STORYTELLER

ALBUQUERQUE PUBLIC SCHOOLS Indian Education Newsletter January / February 2024

Mission

By working together with schools, parents, and communities, APS Indian Education Department develops enhanced and supportive Indigenous educational opportunities for American Indian/ Alaska Native students by increasing knowledge of Native values through teaching language and cultural differences.

JAG Students Journey to the Roundhouse

Students from the Jobs for America's Graduates programs at Del Note and Cibola joined their NM peers in a trip to The Roundhouse on January 31st. The Legislature was in session, and students were not only able to see their Congressmen in action, but they were able to meet and speak with Senator Bill Tallman and Lt. Governor Howie Morales. Lt. Governor Morales shared with the students about his journey from being a teacher to working in politics. Our students talked about their experiences in JAG classes, sharing about projects, field trips, and events that have focused on career exploration, community service, and leadership development. They asked for the lawmakers' necessary support so these experiences will continue and grow. Our students are at the heart of educational policy, and it was inspiring to watch them express their needs. After our busy morning, students were rewarded with lunch at Tomasita's, and then it was back on the Railrunner for the trip home. While the ride to Santa Fe had been free from complications, the ride back was a bit more exciting. Our train had engine problems, requiring a one hour wait for a "rescue train", but it was just one more stop on an excellent day.

New Mexico Tribal Language Consortium Language Symposium

Earlier this month, the New Mexico Tribal Language Consortium hosted a language symposium for all ages at the UNM Continuing Education Building. Tribal folks from the Pueblos, Navajo and Apache communities were in attendance to hear about safeguarding Native languages from outside entities who want to assist Tribes in reclaiming their languages. Unfortunately, Pueblo of Acoma and the Standing Rock Sioux Tribe were duped by an organization called “The Language Conservancy,” regarding language materials made in the Keres /Sioux languages and not returned to the Tribes of Acoma and the Standing Rock Sioux Tribe. Speakers from the respective Tribes affected spoke of how to read contracts and agreements carefully with outside entities and for Tribes to be aware of companies reaching out to “help,’ with language revitalization. Oftentimes, these organizations use age-old tactics of “saving” our Native languages when it is only meant to profit these organizations!

The sovereignty of our Native languages is utmost important in this day and age. Some tribes have never written their languages due to oral transmission of it. Tribes in New Mexico face challenges about the creation of speakers especially amongst the younger generation of learners.

Thus led into the second day of the conference where there was a youth panel representing the Tiwa and Shiwi’ma Bena:we (Zuni) students of Los Lunas school district and Albuquerque Public Schools. Ciarra Booqua Natachu and Rosalyn Padilla represented Indian Education and their respective schools from Albuquerque High School and Jefferson Middle school. Students were asked questions about their language learning and how important it is for them to know and understand. Students spoke of where they felt comfortable speaking the language and how adults need to be intentional with speaking to them in the language.

Overall the conference was a success with an estimate of eighty people in person attendance and forty online. NM Tribal Language Coalition is a non-profit, grassroots organization consisting of NM Language administrators, education directors and teachers.

- Mila Padilla, Ho' Shiwi'ma Bena:we Yanikk'e:nona, Zuni Language Teacher at Hodgin ES, Lowell ES, CEC

Dine' Winter Learning Through Storytelling

On Friday, February 23, 2024 there were many Diné families that gathered in the Rio Hondo and Rio Grande conference rooms at APS City Center to hear the Winter stories and teachings of some of our cultural stories of the following; our respected, female deity, Asdzą́ą́ Nádleehé, Changing Woman, Ts'aa Bahane', The Navajo Basket and Azee Baa Hózhǫ́ǫní, Good Medicine and Wellness Story. Most of these families reside here in Albuquerque or Rio Rancho. One family drove in from Santa Fe to listen to these stories. The age range was diverse and included infants, children, adults and elders. We are very appreciative for these families to take time from their busy schedules to have joined us for this event.

Mr. Lorenzo Jim, founder of Center for Intercultural Care (CFIC), was the presenter of these cultural stories. Mr. Jim is a Hózhóji (Blessing Way) practitioner that provides these types of cultural teachings to our Albuquerque Public Schools Indian Education Department's (APS IED) Diné language and culture teachers, various Diné and non-Indigenous organizations, juvenile detention centers, healthcare organizations, the City of Albuquerque's Office of Native American Affairs and many more. His calming way of delivery of these cultural stories along with a Powerpoint presentation brings the stories to life and illustrates their beauty and impact on our daily lives as Diné. The stories were told using both the Diné and English language for all attendees to understand. He also sang some of the Hózhóji songs that accompany the stories.

