

¡Viva La Fiesta !

A Promise

Made,

A Promise

Kept.



Don Diego De Vargas

**The following New Mexico Standards and Benchmarks
can be met and developed through the use of this activity book.**

New Mexico State Board of Education

Standard for Excellence

January 2001

LANGUAGE ARTS

Content Standard 1	Students will apply strategies and skills to comprehend information that is read, heard, and viewed.
Benchmark 1-A K-4	Listen to, read, react to, and retell information.
Benchmark 1-A 5-8	Listen to, read, react to, and interpret information.
Benchmark 1-A 9-12	Listen to, read, react to, and interpret information.

MATHEMATICS

Content Standard 11	Students will understand and use probability.
Benchmark 2 K-4	Investigate concepts of chance.
Benchmark 6 5-8	Make predictions that are based on experimental or theoretical probabilities.
Benchmark 8 9-12	Use simulations to estimate probability.

SOCIAL STUDIES

Content Standard 1	Students will use knowledge and cultural understanding to explain how the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individuals and cultural diversity.
Benchmark 1 K-4	Identify communities with respect to people, cultures, events, problems, and ideas that created the history of New Mexico.
Benchmark 3 K-4	Recognize that the world is made up of many people, and their histories have similarities and differences.
Benchmark 4 5-8	Compare and contrast elements of community including politics, social economic, and geographic aspects that distinguish New Mexico's uniqueness.
Benchmark 6 5-8	Describe how the people of the world are connected over time, showing similarities and differences based upon social studies knowledge of why those similarities or differences exist (e.g., geography, philosophies of governing, rise of nations, religion, etc).
Content Standard 3	Unifying concepts and Processes
Benchmark 7 9-12	Analyze the reliability and validity of social studies information sources.
Benchmark 9 9-12	Evaluate the roles of citizens and their participation and involvement in civic projects.
Content Standard 4	Students will know and understand the ways in which human beings view themselves and others other time.
Benchmark 1 K-4	Recognize that people may describe the same event or situation in different ways.
Benchmark 2 K-4	Describe how past events, people, and places are recounted in stories, pictures, and historical accounts.
Benchmark 3 K-4	Use various sources such as documents, letters, diaries, maps, textbooks, pictures, petroglyphs, and oral history to understand the past.
Benchmark 6 5-8	Develop critical sensitivities , such as empathy regarding attitudes, values, and behavior of people in a variety of historical contexts.
Benchmark 7 5-8	Examine and describe historical periods and patterns of change within and across cultures.
Benchmark 9 9-12	Evaluate how historical inquiry is influenced by culture and society.
Benchmark 10 9-12	Analyze multiple historical and contemporary viewpoints within and across cultures while employing empathy and critical inquiry.
Benchmark 11 9-12	Analyze historical periods and patterns of change within and across cultures.
Content Standard 5	Students will know and understand relationships and patterns in history in order to understand the past and present and to prepare for the future.
Benchmark 1 K-4	Use facts and concepts drawn from history, as well as elements of historical inquiry, to make informed decisions and personal and group issues.
Benchmark 2 K-4	Identify the people, events, places, and ideas that created the prehistory and history of New Mexico.



Social Studies Continued


Benchmark 4	K-4	Describe the elements of culture for groups of people in the world.
Benchmark 6	5-8	Explain how people, events, problems, and ideas created the prehistory and history of New Mexico
Benchmark 10	9-12	Investigate and analyze the people, events, problems, and ideas that created the prehistory, and history of New Mexico and the Southwest.
Content Standard 6		Students will know and understand how personal and group identities are shaped by culture, physical environment, individual groups, and institutions.
Benchmark 4	K-4	List how groups and institutions influence beliefs, laws, peer pressure, events, and elements of culture.
Benchmark 8	5-8	Describe personal changes and connections to social, cultural, and historical contexts with community, the nation, and the world.
Benchmark 9	5-8	Evaluate ways regional, ethnic, and national cultures influence individuals' daily lives.
Benchmark 10	5-8	Identify attitudes, values, and beliefs that influence personal identity.
Benchmark 12	5-8	Analyze groups' and institutional influences on people, events, and elements of culture.
Benchmark 18	9-12	Analyze how perceptions, attitudes, values, and beliefs affect the development of personal identity.
Content Standard 11		Students will know and understand the diverse, dynamic and ever-changing nature of culture
Benchmark 1	K-4	Compare ways in which groups, society, and cultures address similar human needs.
Benchmark 2	K-4	Demonstrate how language, stories, folktales, music, media, food, and other artistic creations and performances serve as expressions of culture and influence the behavior of people.
Benchmark 4	K-4	Demonstrate an appreciation for and respect of diverse cultures.
Benchmark 5	5-8	Analyze ways groups, societies and cultures meet human needs
Benchmark 6	5-8	Demonstrate and explore how language, literature, the arts, media, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
Benchmark 7	5-8	Examine how people and cultures respond to, interact with, and/or influence their physical environment.
Benchmark 8	5-8	Examine patterns of behavior, reflecting values and attitudes that contribute to cross-culture understanding.
Benchmark 9	5-8	Evaluate ways groups, societies and cultures meet similar human needs.
Benchmark 10	9-12	Analyze and interpret culture as an integrated whole, explaining the interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns.
Benchmark 11	9-12	Analyze complex societal patterns for preserving and transmitting culture, while adapting to environments or social change.
Benchmark 13	9-12	Analyze patterns of behavior that may affect values and attitudes and contribute to or pose obstacles to cross-cultural understanding.
Content Standard 12		People will know and understand physical environments and their relationships to ecosystems and human activities
Benchmark 1	K-4	Use geographic tools to find direction, size, and shape, and to show relative location.
Benchmark 9	5-8	Construct and interpret physical and mental maps of locales and regions of the world to show relative location, direction, size, and shape.
Benchmark 17	9-12	Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape.
Content Standard 14		Students will know and understand the role of global connections and interdependence between and among individuals, groups, societies, and nations.
Benchmark 2	K-4	Describe how individuals and groups interact through conflict, cooperation, and interdependence.
Benchmark 4	K-4	Explore issues of human rights.
Benchmark 6	5-8	Explain how individuals and groups interact through conflict, cooperation, and interdependence.
Benchmark 8	5-8	Examine the complexity of human rights issues.
Benchmark 10	9-12	Evaluate how interactions among art, music, language, technology, belief systems and other cultural elements can impact global understanding.

