

# THE HEALING JOURNEY



*“Let us put our **“MINDS”** together and see what life we can make for our children”*

*Chief Sitting Bull*

# WHITE BUFFALO CALF WOMAN



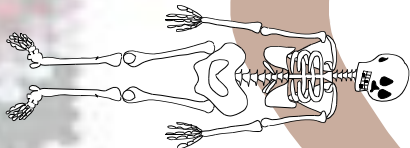
**GOOD  
THOUGHTS**

**RED ROAD**



**BAD  
THOUGHTS**

**ROAD OF  
DESTRUCTION**



**TWO WARRIORS**

# CANNUNPA

First Pipe

Second Pipe

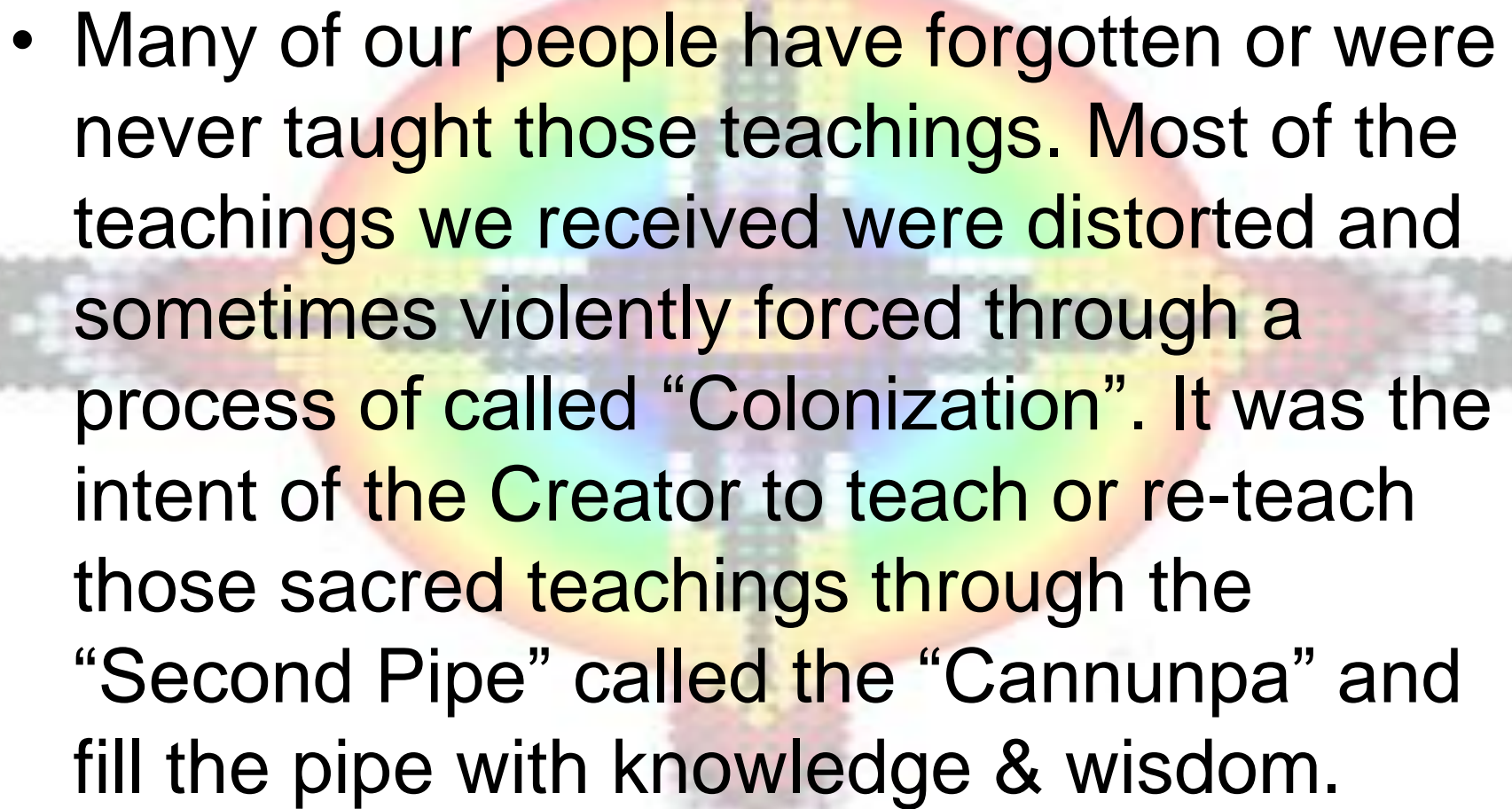


# First Pipe

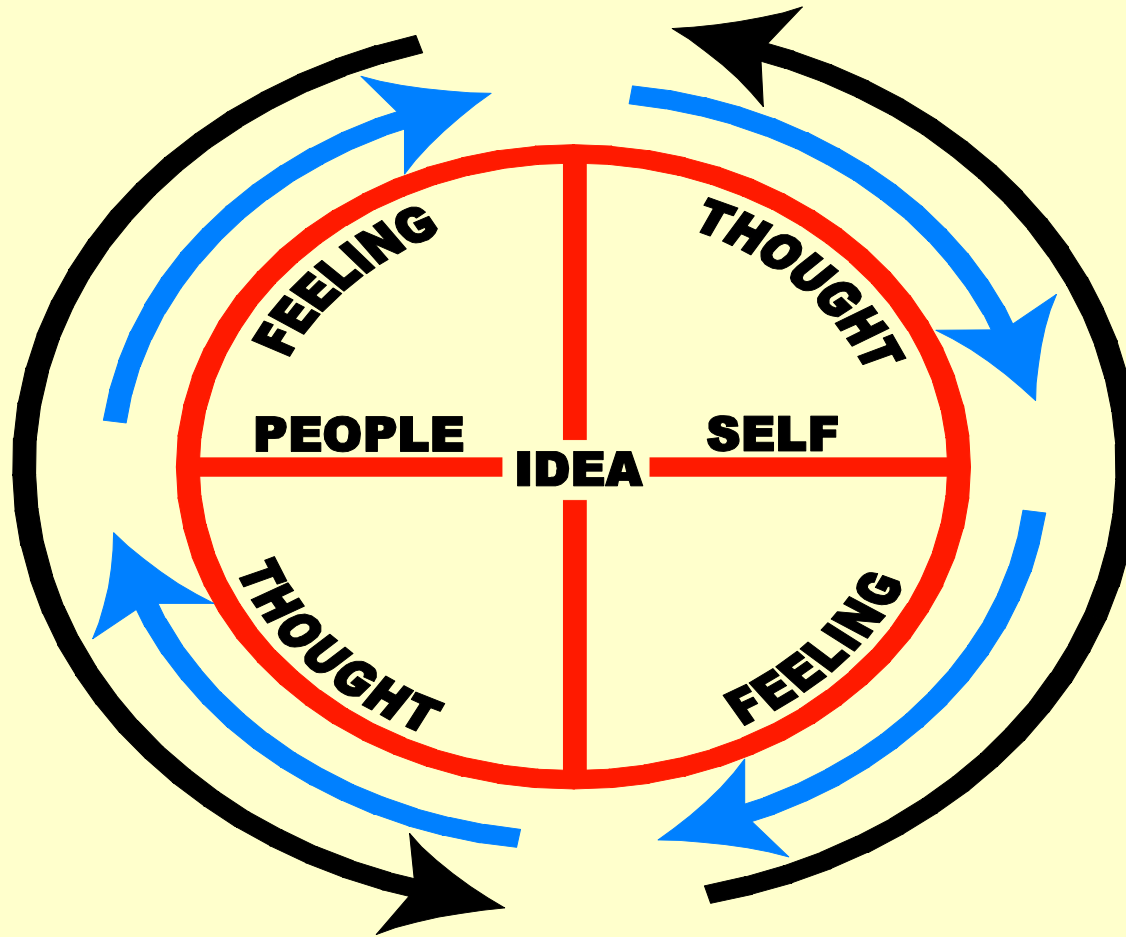
- When the Creator made the two legged the “First” Pipe was placed inside so the people would live in balance; the spinal cord was the stem and the brain was the bowl. The soft spot on the top of the skull was the opening of the bowl, it was up to the Tiwahe & Tiyospaye to fill the bowl with the teachings. This is why the children were considered sacred “Wakanyeja”.

# Second Pipe

- In the story of the “Second” Pipe; Pte San Win (White Buffalo Calf Woman) brought the teachings because as the child grew older the opening began to close and soon forgot the values & virtues. This was evident in the story when the one warrior reached out to Pte San Win with bad thoughts and as a result turned into a skeleton.

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- Many of our people have forgotten or were never taught those teachings. Most of the teachings we received were distorted and sometimes violently forced through a process of called “Colonization”. It was the intent of the Creator to teach or re-teach those sacred teachings through the “Second Pipe” called the “Cannunpa” and fill the pipe with knowledge & wisdom.

