**Teaching Notes**

**Reconciliation and Resistance: The Pueblo Indian Revolt and the Sante Fe Fiesta**

By Linda Moon Stumpff

**Learning Objectives:**

1. Learn about the history of the Pueblo Revolt of 1680 and the Reconquest of 1692-96
2. Understand the importance of cultural preservation and religious freedom to the Pueblo Indians and to the Hispanic population
3. Learn about the evolution of the Santa Fe Fiesta and Entrada as it included legends, myths and historic fact
4. Explore issues of religious and cultural freedom and freedom of speech as they interact in contemporary public arenas
5. Recognize the roles of leadership and of public and private institutions in public controversy around sensitive issues like colonialism and conquest
6. Understand the effects of stereotypes on racial relations
7. Recognize the importance of reconciliation and inclusive engagement in decision-making

**Audience:** Suitable for college students, undergraduate through graduate studies and training or workshop sessions. This case is especially useful for study in cultural studies, Native American studies, history, political science, education, leadership studies, anthropology, social justice and civil rights and law.

**Additional Information and Updates:**

**UPDATE**

The Caballeros de Vargas opted to end the event with costumed conquistadors and pseudo-Indians dramatizing the story of the “bloodless reconquest.” They worked with the city, churches and All-Indian Pueblo Council to craft a more inclusive and historically accurate event. The 2018 Fiesta began with prayers in the Tewa and Keres languages led by the Pueblos followed by a priest presenting in Spanish and Latin and a rabbi who talked about the need for reconciliation. This was followed by the religious procession. The rest of Fiesta proceeded from this inclusive opening to its normal round of activities with music, dancing, a childrens’ pet parade, traditional food booths and arts and crafts. Regis Pecos, the architect of the negotiations around ending the Spanish “bloodless re-conquest” dramatization and the creation of the new event emphasizing reconciliation, said the debate over the Entrada could allow Hispanics to focus less on Spain and more on their ties to indigenous cultures and their mixed ancestry.

The compromise crafted for the Santa Fe Schools seemed to please few on either side of the debate. Its future remains to be seen.

**Implementation: Part I -History versus Pageants**

Small group discussions are particularly useful for addressing the key questions in the case. The case can be taught in a variety of ways. The small groups could be organized around specific themes as shown below, or organized around other themes that best fit the curriculum.

Group One-- Theme of Identity and race: Basic Questions 3 and 4: Advanced question #9

Group Two-- Theme of Historical Accuracy Basic questions 2, 3 and 5

Group Three-- Theme of Political Accountability and Social Justice Basic questions 6, 7, and 8

Group Four-- Theme of Negotiation Basic questions 6, 8, and 10

Group Five-- Theme of Inclusion Basic questions 1, 9 and 10

Two additional groups may be added on the topic of the Fiesta Court and the public schools. See section on public school presentations below.

**Basic Questions**

1. What event does the contemporary Fiesta de Santa Fe celebrate?

2. What was the City of Santa Fe, still under Spanish rule in 1712, honoring and how did they go about it?

3.What changes occurred as the Santa Fe Fiesta developed into its contemporary form? 4. How did racial stereotyping contribute to the conflict around the Fiesta?

5. Why do historians and Pueblos take the position that the reconquest was not bloodless? Why did some Spanish organizations continue to present the idea of a bloodless reconquest and how did they justify their position?

6. As the protests grew, what was the position of the City of Santa Fe?

7. What could the mayor and council have done earlier to reduce conflict?

 8. What could the city do to balance the freedom of speech?

9. If an inclusive dialogue was to begin about resolving the conflict around the Fiesta, who should participate? Who should initiate the dialogue?

10. Who should make decisions about the Entrada given the need to balance the freedom of speech of the protesters with the freedom of religion rights of the Caballeros? What kind of process is needed to create the balance? Who should be involved?

**Advanced Questions**

1. Assuming that a dialogue between the parties finally begins, list the main issues that need to be discussed.
2. Who should lead the dialogue about changes to the Entrada? Do you think that the topics will be different, depending on who leads?
3. Why should the Pueblos take the lead for making changes? Or not?
4. Should the city be providing monetary support for the Entrada? Is it a public or a religious event and how does that affect the city’s involvement?
5. What factors might be a barrier to starting meaningful dialogue about change?
6. What are steps in a negotiation process that you think might bring the parties to reconciliation?
7. How can historical fact become part of the Fiesta? Name some of the institutions and ways that they could help.
8. Can Fiesta be sufficiently changed to become an inclusive celebration? Can the Entrada still happen and include all the affected communities or is it just the wrong moment in history to celebrate or should it be replaced by a different event?
9. Is the Santa Fe Fiesta Controversy similar to the controversy around Confederate tributes? Discuss similarities and differences. This question may be basic or advanced.

**Additional Resources**

1. The video movie “Gathering up Again: the Santa Fe Fiesta” (1992) is available online. The movie is a useful resource for showing actual scenes videoed at the Entrada. It provides an excellent introduction to the case especially when teaching the case in another region of the country.
2. Appendix A includes the resolution from APCG that provided a basis for negotiating the end of the Entrada. It is useful for answering questions about the negotiating process.
3. “Veiled Lightning.” A recent film on the subject of the Entrada with interviews of key figures like the Mayor, protest leaders, Pueblo people, historians and others with clips from the Entrada.

**Option One:** Small Group Discussion. Have participants read the case before class. Create small discussion groups by dividing the participants. Depending on class size, the groups could take either one or two questions. Small groups work best with at least 4 and no more than 7 people. The groups can report out after working on their questions for about half the class period. The case exercise concludes with a short all-class discussion of the main issues and possible resolutions.