ARTS EDUCATION

Content Standard 6	Show increased awareness of diverse people and cultures through visuals and performing arts.
---------------------------	--



Spanish Conquistadores began to explore the region north of Mexico in the 1500's in search of riches and new lands. They found many  Indians living in  pueblos.

Franciscan Friars came with them to spread the word of God and to convert the  Indians.

King Phillip II and King Phillip III both wanted a permanent Spanish Capital to be established in the new land. In 1595

Don Juan de Oñate was awarded the contract to colonize this "new"

Mexico. In 1598



Don Juan de Oñate established the first

capital at San Juan Pueblo and named it San Juan de Los Caballeros. A

few months later, the Spanish relocated their settlement to the west bank

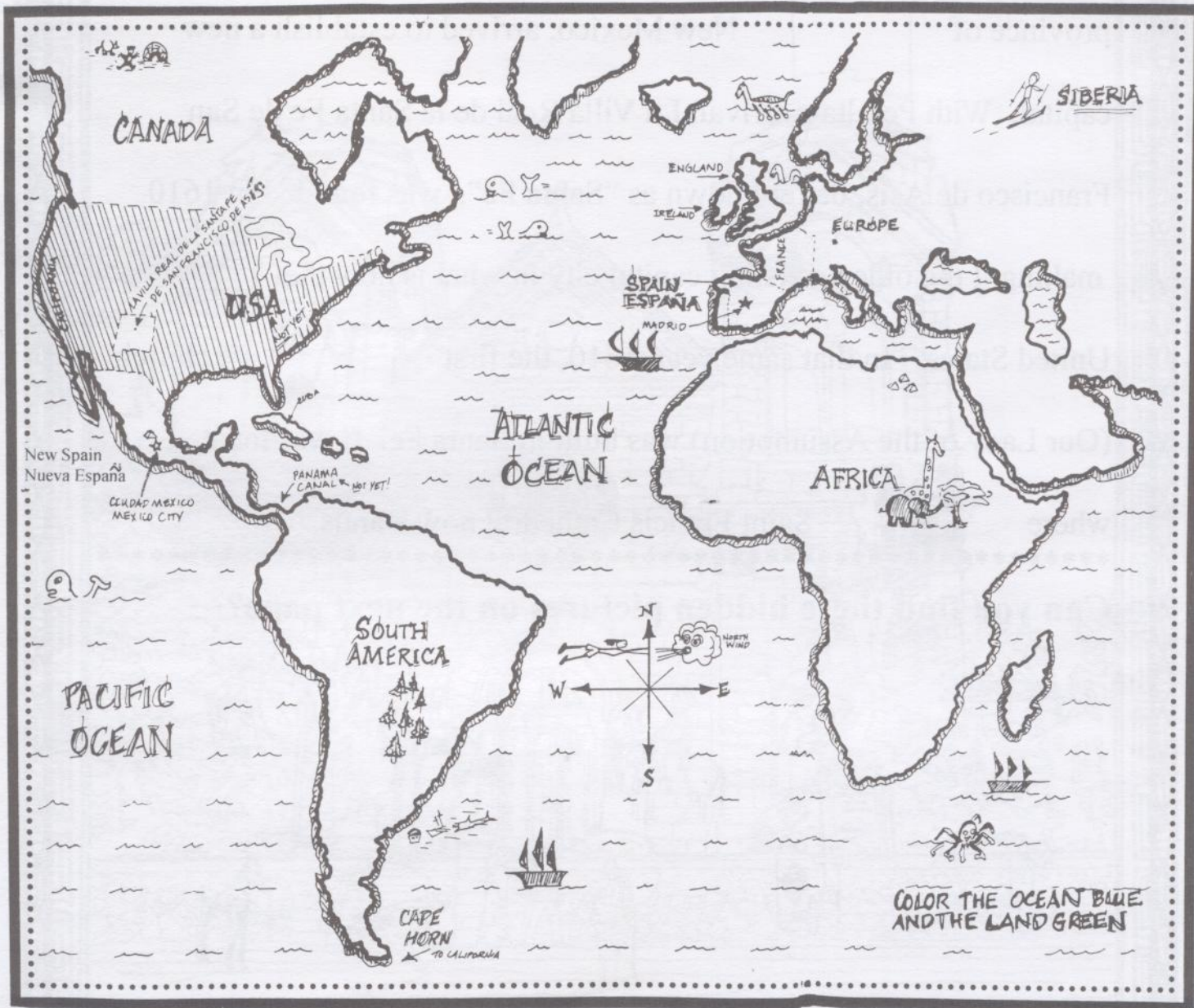
of the



Rio Grande in the pueblo of Yunque and

established the second capital and named it San Gabriel.

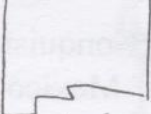
Show the route the Spanish Conquistadores took to get from Spain to Mexico and then from there to the “new” Mexico” by drawing a dotted line -----

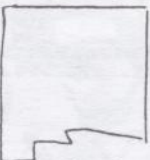


Use the map and compass rose to answer the questions below:

1. The Spaniards traveled west to get to Mexico.
2. They then traveled north to get to the “new” Mexico
3. New Mexico is in the eastern part of the United States.
4. Mexico was called the New Spain (Nueva España).

