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ALBUQUERQUE MUSEUM

Only in Albuquerque



TEACHER'S GUIDE

Art. History. People.

ABOUT THIS GUIDE

In this guide are some suggested activities that teachers can do with their students to prepare for their visit to the Only in Albuquerque exhibition. The activities are designed to encourage close looking and analysis of historical objects while helping students to make meaningful connections to the past. All of the images used in this guide are artifacts or photographs that are currently on display in the exhibition.

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2000 Mountain Road NW (in Old Town)
505-243-7255 or 311 • Relay NM or 711
Open Tuesday – Sunday 9 a.m. – 5 p.m.

ABOUT THE EXHIBITION

How did Albuquerque become the city we know today? School tours in the exhibition, *Only in Albuquerque* will experience the greatly expanded story of our city from before written history to the present, set in an engaging, fun, and interactive atmosphere. Our story is told through four galleries: *Spirited, Courageous, Resourceful and Innovative*, all connecting to a central gallery entitled *Our Land*.

Throughout these galleries, student will explore the tour's four main themes: the influence of different cultures on the city over time, the challenges people faced in learning to live together, the ways different cultures used the

natural environment to build a community, and how transportation, goods and ideas have connected Albuquerque with the rest of the world.

Note: The exhibition has a large number of interactive stations that will be appealing to children and young adults. Due to the size of the tours and time constraints, students will not be able to experience all of these stations. We recommend encouraging your students to visit at a later date to experience these in more detail. The Museum offers a number of free days that families can consider when planning their trip. See the Museum's website for a detailed listing, cabq.gov/museum.

BACKGROUND

This background includes summary of relevant stories you will encounter in the five galleries of the exhibition, *Only in Albuquerque*.

OUR LAND

How has the landscape shaped Albuquerque over time?

In this circular gallery you encounter the beauty and uniqueness of Albuquerque's natural landscape through panoramic color photographs of the river, mountains and volcanos that surround you along the ceiling. This is a place to contemplate the three geographic markers that define our community and how they have been a source of survival, inspiration and controversy to this day.

SPIRITED

How have different cultures influenced the city over time?

In the first section of the gallery you are introduced to the founders of this Spanish villa they named Alburquerque in 1706. La Villa de San Felipe de Alburquerque was named for Spain's King Felipe V in honor of his recent coronation. Our founders were part of the wave of settlers enlisted to repopulate New Mexico after the Pueblo Revolt of 1680. This group of families traveled from as close as Bernalillo to as far as Mexico City. While most were Spanish, others had African, French, Mexican, Filipino and Native American backgrounds. In this gallery you also learn about three of the neighborhoods in our community. In the 1880s New Albuquerque, today the Downtown neighborhood grew rapidly like most western boom towns as the railroad

arrived. Newcomers from Germany, France, Ireland, Mexican, China and from across America mingled with longtime residents looking for a new start in the bustle of horse drawn streetcars and wood frame homes being built.

In other areas of the city, rural traditions still play a prominent role, from the North and South Valleys to surrounding communities such as Corrales and the pueblos of Isleta and Sandia. In Northeast Albuquerque, the modern American suburban neighborhood took hold after World War II as thousands of families migrated from the cities of the Midwest and East chasing sunshine and the American Dream.

Also in this gallery you can also explore the blending of cultures through local food traditions. Our New Mexican cuisine reflects the fusion of indigenous and European ingredients. Pueblo people gathered piñon and grew blue corn while the Spanish brought wheat, chile, pork and chocolate, much of it introduced to them by the indigenous peoples of Mexico. Over time cooks from different cultures combined these ingredients to create unique food traditions including blue corn enchiladas, oven bread and piñon chocolate!

COURAGEOUS

What challenges did people face in learning to live together?

In this gallery you are introduced to stories of oppression that Pueblo communities endured as first the Spanish, and then Mexicans and Americans governed the area. Local Spanish officials demanded labor and goods to support

BACKGROUND ...continued

their fledgling community, and placed pressure on limited resources of the pueblos. Pueblo people were also required to convert to Catholicism and deny centuries-old religious traditions. Conflicts around labor, goods and religion led to violent rebellions, the most familiar of which is the Pueblo Revolt in 1680.

