend their learning after their visit to the exhibition. Images referenced in the activity accompany this guide in a full page format. Background information on the objects and ideas for engaging students in looking at the objects are included in the previous section.

## **GRADES K-2**

### **Then and Now**

Students will gain an understanding of the past by exploring the similarities and differences between historic and contemporary objects.

### **Pre Visit**

Prepare students for their visit by showing them some of the images included in this guide. Potential objects include Agua Fria Glaze-on-red (container), horseman and foot soldier (uniform of a soldier) and a copy of the Zenas Bliss tintype (photograph). Whenever possible, provide students with actual contemporary objects or images of objects for comparison.

Have students talk about the similarities and differences of each object. For example, most containers are now made of plastic or cardboard instead of clay but they still serve the same purpose of storing food.

### **Post Visit**

Choose a historic object from the Museum visit which has a contemporary comparison. Ask students to draw both the historic object and its contemporary. Discuss what about the objects are the same and what are different.

## **GRADES 3-5**

### **Learning about Albuquerque's Cultures**

Through viewing objects reflective of Albuquerque's history, students will gain an understanding of the contributions of diverse peoples.

### **Pre Visit**

Through viewing select images of historic objects, students will be introduced to some of the contributions of Native Americans in New Mexico. Images included in this guide are Piedras Marcadas watercolor, Jar (Agua Fria Glaze-on-Red) and Belt belonging to C.G. Wallace. For suggestions of how to engage students in looking at these objects, refer to "Looking at the Object" paragraph that accompanies each object in the previous section of this guide.

### **Post Visit**

Have students write a short essay describing objects they saw in the Museum that reflect the contributions of diverse peoples living in Albuquerque. Ask them to write about at least two objects and why they are important to the culture that used or made them.

## **GRADES 6-8**

### **Turning Points in New Mexico History**

Students use objects as a springboard for exploring important changes in the community.

#### **Pre Visit**

Have students view a selection of objects that reflect important turning points in New Mexico's History. Images of objects in this guide include, Jar (Agua Fria Glaze-on-red), Horseman and Footsoldier and Retablo: *Nuestra Senora y el Niño*. Topics of discussion include Early Settlement (Jar), Spanish Settlement (Horseman and Footsoldier) and Catholicism in New Mexico (Retablo). Have students discuss how the objects represent the larger ideas. Engage students in a discussion of the differing interpretations these objects have today.

#### **Post Visit**

Have students develop a presentation on objects from their visit that reflect important changes in the community. Ask them to contrast the historic objects with objects from their own lives that reflect changes in contemporary society.

## **GRADES 9-12**

### **Sleuthing New Mexico's History**

Students will uncover the stories in New Mexico's history through analyzing historical objects, developing research questions and conducting historical research.

#### **PreVisit**

Students act like the sleuths on the PBS series, **History Detectives** to uncover the stories of their community hidden in the objects. Break students up into small groups and give each group an image included in the guide. Ask students to discuss the image and come up with a question to research about object. Have them create a list of things they need to know to answer their question.

#### **Post Visit**

Have the students revisit their objects and develop a list of sources to answer their research question. Using a combination of books, computer and personal sources, have students conduct their own research into the object. Once completed, have the group present their findings to the larger class.



Joseph Eaton, *Plaza of Albuquerque*, 1855  
Watercolor on paper  
Museum purchase, 1983 G.O. Bonds  
PC1985.4.1

 **The Albuquerque Museum**  
OF ART AND HISTORY

19th and Mountain Rd NW (505) 243-7255 or 311 • NM Voice/Relay or 711  
Cultural Services Department, City of Albuquerque. Richard J. Berry, Mayor • [www.cabq.gov/museum](http://www.cabq.gov/museum)