True or False
True or False
True or False
True or False

San Gabriel served as the capital of  New Mexico until Don Pedro de Peralta, the newly appointed governor of the

province of  New Mexico, arrived to establish a new capital. With Peralta's arrival, La Villa Real de la Santa Fe de San

Francisco de Asís, better known as "Santa Fe", was founded in 1610

making it the oldest existing capital city in what is now the

United States. In that same year, 1610, the first



church

(Our Lady of the Assumption) was built in Santa Fe. It was located

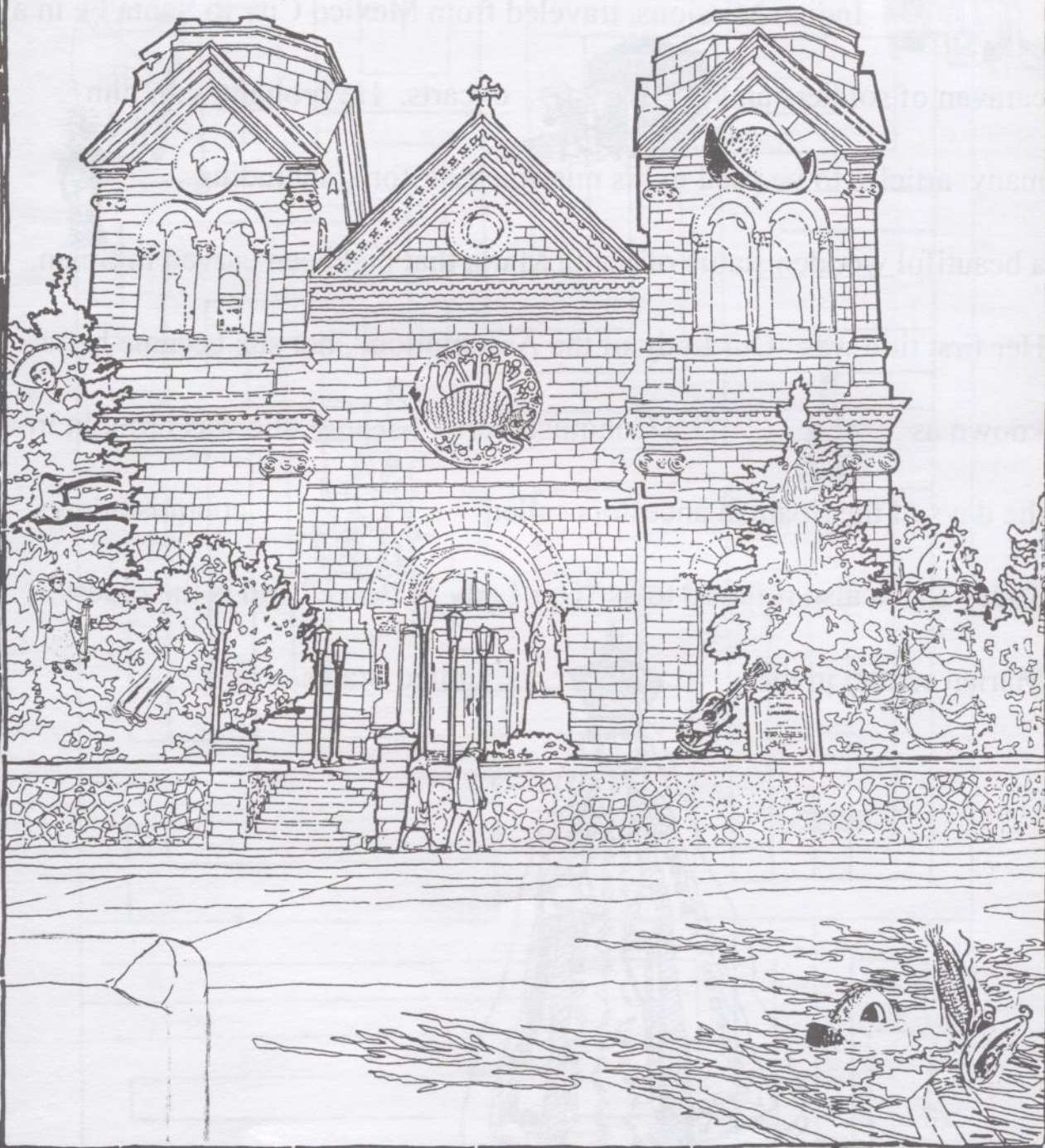
where



Saint Francis Cathedral now stands.

Can you find these hidden pictures on the next page?





cathedral of st. francis

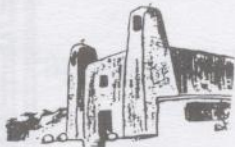
Missionary work was now the main objective since exploration

for



gold was fruitless and there had been many converts. In

1625 Fr. Alonso de Benavides, a Franciscan and the Superior of the



Indian Missions, traveled from Mexico City to Santa Fe in a

caravan of soldiers and



oxcarts. He brought with him

many articles to be used in his missionary efforts, including



a beautiful wooden statue of Santa María that had been carved in Spain.

Her first title was “Our Lady of the Assumption”, but she became better

known as



“La Conquistadora” because she was brought in

the days of the Spanish ancestors called



conquistadores.

