



Eye Opener Worksheet 4

Albuquerque As A Place To Live

Answer the questions below. Compare your answers with those of your classmates.

How long has your family lived in Albuquerque? _____

What part of the country or the world did your family come from?

How far is it from Albuquerque to your family's former home? _____ miles _____ kilometers

Why did your family move to Albuquerque? Check all answers which apply.

_____ to make a living
_____ for someone's health
_____ because of climate
_____ to be near relatives

_____ there's more to do in Albuquerque
_____ other reasons (Explain.)

Why you like or dislike living in Albuquerque?

List five things you like most about Albuquerque. Discuss the reasons for your answers with your classmates. What could happen to change those things? _____

List five things you like least about Albuquerque. Discuss the reasons for your answer with your classmates.

What could happen to change those things? _____

List the things you like to do for fun. Next to each, check those you are able to do easily in Albuquerque.

() _____ () _____ () _____
() _____ () _____ () _____

Check the places you have gone to. Circle those you especially liked.

_____ Coronado Monument _____ Tingley Park _____ Doc Long Picnic Area
_____ Isleta Pueblo _____ Juan Tabo Picnic Area _____ Rio Grande Nature Center
_____ Sandia Crest _____ Petroglyph State Park _____ Elena Gallegos Picnic Area

If you had to share any of these places with hundreds of other people, how would you feel?

Does that mean that only you should be allowed to go? Discuss.

Pretend a friend from out of town wrote to ask your opinion about whether he and his family should move to Albuquerque. Write your answer on a separate sheet of paper.

Answer this questionnaire pretending to be a Pueblo Indian in 1310; a Spaniard in 1706; a railroad builder in 1880; a Black in 1960; a retired Air Force officer in 1970.

Eye Opener Activities 4

Other Places

Select five places from which students' families, parents or ancestors, migrated to Albuquerque. Use parent interviews, maps, photographs, almanacs, and encyclopedias for information about altitude; proximity to water, amount of sunshine, rain, and snow, proximity to mountains; average January and July temperatures; and air quality.

Locate these five places on these two drawings. How does Albuquerque compare with the other cities in the other aspects studies?

What effect, if any, do these factors have on people's daily lives?

Are you satisfied with your physical environment in Albuquerque? How many are not? Why not? Conduct a poll in the class to find out.

Which, if any, of these physical factors can people influence? How? Do Albuquerqueans exert any influence on these factors? If so, which?

Places From Which People Migrated

Select five cities from which students' families have migrated to Albuquerque. Conduct research to find the following information: age of city; location; population; changes during past century; change since World War II; present strengths and weaknesses.

Why were these cities sites selected for settlement?

What are their major industries?

What are their present unemployment rates?

What financial problems do they have at present? What social problems?

What demographic changes occurred during the early part of the century? Since World War II? During the past decade? Explain.

How do these cities compare with Albuquerque in each of the factors under consideration? Discuss.

Jobs, Food & Housing

Select five cities from which students' families have migrated to Albuquerque. If possible, obtain classified and food ads from Sunday newspapers of each of these cities. Sunday newspapers are available at the Public Libraries.

Which cities appear to offer the best job opportunities?

How comparable are salaries in these cities? Housing and food costs?

How does Albuquerque compare with these cities in these respects?

City Factors

Which factors do students consider most important in selecting a place to live: jobs, climate, crime rate, cost of living, recreational opportunities, transportation, etc.?

Rate each on a scale of 1-10 (1-little importance, 10-great importance)

Example: job opportunities 1 _____ X _____ 10
2 3 4 5 6 7 8 9

climate 1 _____ _____ 10
2 3 4 5 6 7 8 9

What is a city? Construct a cardboard model of a city.

What are the advantages of a rural area? Of a city? Make a drawing or a painting showing personal feelings about a rural area; a city.

What are your personal preferences regarding climate?

How important do you consider a clean environment to be? What sacrifices would you make in order to have a clean environment?

To what extent does environmental quality affect people's lives?