Closer to home the first Indian rebellion on American soil, the Tiguex War of 1540-41 pitted the people of Tiguex Province against members of Coronado's expedition. The Tiguex Province was a series of pueblo settlements stretching roughly from Isleta to Bernalillo on both sides of the Río Grande. After numerous battles to retain their villages, the Pueblos retreated to the mountains and returned once Coronado left. The negative actions of some officials in the Americas led Spain to enact the *Leyes de Indias* (Laws of the Indies) to prevent abusive treatment of Native populations.

Over three hundred years later, as the Americans took control of New Mexico, attempts to assimilate Indian populations were enacted. The Albuquerque Indian School opened in 1881 and accepted students from Pueblos and tribes across the Southwest. The boarding school isolated students from their families, changed their names and required them to speak only English. Over time, the school changed its policies and was more supportive of the students' cultural backgrounds.

The stories in this gallery also examine the conflicts Albuquerque residents have experienced over time. Our city experienced three changes in governance in less than 200

years. Beginning with Spain in 1706, then México in 1821 and ending with the United States in 1850. With its new status as a territory came new battles. In 1862, Albuquerque entered the Civil War as Confederate soldiers attempted to seize Union supplies in Old Town. Over the next two years, Native raids on settlers in the area led to the relocation of Apache and Diné (Navajo) bands to Bosque Redondo.

During the 20th century Albuquerque residents also participated in international conflicts. The stories of two World War II era residents are featured in this gallery. Chester Nez was a Navajo Code Talker and Ernie Pyle, a Pulitzer Prize winning journalist. Navajo Code Talkers helped win the war by inventing a code based on the Diné language. Nez was part of an elite group of twenty-nine Navajo men enlisted to develop the code. He was recognized with a Congressional Medal in 2001.

Ernie Pyle reported from the trenches, telling stories of the common soldier. By the time of Pyle's death in 1945, his reports were carried in 400 newspapers. He won the Pulitzer Prize in 1944. The Prize awards excellence in journalism and the arts. It was established by publisher Joseph Pulitzer in 1917 and is administered by Columbia University.

RESOURCEFUL

How have different cultures used Albuquerque's natural environment to make a home?

In this gallery you are introduced to our earliest residents and how they survived and thrived in this area. Early hunter gatherers roamed the

BACKGROUND ...continued

landscape hunting mammoth and bison. By the 1300s, the Tiwa people began to settle in the Río Grande Valley, building multi-storied pueblos out of local materials, including river cobbles, clay and wood from the *bosque* or river forest. Corn was a staple and they grew it on terraces above the river. Almost three hundred years later, the Coronado expedition brought the Spanish to the valley along with two thousand Mexican Indian warriors and new resources, including horses and metal. By 1706, the Spanish were establishing a permanent settlement at Albuquerque, building homes and a church out of local materials including *terrones* (sod blocks), *adobe* and wood cut into *vigas* (beams) and *latillas* (branches laid between beams). *Acequias* (irrigation ditches) were dug to bring water from the river to the community.

Over time as the community grew, so did the challenges of managing natural resources. Land grants were given to Pueblos, individuals and communities during the Spanish (1598-1821) and Mexican periods (1821-1850) to encourage settlement. Notable local land grants include to the north, Alameda (includes Corrales and parts of Rio Rancho) to the east, Elena Gallegos (along present day Tramway) and to the south and west, Atrisco, and the Pueblos of Sandia and Isleta. In contemporary times, land and water issues are still at the forefront as the community has continued to grow. Residential growth west of the river near Petroglyph Monument pitted growth against cultural preservation. The most heated of these battles was the extension of Paseo Del Norte through part of the monument which took ten years to complete. The stress on our water supply remains a major concern. Despite great strides in conserving residential

water we still risk depleting this essential resource.

INNOVATIVE

How did transportation, goods and ideas connect Albuquerque with the world?

In this gallery we are introduced to how trade and transportation connected Albuquerque with the world. Native traders traveled by foot on ancestral trails to bring cotton and shells from the west, turquoise from the north, feathers from the south and bison hides from the east.

