

Quetzalcoatl in Education

Essential Question: How has the precious knowledge of indigenous people been destroyed and reclaimed over time?



NAHUI OLLIN – FOUR MOVEMENTS



QUETZALCOATL:
East-Air/Wind-White

HUITZILOPOCHTLI:
South-Fire-Blue



TEZCATLIPOCA:
North-Earth-Black

XIPE TOTEC:
West-Water-Red



QUETZALCOATL

- Quetzal = a beautiful bird in Mexico and Guatemala with bright colored feathers - meaning “beautiful and **precious**” | *Un pájaro en Mexico/Guatemala con plumas de colores brillantes, que significa “hermoso y precioso”*
- Coatl = serpent, meaning “**knowledge**” | *serpiente, que significa “conocimiento”*
- Quetzal + Coatl = Quetzalcoatl
- A concept meaning “precious and beautiful knowledge” | *un concepto que significa “conocimiento precioso y hermoso”*



QUETZALCOATL

- Quetzalcoatl is often that “precious and beautiful knowledge” (knowledge systems, histories) that has been **purposefully** kept from us in schools. |

Quetzalcoatl es a menudo ese “conocimiento precioso y hermoso” que se nos ha ocultado a propósito en las escuelas.

- Quetzalcoatl is considered “precious and beautiful” because it is our community's **histories and knowledges**. | *Quetzalcoatl es considerado “precioso y hermoso” porque son las historias y conocimientos de nuestra comunidad.*

- What “precious and beautiful knowledges” has your family passed down to you (i.e., sayings, legends/myths)? | *¿Con “conocimientos preciosos y hermosos” te ha transmitido tu familia? (i.e., dichos, leyendas/mitos)?*

We will watch this later...





VOCAB: Dominant vs. Counter Narrative

**Dominant
Narrative**

An incomplete and/or inaccurate version of history that is created by those in power

A version of history that raises and uplifts the voices of those who have been historically ignored. Explains multiple perspectives and aspects of the story.

**Counter
Narrative**



With your table group,
discuss:

- 1) What do you see
in the image?
- 2) What does the
image represent?
- 3) How is it
connected to the
Dominant
narrative?



*American Progress,
John Gast, 1872*

Quetzalcoatl in Education

One way of controlling people's "precious knowledge" was through controlling education...





Top: A group of Chiricahua Apache students on their first day at Carlisle Indian School in Carlisle, Pa.

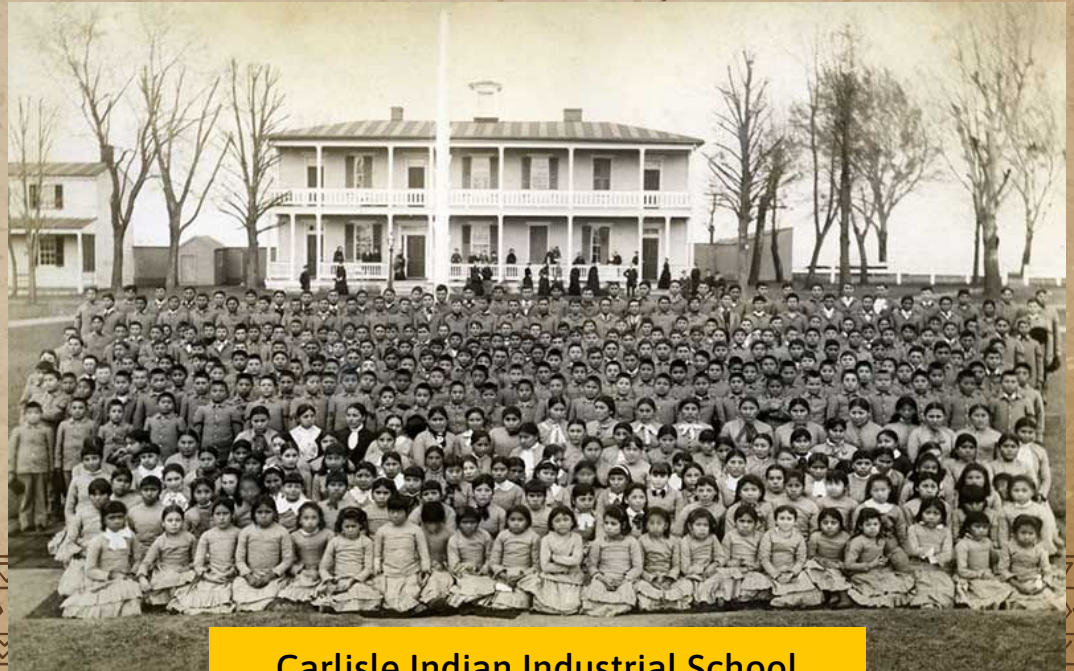


Bottom: The same students four months later.