Pollution Poster

Make posters and cartoons showing how pollution affects your lives and depicting what you will or must do to ensure a clean environment.

Use a computer draw program if possible. Post your work conspicuously through the school.

Additional Activities

School Lunch Menu

Keep a record of the school lunchroom menu for a week. Identify five or six of the most frequently used foods, corn, wheat, beef, etc., for further study. Compile a chart similar to the one below. Visit a farmers' market to see which of these foods are currently grown locally.

Food	Place of Origin	Introduction into Our Diet	Major Source of the Products	
			Albuquerque Area	Elsewhere
Wheat				
Corn				
Beef				

Where was each of these plants and animal products first domesticated?

How and when were these foods shown introduced into our diet? Use a world map to trace the routes.

Which of these foods were grown by Indians in the early Pueblos? Which were grown by the Spanish settlers in New Mexico? Which are not grown in the Albuquerque area?

What changes have taken place in agriculture in the Albuquerque area since World War II? Explain.

How are the non-local foods shown on the chart transported to Albuquerque?

What systems are involved in the transportation, storage, and distribution of foods which are not grown locally?

What effect would natural problems such as drought, or societal problems such as strikes and depression, have on the production, transportation, and distribution of these food products?

What would be the effect(s) on these systems if Albuquerque's population suddenly rose?

Pueblo Models

Use boxes, adobe bricks or paper mache models of Indian Pueblos and of contemporary houses. Taos Pueblos are often likened to apartment houses.

How are relationships among residents of Taos Pueblo and of apartment houses similar?

How are they different?

How are Pueblos very different economically from apartment houses?

What social systems and customs bind Indians of the same Pueblo to each other?

Land Effects

Prepare a chart comparing the effects on the land of Indian, Spanish and Anglo agriculture.

How did the Indian's extensive planting of corn affect the soil?

How do bean crops affect the soil? How have modern technological advance in farming affected the land?

What effect did sheep grazing by the Spanish have on the land? Economic Conditions

Put on a play about the critical environmental and economic situations which affected Pueblo Indians in past centuries and some which affected Hispanic settlers. These could be situations which could affect current residents also. Compare the buffering strategies used by the Indians, the Spanish and the Anglos.

What would Indians do when the corn crop failed?

How would Hispanic settlers cope with a drought?

How would contemporary Albuquerque cope with either a removal of the Air Force base or a shutdown for the airport?

Frontier Communities

Frederick Jackson Turner suggested that the frontier way of life played a large role in the development of American national character." Discuss the general characteristics of frontier communities.

How did these characteristics affect Albuquerque?

What examples of "Yankee ingenuity" can be found in our city's development? "Self-reliance?" A democratic lifestyle?

In general, what was the attitude of people of the "frontier" toward this environment? What effect did that attitude have on the environment? To what extent has that attitude been modified in Albuquerque recently?

Photo Exhibit

Set up a display of photographs and maps of buildings and city streets of Old Town and Downtown Albuquerque. If possible, see the Albuquerque Museum's slide presentation of the city's history.

How do these photographs and maps reflect the past and present uses of these two sections of the city?

Why is there a plaza in Old Town? Why is it rectangular?

Are the streets wider in Downtown than in Old Town?

What changes have occurred in Downtown during the past decade or two? Why? What effect have these changes had on the city?

What plans are currently underway to revitalize Downtown? What are their chances for success? What factors might determine how viable Downtown can be? Develop a flowchart to show the effects a thriving Downtown would have on the city economically, socially, and environmentally.

Topographic Maps

Plot various Albuquerque and neighboring communities, Old Town, South Valley, Corrales, Sandia Pueblo, on a topographic map. Discuss what natural resources may have been important in the founding and growth of each community.

When was each community established?

How close to water for irrigation is each community?

How arable is the soil in each place?

How close is each community to major roads or railroads?

Populations Graphs

Construct line graphs to show Albuquerque's population by decades from 1860 to the present. Use a computer spreadsheet or a timeline program to help you.