The APS IED also paid one of our local Diné food vendors, Baa Hózhó Grill, to provide our families with a hot meal while listening to the stories. The menu consisted of Diné comfort food; mutton stew, fry bread, and Diné tea. In Diné custom, we feed our guests and also eat while receiving valuable teachings from our relatives. This is to ingest the teachings and help us nourish our body and spirits with life skills that we can pass down to our children and generations to come. This is the purpose of Diné Winter storytelling. Other Indigenous tribes locally, nationally and globally also have the same belief.

At the end of the event, many families asked when our next event would be. We are hoping to continue the storytelling series through each season. Next school year, we would love to continue having more cultural events throughout the year for our Diné families to participate in such as Diné Bingo nights, string game contests, winter games, storytelling, and other events to benefit our community. We would love your feedback and ideas on what you would like APS IED to include for your family. Continue to speak or learn the Diné language with your loved ones and friends. May the Diyin Dine'é take care of you and your family.

Shannon Johnson
Diné Bilingual Coordinator

Meet Alvino Sandoval

Ya’at’eeh, shi’ tei’ya Alvino Sandoval yinishye'. Chishi’ dine’e nishai’, ado’o’ Tachii’nii
bashishchi’i’n. Kinya’aa nii da shicheii ado’o’ Tabeeha da shinali’. Tiis-Tsoh wo’aye’ dee naasha’.
My English given name is Alvino Sandoval. I am Apache, born for Red Running into the Water clan.
My maternal grandfathers are of the Towering House clan, and my paternal grandfathers are of the Edge
of Water clan. I am from the Alamo Navajo community in New Mexico. I am a Resource Teacher,
teaching Dine’ bizaad at both Cleveland and McKinley Middle Schools and I am new to the Albuquerque
Public School District. In my previous teaching resume, I taught High School dual-credit Navajo classes
at Santa Fe Indian School as an adjunct faculty through the Institute of American Indian Arts. Here my
primary role is to teach our heritage language of Navajo using basic orientation and linguistic structures
so that students are familiar and comfortable using the language on a continuum. Although, a large part is
to grow speakers, I also incorporate culture and history of the din4 into my teachings and activities. I
thoroughly enjoy each day that I engage in learning with my students, and I have the same
reception from my students. I encourage anyone that might have an interest in teaching Navajo
or Zuni languages, to connect with us and join our effort to revitalize and maintain our heritage
languages.

McKinley Middle School Students Perform at State Capitol

SANTA FE, NM – Mr. Alvino Sandoval's Navajo Language students from McKinley Middle School were invited to perform the National Anthem in Dine' Bizaad on Friday, February 2, 2024. The performance was part of the "American Indian Day" event hosted by the New Mexico Indian Affairs Department during the legislative session. The students were greeted by former Navajo Nation Council Delegate Seth Damon who was recently appointed by Governor Grisham to serve as Deputy Director of the Indian Affairs Department in the hospitality room. Despite the nervousness after seeing how crowded the capitol rotunda was, the students performed exceptionally well. This was a field trip that had the honor of having the school's principal, Mr. Legant to accompany the students and witness their stellar performance in their indigenous languages. What made it even more spectacular was hearing the Dine' leaders and spectators, singing along with the students. The students were fascinated by seeing actual tribal leadership who we have studied in their presence and thanking them for their performance. Lastly, the students had the utmost honor to meet and greet the Lt. Governor Howie Morales and capture a photo with them. Afterwards, the afternoon ended with sharing a meal at the Santa Fe Indian School. They indulged in delicious red chile stew, pueblo bread, potato salad, and dessert which was prepared by the SFIS culinary arts class. A huge significance at the end was we were greeted with bountiful down pour of snow indicating the Diyin Dine' were blessing the land and the people.

STATE OF NEW MEXICO
INDIAN AFFAIRS DEPARTMENT

2024 AMERICAN INDIAN DAY AT THE LEGISLATURE

FRIDAY, FEBRUARY 2, 2024

9:00 A.M.- 11:00 A.M.