“Indian” Boarding Schools

The Civilization Act

- **passed by the United States Congress on March 3, 1819**
- **started the “Indian Boarding School Policy” intended to implement cultural genocide through the removal and reprogramming of Indigenous children to accomplish the systematic destruction of Indigenous cultures and communities.**



Carlisle Indian Industrial School

[vocab] Culture

Culture is a pattern of behavior shared by a society, or group of people.

Ex: food, language, clothing, music, arts, holidays, beliefs, and religion.

- The term **ethnicity** may be used to describe the cultural background of a person



Cultural Genocide

**systematic destruction of traditions, values, language,
and other elements that make one group of people
distinct from another.**

“Kill the Indian, Save the Man”

General Pratt was the founder and superintendent of the Carlisle Indian Industrial School in Pennsylvania

- **model** for other Indian boarding schools

He was convinced that if Native children were removed from their Native home and placed in an Anglo one, they would assimilate within a generation.





THOMAS MOORE, AS HE APPEARED WHEN ADMITTED TO THE
REGINA INDIAN INDUSTRIAL SCHOOL.



Between 1869 and the 1960s, hundreds of thousands of Indigenous children were removed from their homes and families and placed in boarding schools operated by the federal government and the churches.

By 1900 there were more than **20,000** children in these schools

By 1925 there were more than **60, 889** children

In 25 years the number tripled

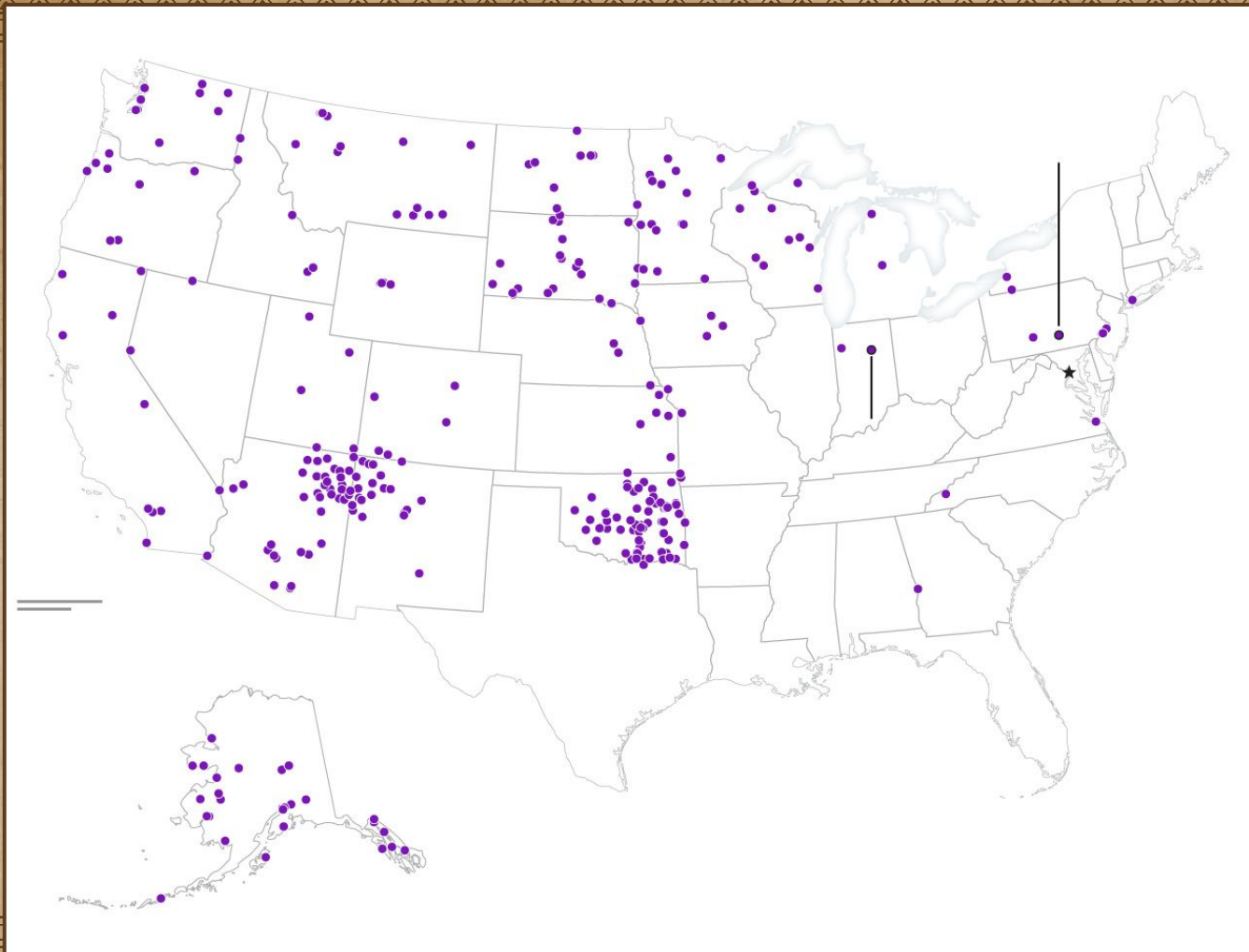




*367 boarding schools
operated in 29 states.*



By 1926, nearly 83% of Indigenous school-age children were attending boarding schools.



Children could not:

- **speak their native language**
- **Act in any way that might be seen to represent traditional or cultural practices**
- **wear traditional clothing, hair and personal belongings**

They suffered physical, sexual, cultural and spiritual abuse and neglect, and experienced treatment that in many cases constituted torture.

Many children never returned home and their fates have yet to be accounted for by the U.S. government.



Long hair is a symbol of wisdom, a source of pride and essential to identity.

Hair was cut short, usually into identical bowl haircuts.

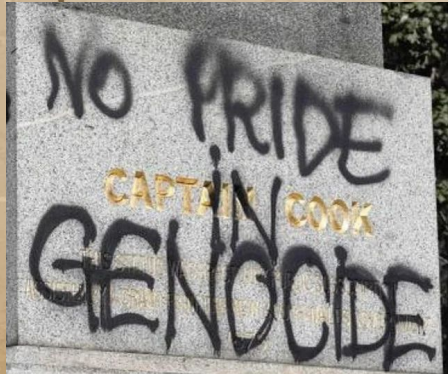