A practical means of determining the rate of growth for a community would be to find the population figures for several consecutive years and separately calculate the difference as a percentage) from year to year. The average of these annual percentages will provide a workable figure to be used in projecting growth.

Year	Population	Population Increase	Rate of Increase
1989			
1990			
1991			
1992			
1993			
1994			
1995			

Assuming that this average annual rate of population growth will remain the same, project what Albuquerque's population would be in 2000, 2010 and 2020.

How long will it take for Albuquerque's population to double its 1990 size?

Use the equation below.

$70/\text{Annual Rate} = \text{number of years to double population}$

What was the rate of growth between 1860 and 1910? Between 1910 and 1940? Between 1940 and 1970? Between 1970 and 1990? What is Albuquerque's current rate of growth? In each of these period, what accounted for the rate of growth?

What would the population of Albuquerque be by the year 2,000 if the current rate doubles? What factors will determine what the rate of immigration will be during the remainder of the century.

What might be some of the positive and negative consequences if the current rate of immigration doubled?

How does Albuquerque's rate of growth compare with the rest of the state? With the nation?

Ethnic Population

Construct bar graphs showing the relative population of Indians, Hispanics, Blacks, Anglos, and Asians in Albuquerque for the census periods from the time of Statehood (1912) until the present. Use a spreadsheet program.

If there was a significant change in any decade, what events helped to bring about this change?

At these different stages in the city's history, which culture predominated? Should any one culture dominant simply because it has the largest population or because it is the oldest in the area? Discuss.

Is the census accurate in counting people of color?

How do people from the different groups view the same period in history?

How might the city's history and development have been different if another culture had been the dominant one at any stage in its growth? Describe one example.

Water Research

Select committees for research and report on the importance of, and attitudes toward, water throughout history. Use a CDROM encyclopedia or the World Wide Web if possible.

What part did water play in the selection of Albuquerque as a place to settle?

What problems, like drought, flooding, erosion, were associated with water during each of these periods?

How did the inhabitants cope with drought?

Excavation or Disintegration?

Divide the class in half. Have one group bury items in the school yard. Make sure that some of the items are small (loose beads, safety pins); some are relatively large (a bowl, a glass jar); some items are perishable (nuts, seeds, etc.) and others not. Complete a record of what was buried and where. A week or so later, have the other group excavate the site.

How many items were lost?

Were items lost through careless excavation or through disintegration?

Did the excavators find out which items had been buried separately and which placed close together?

Discuss with the class the fact that all archeology is destructive. Once a site has been excavated there is nothing left. What burden is put upon the archeologists in terms of recording information?

Discuss how archeology perpetuates cultural kleptomania?

Do you have the right to excavate someone else's items if they asked you not to?

Wastebasket Findings

Ask if you can examine waste baskets in the rooms of your houses and school. This is trash, which constitutes most of what archeologists recover from a site. Discuss what can be learned from these findings.

How many people live in the house?

What is each of your rooms used for?

What are the ages and sexes of the people in the house?

What are the occupations and religious preferences of the occupants?

How can architecture (physical description) and the contents of the house help to answer these questions?

Photos from Archeological Sites

Look at the photographs of excavated archeological sites. Discuss what can be learned from them. How could the time the site was occupied be estimated?

How could the number of people living at the site be estimated?

Is it possible to tell how the people made a living? If so, what clues are in the photographs?

Settlement Decisions

On a map of the Albuquerque region, locate Coronado State Monument, Tijeras Pueblo, Ranch De Carnue, Isleta, and Sandia.

What might have influenced selection of each of these locations as a place for settlement?

How do these different locations compare in the desirability as sites for settlements?

What is known about the reasons why some sites were abandoned?

Political Structures

Compare the political structures under which the people in Albuquerque have been governed from the earliest times until the present. Show the different systems in the form of a chart.

What form of government does Albuquerque currently have? How long has it been in effect?

Who are the present City Councilors and Mayor? What is the function of the Chief Administrative Officer (C.A.O.)?

