

Touring Anglo, Latino, and Native Identity in New Mexico

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Goals/Objectives

1. To understand how culture can be commodified;
2. To understand how Latino, Anglo, and Native American identity have been constructed in relation to each other in the Southwest; and
3. To develop the ability to read visual culture for historical understanding (change over time).

(15 minutes)

Divide into two groups. Each group gets one printed image:

1. New Mexico - Land of Enchantment tourist brochure, 1941, Center for Southwest Research, University Libraries, University of New Mexico.
2. Wilfred Stedman (1892-1950), *Historical Trails Through New Mexico The Land of Enchantment*, 1940, New Mexico State Tourist Bureau, a division of the State Highway Department, Santa Fe, New Mexico.

Small Group Discussion: How do these images reinforce your understanding of Nieto-Philips' argument about identity construction in New Mexico? What do you recognize/what resonates? How is Latino identity portrayed here? How is Native American culture portrayed? What is the role of Anglos?

(10 minutes)

Active Viewing of vintage and contemporary tourism film: What cultures/representations, social experiences are present in the film clip? And what do they offer? What is missing?

1. 1940 New Mexico tourism film: <http://www.youtube.com/watch?v=rf53bIVL1Vw> [Start :17] [END 3:49] and [Start 7:19] [END of film];
2. 2012 New Mexico True video produced by the New Mexico Tourism Department: <http://www.youtube.com/watch?v=eUICGv2SvKA> [Start :00] [END :59]

(10 minutes)

Small Group Discussion: How do these moving images add to, or complicate the painted images? Does the medium change the message? Where are Latinos in this portrayal of New Mexico?

(8 minutes)

Discuss with the group which of the five activities below you would use in your own classroom and why/how.

Select someone to take notes and report back.

1. Compare and contrast the two still images.
2. Elaborate on the emotions (anger, sadness, pride, etc.) that the image(s) evoke.
3. Historical writing: Historically contextualize one image: Is there a particular event or person the poster refers to? What makes this an image of the time period? (Requires additional research)
4. Point of view writing: Pretend you are a person in the image; what story do you want to convey?
5. Fiction writing: Make up a narrative describing the events leading up to or following the scene depicted in the image.

(15 minutes)

Whole Group Discussion: Share reflections.