In adulthood, Zitkála-Šá grew her hair long in defiance of the boarding school that had forced her to cut it to assimilate into white culture. As a writer and activist, she spent her life fighting for Indigenous rights.



“I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids,” she wrote in her 1921 memoir *American Indian Stories*. “Then I lost my spirit.”

The US 40,000 children died at the U.S.-run schools.'

but the federal government does not know or is unwilling to say how many children even attended the schools, how many died in or went missing from them, or even how many schools existed.




Resistance

One memorable act of protest occurred in 1894, when a group of Hopi men in Arizona refused to send their children to residential schools. Nineteen of them were taken to Alcatraz Island in California, about a thousand miles away from their families, and imprisoned for a year.



After the January 1895 arrests, the San Francisco Chronicle reported that “[n]ineteen murderous-looking Apache Indians” had been imprisoned at Alcatraz, “because they would not let their children go to school.”



***In what other ways were
indigenous people controlled
and culture destroyed?***


The Code of Indian Offenses.





1883 Code of Indian Offenses

Created with the goal to eliminate any and all obstacles to “Indian civilization”



1883 Code of Indian Offenses

DANCE & FEASTS

- Punishment: imprisonment or withholding food (treaty rations) for up to 30 days.



1883 Code of Indian Offenses

RELIGION

- Indigenous religious ceremonies such as the Ghost dance and the **Sundance**



- Punishment: imprisonment or withholding food (treaty rations) for up to 30 days.

1883 Code of Indian Offenses

Gift Giving



Some Indigenous tribes exchanged gifts to legitimize marriages, but also gifts were given in ceremony like the Potlatch.

- upon conviction, both parties would forfeit all rights to government rations for period up to the discretion of agent or would be imprisoned for a period not exceeding sixty days

1883 Code of Indian Offenses

Healing Practices


- All Indigenous practices of the medicine were considered unlawful
 - Any medicine person convicted of encouraging others to follow traditional practices was imprisoned for not less than 10 days or until they could provide evidence that they had abandoned their beliefs.