What percentage of the population voted in recent elections for Mayor and Councilors?

What is the current status of city-county consolidation? How was the city governed during the Territorial Period? Was it a democracy then?

Did people have more control over their own destinies under earlier forms of government, or now?

If the you could design a "perfect" form of government for the city, how might it be structure? Is there such a thing as a perfect form of government?

Cultural Calendars

Prepare a calendar for the year which includes all the holidays or special days celebrated by the dominant culture (Presidents' Day, Valentine's Day, St. Patrick's Day, Easter, Memorial Day, Fourth of July, etc.). Add to the calendar the special days their families and minority cultures in and around Albuquerque celebrate.

What is the origin and significance of many of the special days our dominant culture celebrates (Halloween, Valentine's Day, Arbor Day)?

Do different cultures have similar patterns concerning celebration of spring, of harvest, and of other symbolic occasions?

How are the traditions connected with food, ceremonies, clothing, etc., similar or different in the various holidays which have common foundations, such as harvest festivals?

Which holidays and special days are your favorites? Why? What do you especially enjoy? Can you find ways to share some of your fun and enjoyment of these occasions with your classmates of different backgrounds?

Video Interviews

Conduct a Living History study. Prepare questions for taped interviews with older relatives, neighbors, or senior citizens involved in city intergenerational programs. You might include such questions as:

What did you do for recreation when you were our age?

What kind of home did you live in?

What were some of the most exciting experiences you can remember?

Which of today's modern conveniences do you feel added most to the comfort of your lifestyle?

How do you feel about the growth which has occurred in Albuquerque?

Would you rather have lived your youth when you did, or in today's world? Why?

If you could have controlled Albuquerque's growth and expansion, what changes would you have made?

Time Capsule

Prepare a Time Capsule to be buried in the school's playground.

What would be the most significant articles to include in the Capsule?

What factors have to be considered in preparing a Time Capsule?

If children in other eras (Pre-Columbian, early Spanish period, Civil War period, beginning of the railroad, early 20th century) had set up a Time Capsule, what might they have included?

What conclusions do you think someone finding today's Time Capsule 100 years from now might draw about our society? What do you consider the most significant aspects of our present day period?

Miniature State Fair

Set up a miniature Albuquerque State Fair in the classroom or school.

Have booths displaying the crafts, memorabilia, foods, games, and hobbies of the various cultures (ethnic, senior, youth, special interest groups, etc.) which comprise our city.

Such a Fair could be used as a fund raiser for a special school project.

Native American Research

Write a research paper on Native Americans in the Albuquerque area, past and present. If possible, visit Isleta, Coronado Monument, and Petroglyph State Park. Use a CDROM encyclopedia or the World Wide Web, if possible.

Why did the Indians settle where they did?

Throughout history, how have the people of the Isleta Pueblo related to their non-Indian neighbors?

What is known about the Indians who drew the petroglyphs on the West Mesa?

When and why was the Coronado settlement abandoned?

How do the people of the Isleta and Sandia Pueblos earn their living today?

To what extent have the Isletans and Sandia Pueblo people retained their traditions and culture?

Activities for the Sense and Sensibilities

Grandparent Book

Talk to your grandparents, or older people, about their youth. Write a Grandparent's Book based on these recollections. Then write about your lives as though you were starting a book to be given to your grandchildren. Use a word processing, drawing or desktop publishing program, if possible. Topics to be addressed in both books might include:

Most memorable experience

Most frightening experience

Having fun

Clothing, food, type of home, toys

Favorite holidays

What I want to be when I grow up

Special Places

Discuss the special places, events or other characteristics of Albuquerque which you find most attractive (balloon fiesta, luminaria, State Fair, Zoo, mountains, ethnic diversity, etc.).

Draw a favorite scene.

Transfer these drawings to cloth.

Make a quilted wall hanging or tapestry.

Create a computerized slide show of the classes' favorite places.

