

TEACHER RESOURCE BOOK *for use with*

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FOURTH REVISED EDITION

# **A History of New Mexico**

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## Guide to the Teacher Resource Book

The Teacher Resource Book for *A History of New Mexico* has been extensively rewritten and reorganized. The resource book is now divided into three distinct parts. Part One is the **Instructional Resources Overview**. This is comprised of several subsections, each designed to assist the instructor in his or her teaching. Specifically, it includes a guide to the text, information about the Student Activities Book, a bibliography of suggested books for teachers, a discussion of audio-visual resources for classroom use, and the New Mexico Social Studies Seventh Grade Content Standards and Benchmarks. It also contains **outline maps** of New Mexico for use as needed in map and geography exercises.

Part Two consists of the **Answers to Section Review and Chapter Review Questions** in the textbook. Part Three contains completely new material. This consists of the **Teacher Lesson Plan Guides**. These provide chapter lesson plan suggestions for the teacher.

## Part One: Instructional Resources Overview

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# Guide to the Text

*A History of New Mexico* is designed for use by either the middle school or the junior high school student. The authors used the Flesch-Kincaid grade level and readability ease scales to ensure that the text is written at an appropriate reading level for middle school and junior high students.

**Basic Organization.** *A History of New Mexico* is organized into five units with fifteen chapters. Each chapter is divided into sections that deal with a limited period or specific topic. The sections are of approximately equal length. The unit and chapter titles are as follows:

**Unit One: New Mexico is Settled by Early People  
and Remains the Home of Indian Cultures**

- Chapter 1: New Mexico: The Land
- Chapter 2: New Mexico's Early People
- Chapter 3: The Indians of New Mexico

**Unit Two: New Mexico is Explored and Settled by Spaniards**

- Chapter 4: Spanish Explorations
- Chapter 5: The Final Exploration and the Early Spanish Settlement  
of New Mexico
- Chapter 6: The Great Missionary Period and the Pueblo Revolt

**Unit Three: New Mexico Is the Home of Hispanic Culture**

- Chapter 7: New Mexico under Spanish Rule, 1692-1821
- Chapter 8: Life in New Mexico's Hispanic Communities
- Chapter 9: New Mexico under Mexican Rule

**Unit Four: New Mexico Is a Territory of the United States**

- Chapter 10: New Mexico Comes under United States Rule
- Chapter 11: Troubled Days in Territorial New Mexico
- Chapter 12: The End of Isolation

**Unit Five: New Mexico Is a State within the United States**

- Chapter 13: New Mexico Becomes a State
- Chapter 14: World War II and After
- Chapter 15: New Mexico Today

**The Unit Pattern.** The text is divided into five units, each containing three chapters. Each individual unit begins with an introductory statement called a “Unit Introduction.” The “Unit Introduction” provides students with a means of quickly finding out which topics will be covered in the upcoming chapters.

**Time Lines.** At the beginning of each unit is a Time Line. Individual time lines present a chronological sequence of events in the separate units. Each time line has noted on it dates that apply to the unit material and also lists events happening elsewhere in the world outside New Mexico. This allows students and teachers to put New Mexico events into the larger context of world history. The time lines are valuable learning tools that will help students organize and learn the important dates given in the text. Students should be encouraged to consult time lines before, during, and after the study of each unit.

**The Chapter Pattern.** Each chapter begins with a brief, true story from New Mexico’s past. The introductory story sets the stage for the development of the concepts and historical material that will emerge as the chapter unfolds.

A section in the chapter could be considered the basis for a teacher’s lesson plan. Each section is designed to serve as a convenient reading assignment for one lesson. It is not necessary, of course, to use the text in this way. *A History of New Mexico* could be equally effective when the length and nature of the assignments are varied.

To test the student’s understanding of his or her reading, each section concludes with a “Section Review” which is composed of a few simple questions. The section reviews generally have questions that require short answers. The number and type of questions vary slightly with each section.

The “Chapter Review” includes several means of reviewing the material for each chapter. “Words You Should Know” lists the vocabulary words presented in the chapter. Students are asked to find the word in the book and explain its meaning. “Places You Should Be Able to Locate” asks students to find important sites on the maps in their book. “Facts You Should Remember” contains questions reviewing information presented in the chapter. These questions could be used as the basis for classroom discussions.