1887 ban Indigenous Languages in schools

“The Government has entered upon the great work of educating and citizenizing the Indians and establishing them upon homesteads”



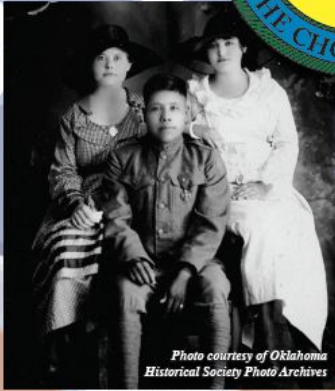


Photo courtesy of Oklahoma Historical Society Photo Archives

Joseph Oklahombi

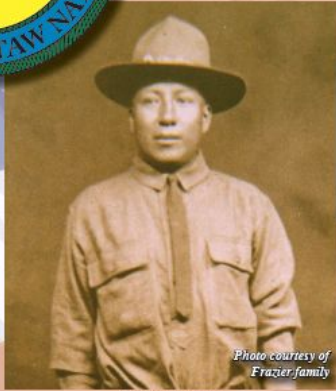


Photo courtesy of Frazier family

Tobias Frazier

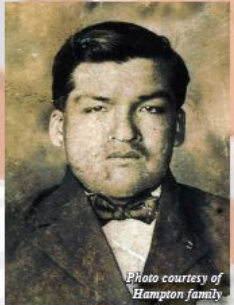


Photo courtesy of Hampton family

Ben Hampton



Photo courtesy of Carterby family

Ben Carterby



Photo courtesy of Johnson family

Noel Johnson

The Native American Languages Act of 1990

executive order Public Law 101-477 of 1990 gave historical importance as rejecting past policies of eradicating “Indian Languages” by declaring as policy that Native Americans were entitled to use their own languages.

The fundamental basis of the policy's declaration was that the United States *“declares to preserve, protect and promote the rights and freedom of Native Americans to use practice and develop Native American Languages”*

Survivors & their descendant have suffered high rates of:

- Alcoholism
- Substance abuse dependence
- Suicide rates
- Mental health issues



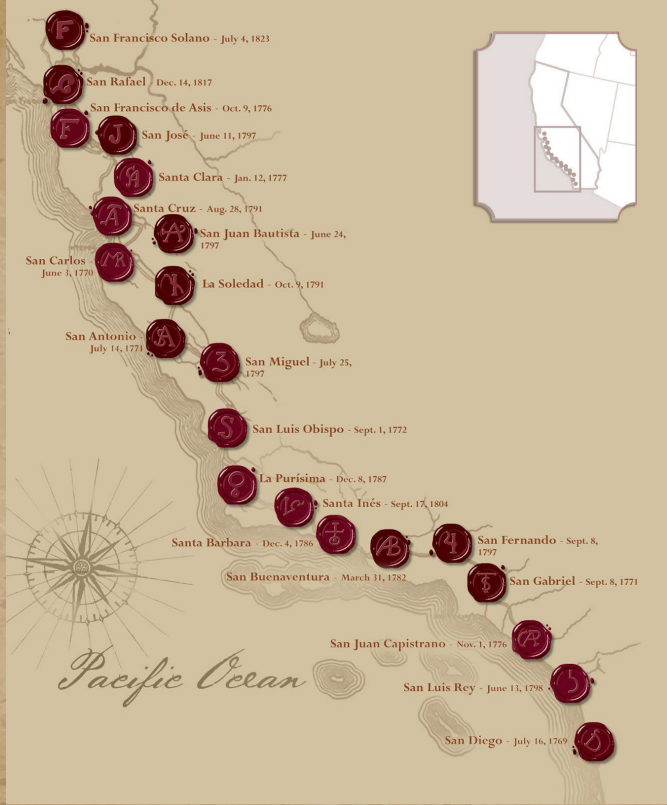


FYI.....

Some context to help understand the next video.



