

A Culturally and Linguistically Relevant School: *Escuela y Colegio Tonantzín*

Escuela y Colegio Tonantzín was a school developed by community members in Santa Fe in 1973. It only operated for 3 months, from June to September that year, because it was destroyed and therefore, closed down by local and state police.

Although the school was short-lived, it is an important event in our state's history because it demonstrates how peoples' solidarity can lead to culturally and linguistically sustaining education that is land-based.

Escuela y Colegio Tonantzín demonstrates the strong working relationships people developed during the long Civil Rights Movement era to create a school on the platform of mutual aid. The idea of a Chicano, land-based educational system still lives within the Santa Fe community.

The school was community-based and grounded in Chicana/o culture, language, and land. Teachings centered on self-sufficiency driven by mutual aid. The idea of building an education system that honors a peoples' culture and language is at the heart of Ethnic Studies work and this is a good example of how this is possible.

Compelling Question	What is compulsory schooling ? Why does it exist? What are the consequences if we refuse to go to school? If we were not forced to go to school, then what would you do with all those hours spent in school?
Standards and Practices	HS New Mexico History: Theme 6: Civil Rights History 15. Historical Change, Continuity, Context, and. Reconciliation. 9-12.NMH.38. <i>Analyze the civil rights era in New Mexico using multiple perspectives</i> Inquiry 26. Communicate and Critique Conclusions. 9-12.NMH.7. <i>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources while acknowledging counterclaims and evidentiary weaknesses.</i> 9-12.NMH.8. <i>Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose</i> CIVICS Civics 2. Processes, Rules, and Laws

	9-12.Civ.25. <i>Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues.</i> 9-12.Civ.28. <i>Evaluate the U.S. justice system over time and its impacts on policy, society, economics, and individual rights.</i> Civics 4. Roles and Responsibilities of a Civic Life 9-12.Civ.37. <i>Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles.</i> 9-12.Civ.38. <i>Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues</i>
Staging the Question	What did they teach at Escuela y Colegio Tonantzin? Why do you think the police began shooting at the school? Why do you think this incident happened? Do you believe the police acted in the interest of people? Would you have wanted to be a part of Escuela y Colegio Tonantzin? Why or why not?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What is curriculum? Who decides what curriculum and content are taught in schools? Are we learning in a culturally-sustaining way? Would you change what is being taught? Why or why not? If you could change what is being taught, then what would students learn?	Why did Escuela y Colegio Tonantzin want to change what is being taught in school? Why did they feel the need to have a Chicano school? What did they teach in that school? Why was this important for the community?	Why was the new Social Studies standard: Ethnic and Cultural Identities (ECI) introduced? Why is it important to learn about the land, language and culture? Do you see this in the curriculum you are being taught today? Why or why not? How have newspapers transmitted the news about your community and school? How does the story of Escuela y Colegio Tonantzin connect to current conversations about ethnic studies, cultural pride, race and racism?
Formative Performance Task	Formative Performance Task	Formative Performance Task