**Vocabulary.** To aid students with vocabulary development and the improvement of reading skills, *A History of New Mexico* lists the new vocabulary terms that are introduced in each section at the beginning of that section. The text then defines terms for students within the context of their reading. The text also contains a **Glossary** of vocabulary terms at the end of the book. In the **Glossary** are included the page numbers on which each vocabulary word is first used.

**Special Interest Features.** An integral part of each chapter is the “Special Interest Feature.” Each chapter contains at least one special interest feature. Each feature provides specific,

in-depth information on topics mentioned in the chapter. The teacher could use these features to stimulate student interest in specific topics in New Mexico history and culture.

**Photographs.** A broad collection of photographs and illustrations, each dealing with the period or topic under discussion, are to be found throughout the text. Each photograph or illustration carries a caption which often presents information about the subject that is not contained within the body of the text.

**Maps.** A knowledge of geography is essential to the study and understanding of history. Careful consideration has been given to the preparation of the maps in *A History of New Mexico*. Every effort has been made to include on the maps all significant place names mentioned in the text. The maps are closely related to the text and have been placed where they can provide easy reference.

**Charts.** The three charts have been compiled to clarify and organize complex material. The charts correlate very closely with the parts of the text in which they appear. Students will profit from studying a relevant chart before embarking on the reading of the section in the book associated with the chart.

**Index.** Great care has been taken to make the index as complete as possible. Important topics and people are entered in alphabetical order, followed by the page references in the text to the location of this material.

## Information about the Student Activities Book

The Student Activities Book consists of 8 different categories of ancillary materials. “The Student Activities Book” contains 15 chapter quizzes, 19 skill lessons, 55 worksheets, 8 words to know crossword puzzles, 15 word search puzzles, 15 chapter crossword puzzles, 5 unit quick check quizzes, and 6 class projects. Teachers and schools that use *A History of New Mexico* as the primary text in their course may reproduce by any means as many of these activity sheets as they need for their own students.

The **Chapter Quizzes** contain questions from each chapter. They utilize both vocabulary words and factual material. The quizzes employ matching, multiple choice, and true-false questions. Each quiz has 20 questions. Two different quizzes (Form A and Form B) are provided for each chapter.

The **Skill Lessons** introduce and develop a variety of social studies skills for middle school and junior high school students. Although these lessons may be used at any time during the study of New Mexico history, the **Teacher Lesson Plan Guides** suggest which skill lessons to use with specific chapters. They include several lessons each on map reading skills, understanding time skills, developing research skills, picture reading skills, and chart, table, and graph reading skills.

The **Worksheets** have different purposes. Some reinforce material presented in the text. Others use primary source materials to enrich specialized topics of interest. Some incorporate map exercises from various episodes in New Mexico history. And several cover specific areas in the seventh grade social studies standards and benchmarks. Again the **Teacher Lesson Plan Guides** suggest which worksheets to use with each chapter.

The **Words to Know Crosswords** include the highlighted vocabulary for various chapters and units in the text. These can be useful in vocabulary review.

The **Word Search Puzzles** are designed to accompany specific chapters. These puzzles deal with important people, places, and things in the chapter being covered.

The **Chapter Crossword Puzzles** are based on the content of each chapter. The puzzles review important people, places, and things from the chapters.

The **Unit Quick Checks** are quizzes of 33 True-False questions each. They may be used to check or retest student knowledge at the end of each unit.

The **Class Projects** introduce different topics for in-depth research and study by the class as a whole. Some require internet access, while others may not. The **Teacher Lesson Plan Guides** suggest when these projects may most effectively be used.

Finally, answers for all student activity sheets are included at the end of each type of activity.



## Selected Teacher Bibliography

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- Williams, Jerry L., ed. *New Mexico in Maps*. 2nd ed.; UNM Press, 1986.

## Audiovisual Resources

**To the Teacher:** There are many possible audio-visual materials well suited for use with *A History of New Mexico*. Local libraries, regional libraries, and school district audiovisual collections should contain useful titles.

Perhaps the best single source for up-to-date New Mexico VHS and DVD titles is KNME-TV. Its **COLORES!** series alone contains dozens of titles. The videos examine many facts of New Mexico culture and history. Below are listed several resources available from KNME-TV. The KNME-TV mailing address is 1200 University Blvd. NE, Albuquerque, NM 87102. The store may also be reached at 1-800-328-5663. The cost of the various videos varies.