Recall: The Mission System (1769-1833)



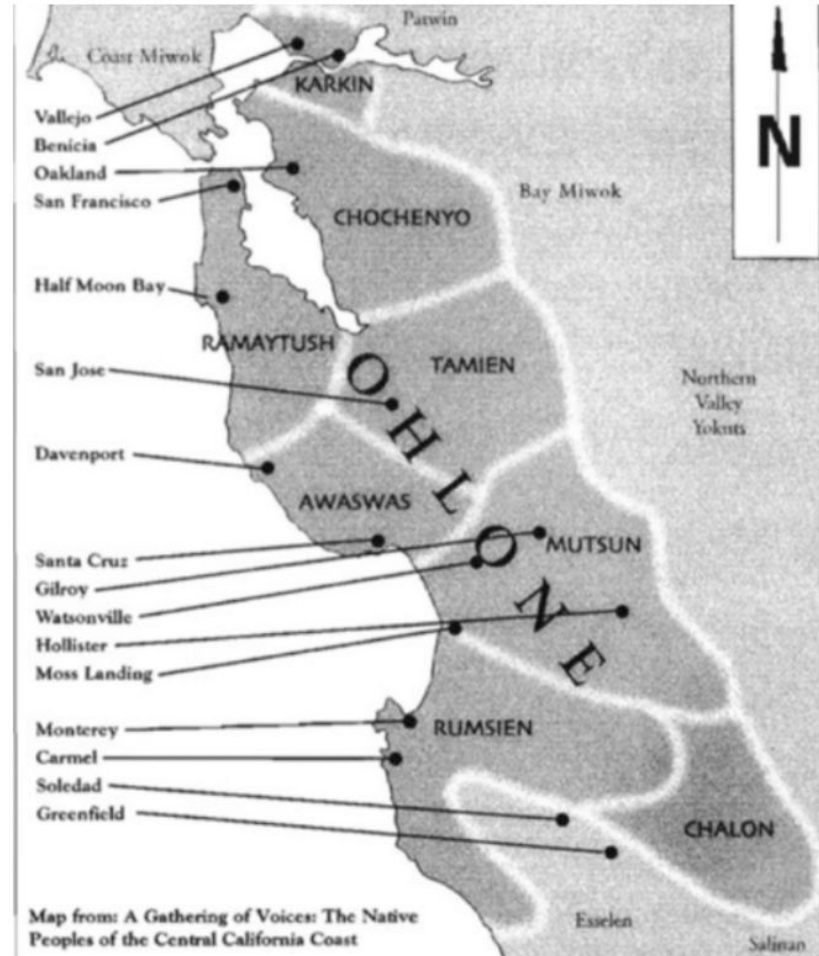
Missions in California

Mission Basilica San Diego de Alcalá, with a statue of St. Junípero Serra

The Ramaytush Ohlone

Original Peoples of the San Francisco Peninsula

The Ramaytush (pronounced *rah-my-toosh*) are the original peoples of the San Francisco Peninsula. Prior to the arrival of the Spanish, the Ramaytush Ohlone numbered approximately 1500 to 2,000 persons, but by the end the Mission Period only a few families had survived. Today, only one lineage is known to have produced living descendants in the present. Today, those descendants comprise the membership of the Ramaytush Ohlone peoples and the staff of the Association of Ramaytush Ohlone.



State Ticket.

For Governor.....STEPHEN MILLER, of Stearns.
 For Lieut. Governor...CHAS. D. SHERWOOD, of Fillmore.
 Secretary of State.....DAVID BLAKELY, of Ollisted.
 Auditor of State.....CHAS. McILRATH, of Nicollet.
 State Treasurer.....CHAS. SCHEFFER, of Washington.
 Attorney General.....GORDON E. COLE, of Rice.
 Clerk Supreme Court..GEO. F. POTTER, of Houston.

County Ticket.

For State Senator.....THOMAS SIMPSON.
 For Representatives.....EARLE S. YOUNG,
 THOMAS P. DIXON.
 For Sheriff.....LYNCH . . KING.
 For Treasurer.....MATHEN J. NORTON.
 For Surveyor.....N. FELIX HILBERT.
 For Coroner.....EDWARD GLE.

THE State reward for dead Indians has been increased to \$200 for every red-skin sent to Purgatory. This sum is more than the dead bodies of all the Indians east of the Red River are worth.

Bounty Era

1854 → \$5

2022 → \$178.72

[pictured] 1863; a Minnesota newspaper at the time offered '\$200 for every red-skin sent to Purgatory'

Resulting from the
Mission System, Bounty
Era, and other acts of
genocide, by 1880

95%

of Indigenous people
in California were
murdered

Reclaiming Precious Knowledge

How did the Elder in the video reclaim her precious knowledge and support others in reclaiming/learning theirs? Give two examples.