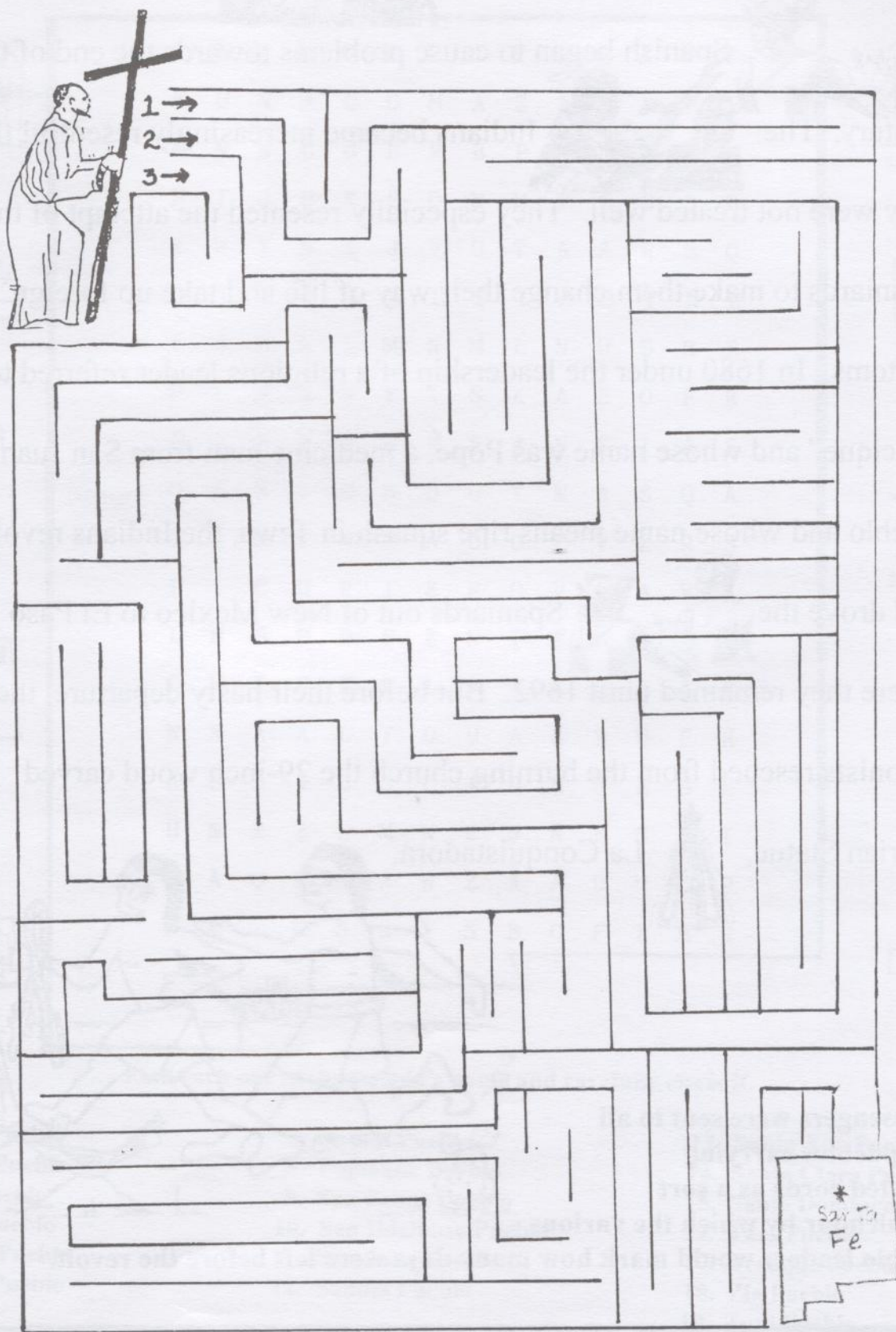
Today she is also referred to as “Our Lady of Peace” and is the oldest

Marian statue in the

United States.



Can you help Fr. Alonso de Benavides get to Santa Fe?





A clash of beliefs between the



Indians and the

Spanish began to cause problems towards the end of the century. The Indians became increasingly resentful that they were not treated well. They especially resented the attempt of the



Spaniards to make them change their way of life and take up foreign customs. In 1680 under the leadership of a religious leader referred to as “cacique” and whose name was Popé, a medicine man from San Juan Pueblo and whose name means ripe squash in Tewa, the Indians revolted



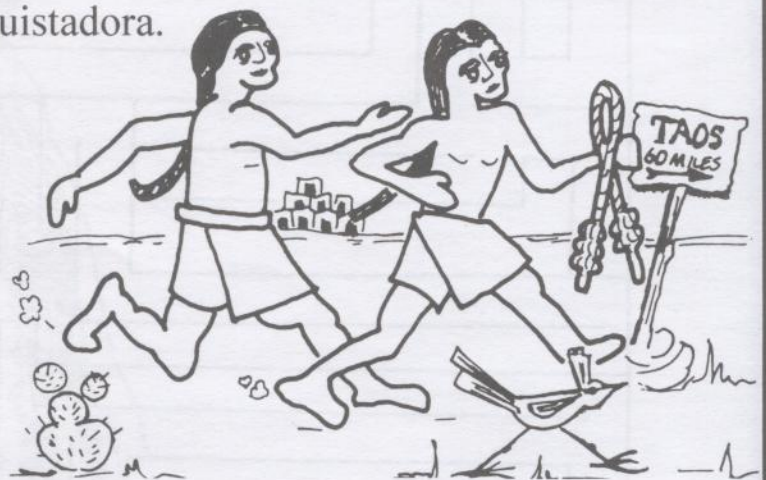
and drove the Spaniards out of New Mexico to El Paso where they remained until 1692. But before their hasty departure, the colonists rescued from the burning church the 29-inch wood carved

Marian Statue,



La Conquistadora.

Messengers were sent to all the pueblos carrying knotted cords as a sort of calendar by which the various pueblo leaders would mark how many days were left before the revolt.



A WORD SEARCH

Native American Pueblos (Communities) in New Mexico



COCHITI



ISLETA



LAGUNA



NAMBE



PICURIS



SAN ILDEFONSO



SANTA CLARA



SANTA DOMINGO



TAOS



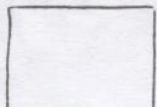
TESUQUE

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

Find each one of the Pueblo's name and carefully circle it.

- | | | |
|-------------------|--------------------------|--------------------------|
| 1. Acoma Pueblo | 7. Picuris Pueblo | 13. Santa Ana Pueblo |
| 2. Cochiti Pueblo | 8. Pojoaque Pueblo | 14. Santa Clara Pueblo |
| 3. Isleta Pueblo | 9. San Felipe Pueblo | 15. Santo Domingo Pueblo |
| 4. Jemez Pueblo | 10. San Ildefonso Pueblo | 16. Taos Pueblo |
| 5. Laguna Pueblo | 11. San Juan Pueblo | 17. Tesuque Pueblo |
| 6. Nambe Pueblo | 12. Sandia Pueblo | 18. Zia Pueblo |
| | | 19. Zuni Pueblo |



Twelve years after the Pueblo Revolt, a newly appointed governor,
Don Diego de Vargas Zapata Lujan Ponce de Leon, led a military
expedition from El Paso back to Santa Fe to reestablish Spanish
government in  New Mexico. When Governor Vargas



arrived at Santa Fe he saw that the Tewa and Tano Indians had turned the
town back into a Pueblo and fortress. He set up his camp outside the
walls of Santa Fe, near the present site of the Rosario Chapel. The

Indians did not trust



Vargas and did not want to let him

into the town. Vargas was able to communicate with the



Indians through his interpreters: Lieutenant Francisco Lucero de Godoy,

Sergeant Juan Ruiz de Caceres, and Miguel Lujan who spoke the native

languages. Governor Vargas



spoke kindly to the



Indians to help calm their fears and to help them

understand that he wanted peace, not war. One of those Indians was

Domingo, a leader of the Tewa Indians who was from



Tesuque Pueblo.