### VIDEOS AVAILABLE FROM KNME-TV

*Billy the Kid—¿Quién Es?* Looks at how the legend of Billy the Kid has grown.

*Blackdom.* Looks at the early settlement by Blacks in New Mexico.

*Gettysburg of the West.* Tells the story of the Battle of Glorieta, using, in part, reenactments of the battle.

*Santero.* Examines the traditions of past and present New Mexico santeros.

*El Senador.* Covers the career of Hispanic U.S. Senator Dennis Chavez.

*Senator Pete V. Domenici of New Mexico.* Covers the career of New Mexico's longest serving senator in the U.S. Congress.

*Sleeping Monsters, Sacred Fires: Volcanoes in New Mexico.* Explores volcanic activity across the landscape of New Mexico.

*Surviving Columbus.* Explores the spiritual and cultural dimensions of the first encounter with Europeans and how the Pueblo peoples have defended their ways of life.

*Trinity—Getting the Job Done.* Relates through oral history the untold story of developing the atomic bomb.

*An Understated Sacredness.* Explains the Pueblo beliefs about the sacred world around us through the eyes of a Santa Clara Indian.

*La Villa de Santa Fe.* Chronicles 400 years of history and conflict in the oldest capital City in the United States.

## Introduction to the Teacher Lesson Plan Guides

The Teacher Lesson Plan Guides are designed to help teachers organize their chapter lesson plans for *A History of New Mexico*. Below is a discussion of the main parts of the guides and of how teachers may use them in putting together their lesson plans. There are five major sections to each lesson plan guide.

**First**, each lesson plan guide begins with a “Chapter Summary for the Instructor.” It is a summary of the main sections in each chapter, and it provides the teacher with a way to review quickly the contents of the sections and chapters.

**Second**, there is a list of “Learning Objectives” for each individual chapter. These objectives are the desired student learning outcomes for that chapter. They are clearly stated, and teachers are urged to supplement these aims or goals with others as they see fit.

**Third**, this is a very important segment of the lesson plan guide. It lists the New Mexico Social Studies standards and benchmarks covered in each section of the chapter. It also lists the chapter-related skill lessons, worksheets, and class projects that cover specific state social studies standards.

**Fourth**, the Lesson Plan Guides include a wide range of different Student Activities. Each chapter’s activities include a section called “Discussing Sources.” These are excerpts from primary and secondary sources relating to New Mexico history. With each of these are included questions the class should use to discuss the excerpt. The Student Activities also include directed writing activities and other individual and group assignments. The number and scope of these varies from chapter to chapter.

**Finally**, the “Review, Reinforcement, and Evaluation” section lists several types of materials. These include chapter-specific worksheets, word searches, and puzzles to help students review the material. Where they apply, skill lessons that are most appropriate for the chapter are also listed. For evaluation purposes, there are two versions of each quiz for every chapter. Also, there is a “Unit Quick Check” of 33 True-False questions for reviewing the main points in each unit.

## **15: New Mexico Today**

### ***Chapter Summary for the Instructor***

**Growth and Issues:** From 1940 to 2006 New Mexico's population grew from 531,818 to two million, almost quadrupling during that period. The most rapid growth came in the 1950s with the expansion of military bases and weapons research facilities. More recently people have moved to New Mexico because it is a sunbelt state.

The makeup of the population changed too. From 1950 to the 1990s Anglos were a majority of the people in the state. Today New Mexico is a "minority-majority" state, meaning no one group is a majority of the population. Anglos, though, are still the largest group.

Population changes and growth brought about political changes too. Democratic domination that began in the New Deal ended in the 1960s. Today both political parties are successful in statewide races.

**Modern Artists and Writers:** New Mexico remains a major center for writers, artists, and craftspeople. Major artists have included Georgia O'Keeffe and Pablita Velarde. Rudolfo Anaya is the most noted Hispanic writer, while Tony Hillerman gained a national audience for his novels set on the Navajo reservation. Indian and Hispanic arts and crafts continue to flourish also.

**Celebrations and Events:** New Mexico's Indians continue to celebrate their culture and traditions. Dances on feast days and other special occasions attract many visitors. And Hispanics continue to perform their unique folk dramas. At the same time, New Mexico's history is honored in events such as the Billy the Kid days in Lincoln and the Santa Fe Fiesta honoring the reconquest of Santa Fe by Vargas.