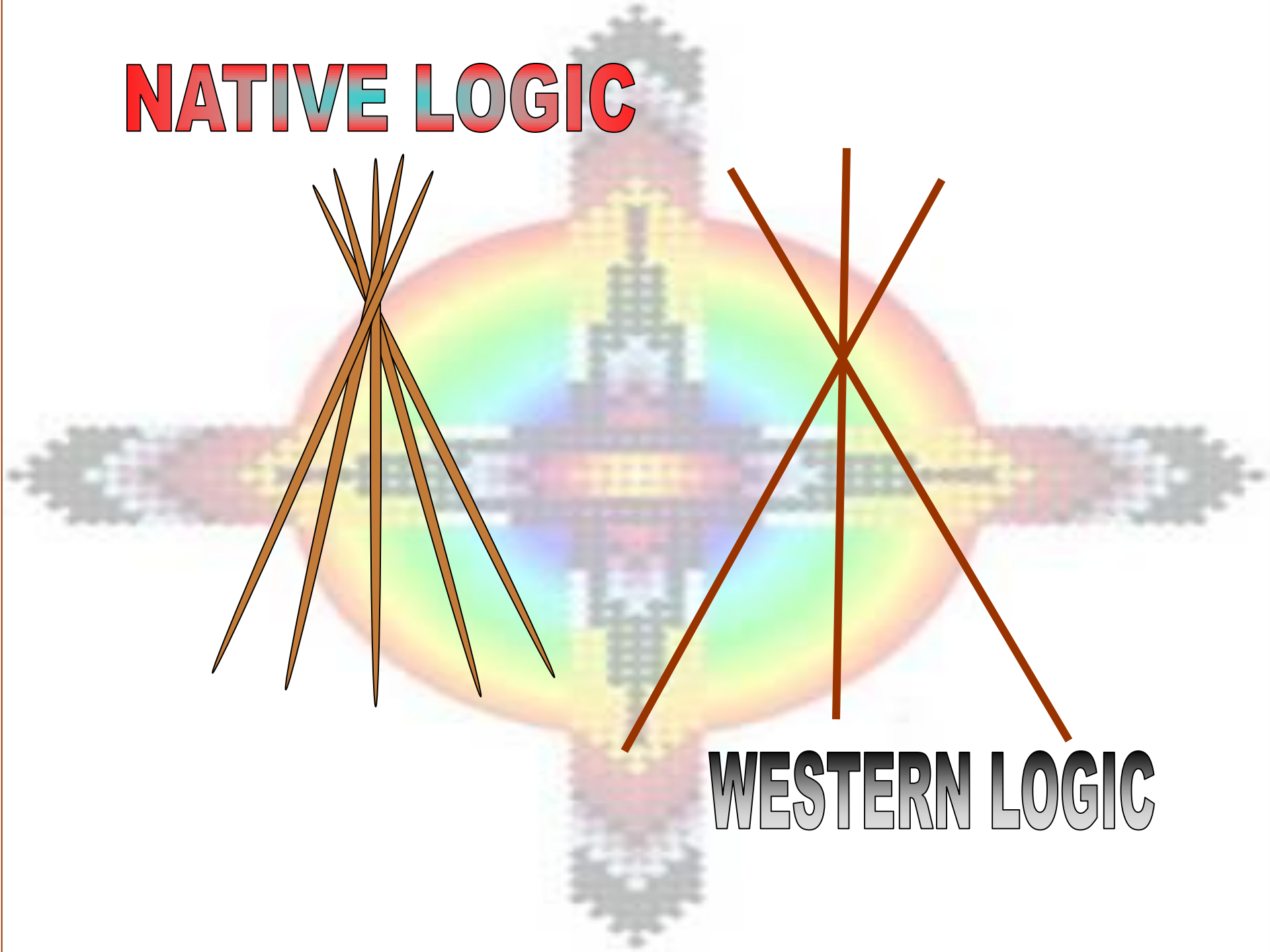
# TRADITIONAL CRITICAL THINKING



**NATIVE LOGIC**



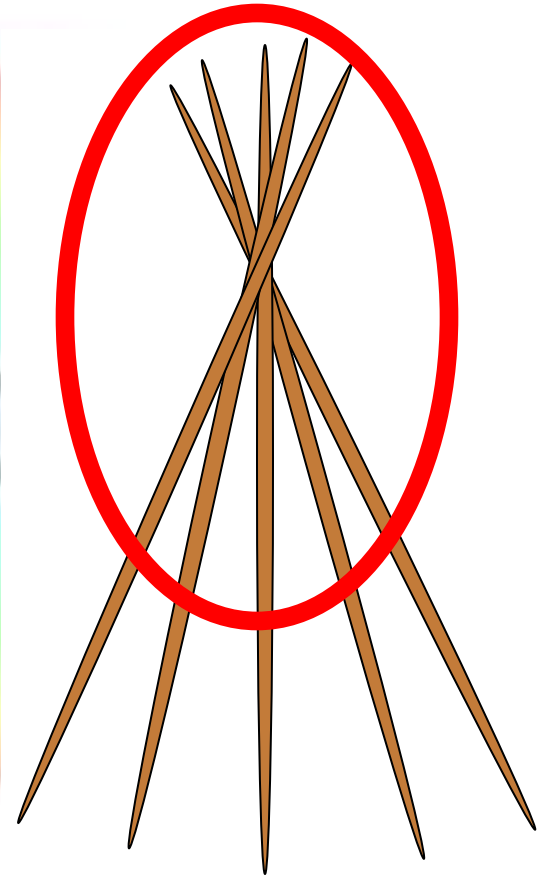
**WESTERN LOGIC**





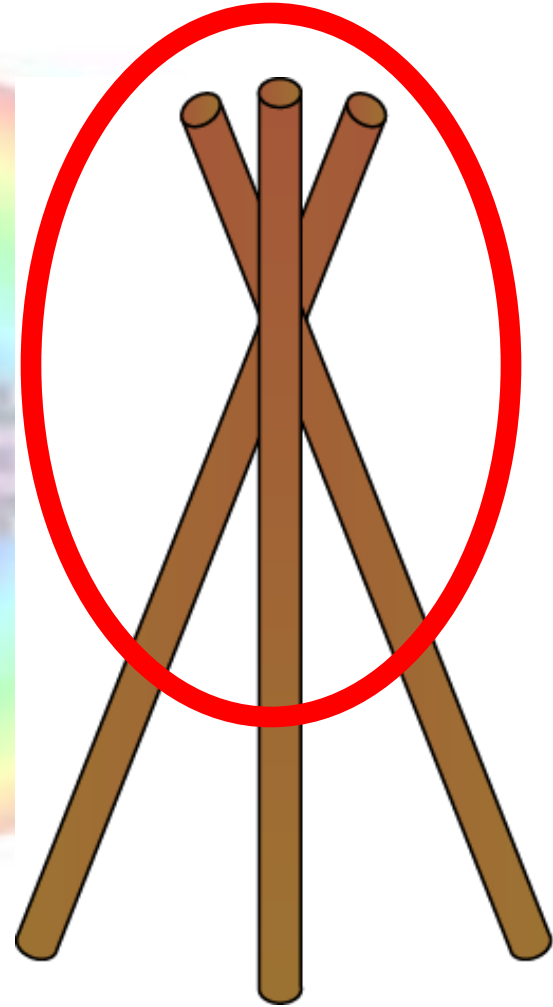
# NATIVE LOGIC

- We learn indirectly through hand's on, visual, story telling, and peripheral teachings. Our elders taught us to think in a full circle before we decided on any action, without raw emotion interfering.