By the 1700s, *carretas* (animal drawn carts) hauled goods imported from Mexico, Europe and Asia along the *Camino Real*, a route from Mexico City to Santa Fé. After Mexican Independence in 1821, the Camino Real became the Chihuahua Trail, a route which connected to both the Santa Fé and Old Spanish Trails. Old Town merchants Franz Huning and Ambrosio Armijo exported products from New Mexico to the East and carried Midwestern clothing, furniture and other goods in their stores. By 1880, the game changed again with the arrival of the railroad. Shipments that once took months now arrived in days.

With the arrival of the railroad, Albuquerque became a destination for travel and commerce. The Alvarado Hotel, built in 1902, was one of many Harvey hotels and eating houses constructed along the train route. Fred Harvey is credited with starting the first restaurant chain in the United States and led the way in promoting the cultural and natural attractions of the southwest. The Alvarado Hotel also established a market for Native American art through their Indian Building, and direct purchases from

BACKGROUND ...continued

Native artists at the hotel. The hotel also made presidential history as it hosted two presidents during New Mexico's bid for statehood, Theodore Roosevelt and William Taft.

After railroad travel waned, Albuquerque once again became a destination through the establishment of Route 66 in 1926. In the 1930s the road was popular with migrants fleeing the Dust Bowl on their way to California; a story later made popular in John Steinbeck's *The Grapes of Wrath*. The route stretched from Chicago to Santa Monica, with Albuquerque boasting the longest urban stretch at 15 miles. Neon lights, diners, gas stations and motels lined the route beckoning weary travelers.

In this gallery you can also explore stories of innovators and innovative products developed in Albuquerque. The Ancestral Puebloans created innovative paints from local materials that made their pottery stand apart from others created at the time. The distinctive glaze paint made with galena, an iron ore found near Placitas and Cerrillos, turned a metallic black when fired and was used to create designs that incorporated birds, weather and people.

Later, after the Spanish arrived, the area gained prominence as a weaving center. By the 1800s, wool blankets had become an important export

item. Families worked together to shear the sheep, spin and dye the yarns and weave the fabric on horizontal looms. Dyes were made from a variety of local and imported materials. Some of the most prized dyes included cochineal (red) made from insects harvested from cacti in México, indigo (blue) imported from México and brazilwood (reddish) from South America.

During the second half of the 20th century, Albuquerque became a center for technology. After World War II, Sandia National Laboratories gained prominence for weapons research and development. The city also caught the national spotlight when Julius and Ethel Rosenberg were implicated in a scheme to pass military secrets to the Russians. Ethel's brother, David Greenglass, worked at Los Alamos and lived in Albuquerque, where he was accused of passing secrets to the Russians. He later implicated his sister and her husband in the plan. The Rosenbergs were convicted of treason and received the death penalty. In 1974, Albuquerque became the center of innovation again, when Ed Roberts successfully built the first prototype of an affordable personal home computer. Named the *Altair*, this computer made Roberts a millionaire and spurred the innovations of subsequent developments, including those of Bill Gates and Microsoft.

MAPPING MY LANDSCAPE

In the *Our Land* gallery of the exhibition, they will learn about how the landscape has shaped Albuquerque's. The main focal point of the gallery is an aerial floor map of the city and images of the landscape surrounding the gallery from above. In this activity, students will create their own maps to better understand their location within the landscape.

Have students describe the different parts of our city's natural landscape (rivers, mountains, volcanos, mesa, and bosque). Then have them draw a simple map locating the school in relation to different parts of the landscape. Where is the river, the mountains, etc.?



MEET ALBUQUERQUE'S EARLY RESIDENTS

The *Spirited* gallery of the exhibition includes the story of the Cobb Studio. In 1889, Henry Cobb purchased the photography studio located in what we now call the Downtown. For a little money, individuals could pose in front of one of the studio's painted backdrops and get their picture taken. In this activity, students will examine some of the photographs from Cobb's Studio to understand how people's lives compare to ours today.

Project the following images on a whiteboard or print out for students to view. View the "Looking at Photographs" section for questions to start the discussion.