Ethnic Diversity

Conduct a discussion group on the subject of ethnic diversity in Albuquerque. Discuss how the various groups, Black and Southeast Asian too, impact on and enrich each other; how they are similar and different.

What are some of things that schoolmates of different backgrounds (Hispanic, Anglo, Black, Native American, and Asian) have in common? (dancing, music, movies, sports).

What common needs do they have?

Do students of different backgrounds respond differently to the realities of their daily lives (friendship, family, recreation, and problems)?

In what kinds of activities do students of different backgrounds benefit from interaction with each other?

How can students of different backgrounds contribute toward helping each other? Toward solving community problems?

How can discussions help define damning ethnic stereotypes?

Petroglyph Study

Visit the Petroglyph State Park, or read books about petroglyphs. Use symbols seen at the State Park. Make up other symbols which reflect our modern culture, and develop a story using them.

Courtesy of the League of Woman Voters

What ancient people other than the American Indian made petroglyphs?

In what ways are petroglyphs and graffiti seen in our current society similar? In what ways are they different?

How were petroglyphs made by early Indians? How were they used?

Point of View Essay

Write a short essay on something (not a person) which you find beautiful and then, share these writings with the class. Use a computer program, if possible.

Why do different students select different subjects?

What things do the Indian, the Hispanic, and the Anglo cultures find beautiful? Are they similar or different in all three cultures?

Which of the subjects written about could be destroyed by some outside force? How would the writer feel if the subject were destroyed?

Multi-Media Presentation

Prepare a multi-media presentation which depicts the richness and diversity of Albuquerque's major cultures and its natural environment.

This can be done by blending and collating bits and pieces of music, art, poetry, designs based on patterns from nature, and sounds from nature.

The finished product of images, sounds, shapes, and colors should embody and suggest the mood of Albuquerque's cultural and natural scene.

Slide projectors, opaque projectors, camcorders, strobe lights, CD's, computers and tape recorders can be used in various combinations for effect.

Thinking about Beauty

Read the following quotations and discuss the questions below.

With beauty before me, I walk
With beauty behind me, I walk
With beauty below me, I walk
With beauty above me, I walk
It is finished (again) in beauty
It is finished in beauty
It is finished in beauty

Abide with Me, a hymn of the Protestant
Episcopal Church

Navajo Night Chant

Abide with me; fast falls the eventide
The darkness deepens; Lord, with me abide
When other helpers fail, and comforts flee
Help of the helpless, oh, abide with me.

Rain-makers, come out from all roads that great rivers may cover the earth;
That stones may be moved by the torrents...
Let our children live and be happy.
Send us the good south winds.
Send us your breath over the lakes, that our great world may be made beautiful an our peoples may live."

Zuni invocation during the winter solstice

With the ways of the white man entering into our lives, perhaps it will not be long before our people became a wandering tribe, aimlessly roving the path of self-determination and destruction. But it is for our children to decide and work for. We cannot tell them of the why our people survived, for they would not believe us. We must just hope they, too, can survive what lies before them.

The Zuni's Self-Portrayals, by the Zuni people

Adios acompanamiento	A Dios me postro humillado
Pues ya todo esta cumplido;	De mi culpa arrepentido,
Ponganmen en la sepultura	El que me a de perdonar
En la tierra del olvido.	Por lo mal que le a servido.

De la nada fui formado	En Dios espero reposo,
Por obra de mi criador,	En Dios espero consuelo,
Y en el juicio universal	De que en el juicio tremendo
El sera mi defendor.	Me abra las puertas del cielo.

From the last verses of *Adios al mundo*, and alabado reproduced in *Brothers of Light, Brothers of Blood. The Penitentes of the Southwest* by Marta Weigle, 1976. U.N.M. Press, Albuquerque. It is also reproduced in *Brother of Light: The Penitentes of the Southwest* by Alice Corbin Henderson, 1937, Harcourt Brace and Company, New York.

How do our poetry and religious hymns express our values?

How does each of us learn values?

What values are expressed in the religious works above?

