

PRESENTATION INFORMATION

KEYNOTE SPEAKER

9:30 AM – 10:45 AM

SILVER & TURQUOISE

Albuquerque Poet Laureate Emeritus Manuel González

Bio statement: Manuel González, City of Albuquerque Poet Laureate (2016-2018), began his career in the poetry slam representing Albuquerque four times as a member of the Albuquerque poetry slam team. After working in Albuquerque's poetry community for 6 years, Manuel began to use slam poetry to help local youth find positive and constructive ways to deal with life's pressures. Manuel began teaching workshops on self-expression through poetry in high schools, youth detention centers, and community centers. He also started facilitating art therapy programs to help at-risk and incarcerated youth. In 2024, Manuel began collaborating with El Chante; Casa de Cultura community space to create Low Writing at El Chante, a free bi-monthly writer's group open to all community members. In 2016, Manuel was selected as Albuquerque's 3rd poet laureate and has continued his passion for helping others heal and express themselves through poetry. Manuel has appeared on the PBS show, ¡COLORES! *My word is my power* and on ¡COLORES! 9/23/2017. He has also received the 2021 New Mexico Hispanic Heritage Committee 2021 Corazon de Cultura Art honoree award. Manuel has three collections of his poetry published entitled, *But My Friends Call me Burque...* and *Om Boy (Swimming with Elephants Press)*. His third collection, *Duende de Burque: Albuquerque poems and musings* (UNM Press), was a finalist in the 2021 New Mexico-Arizona Book Awards. Manuel teaches Creative Writing at the Native American Community Academy-CNM in Albuquerque, NM.

SESSIONS ONE

11:00 AM – NOON

CHACO I

Indigenous Wisdom Curriculum "Protecting Zuni Lake" *by Valerie Siow & Laura Kaye Jagles*

Presented by: Indigenous Wisdom Lead Team Member

The Indigenous Wisdom Project has a rich history that dates back to 2011. The curriculum was completed in collaboration with educators, leaders, community organizers, and elders from the nineteen Pueblo Nations as a political project in response to the centennial of statehood for New Mexico. This Pueblo-based curriculum aims to strengthen the identity of Native American children in New Mexico by providing comprehensive K-12 unit plans for educators on the complex political, social, cultural, and economic history of the Pueblo nations of New Mexico.

Brief description: In this session, the unit plan "Protecting Zuni Lake" by Valerie Siow and Laura Kaye Jagles will be presented. For a little over two decades, the Zuni Pueblo people fought to protect their beloved Salt Lake. The Salt River Project (SRP) proposed to use land next to the Salt Lake for the purpose of pumping water to supply a coal mine. This project seriously threatened the aquifers that fed this lake. If the aquifers were used to pump water on coal dust, at 84 gallons per minute over a 40-year period, the salt water would dry up. Yet, the Zuni's case reaches far beyond a sense of environmentalism. The Zunis and other pueblos, such as Acoma and Laguna, consider Salt Lake a sacred place because it has culturally sustained generations of their people. The Pueblo People possess a spiritual relationship with

Zuni Salt Lake, which they've maintained for centuries. Other tribes such as the Apache and Navajo also consider it a special place. SRP's claim to use the region near Zuni Salt Lake soon became a legal case, which heightened between the years of 2000-2003. Many Pueblos and neighboring tribes collaborated with Zuni to protect this precious body of water. In the end, the legal case was resolved when SRP withdrew their claim to the area. This reflects the love, commitment, and reverence the Zuni have for their mother, Salt Lake. In this unit, students will gain an understanding about this complex struggle as they analyze Zuni perspectives on Salt Lake, viewing it as more than a landmark with the use of metaphor, personification, and analogy.

SESSIONS ONE

11:00 AM – NOON

CHACO II

Native American Teacher Preparation Program

Karina Todechine & Shereena Baker

Brief description The critical shortage of Native American teachers in New Mexico presents a unique set of challenges and opportunities. This presentation will focus on how the Native American Teacher Preparation Program works to improve cultural, social, and educational outcomes for Indigenous communities. The presentation will explore the origins and evolution of NATPP while highlighting program improvement research conducted to refine recruitment and retention strategies of Native students. NATPP continues to see a need for culturally responsive approaches to support Indigenous education and holistic support that aims to cultivate a pipeline of educators who can positively impact their communities.

Bio statement: **Karina Todechine** is Tábaqhá (Water's Edge Clan) born for Ma'iideshgizhnii (Coyote Pass Clan) from T'iis Názbąs, AZ. She received her Master's in Public Administration from University of New Mexico and has worked previously in both academic and public libraries, San Juan College, and Diné College. Currently, she serves as the Coordinator for the Native American Teacher Preparation Program (NATPP) at UNM's Institute for American Indian Education.

Bio statement: **Shereena Baker** (Southern Ute/Kaurk), a Graduate Advisor for the Kiva Club at the University of New Mexico, promotes engagement with Native American issues on campus and in the community. Also serving as a Graduate Assistant at the Institute for American Indian Education, she is dedicated to advancing educational opportunities for Indigenous populations. Shereena is pursuing her Ph.D. in Language, Literacy, and Sociocultural Studies at UNM, drawing from her extensive academic background, including a Master's in Indigenous Studies and a Bachelor's in American Indian Studies.