Governor Vargas spoke with him in friendly

and gentle words. Domingo and Governor Vargas stood side by side in

WORD PUZZLE

FIND THE MYSTERY NAME

	A	B	C	D	E
1	N	I	K	U	D
2	G	E	T	L	F
3	O	S	E	X	C
4	Y	L	P	W	O
5	M	H	C	R	A

Use the box above to fill in the letters below.

E1	A3	A5	B1	A1	A2	E4

front of the walls of Santa Fe. Domingo tried to convince



the Indians in Santa Fe not to fight, but they did not seem to listen to

his words.



Don Diego de Vargas was prepared to fight the

Indians to get into Santa Fe. Instead, he once again asked for peace.

He showed them the statue of



Santa María as a sign of his honesty.

This time



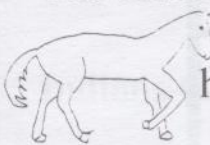
the Indians said they would settle for peace

if the soldiers and canons were taken away from the plaza.



Governor Vargas sent his soldiers and canons back to camp.

The Indians met Vargas outside the gates of Santa Fe. He got off his



horse, shook their hands and hugged them. This peaceful event

happened on September 13, 1692. On September 14th.



Governor

Vargas entered the fortress of Santa Fe and gathered the Indians around

him. In a ceremony, he re-claimed



New Mexico for the king

of Spain. Then Governor Vargas shook the hands of



the

Indians and embraced them again. This is the event that is celebrated



each year by the Santa Fe Fiesta in thanksgiving for peace and in honor


of La Conquistadora, Our Lady of Peace.



Can you find ten differences between these two pictures?




On September 16, 1692, the great  Pueblo Indian leader of the Tewa and Tano, Luis Tupatu, originally from Picuris Pueblo 

came to Santa Fe to discuss peace with  Governor Vargas.


Vargas invited Tupatu into his  tent. After eating breakfast,

Tupatu accepted peace for his people, who lived north of Santa Fe. On


the next day, Lorenzo, a leader of Picuris Pueblo  and a


brother of Tupatu, also came to Santa Fe and accepted the friendship and

peace of  Governor Vargas.

 These leaders represented these eleven Pueblos: Tesuque, Cuyamungue, Jacona,

Nambe , Pojoaque, San Ildefonso, Santa Clara, San Juan, San Cristobal,

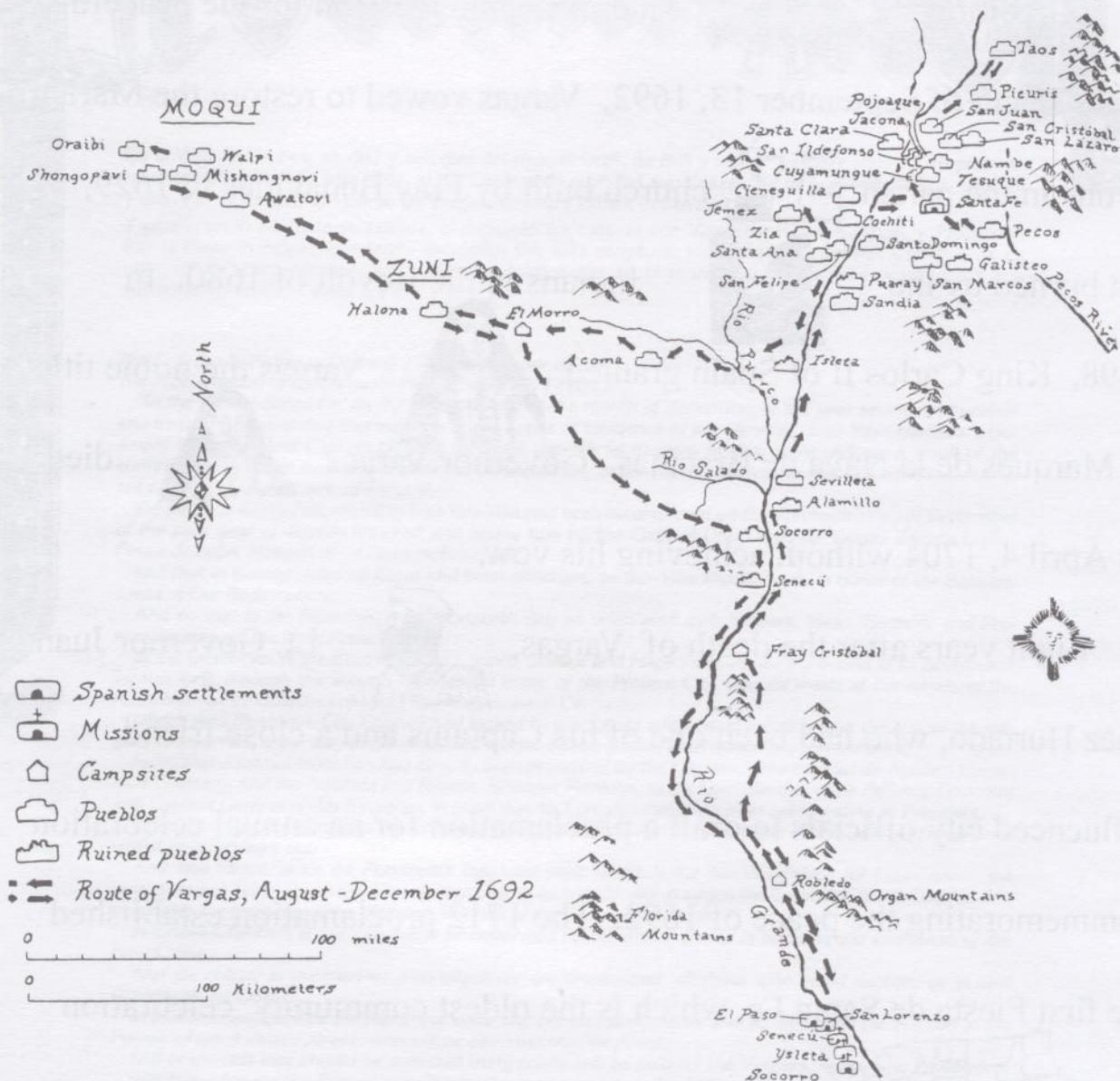
San Lazaro, and Picuris. 