Man in Frontier Attire, ca. 1900

Maria Chiwiwi, Isleta, ca. 1900

Pomerenk Brothers, 1890s

Maria Lasoya and Sisters, 1870s

African American woman, 1890s

LOOKING AT PHOTOGRAPHS

Have them describe the person or people pictured.

What clothing is the person wearing?

How are they posed?

What are their facial expressions?

If there is more than one person in the photograph, what is their relationship to others in the picture? Why do you say that?

Where do they think the photograph was taken?

What can we tell about the person (s) by looking at the photograph? Why do you say that?

What things in this photograph are familiar to you? Which are unfamiliar?

Does this photograph seem old or new? Why do you say that?

Have you ever posed for a special portrait with your family or for school? What did you wear? How did you pose? What was your facial expression?

BEFORE AND AFTER

Historic photographs of Albuquerque are a window to the past. They help students to comprehend changes over time. The entry way of the exhibition includes a number of images that show changes in clothing, transportation and the landscape. In this activity, students will examine historic photographs of some well-known locations in Albuquerque to determine how things have changed or stayed the same over time.

Project the following images on a whiteboard or print out for students to view. View the “Looking at Photographs” section for questions to start the discussion.

Railroad Conductor and Passengers at the Depot, 1937

Central Avenue Looking West, 1950

People near the Rio Grande Looking East, 1945

LOOKING AT PHOTOGRAPHS

Have students describe people, the objects, and the actions (what is happening?).

Where is the photograph taking place?

What is familiar about this picture? What is unfamiliar?

Does this photograph seem old or new?

Why do you say that?

Have the students ever ridden the Railrunner to Downtown? Rode in a car along Central Avenue in Downtown? Walked along the Rio Grande?

How was their experience different than the one pictured?

How is it the same?

DESTINATION ALBUQUERQUE

The *Innovative* gallery features a story about the growth of tourism in Albuquerque. Fred Harvey worked in conjunction with the Atchison, Topeka and Santa Fe railroad to build hotels along the railroad line. The Alvarado Hotel, located in downtown Albuquerque, was part of this system. People traveling across the country would stop at the hotel for a bite to eat, an overnight stay or to purchase a souvenir in one its shops. In this activity, students will examine images related to the Alvarado Hotel to understand the similarities and differences of how people vacationed in the past and today.

Project the following images on a whiteboard or print out for students to view. View the "Looking at Objects" section for questions to start the discussion. Review the "Information to Share" to learn more about the objects pictured.

Locomotive at the Alvarado Hotel, 1925

Pie Case, 1922

Jar, Zia Polychrome, 1900-25

LOOKING AT OBJECTS

Have students describe what they see.

Have them describe each object, noting the materials they are made from, designs and any wording that appears on it.

Is the object familiar or unfamiliar to them?

What do they think the object is used for?

Are there similar objects around today? If so how are different?

Have they gone on a vacation with their family?

Did they drive, fly or travel another way?

Do they remember eating some special or different than what they eat at home?

What did they purchase as souvenir to remember the trip? Why did they buy it?

INFORMATION TO SHARE

Pie Case, 1922

Mary Elizabeth Jane Colter was in charge of the renovation of the lunchroom at the Alvarado Hotel where she added Spanish style tiles and copper accented furnishing (elements you can see on this case). Colter was one of a few female architects of her time. The cases contained fruit, rolls, cake and pies. One of the most remembered deserts was the cherry pie.

Jar, Zia Polychrome, 1900-25

Train and automobile travelers purchased handmade pottery like this at various stops along the tracks and roadsides of New Mexico. This pot was made at Zia Pueblo about 40 miles northwest of Albuquerque. The surface of the jar is decorated with geometric designs, berry laden plants and curvy chicken like birds that likely originated from European American folk arts.

MADE IN ALBUQUERQUE

The *Innovative* gallery features a story about different objects made in Albuquerque over many centuries. The objects reflect how materials, needs and manufacturing methods have changed in Albuquerque over the centuries. In the lesson, students will examine images of artifacts to understand which objects have been valued over time and why.

Project the following images on a whiteboard or print out for students to view. View the “Looking at Objects” section for questions to start the discussion. Review the “Information to Share” to learn more about the objects pictured.