SESSIONS ONE

11:00 AM – NOON

CHACO III

Education for Parents of Indigenous Children with Special Needs (EPICS)

Denise Yazzie

Brief description: The presentation will consist of Who we are, our purpose, programs, workshops, and trainings offered by EPICS. EPICS is a Community Parent Resource Center

servicing families who have Native American children with disabilities or developmental delays in NM, including those with special healthcare needs and the professionals that work with them.

SESSIONS TWO
1:00PM – 2:00PM

CHACO I

***Indigenous Wisdom Curriculum “Pueblo Creation Story Our Awe Inspiring Cosmos”
by Trisha Moquino***

Presented by: Indigenous Wisdom Lead Team Member

The Indigenous Wisdom Project has a rich history that dates back to 2011. The curriculum was completed in collaboration with educators, leaders, community organizers, and elders from the nineteen Pueblo Nations as a political project in response to the centennial of statehood for New Mexico. This Pueblo-based curriculum aims to strengthen the identity of Native American children in New Mexico by providing comprehensive K-12 unit plans for educators on the complex political, social, cultural, and economic history of the Pueblo nations of New Mexico.

Brief description In this session, the unit plan "Pueblo Creation Story Our Awe Inspiring Cosmos" by Trisha Moquino will be presented. This unit was inspired by a love of our culture, a love for children, and a love of children's books. In all Pueblo cultures, stories are told as a way to understand many things including how our world came to be. We call these creation stories. These stories are told as a way of teaching respect for all things, living and nonliving and to help us recognize that there are some things in our world that cannot always be thoroughly explained or understood. For example, the sun which gives us life, or the moon which watches over us, or the stars in our universe which continue to inspire in us both, awe and mystery. Creation stories teach us, therefore, that there is always balance in the natural world and that we must respect this delicate balance in order to ensure a healthy life here on earth. This unit includes a creation story retold and written by a Santa Ana Pueblo author. It reminds us of the beauty of Pueblo culture and the universe we live in. In the busy and increasingly technology driven world we live in today, children can often become disconnected from the natural world missing out on important lessons about how life is sustained and how humans play a critical role in maintaining a balance in the use of nature's resources.

While science can often seem too abstract a concept for young children to understand, there is a need to present science in a way that is culturally relevant to their lives and making it accessible to them. We must help them understand that science and the natural world are present all around us and in everything we do. Story telling as a traditional teaching medium in Pueblo culture is still as relevant today as in the past. This unit connects to the core values of love and respect for our universe and provides a foundation for understanding how maintaining balance in our environment is a critical need in today's world.

SESSIONS TWO
1:00PM – 2:00PM

CHACO II

Creative Writing Process Workshop

Manuel González

Brief descriptions: In this workshop, Albuquerque Poet Laureate Emeritus Manuel Gonzalez, will work with educators on the creative writing process. Through emotional spoken word performances and energetic writing prompts, we will discuss bringing authentic self-expression and sincere emotional content to the classroom. Through honesty and openness we learn how to work through ancestral trauma, deal with current trauma, and celebrate the beauty of life all around us and all the time.

Bio statement: Manuel González, City of Albuquerque Poet Laureate (2016-2018), began his career in the poetry slam representing Albuquerque four times as a member of the Albuquerque poetry slam team. After working in Albuquerque's poetry community for 6 years, Manuel began to use slam poetry to help local youth find positive and constructive ways to deal with life's pressures. Manuel began teaching workshops on self-expression through poetry in high schools, youth detention centers, and community centers. He also started facilitating art therapy programs to help at-risk and incarcerated youth. In 2024, Manuel began collaborating with El Chante; Casa de Cultura community space to create Low Writing at El Chante, a free bi-monthly writer's group open to all community members. In 2016, Manuel was selected as Albuquerque's 3rd poet laureate and has continued his passion for helping others heal and express themselves through poetry. Manuel has appeared on the PBS show, *¡COLORES! My word is my power* and on *¡COLORES!* 9/23/2017. He has also received the 2021 New Mexico Hispanic Heritage Committee 2021 Corazon de Cultura Art honoree award. Manuel has three collections of his poetry published entitled, *But My Friends Call me Burque...* and *Om Boy (Swimming with Elephants Press)*. His third collection, *Duende de Burque: Albuquerque poems and musings* (UNM Press), was a finalist in the 2021 New Mexico-Arizona Book Awards. Manuel teaches Creative Writing at the Native American Community Academy-CNM in Albuquerque, NM.

SESSIONS TWO
1:00PM – 2:00PM

CHACO III

Developing and Implementing Place-Based Curriculum at a Tribal School

Dr. Porter Swentzell

Brief description: This presentation focuses on the development and implementation of scaffolded language curriculum at Kha'p'o Community School, a dual-language (Tewa/English), pre-K through 6 grade, tribally-controlled school, located at Santa Clara Pueblo, NM.