 Although an agreement was reached between Vargas and three Pueblo Indian leaders, they all knew that peace would be hard work. Between December 1693 and June 1696, they had to fight battles

with other Indians. Thanks to the effort of these great leaders, there has

been peace between the Spaniards and Pueblo Indians since 1696.





New Mexico. Map drawn by Jerry L. Livingston.

Locate and circle the eleven pueblos represented by the great Indian leaders on the map above:

Tesuque
Nambe
Santa Clara
San Lázaro

Cuyamungue
Pojoaque
San Juan
Picuris

Jacona
San Ildefonso
San Cristóbal

Crediting the



Madonna's intercession for the peaceful

resettlement of September 13, 1692, Vargas vowed to restore the Marian

throne in the parish



church built by Fray Benavides in 1629,

but burned by the



Indians in the Revolt of 1680. In

1698, King Carlos II of Spain granted



Vargas the noble title

of Marques de la Nava de Bracinas. Governor Vargas



died

on April 4, 1704 without achieving his vow.

Eight years after the death of Vargas,



Lt. Governor Juan

Paez Hurtado, who had been one of his Captains and a close friend,

influenced city officials to draft a proclamation for an annual celebration

commemorating the peace of 1692. The 1712 proclamation established

the first Fiesta de Santa Fe, which is the oldest community celebration

in the



United States. The document specified Vespers,

Mass, Sermon, and Procession through the Main Plaza, thus setting

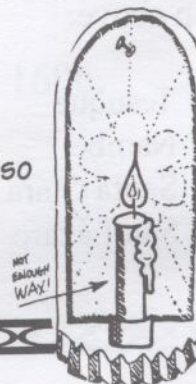
the religious tone still characterized in modern fiestas. The celebration

brought



Vargas' goal to fruition.

The Proclamation also
decreed "RECYCLING"
unused beeswax after
Fiesta was over!



Proclamación

En la Villa de Sta Fee, en diez y seis dias del mes de Sep^e, de mill y setez^{os} ye doze años . . . rreparando haverse Conquistado esta Villa, el dia Catorze de sep^e del ano Pasado de mill ye seis sientos noventa y dos, Por el General Dⁿ Diego de Vargas, Zapata y Lujan, Ponze de Leon . . .

Y para q en lo adelante se zelebre, el rreferido dia catorze con Visperas, Missa, Sermon, y Prozess^{on}, Por la Plaza Principal, quedando obligados Por esta scriptura, todos los S^{res}. del M^e. Cav^{de} . . . a su observanza, con solemne Juramento . . . obligamos en la manera que Podemos, a todos los que subshedieren en d^{ho} Cavdo . . .

*The First Santa Fe Fiesta Council, 1712: the historic decree
The Proclamation of the Santa Fe Fiesta, Sept. 16, 1712*

"In the Villa of Santa Fe, on the sixteenth day of the month of September of the year seventeen hundred and twelve, gathered and met together in the house of residence of the General, Juan Paez Hurtado, Lieutenant Governor and Captain General, because the official meeting houses were unfit as a result of the continuous rains that have fallen since the thirteenth day of the present month, as also the lightning storms not seen before at this time of the year,

the purpose being that, recalling how this Villa had been reconquered on the Fourteenth day of September of the past year of sixteen hundred and ninety two by the General Don Diego de Vargas Zapata Luján, Ponce de León, Marquis of La Nava de Brazinas,

and that in twenty years no fiesta had been observed, as this Villa should have, in honor of the Salutory Cross of Our Redemption,

And so that in the future the said fourteenth day be celebrated with Vespers, Mass, Sermon, and Procession through the Main Plaza,

all the gentlemen of the Illustrious City Council, Justice and Magistracy, remaining bound to its observance by this writ, through the solemn oath which those of the Present City Council made at the hands of the Reverend Father Guardian of said Villa, Fray Antonio Camargo,

whom said Illustrious City Council had invited to graciously attend said meeting with the rest of the citizens of said Villa, especially those who have received decorations, and former council members,

being that a formal invitation had already been presented by the Captain, Alfonso Rael de Aguilar, Magistrate Ordinary, and the Adjutant and Regent, Salvador Montoya, to the Lord Marquis of La Peñuela, Governor and Captain General of this Kingdom, in order that his Lordship might assist at said meeting as President,

who in turn gave an order to the aforesaid his Lieutenant Governor to preside over it, who in compliance with it thus carried it out.

And said Fiesta, since the Fourteenth Day was past, which is the one designated for future years, we determined to celebrate on the Seventeenth Day, which is the one in which the Catholic Church Our Mother, celebrates the feastday of the Bleeding Wounds of the Lord Saint Francis,

in whose Church it is our will that it be celebrated for all time, a Fiesta in honor of the Exaltation of the Holy Cross.

And we oblige, in the manner with which we are empowered, all those who could succeed us in said Illustrious City Council,

in whose charge will be the burden of collecting the contributions as well as assigning the Sermon to the Person whom it should please, who will be given twenty-five pesos;

and of the rest that should be collected thirty pesos will be paid for the Vespers, Mass, and Procession, which is what we the Present ones bind ourselves to, and we bind those who should succeed us, as we likewise oblige ourselves to furnish the beeswax that should be needed,

and, if perhaps, with the passing of time this Villa should have some of its own funds, a portion of them will be designated for said festivity, which, as we have finished saying, we swear in due form of law;

I, the General, Juan Paez Hurtado, President in the place of said Lord Marquis de La Peñuela—the Captain, Alfonso Rael de Aguilar, Magistrate Ordinary—the Captain, Don Felix Martínez, Regent—the Adjutant Salvador Montoya, Regent—Miguel de Dios Sandoval Martínez, Council Member and Secretary of the Council—the Field Commander, Lorenzo Madrid, Council Member—the Captain Antonio Montoya, Council Member—the Captain Juan García de la Riva, Council Member—the Captain, Francisco Lorenzo de Casados, Council Member—

and, we declare that the beeswax which is left over after being burned and used in said festivity shall be gathered up by said Illustrious Council, or the person it should assign for the purpose, and this we do because of the scarcity in this land.