1. Review powerpoint, “NM Compulsory Education” and discuss. 2. Read <i>Santa Fe New Mexican</i> Newspaper – Students can work in groups reading 5-6 articles. As a group, students will pick out key information and create a PPT or poster presentation to share with their classmates. 3. Create a timeline by using the <i>Santa Fe New Mexican</i> Newspapers about Escuela Tonantzin. Students can work in groups by putting together each article by month. 4. Analyze and write a brief on how the <i>Santa Fe New Mexican</i> recounts the story of Escuela y Colegio Tonantzin.	1. Read and analyze how <i>El Grito del Norte</i> and <i>El Grito Newsletter</i> depict the story of Escuela y Colegio Tonantzin. Students can work in groups of 4 to jot down key information. 2. Explain how <i>Santa Fe New Mexican</i> and grassroots newspaper (<i>El Grito del Norte</i> and <i>El Grito Newsletter</i>) communicate the news. Which communication style do you prefer and why? Are there grassroots newspapers in your community? Why or why not? How would you rewrite the story? (Group discussion) 3. Compare and contrast how <i>Santa Fe New Mexican</i> and <i>El Grito del Norte</i> and <i>El Grito Newsletter</i> write about the September 3, 1973 incident and the trial that ensued. Students can work in groups and then present to the whole group on the differences they found on how <i>Santa Fe New Mexican</i> and <i>El Grito del Norte</i> and <i>El Grito Newsletter</i> reported on the September 3, 1973 incident and the trial that ensued. They can also respond to the questions they discussed in #2. 4. Write about the summer of 1973, imagining that you attended Escuela y Colegio Tonantzin in Agua Fria, New Mexico. (Individual) – How would you report on this incident? Include images or drawings.	1. Listen to the oral histories and peoples’ lived experiences of getting involved in Escuela y Colegio Tonantzin. How have these elders’ stories impacted your understanding of the story? Students can discuss this in groups. 2. Read: “Una Escuela del Pueblo: Escuela y Colegio Tonantzin,” by Marisol O. Ruiz- Observe the paintings in the article. What do you notice? Which do you like best? Why do you think the school was called Tonantzin? Why does Tonantzin mean so much to the Chicano community? What does Tonantzin mean to you? Why? Think about how Ruiz wrote the story Escuela y Colegio Tonantzin Did she capture the story correctly? What is missing? How would you have written the story? Students can discuss this in groups and they can share out their ideas with the class. 3. Deep thinking time: Write about what you have learned about the educational and justice system. Is it just? Why or why not? Why did people feel the need to create their own school in Agua Fria? Do you think people now want to create their own school? Why or why not? How has this story impacted you? Explain. (Individual) 4. Create a multimodal presentation on how you would create your own school. Write the purpose of why you are creating this school and why it is
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		different from what we have now? What should students learn and why? (Group work)
Featured Sources	Featured Sources	Featured Sources
<i>Santa Fe New Mexican</i> Newspaper articles	<i>El Grito del Norte</i> and <i>El Grito Newsletter</i>	-Oral stories folder with video(s) of people who taught at EscuelaColegio Tonantzin. -Article written by Marisol Ruiz

Summative Performance Task	Argument	What is grassroots reporting? Write a grassroots newspaper article about something that is happening in your community. Decide in your groups what story you need to tell. Who will you interview? What pictures will you take? Will it be bilingual/ trilingual? How will you assemble your newsletter? Remember to include a story on how you would like your school to change or classes you want them to include. (Group work)
	Extension	Report on the impact of your newsletter. Create a survey to see how your peers reacted to your newsletter – What story did they like and why? What story did they dislike and why? What story did they not agree with and why? What story did they agree with and why? Do they agree with you on the changes you want to see in your school? Take notes on the changes your peers want to see in their school. Compare and contrast your newsletters with your peers. Did all the newsletters want the same changes to the school?
Taking Informed Action	1. Now that you have the data with the survey, begin to research how you can make those changes in your school. a. Research an issue students want to change b. Research/find out who has the power to make the changes you want. c. Create and Implement a plan of action- For instance: Write a petition to principal or school board on what you want to change, or you can write a speech to say in the school board or meeting with the principal. d. Reflect on your plan of action – if it did not work think and research about other strategies you can take and implement it again. 2. Food justice: Escuela y colegio Tonantzin was teaching students about the land making sure there were gardens/ planting food and trees they could consume – Is there a garden/ trees in your school if not this is an action we can take? In addition, we can test water and soil in our school- is it safe for us to drink and to water plants with our water source? Is the soil safe for us to plant food/trees? If the water and soil are not clean then plan and demand for the school board, local government, and state to clean it up so your school can begin to teach your peers/ families: 1. How to test and clean our soil; 2. How to test and clean our water; 3 How to grow our food.	

3. Also, Tonantzin was about teaching youth to be able to do things on their own and not depend on others or institutions. For instance, building an horno (traditional mud oven) and or adobe bricks to build a home -Is this something you want your school to teach? If so, think about ways you can make this happen.