# WESTERN LOGIC

- We are taught to think linear, stay focused, and get to the point. The process of deduction is systematic and precise.



# INDIGENOUS PERIPHERAL TEACHING

Peripheral teaching was used to stimulate and synchronize all five senses so lessons are residual.

- Sight
- Hearing
- Tasted
- Smell
- Touch

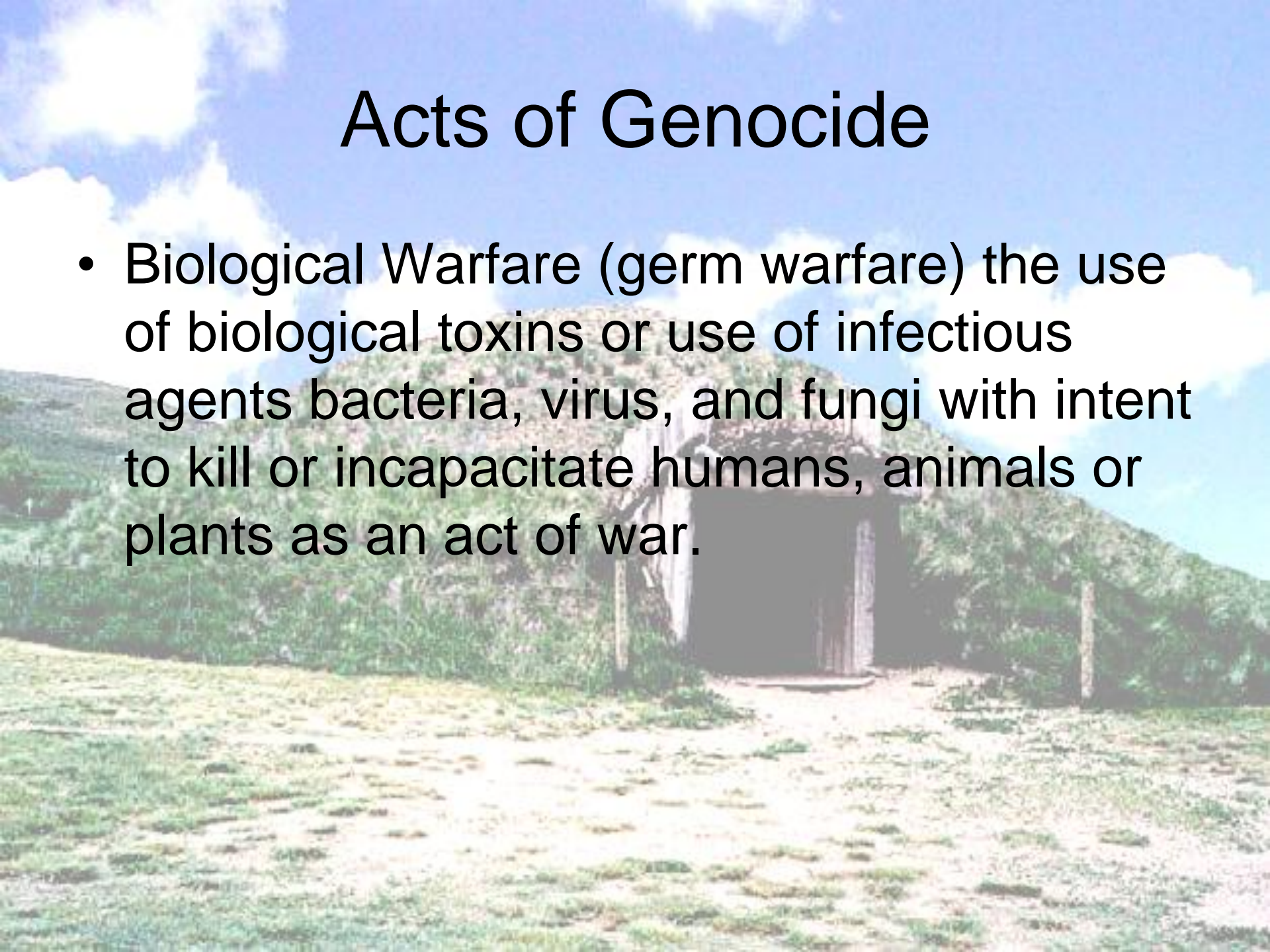
This was a cognitive process that set a foundation for collective thinking and the interrelation of all elements. Lakota people called this “Mitakuye Oyasin” (We Are All Related).