**Today's Issues:** Today New Mexicans face a somewhat unsure future. Water supplies are limited, and as the population grows some areas of the state could run out of water. So all levels of government have undertaken an effort to conserve this precious resource.

At the same time, New Mexicans have undertaken land conservation. Overgrazing and poor farming methods have left many areas stripped of native vegetation. This has caused serious soil erosion. State and federal officials have taken steps to halt land abuse in New Mexico.

## Learning Objectives

After studying the chapters and completing the section and chapter exercises, students should be able to do the following:

1. Describe the changes in New Mexico's population from 1940 to 2006.
2. Describe how the population changes have affected modern New Mexico politics.
3. Discuss how New Mexico remains a major center for arts and crafts.
4. Describe how and why New Mexicans continue to celebrate colorful cultural and historical events.
5. Explain how water shortages and land abuse are serious problems in New Mexico today.

## New Mexico Seventh Grade Content Standards, Benchmarks and Performance Standards covered/addressed by Section

Section	Standards and Benchmarks
Growth and Changes	I.A.6, II.E.1
Modern Artists and Writers	I.A.4
Celebrations and Events	I.A.4, III.B.2
Today's Issues	II.C.4, IV.C.3
Worksheet 46: State Symbols	III.B.3, III.B.4
Worksheet 55: The Endangered Rio Grande Silvery Minnow	II.A.2

## Student Activities

**Discussing Sources:** As New Mexico grew and changed after World War II, New Mexicans became more and more involved in the national economy. One such person was a citizen of Clovis named Norman Petty. According to historian Thomas E. Chávez, Petty helped usher in the modern age of rock and roll music. Read the following to the students:

*Norman Petty needs a statue. Born and educated in Clovis, New Mexico, where he directed his school's band, he would go on to make history. Still, Petty is an unsung personage when compared to the many better-known people whom he helped achieve fame.*

*In 1954, Petty decided to make music in a different way. Rather than be up front playing it, he decided to work behind the scenes creating it. He purchased his uncle's vacant store, which was located next to his parents' filling station. There he built and installed a state-of-the-art recording studio and within two years he would make rock and roll history.*

*Petty did more than record. He arranged and produced. He clearly became a major influence on his industry. . . .*

*[Buddy] Holly traveled to Petty's studio after a bad experience trying to record in Nashville. . . . Yet with Petty, Buddy Holly became a nationwide household name.*

*On their first night working together they recorded two songs, "I'm Looking for Someone to Love" and "That'll Be the Day." In the next fifteen months, Holly and his band, The Crickets, recorded sixteen more rock and roll classics. In the process they created the "Clovis sound." John Lennon later claimed that the Beatles' first forty songs consciously tried to recreate the Clovis sound as they mimicked Buddy Holly.*

Thomas E. Chávez, *New Mexico: Past and Future* (University of New Mexico Press, 2006), pp. 172-73.

Ask the students: (1) What did Petty do before he got involved in recording? [He directed the school band.] (2) What he decide to do in 1954? [He decided to work behind the scenes creating, arranging, and producing music in his music studio.] (3) Who traveled to Petty's studio to record his hits? [Buddy Holly] (4) What sound did Petty and Holly create? [the Clovis sound] (5) Which famous musical group sought to copy this sound in its early years? [The Beatles] (6) Does Norman Petty deserve a statue? [Answers will vary.]

**Read and Write:** Write a book report on a work by a contemporary New Mexico author. It might be a book written by someone mentioned in this chapter or by someone else.

**Make a Picture:** Draw a picture or make a copy of one of the symbols of the state of New Mexico. For example, you might copy the state flag or the state seal. You might copy the state bird, the state insect, the state flower, or the state tree. You might even bake the state cookie. Explain why the symbol you have chosen to reproduce represents New Mexico. The class may then assemble the pictures into a poster for the bulletin board.

**Report to the Class:** Report to the class on a visit you have made to a museum or other place that shows examples of life in modern New Mexico. Such a visit might be to an atomic museum or to the Space Hall of Fame in Alamogordo. It might be to a city or state museum. It might be to an art gallery. Or, you might choose to report on a special local celebration held every year that honors the past.

**Make a Poster or Write an Advertisement:** Imagine yourself the director of the tourist bureau for the state of New Mexico. Select what you consider to be the state's outstanding tourist attraction. Make a poster featuring the attraction you have chosen, or you might describe it in writing in an advertisement. However you advertise the tourist attraction you have chosen, be sure to explain your choice.