**Option Two**: Conduct a general discussion of the case with the full class. Assign the class to write a letter to the Editor of the *Santa Fe New Mexican* covering what you think needs to happen and who needs to take action before the 2018 Fiesta. This can be completed by individual students and posted online or turned in during class. The written letter to the editor could also be assigned to small groups who would read their letter to the full class after completing it. A discussion of the alternatives generated by the groups would present the different strategies that were proposed.

If time permits, using a video or film on this topic will enhance the learning opportunities due to the strong visual impact of the Entrada and the reactions of various participants

**PART II ENTRADA ENDS BUT PUBLIC SCHOOL PRESENTATIONS CONTINUE**

Basic Questions

1. Who took the first step in identifying the Entrada issues and what action did they take? Should they have taken action sooner? Who else should have acted?
2. Why did the decision process exclude activists on either side of the question and take place in private when the public wanted to know what was being discussed?
3. The public schools were not part of the process. Do you think that the Fiesta Court should still visit the public schools?
4. Why did it take so long to end the Entrada despite continued criticism of its narrative by well-known historians and the continued critique from the Pueblos?
5. Did the Superintendent of Schools do enough by allowing Native students to opt out of the Fiesta Court assembly? What do you think that the effects of separating the students and thus tacitly accepting two versions of history might be?
6. Was limiting the Fiesta Court presentations to specific history classes a good decision?
7. One member of the school board rebuked the outspoken Okay Owingeh protester Elena Ortiz for using the word “genocide” when discussing the conquest and reconquest. Was she correct in using the term? Why or why not.
8. How do you think the Hispanic community will feel if the Caballeros decide to follow the editorial’s advice to wait a year for a new event and skip 2018? What kind of transitional event might be possible that would not be offensive to the Pueblos or engender further protests especially considering the widening audience to the conflict?

**Advanced Questions**

1. Despite the report that the decision to end the Entrada was already made, why did Regis Pecos need to ask for a few more days to explain the decision?
2. If the Caballeros made changes in the Entrada, as requested by the AIGC years before, do you think they could have still continued the event?
3. Did the stereotypes created for the tourist industry early in the century fuel the conflict over the event almost 100 years later?
4. Which reasons do you think motivated the city to finally take actions? 1) the tourist economy was threatened by protests and bad press 2) the city’s leadership changed 3) the political leadership realized the historical inaccuracies 4) the city took an ethical stand on the painful effects on local Pueblo people 5) the city was threatened by potential lawsuits
5. Why weren’t the public schools involved in the decision? What resulted from leaving them out of the process?
6. The Caballeros promised an inclusive event. What do you think that might look like? Could they plan it themselves with a historian to help, or should the AIGC be involved? How does the Pueblo perspective, which is unwritten, get included?
7. Could educational activities and enhanced historically accurate curriculum help solve continuing conflict over the Fiesta Court?
8. The Entrada created racially charged issues in the public schools. What steps should the school board take to reduce the effects of racism in the classroom?

**Option One**: Small Group Discussion. Have participants read the case before class. Create small group discussions by dividing the participants. Depend on class size, the groups could take several questions. Small groups work best with at least 4 and no more than 7 people. The groups can report out after working on their questions for about half the class period. The case exercise concludes with a short all-class discussion of the main issues and possible resolutions. If small group discussions are used, two possible discussion groups could be organized around the following themes to be added to the other five themes above:

School Group Six: Theme--Roles and Responsibilities of the Public School System: Basic Questions 3, 5 and 7 and Advanced question 8.

School Group Seven: Negotiation and Compromise- Basic Questions 6, 7, and Advanced Question 7.

**Option Two**: Role Play of the School Board Meeting.

Due to the sensitive nature of this exercise, the class should be prepared to discuss issues of race, historical revision and education. This exercise is best suited to an advanced class or a class that has been exposed to difficult issues of race and culture and has some familiarity through previous reading assignments and class discussions with stereotypes particularly of indigenous peoples and Latinos. Roles are assigned in a previous class. Participants should read the case before class and work on their speeches, comments or questions before class. Imagine that the School Board with six members arranges a meeting where key players present their concerns about the Fiesta Court presentations in the schools. This 4-7 member group shares their individual positions as they prepare to listen to representatives who present different positions at the board meeting

The Speakers will each create a 3-minute speech outlining their position on what the schools should do about the Fiesta Court. Each should wear a nametag identifying who they are and whom they represent.

1. Historian from the Museum of New Mexico
2. Representative from the Santa Fe Unified School District’s Diversity and Inclusion Group
3. Representative from the AIGC
4. Teacher’s union representative
5. History teacher from the high school
6. Representative from the Fiesta Council
7. Representative from the Plaza Business Owner’s Association
8. Representative from the Santa Fe Council of Churches
9. Representative from the ACLU

Attendees at the meeting represent different interest groups and stakeholders who make up the school board meeting audience. They will make comments and ask questions after the speakers have concluded their remarks. They include parents, Pueblo activists, Hispanic activists, Fiesta supporters, religious supporters, those who strongly believe in the separation of church and state, and people new to the community who are trying to understand the issues. Participants not already in the listed roles can chose among these additional roles: they should come to the meeting prepared with thoughtful questions and suggestions.

The school board members take notes on key points they think need to be considered after hearing the speakers and the comments from the attendees to fashion a proposal for action. They record the points and write them on butcher paper to be posted after the meeting ends. The Board then votes to accept one of the proposals.

**Optional post-role play assignment**. If a written assignment is desired, each student can write a paper about the proposal preferred by the Board, the strengths and weaknesses of that proposal and why they think that it or another proposal is best. They include a section on whether or not they changed their previous position after hearing the speakers and comments from the audience. The paper can be posted online or turned in at the next class meeting.