And, all together we bind ourselves to assist at Vespers, Mass, Sermon and Procession, and we swear to the Most Holy Cross, for its being Patron and Title of this Villa of Santa Fe.

And, we sign this writing and obligation on said day, month, and year

1. Can you find where it mentions why we have a fiesta? (Enclose it with parenthesis)
2. Can you find where it mentions that it be celebrated with Vespers, Mass, Sermon, and Procession through the Main Plaza. (Circle that part in blue)
3. Can you find where it mentions that the beeswax should be gathered. (Underline it in red)



Every year in June the faithful take the statue of La

Conquistadora from



St. Francis Cathedral to the Rosario

Chapel where daily Mass is celebrated for a whole week after which the



statue is taken back in procession to



the Cathedral.

A final mass is celebrated there the day after the procession completing a novena of masses.

Members of the Santa Fe Fiesta Council select individuals from the community to represent



Don Diego de Vargas and the

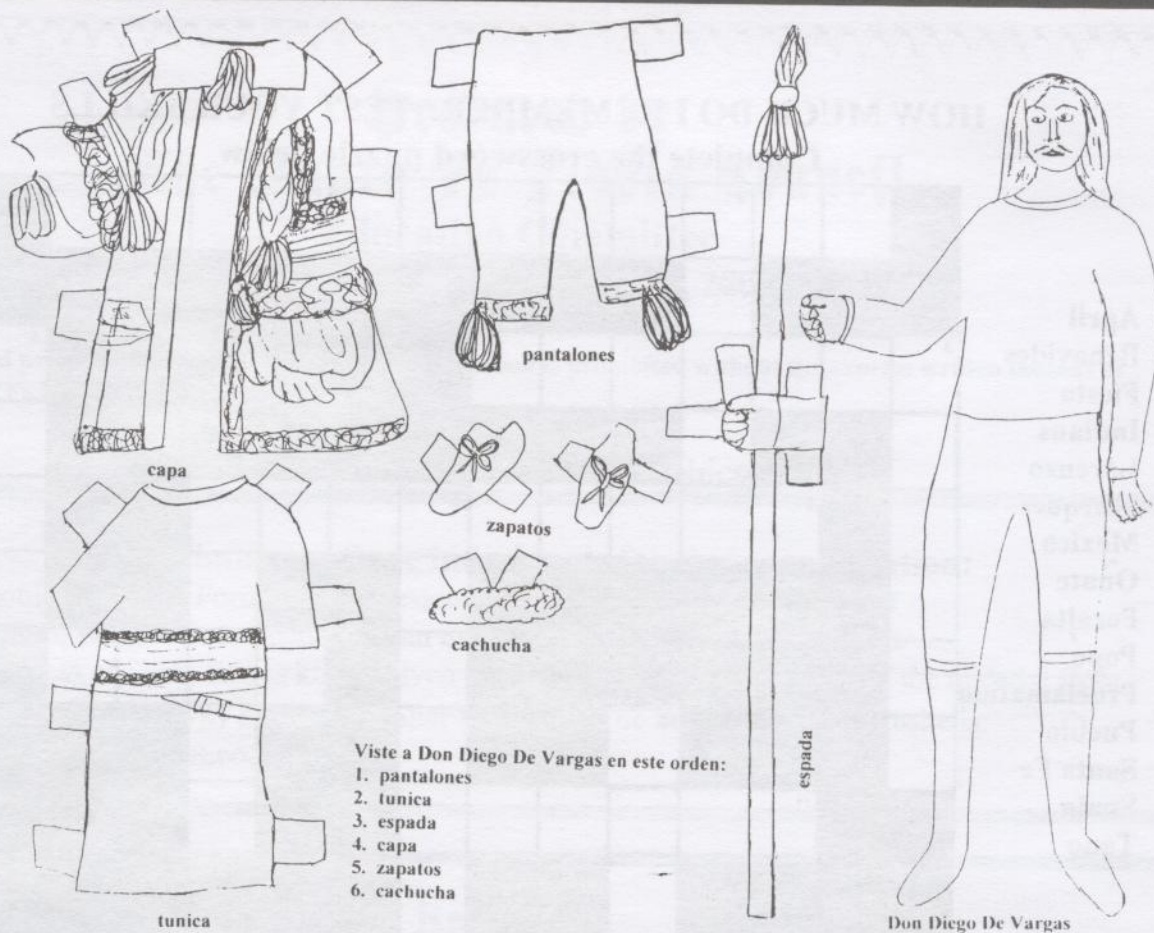


Santa Fe Fiesta Queen. These individuals are busy throughout

the summer participating in various activities in Santa Fe and surrounding communities. To win this honor they must take part in a contest requiring them to give a short speech and answer questions about history, culture, and traditions in both English and Spanish.

(On a separate sheet of paper, write the short speech you would give if you were competing for this honor.)