**Class Project:** Tourism (See the Class Project section of the student activities.)

## ***Review, Reinforcement, and Evaluation***

### **General Chapter Review and Reinforcement:**

Section and Chapter Review Questions in Textbook

Worksheets nos. 44 and 45

Worksheet 46: State Symbols

Worksheet 55: The Endangered Rio Grande Silvery Minnow

Word Search for New Mexico Today

Words to Know Crossword Puzzle for Unit Five

Chapter 15 Crossword Puzzle

### **Skills Review:**

Skill Review 19: Reading Tables

### **Class Project:**

Tourism

### **Evaluation:**

Quiz Forms A or B for Chapter Fifteen

Unit Five Quick Check



## **15 New Mexico Today**

### **GROWTH AND CHANGES**

1. 2006
2. It means no one group has a majority of the population.
3. Newcomers added strength to the Republicans. Today both parties win major elections.

### **MODERN ARTISTS AND WRITERS**

1. the landscape
2. Erna Fergusson
3. The woodcarving of santos and weaving at Chimayó

### **CELEBRATIONS AND EVENTS**

1. Each pueblo celebrates its own feast day, some in the summer and some in the winter. In December Zunis celebrate Shalako. At Christmas some Pueblo peoples perform the Matachines, a special Christmas dance. Mescalero Apaches perform their Mountain Spirit Dance in July.
2. *Las Posadas* tells the story of Mary and Joseph seeking shelter for the Christ child. *Los Pastores* tells the story of the shepherds. Zarzuelas represent another, later Spanish folk tradition.
3. The Santa Fe Fiesta celebrates Vargas's Reconquest of New Mexico; Old Lincoln Days celebrate the escape of Billy the Kid; towns have yearly celebrations honoring their founders.
4. The Santa Fe Indian Market for Indian craftspeople; the Santa Fe Spanish Market features Hispanic artists; the New Mexico Arts and Crafts Fair and Renaissance Fair are for other craftspeople to show their work.

### **TODAY'S ISSUES**

1. Water supply depends upon and is limited by rainfall amounts, the supply of ground water, and agreements that require New Mexico to send water downstream.
2. Small farmers in rural areas may have to compete with growing urban areas.
3. Overgrazing strips ground cover. This leaves the land open to erosion. Also, logging exposes mountain snowpack. This brings shorter and more rapid melting and runoffs that increase erosion.