Jar, Agua Fria Glaze-on-red, 1350–1450

Frazada/Blanket, 1840-65

CRT monitor, computer, and floppy disk drives for the Altair 8800b, ca. 1975–77

Cowgirl boots, Dia de los Muertos, 2013

LOOKING AT OBJECTS

Ask students to arrange the objects from oldest to newest. Have them explain their choices.

Have them describe each object, noting the materials they are made from, designs and any wording that appears on it.

Is the object familiar or unfamiliar to them?

What do they think the object is used for?

Are there similar objects around today? If so how they are different?

INFORMATION TO SHARE

Jar, Agua Fria Glaze-on-red, 1350–1450

In the 1400s pueblos along the Rio Grande invented a unique type of pottery decorated with a shiny black glaze paint. The designs include

stylized images of birds, people and weather. The pots were used for special purposes such as ceremonies and community feasts and traded throughout the region.

Frazada/Blanket, 1840-65

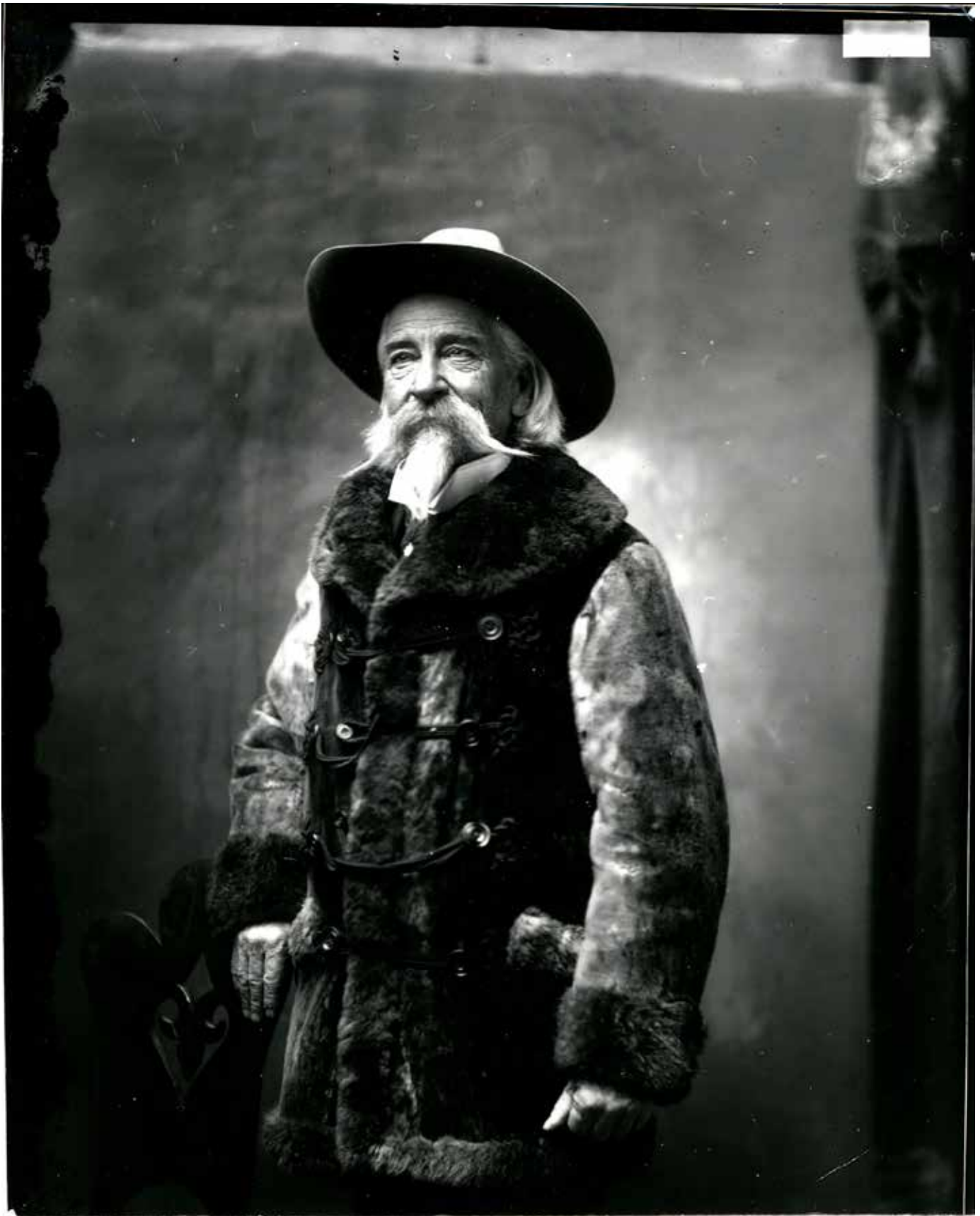
In the 1800s blankets were a valuable export item for New Mexico. Merchants coveted these handmade products for their bright designs and the waterproofing qualities of the churro wool. The design of this blanket is copied from a Mexican serape and includes a central diamond surrounded by small diamonds.