Bio statement: Dr. Porter Swentzell is an enrolled member of Santa Clara Pueblo, New Mexico. He is the Executive Director of Kha'p'o Community School, and serves as a Regent for Northern New Mexico College, and on several non-profit boards. Previously, Porter was an Associate Professor of Indigenous Liberal Studies at the Institute of American Indian Arts where he held roles as a Department Chair and Associate Dean. Porter has also served his Pueblo as a Tribal Official.

SESSIONS THREE

2:15PM – 3:15PM

CHACO I

Indigenous Wisdom Curriculum “Assimilation to Self-Determination” ***by Azella Humetewa***

Presented by: Indigenous Wisdom Lead Team Member

The Indigenous Wisdom Project has a rich history that dates back to 2011. The curriculum was completed in collaboration with educators, leaders, community organizers, and elders from the nineteen Pueblo Nations as a political project in response to the centennial of statehood for New Mexico. This Pueblo-based curriculum aims to strengthen the identity of Native American children in New Mexico by providing comprehensive K-12 unit plans for educators on the complex political, social, cultural, and economic history of the Pueblo nations of New Mexico.

Brief descriptions: In this session, the unit plan "Assimilation to Self-Determination" by Azella Humetewa will be presented. In the late 1800's, Pueblo children were taken off reservations and removed from their homes by the U.S. Government in an attempt to assimilate them into an "Americanized" way of life. Boarding schools became the norm and led to loss of language, culture and identity. This continued for many years. Pueblo children were forbidden to speak their languages, practice their prayers and in many cases, were stripped of their identity. In the 1930's "day schools" and the start of public schools in the pueblos, created a way for children to stay closer to home. However, the curriculum taught at the time, still lacked Native language, culture and identity. It wasn't until recently that the shift occurred to incorporating Native language, culture and identity into the educational system for Pueblo students. This unit will ask students to analyze the ways in which education transformed from assimilation to self-determination. Students will connect the core value of balance and love as it relates to the transformation of education.

SESSIONS THREE

2:15PM – 3:15PM

CHACO II

Sustained Learning: Anti-racism

Natalie Martinez, Ph.D and Glenabah Martinez, Ph.D

Brief descriptions: As awareness of and resistance to culturally responsive pedagogy builds in the United States, it is important for educators to understand the ideological foundations that necessitated the movement toward anti-racist pedagogy and how students in New Mexico experience racism similarly and uniquely in school and social settings.

Bio statement: Natalie Martinez, Ph.D. (K'awaika-meh, Laguna Pueblo) is a professional educator. She was a principal and teacher at her Pueblo Nation, and taught middle schoolers and high schoolers at other schools in New Mexico. Dr. Martinez's collaborations on Indigenous-centered curriculum projects include: *Indigenous Wisdom*; *Indigenous New Mexico*; the curriculum guide for *An Indigenous Peoples' History of the United States for Young People*; and the teacher guide for *Indigenous Ingenuity*. Her chapters appear in *Luminous Literacies* and *The Yazzie Case: Interrogating the Yazzie/Martinez Lawsuit*. She has written for and delivered a podcast interview for the *International Journal for Adolescent and Adult Literacy*. Additionally, her teacher professional development work with the *OER Project* is available online. Dr. Martinez most recently completed a Visiting Lecturer appointment at the University of

New Mexico and is currently full-time faculty at Central NM Community College in the School of Education, working with pre-service teachers. Her research focus is education for Indigenous youth, professional curriculum development, and education policy.

Bio statement: Glenabah Martinez (Taos/Diné), an Associate Professor at the University of New Mexico and Director of the Institute for American Indian Education was born and raised in Taos Pueblo. Glenabah's research focuses on Indigeneity, youth and education with an emphasis on Indigenous youth, critical pedagogy, and the politics of social studies curriculum. She captures these research areas in her 2010 book, *Native Pride: The politics of curriculum and instruction in an urban, public high school*. She is co-editor of *The Yazzie Case: Building a Public Education System For Our Indigenous Future* released by UNM Press in 2023. Prior to achieving her Ph.D. from the University of Wisconsin at Madison, she taught high school social studies for 14 years. She works with the schools and districts throughout New Mexico on social justice participatory action projects directly related to the histories of Indigenous Peoples in NM. She is co-editor of *Indigenous Wisdom: Centuries of Pueblo Impact in New Mexico*. She has taught Native American Studies to Indigenous youth incarcerated at the Youth Diagnostic Development Center in Albuquerque.

SESSIONS THREE

2:15PM – 3:15PM

CHACO III

Native American Language Teachers' (NALTI)

Diane Williams

Brief descriptions: The Native American Language Teachers' Institute (NALTI) is an annual summer program focused on Native language speakers who are planning to teach or who are already involved in teaching their language in community or school-based language initiatives. NALTI is sponsored by the American Indian Language Policy Research and Teacher Training Institute, based at the University of New Mexico, College of Education and Human Sciences.