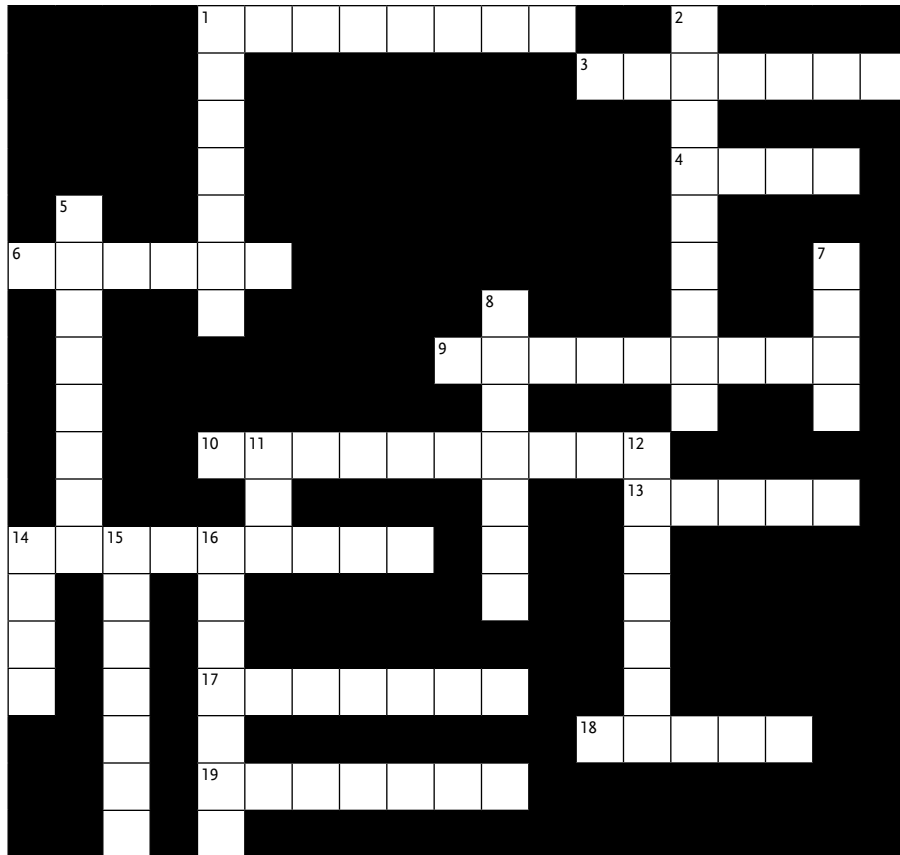
### **FACTS YOU SHOULD REMEMBER**

1. In 1940 there were 531,818 people. In 2000 there were 1,810,046. The population had by 2006 much more than tripled when it topped two million.
2. Two issues are limited water supply and land use/abuse.

3.
  - a. Pete V. Domenici—longest serving New Mexican in the U.S. Senate (36 years) who helped the state on the important budget and energy committees.
  - b. Georgia O’Keeffe—nationally famous painter who moved to New Mexico in the 1920s and resided here until her death in 1986
  - c. Peter Hurd—Roswell artist famous for painting southern New Mexico
  - d. R. C. Gorman—internationally famous Navajo artist who worked in Taos
  - e. Erna Fergusson—writer who was regarded as the first lady of New Mexico letters before her death in 1964
  - f. Paul Horgan—writer who spent much of his youth in New Mexico and later won two Pulitzer Prizes for his works on New Mexico (*Great River* and *Lamy of Santa Fe*)
  - g. Mark Medoff—New Mexico State professor who won a Tony Award for his play *Children of a Lesser God*
  - h. Rudolfo Anaya—modern Hispanic New Mexican writer whose two best-known novels were set in Guadalupe County
  - i. N. Scott Momaday—Indian writer who won a Pulitzer Prize for his *House Made of Dawn*, based upon his experiences at Jemez Pueblo
  - j. George Lopez—distinguished woodcarver from Cordova, New Mexico

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Chapter 15: New Mexico Today



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Chapter 15: New Mexico Today

### Across

- 1 no one group is a majority of the population; New Mexico is a \_\_\_\_\_-majority state
- 3 performed at Zuni each fall; this celebration is held to bless new homes
- 4 every year Deming, New Mexico, stages a race that features this animal
- 6 Navajo artist who lived in Taos, his paintings hang all over the world; R.C. \_\_\_\_\_
- 9 the author once recognized as the first lady of New Mexico letters; Erna \_\_\_\_\_
- 10 folk drama staged at Christmas; it tells the story of Mary and Joseph seeking shelter
- 13 author of *Bless Me Ultima* and *Heart of Aztlán*; Rudolfo \_\_\_\_\_
- 14 New Mexico mystery writer who writes in detail about Navajo life; Tony \_\_\_\_\_
- 17 the region that stretches across America from North Carolina to southern California
- 18 the Cordova, New Mexico, santero who carried on a family tradition; George \_\_\_\_\_
- 19 one of New Mexico's most famous modern painters; Georgia \_\_\_\_\_

### Down

- 1 Kiowa Indian writer whose *House Made of Dawn* is set at Jemez; N. Scott \_\_\_\_\_
- 2 major problem caused by overgrazing and poor farming and mining methods (2 words)
- 5 New Mexico Republican who served six terms in the U.S. Senate; Pete \_\_\_\_\_
- 7 Democrat elected to 3 different four-year terms as governor; Bruce \_\_\_\_\_
- 8 Santa Clara artist famous for her public murals; Pablita \_\_\_\_\_
- 11 each year Albuquerque hosts a hot \_\_\_\_\_ balloon fiesta
- 12 name by which those who make santos are known
- 14 famous painter of southern New Mexico landscapes and Hondo Canyon; Peter \_\_\_\_\_
- 15 New Mexico community that stages a pageant honoring Billy the Kid
- 16 the washing or wearing away of topsoil; often caused by rapid runoff

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Chapter 15: New Mexico Today