CRT monitor, computer, and floppy disk drives for the Altair 8800b, ca. 1975–77

In 1974, Albuquerque inventor Edward Roberts successfully built the first prototype of an affordable home computer. Named the Altair, the computer made millions for Robert’s company Micro Instrumentation and Telemetry Systems and spurred innovations in computer technology by Bill Gates and Microsoft.

Cowgirl boots, Dia de los Muertos, 2013

These boots were made by Deanna McGuffin, who runs the only women owned boot business in New Mexico. She hails from a long line of bootmakers including her father and grandfather. The boots have the popular dancing calaveras design, her homage to Dia de los Muertos celebration.



Man in Frontier Attire, ca. 1900.
Museum Purchase, 1989 General Obligation Bonds,
PA1990.013.284



**Maria Chiwiwi, Isleta, ca. 1900.
Museum Purchase, 1989 General Obligation Bonds,
PA1990.013.274**



Pomerenk Brothers, ca.1890.
Museum Purchase, Trust and Agency Fund,
PA2011.003.033



Maria Lasoya and Sisters, ca.1870.
Museum Purchase, Trust and Agency Fund,
PA2011.003.093



**African American woman, ca.1890.
Museum Purchase, Trust and Agency Fund,
PA2011.003.561**



**Railroad Conductor and Passengers at the Depot, 1937,
Museum Purchase 1989 GO Bonds**



Central Avenue Looking West, 1950.
Gift of John Airy



**People near the Rio Grande Looking East, 1945,
Gift of Jeff McDaniel**



Locomotive at the Alvarado Hotel, 1925.
Photographer, Daphne Cobb.
Gift of John Airy, PA 1982. 181.96



**Mary Elizabeth Jane Colter,
1869-1959, Pie Case,
wood, clay, copper alloy, iron, glass, wood, 54 x 72 ¼ x 27 ½ inch.
Museum Purchase, Four Centuries Bond Fund,
PC2006.49.1**



Jar, Zia Polychrome, 1900-25.

Clay, slip, paint. 20 x 19 ½ in.

Gift of the Albuquerque Museum Foundation, Lucia V. Batten Estate,

PC2015.26.21



Jar, Agua Fria Glaze-on-red, 1350–1450.

Clay, slip; glaze paint, 11 x 14 1/2 in.

Ward Alan and Shirley Jolly Minge Collection, Museum purchase, 1995 General Obligation Bonds.

PC1998.22.17



Frazada, Blanket, 1840-65. Wool, cotton, indigo, brazilwood and cochineal dyes, 91 x 49 in. Museum purchase, PC1982.137.1.



CRT monitor, computer, and floppy disk drives for the Altair 8800b, ca. 1975–77
MITS, Albuquerque, 21 x 17 x 17 in. and 15 x 17 x 22 in.
Gift of Stephen Lambert, George Moran, and Explora Science Center and Children's Museum
Metal, plastic, glass,
PC1986.3.1.a–c, RS2013.21.1



Cowgirl boots, Dia de los Muertos, 2013.

Pearlized lamb leather, calfskin, nylon thread, sterling silver conchas by Michael Turano, 17 1/2 x 5 3/8 x 10 3/4 in. (each), Museum purchase.

PC2014.6.1.a&b