What fears are expressed in the third quotation?

How can the traditional holistic philosophy and the reverence for the universe felt by so many Native Americans be integrated into the realities of the 20th century life?

What effect did the boom town atmosphere of many uranium-mining New Mexico towns have on the beliefs and behavior of Indians in those towns?*

A White Trader's Thoughts

Read aloud the passage from Frank Waters' *The Man Who Killed the Deer** which reveals some of the thoughts of Rodolfo Byers, a white trader who lived among the Indians for thirty years:

What an appalling difference, really, between this race and his own which has supplanted it. No man knew what it was, because his vision of another, his vision of the life around them both, was compacted of the sum total of the very things which differentiated him from his fellow.

Byers thought of the world of nature as the white man sees it: the sparkling streams and turbulent rivers as sources of potential electric power; the mountains gutted for the gold and silver to carry on the commerce of the world; the steel and iron and wood, cut and fashioned, smelted, wrought, and riveted from the earth to bridge with shining hills the illimitable terrors of the seas - a resistless, inanimate world of nature to be used and refashioned at will by man in his magnificent and courageous folly to wrest a purpose from eternity.

And yet, what did he really know of the enduring earth he scratched, the timeless seas he spanned, the unmindful stars winking at his puny efforts?

And he thought of the world of nature as the Indian had always seen it. The whole world was animate - night and day, wind, cloud, trees, the young corn, all was alive and sentient. Of this universe man was an integral part. The beings about him were neither friendly or hostile, but harmonious parts of the whole. There was no Satan, no Christ, no antithesis between good and evil, between matter and spirit. The world was simply one living whole in which man dies, but mankind remains. How then can man be lord of the universe? The forests have not been given to despoil. He is equal in importance to the mountain and the blade of grass, to the rabbit and the young corn plant. Therefore, if the life of one of these is to be used for his necessity, it must first be approached with reverence and permission obtained by ritual, and thus the balance of the whole maintained intact.

* Reprint permission from Swallow Press.

What then is pine, thought Byers, the potential mast of a ship, a life that stands and breaths and dies like man, or the craven image of a thought? What is the world we see? It is as each man sees it, and his vision is compounded of the tissues and bloodvessels of his eyes, and the blood that feeds them, and the nerves that lead into the nerve center of his brain, and the sensations that stimulate an image in his mind. And there alone it truly exists - in the mind of man which sees it as only he can see it, according to his conception of the life of which he is a part.

So Byers looked at the wooden post and at the man who carve it, and knew that each saw there a different thing.

The brotherhood of man! It will always be a dreary phrase, a futile hope until each man, all men, realize that they themselves are but different reflections and insubstantial images of a greater invisible whole.

There were those who have eyes and cannot see, who have ears and cannot hear. they are blind and deaf, they have no tongues save for the barter of the day. For which of us now knows that awakened spirit of sleeping man by which he can see beyond the horizon, hear even the heart beating within the stone, and speak in silence those truths which are of us all?

A means, a tongue, a ridge, to span the wordless chasm that separates us all; it is the cry of every human heart."

Cemetery Rubbings

Obtain permission to visit a cemetery. Use newsprint, paper or cloth to make tombstone rubbings in both old and new parts of the cemetery. Discuss what can be learned about Albuquerque's history, culture, and medical advances.

How does the range of age of death compare in the older section of the cemetery to the newer parts? What was the average age of death at the beginning of the century The median age? Do there seem to have been patterns which might indicate epidemics? Is it possible to tell whether men or women died earlier? Do library research to see how infant mortality has changed through the years; how life expectancy has changed.

Are many of the family names noted in the older parts of the cemetery familiar names today? Are any of the first names in the older parts different from those which are frequently used today?

How did family size compare in the old days with today?

"Civilizations leave marks on the earth by which they are known and judged. In large measure the nature of their immortality is gauged by how their builders made peace with the environment."

Nathaniel Alexander Owings

Courtesy of the Albuquerque Convention and Visitors Bureau