# Definition of Genocide

**Murder of an entire ethnic group:** the systematic killing of all the people from a national, ethnic, or religious group, or an attempt to do this.

# Acts of Genocide

- Biological Warfare (germ warfare) the use of biological toxins or use of infectious agents bacteria, virus, and fungi with intent to kill or incapacitate humans, animals or plants as an act of war.



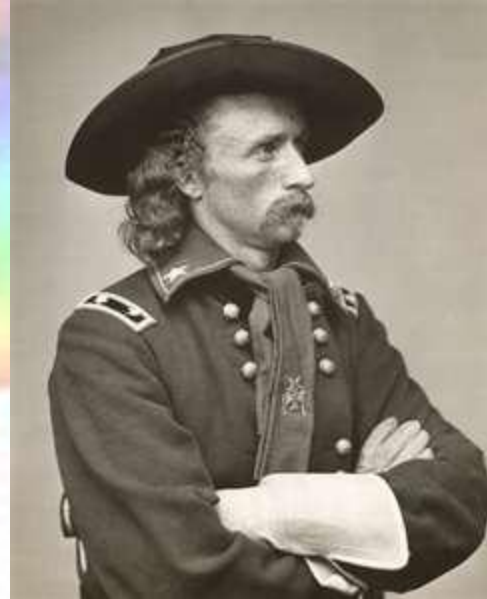
# Acts of Genocide

A faded, sepia-toned historical photograph serves as the background. It depicts a man in a dark suit and a tall top hat shaking hands with a Native American man. The Native American man is wearing a dark tunic with a white circular emblem on the chest and traditional fringed leggings. The background of the photo is filled with faint, illegible text, possibly from a newspaper or document.

- Chemical warfare involves using the toxic properties of chemical substances as weapons.
- Ethanol alcohol ( $C_2H_5OH$ ) is the type of alcohol found in alcoholic beverages.

# Anatomy of Warriors

- An average height of a Lakota warrior in the 1700's was 6' 3" and that of a Calvary soldier was 5' 8"



# When Genocide Failed the Next Step Was Colonization



Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874.

Library and Archives Canada / NL-022474



# Definition of Internalized Oppression

- External oppression becomes internal when we come to believe and act as if the oppressors belief system, values and life way is our reality.
- We no longer experience external oppression because we have internalized this oppression and became oppressors in many ways over our own people. Divide and Conquer works.

# Result of Internalized Oppression

- Shame and disowning of our individual and cultural reality. See no value in cultural realities in today's society, let go of the past and live in the now.
- Level of violence like never seen before. Suicide at an alarming rate, native women three times more likely to be raped than any other race, unemployment, chemical abuse etc.

# MANIFEST DESTINY

- **American Heritage Dictionary**

*Manifest Destiny*

*n.*

1. *A policy of imperialistic expansion defended as necessary or benevolent*
2. *Often Manifest Destiny The 19<sup>th</sup> century doctrine that the United States had the right & duty to expand throughout the North American continent.*

*(God said so)*

# WHAT IS CULTURAL TRAUMA?

When we as a collective experienced a radical change in “Belief Systems” over a short period of time. Many of these changes happened violently and systematically causing an imbalance to a delicate lifestyle that relied on balance.