Capitol Rotunda

"20 Years of Cabinet Leadership"

Master of Ceremonies: Josett D. Monette Cabinet Secretary Designate

Students Visit the Past at Fort Sumner

On March 8, 2024, Tres Volcanoes Community Collaboration K8 Middle School and eCADEMY K8 Middle School took a field trip to Fort Sumner to observe the Bosque Redondo museum. The students had a fabulous time to take learning off school campus to the actual place. Students have been studying about some topics in Dine History and incorporated it into Dine Oral language such as Dine Wars, WWII, Navajo Code talkers, and the history of "the Navajo Long Walk." To stay engaged, students constructed dioramas and oral presentations about "The Long Walk" in Navajo. In addition, students do activities decoding the "Top Secret" using the Navajo Codes. Most importantly, students were able to accumulate Dine vocabulary words and used them in simple sentences. These are the exciting events that 3VCC and eCADEMY Middle schools were able to participate in. We are looking forward to more upcoming field trips.

The presenter is talking about which tribes were involved in the Long Walk of 1868 as students listen. In the photos are Emsley Foster, Elena Cox, Ruby Keetso, and Royale Edison.

This picture shows the map of the "Long Walk." The colored square boxes represent the Navajo and Apache tribes.

Native American Pottery
By Taimane Yepa (7th Grade)
Co-authored by Carol Perry (7th Grade)

My Aunt Marcella Yepa came to McKinley Middle School and showed our Native American Studies class how to make pottery. She has been a potter for nearly forty years, and learned the art of pottery from her family. She creates beautiful contemporary Jemez pueblo pottery.
She brought us natural clay from Jemez which she sourced from the mountainside. The first step was to roll the pottery into a ball. Next we slammed the pottery on the table to get the air bubbles out. Then we rolled the pottery back into a ball and we began shaping it into a little bowl using the pinch pot method. We created an opening by pressing a finger into the center of the ball and started to pinch the sides of the to make the walls of the pot. We let our pottery air dry for several days. Once it was dry we polished it with rocks to create a smooth shine. The pot's were then fired in a kiln and painted with native american design.
You can check out my aunt's work at her website:
Marcella Yepa - Jemez Pueblo Pottery - Home - Weebly
https://marcellayepa.weebly.com/

- Marcella Yepa, Jemez, New Mexico

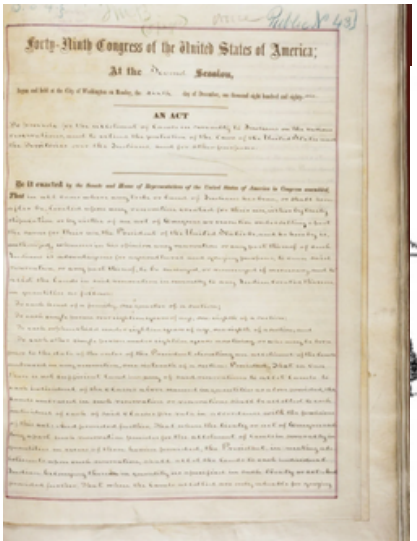
Special Thanks to Rio Grande's ceramics teacher: Magali Rutschman, for helping fire the pottery.

Indigenous History from a Vantage Point: February

The Dawes Act, or the General Allotment Act of 1887, aimed to assimilate Native Americans by granting them individual land allotments, breaking up tribal lands. It encouraged agriculture and assimilation into White American culture. However, issues arose, such as unsuitable land, lack of resources, inheritance problems, and loss of tribal lands through sales to non-Natives.

On February 8, 1887, Congress passed the Dawes Act, named for its author, Senator Henry Dawes of Massachusetts. Also known as the General Allotment Act, the law authorized the President to break up reservation land, which was held in common by the members of a tribe, into small allotments to be parceled out to individuals. Thus, Native Americans registering on a tribal "roll" were granted allotments of reservation land. “To each head of a family, one-quarter of a section; To each single person over eighteen years of age, one-eighth of a section; To each orphan child under eighteen years of age, one-eighth of a section; and To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one-sixteenth of a section.

The Dawes Act of 1887 regulated land rights on tribal territories within the United States. Named after Senator Henry L. Dawes of Massachusetts, it authorized the President of the United States to subdivide Native American tribal communal landholdings into allotments for Native American heads of families and individuals. This would convert traditional systems of land tenure into a government-imposed system of private property by forcing Native Americans to "assume a capitalist and proprietary relationship with property" that did not previously exist in their cultures. The act allowed tribes the option to sell the lands that remained after allotment to the federal government. Before private property could be dispensed, the government had to determine which Indians were eligible for allotments, which propelled an official search for a federal definition of "Indian-ness."


Forty-Ninth Congress of the United States of America;
At the Second Session,
AN ACT