DeVargas paper doll by Diane Alvarado



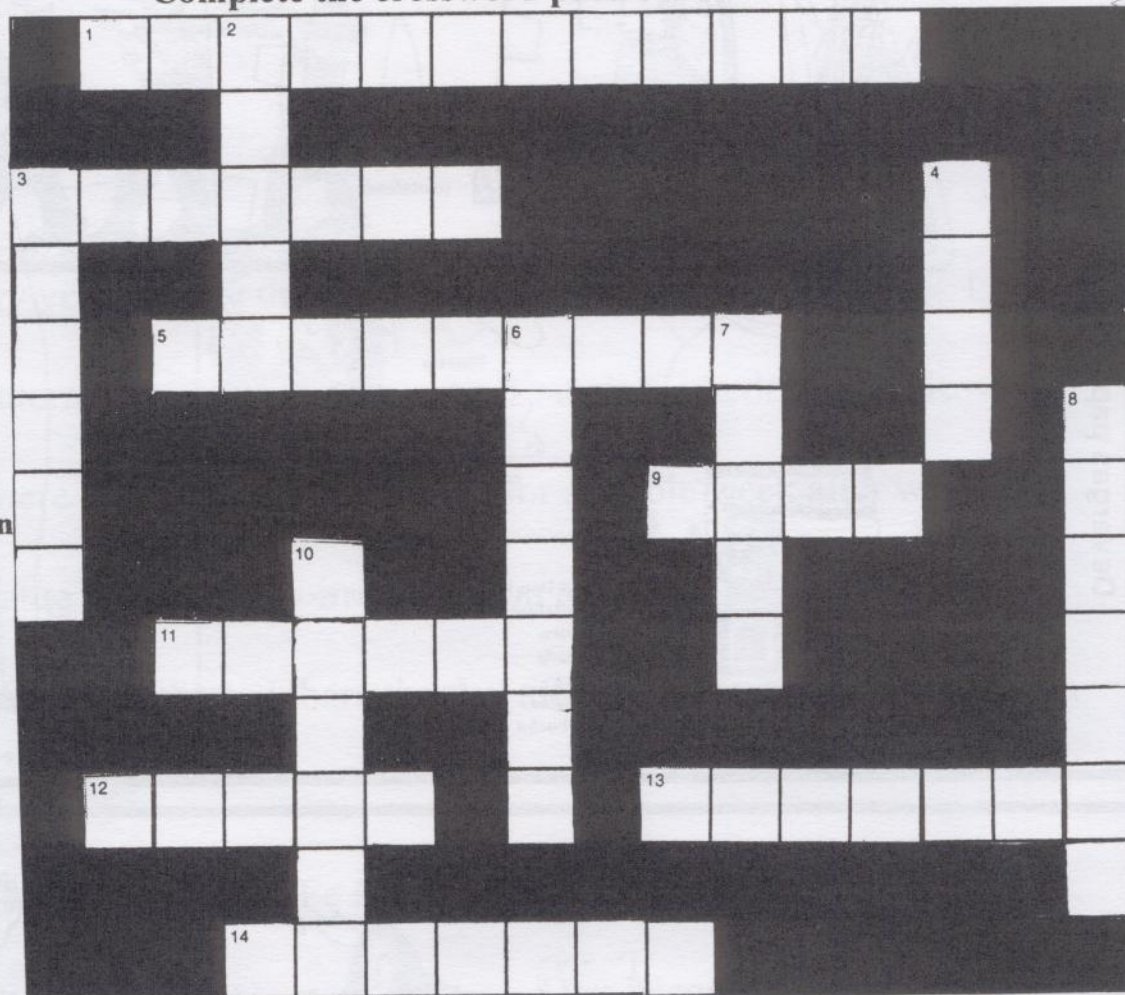
Reina paper doll by Anna Chavez



HOW MUCH DO I REMEMBER. TEST YOUR SKILLS

Complete the crossword puzzle below

April
Benavides
Fiesta
Indians
Lorenzo
Marques
Mexico
Onate
Peralta
Pope
Proclamation
Pueblo
Santa Fe
Spain
Tano



ACROSS

1. The _____ called for Vespers, Mass, Sermon, and Procession.
3. Santa Fe was founded by Don Pedro de _____.
5. Fr. Alonso de _____ brought La Conquistadora to Santa Fe
9. Luis Tupatu was a great Pueblo Indian leader of the Tewa and the _____.
11. A _____ is held every year to commemorate the peaceful resettlement.
12. Don Diego de Vargas died on _____ 4, 1704.
13. _____ is a short name for La Villa Real de la Santa Fe de San Francisco de Asís. (2 words)
14. _____ was the brother of Luis Tupatu and leader of Picuris Pueblo.

DOWN

2. Don Juan de _____ established the first settlement in New Mexico.
3. There has been peace between the Spaniards and the _____ Indians since 1696.
4. _____ was the Indian leader who led the Indian revolt of 1680.
6. The _____ rebelled in 1680.
7. The Spanish Conquistadores came from _____.
8. King Carlos II of Spain granted Vargas the noble title of _____ de la Nava de Bracinas.
10. New Mexico was called the "new" _____.

**Produced by
The Santa Fe Fiesta Council
Education Committee**

Compiled by Diane O. Alvarado, 2002, 2003, 2004, 2005

Additional printings or reproductions of this publication is prohibited without the express written consent of the Santa Fe Fiesta Council.

Printed by Bare Bones Graphics

Special thanks to these individuals for their contribution:

Jose Antonio Esquibel, Former Vice President of the Historical Society of NM

Danny Suazo, Former Coordinator, Indian Education for the SF Public Schools

Sunstone Press of Santa Fe has kindly given permission for the use of some of the material from their series of activity books by Walter D. Yoder. The Sunstone Press website is:
www.sunstonepress.com.

References

Burke, Rev. James T. **This Miserable Kingdom** Printed at Our Lady of Sorrows Church (Las Vegas, New Mexico), March 1973

Chavez, Fray Angelico **La Conquistadora** The Sunstone Press, 1975

Church, Tom **Viva La Fiesta!** (A Fiesta Activity Book) The Santa Fe Fiesta Council, 1994

Esquibel, Linda Romero **Viva La Fiesta!** The Santa Fe Fiesta Council, Printed by New Mexico State Printing Bureau, 1996

Holcom Enchilada D-10

THANK YOU!

LA SOCIEDAD COLONIAL ESPANOLA DE SANTA FE

¡Qué VIVA

La Fiesta de Santa Fe
Y Qué Viva Santa Fe's Youth!
Guadalupe Credit Union

proudly supports the children and teens of Santa Fe with special
accounts designed just for them. We're here to help make
YOUR DREAMS come true!



... Where Banking Is All About YOUTH!

1305 Osage Ave.
982-8942

3601 Mimbres Lane
982-8942

210 E. Marcy St.
982-8942



Tony Lopez
Roofing Service
*A Name You Know
and Trust*
505.473.1100
FREE ESTIMATES