# HOW DOES IT AFFECT ME?

- As an individual we can internalize a belief system that is foreign and has no genesis with our self-being. Most often we will unknowingly discern ourselves with our “Natural” belief systems. These “Un-Natural” belief systems will often set ourselves up for failure when we try to problem-solve.

# HOW DOES IT AFFECT OUR PEOPLE?

- When we look at our most sacred human values and ask ourselves how did this change in belief systems affect our people we can gauge the severity.
  1. Mental
  2. Physical
  3. Emotional
  4. Spiritual
  5. Social



Captain Richard H. Pratt

*“Kill the Indian, not the man”*

Opened Carlisle Indian School

November 1, 1878

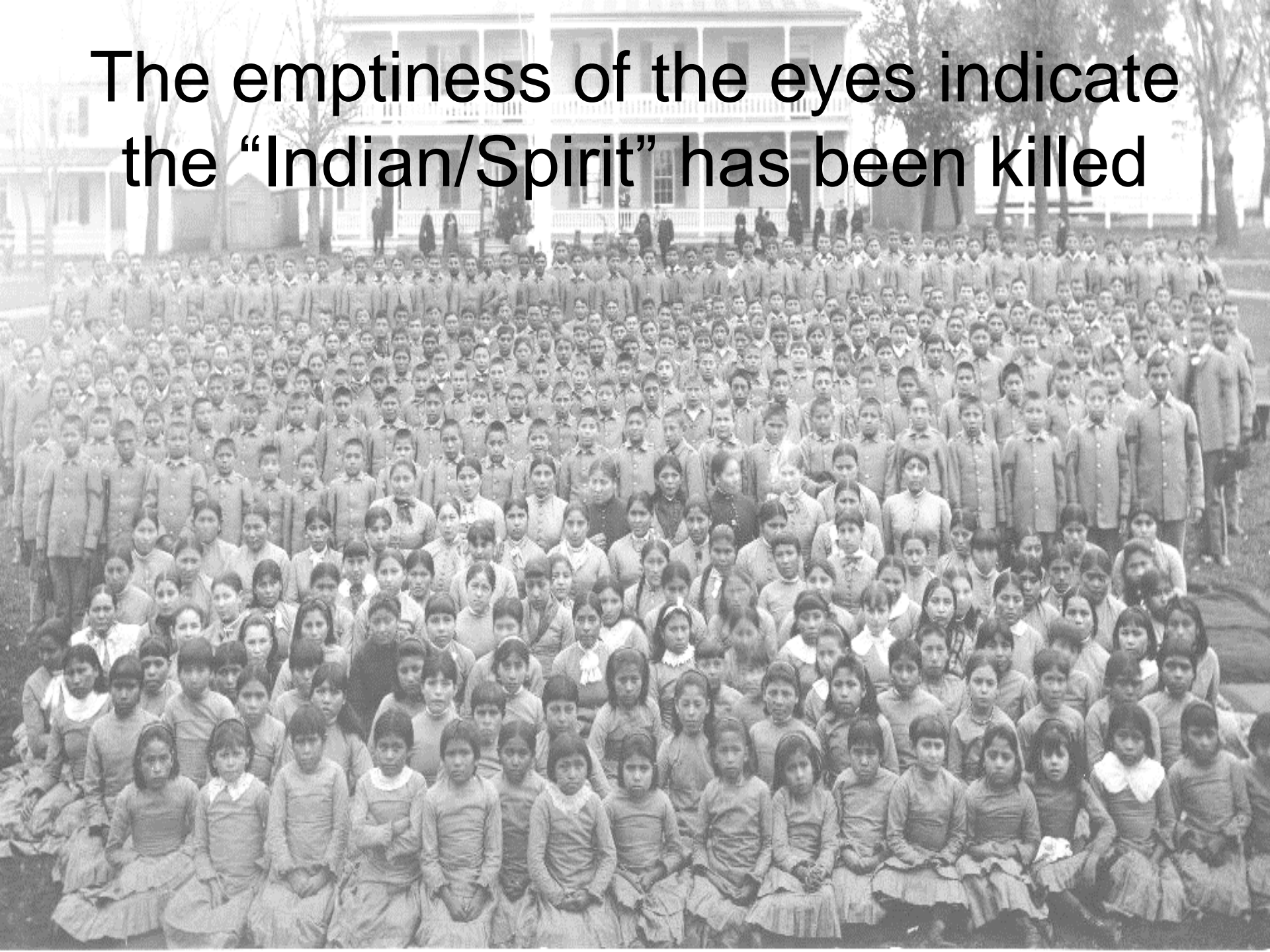


## THE CARLISLE INDIAN INDUSTRIAL SCHOOL

This school was the model for a nationwide system of boarding schools intended to assimilate American Indians into mainstream culture. Over 10,000 indigenous children attended the school between 1879 and 1918. Despite idealistic beginnings, the school left a mixed and lasting legacy, creating opportunity for some students and conflicted identities for others. In this cemetery are 186 graves of students who died while at Carlisle.