E	R	N	A	F	E	R	G	U	S	S	O	N	X	Q	I	V	R
G	E	O	R	G	E	L	O	P	E	Z	J	O	V	E	G	E	U
V	H	W	D	Z	F	F	O	D	E	M	K	R	A	M	D	L	D
S	M	O	K	E	Y	B	E	A	R	K	F	M	T	R	N	A	O
E	H	N	E	S	D	A	D	Q	D	V	T	L	A	P	N	S	L
G	F	X	X	T	A	O	F	F	M	S	E	L	C	E	Z	P	F
Q	X	F	U	N	V	I	Q	F	I	B	E	B	A	T	I	O	O
K	B	M	E	C	C	K	O	D	N	V	L	K	J	E	D	S	A
E	S	I	O	E	Z	O	Q	U	A	J	B	X	U	R	S	A	N
Y	F	I	Z	E	K	J	S	T	V	H	S	F	X	H	E	D	A
Z	B	L	L	W	L	O	I	H	S	B	E	Q	S	U	N	A	Y
Y	T	E	X	B	G	L	A	O	E	F	V	C	H	R	I	S	A
O	L	W	R	N	B	A	M	I	K	M	K	N	N	D	H	F	J
U	R	O	G	A	H	C	B	A	G	A	O	L	V	O	C	E	X
U	P	X	P	T	W	P	Z	U	D	R	L	T	T	D	A	B	H
A	L	J	Q	N	S	F	H	C	P	W	O	A	T	S	T	Q	Q
U	O	N	C	E	R	K	R	O	K	S	M	E	H	S	A	H	Q
L	A	N	D	A	B	U	S	E	U	Y	N	J	G	S	M	Y	X

**Directions.** All the words in this word search puzzle read from left to right.  
The hidden words run straight across, straight down or diagonally.  
Find the words listed below in the puzzle, and circle them.

Erna Fergusson  
George Lopez  
Georgia O'Keeffe

land abuse  
Las Posadas  
Mark Medoff  
Matachines

Pablita Velarde  
Peter Hurd  
Rudolfo Anaya  
Shalako

Smokey Bear  
sunbelt

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Chapter 15: New Mexico Today

Worksheet 44



**A. Directions.** Below are listed twelve prominent modern New Mexicans. In the blank beside each, identify the person as a **painter, santero, or writer**.

- |       |                      |       |                         |
|-------|----------------------|-------|-------------------------|
| _____ | 1. Rudolfo Anaya     | _____ | 6. Tony Hillerman       |
| _____ | 2. Patrocinio Barela | _____ | 7. Paul Horgan          |
| _____ | 3. Erna Fergusson    | _____ | 8. Peter Hurd           |
| _____ | 4. R. C. Gorman      | _____ | 9. George Lopez         |
| _____ | 5. Pablita Velarde   | _____ | 10. Leslie Marmon Silko |

**B. Directions.** Find the event in the second column that best matches the description in the first column. Write the letter of your answer in the blank.

- |       |  |                        |
|-------|--|------------------------|
| _____ | 1. This Christmas folk play tells of the shepherds seeking the Christ child.   | A. Indian Market       |
| _____ | 2. This Christmas Hispanic folk play tells of Mary and Joseph seeking shelter. | B. Matachines          |
| _____ | 3. These Zuni rites bless new homes.   | C. Mountain Spirit     |
| _____ | 4. A celebration here reenacts the last escape of Billy the Kid.               | D. Lincoln             |
| _____ | 5. This Mescalero Apache dance is held in mid-summer.                          | E. <i>Los Pastores</i> |
| _____ | 6. It is a special Christmas dance held at some New Mexico pueblos.            | F. <i>Las Posadas</i>  |
| _____ | 7. An annual event, it allows Indian craftspeople to show their work.          | G. Shalako             |

Chapter 15: New Mexico Today

Worksheet 45



**A. Directions.** Match the places on the map with the following descriptions of people or events by writing the correct place name in the blank before each description.

- \_\_\_\_\_ 1. Artist Peter Hurd was from this city in southeastern New Mexico. He loved to paint the Hondo Valley.
- \_\_\_\_\_ 2. A famous modern painter, Georgia O’Keeffe made her home here in northern New Mexico.
- \_\_\_\_\_ 3. Mark Medoff, an award-winning play writer, taught drama here at New Mexico State University.
- \_\_\_\_\_ 4. At this pueblo the people bless new houses built to honor the Shalako. Shalako is a fall celebration.
- \_\_\_\_\_ 5. This central New Mexico city hosts the New Mexico State Fair every September.
- \_\_\_\_\_ 6. At home here in northern New Mexico, writer John Nichols wrote *The Milagro Beanfield War*.

- \_\_\_\_\_ 7. Erna Fergusson, the first lady of New Mexico letters, lived in this New Mexico city.
- \_\_\_\_\_ 8. R. C. Gorman, a famous Navajo artist, called this city his home.
- \_\_\_\_\_ 9. Artist Pablita Velarde is from this northern New Mexico pueblo.
- \_\_\_\_\_ 10. A fiesta held in this city every year celebrates Vargas's reconquest of New Mexico.

**B. Directions.** Choose the best answer for each. Write the letter in the blank.

- \_\_\_\_\_ 1. The census of 2000 found there were (a) too many New Mexicans (b) over 2 million New Mexicans (c) about 1.8 million New Mexicans (d) fewer than a million New Mexicans.
- \_\_\_\_\_ 2. New Mexico grew fastest during the decade of the (a) 1950s (b) 1960s (c) 1980s (d) 1990s.
- \_\_\_\_\_ 3. Some people have moved to New Mexico because (a) there is so much water available (b) Albuquerque is the biggest city in the West (c) Pueblo Indians began selling their lands (d) it is a sunbelt state.
- \_\_\_\_\_ 4. The fact that no one group holds a majority in New Mexico means that (a) the census was not correct (b) New Mexico is a "minority-majority" state (c) all groups of people are of equal size (d) New Mexico has grown faster than other states.
- \_\_\_\_\_ 5. Two issues all New Mexicans face today are (a) a falling population and a dry land (b) a dry land and land grant claims (c) a falling population and land grant claims (d) a falling population and diverse ethnic groups.
- \_\_\_\_\_ 6. The most recognized New Mexican was (a) an astronaut (b) an atomic scientist (c) a bear (d) the last governor.



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**Chapter 15 Quiz—New Mexico Today**

**FORM A**

**A. Directions.** In each of the following groups, find the name in the second column that best matches the description in the first column. Write the letter of your answer in the blank.

- |       |  |                     |
|-------|--|---------------------|
| _____ | 1. This Roswell native is famous for his paintings of southern New Mexico.             | A. R. C. Gorman     |
| _____ | 2. This professor's <i>Children of a Lesser God</i> won a Tony Award.                  | B. Peter Hurd       |
| _____ | 3. He was a famous Navajo painter who had his workshop in Taos.                        | C. George Lopez     |
| _____ | 4. He was a famous modern santero from Cordova.  | D. Mark Medoff      |
| <hr/> |  |                     |
| _____ | 5. He won two Pulitzer Prizes for his <i>Great River</i> and <i>Lamy of Santa Fe</i> . | A. Rudolfo Anaya    |
| _____ | 6. After moving to Abiquiu she became New Mexico's most famous painter.                | B. Tony Hillerman   |
| _____ | 7. Two of this Hispanic writer's novels are set in Guadalupe County.                   | C. Paul Horgan      |
| _____ | 8. This Santa Clara painter gained fame for her murals in public buildings.            | D. Georgia O'Keeffe |
| _____ | 9. His mystery novels set on the Navajo reservation are very popular.                  | E. Pablita Velarde  |

**B. Directions.** Carefully read the statements below. Write T in the blank if the statement is true. Write F if it is false.

- \_\_\_\_\_ 10. Much of New Mexico's population growth is because the state is in the sunbelt.
- \_\_\_\_\_ 11. Scientists believe that New Mexicans will always have enough water.
- \_\_\_\_\_ 12. Recently both Democrats and Republicans have won political office in New Mexico.
- \_\_\_\_\_ 13. Pete V. Domenici served longer in the U.S. Senate than any other New Mexican.
- \_\_\_\_\_ 14. Overgrazing by sheep and cattle often leads to soil erosion.
- \_\_\_\_\_ 15. Ranchers and the Forest Service often disagree on how land should be used.
- \_\_\_\_\_ 16. Today New Mexico is a "minority-majority" state in terms of population.

**C. Directions.** Find the event in the second column that best matches the description in the first column. Write the letter of your answer in the blank.

- |  |                        |
|--|------------------------|
| _____ 17. Special Christmas performances by Pueblo Indians               | A. Shalako             |
| _____ 18. Hispanic folk play set at the Christmas season                 | B. <i>Los Pastores</i> |
| _____ 19. Site of special pageant reenacting the escape of Billy the Kid | C. Matachines dances   |
| _____ 20. Zuni rites to bless new homes                                  | D. Lincoln             |