The emptiness of the eyes indicate  
the “Indian/Spirit” has been killed



# Before Spirit was taken



Hugh Choo. Bishop Estemah.  
Clement Sautter. Beatrice Kabitel. Juliette Pulgostian. Margaret V. Naskatchah. Fred K. Eakelohah.  
Ernest Hogan.

# After Spirit was taken



Ernest Hogan. 1. Samuel Norton. 2. Fred K. Eakelohah. 3. Clement Sautter. 4. Hugh Choo.  
5. Margaret V. Naskatchah. 6. Bishop Estemah. 7. Beatrice Kabitel. 8. Juliette Pulgostian.

# Parenting values distorted



# THE HEALING JOURNEY

“Take what is good from the  
White man, but leave what is  
bad”

Chief Sitting Bull

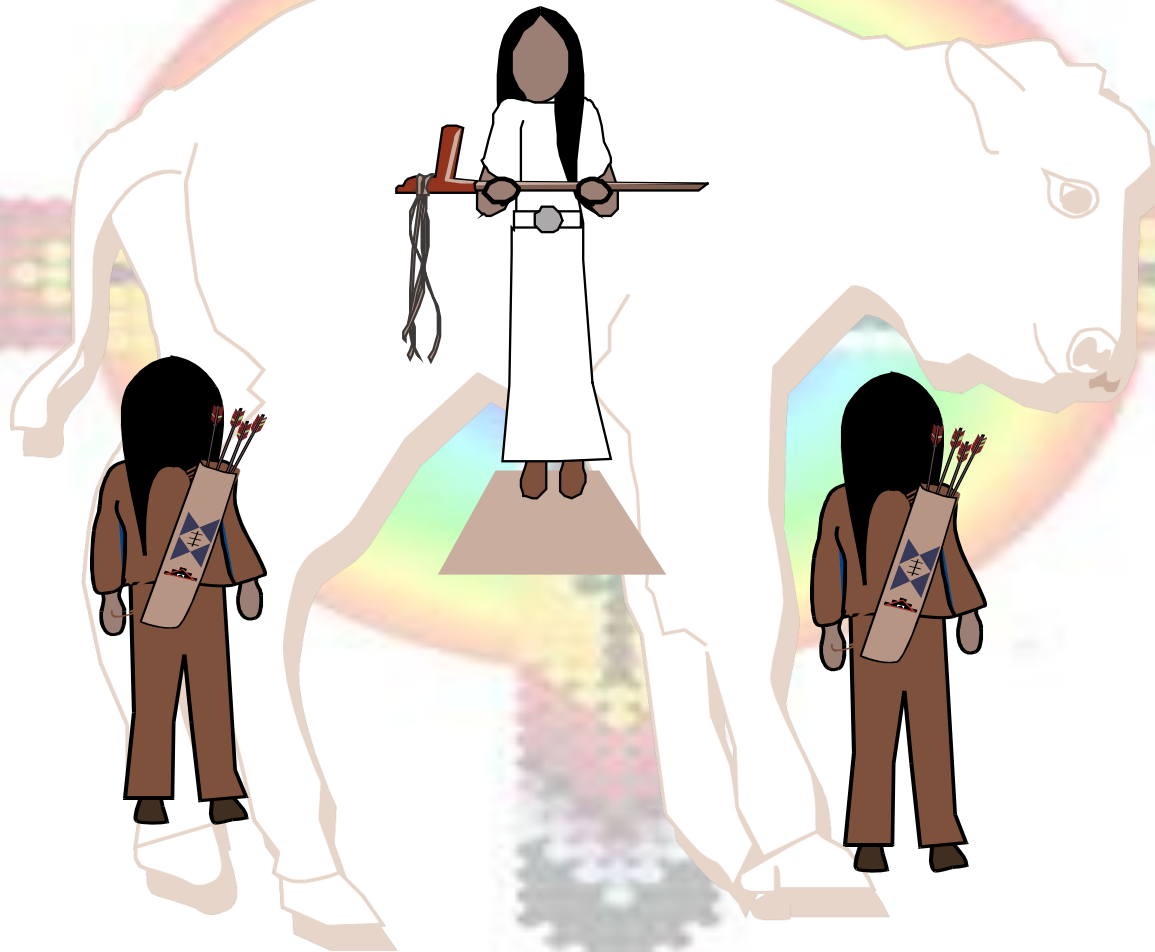
# PTE SAN WIN

## (WHITE BUFFALO CALF WOMAN

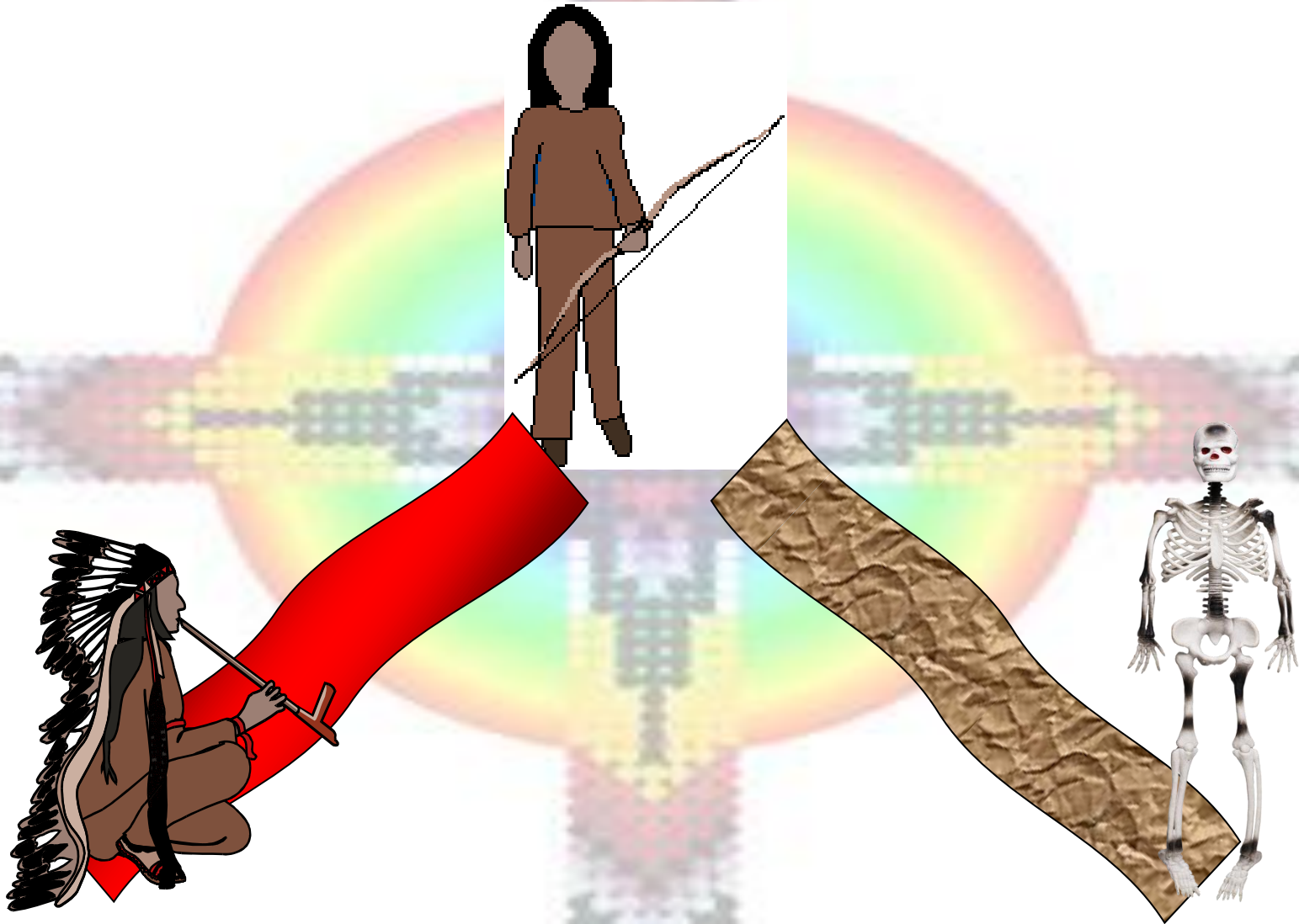
### SEVEN CEREMONIES

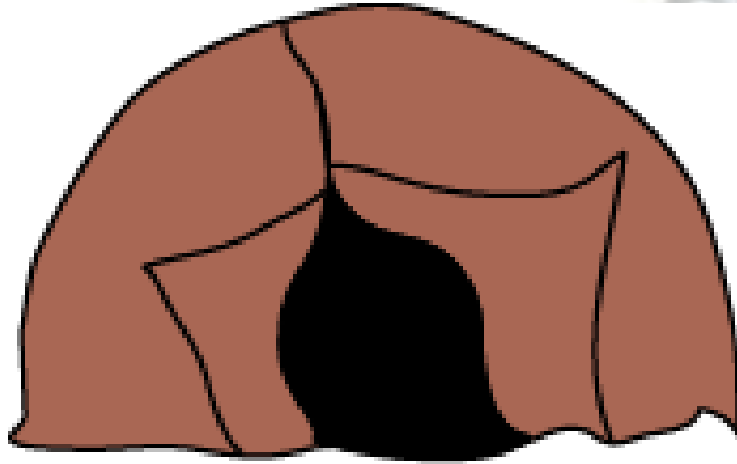
1. **Nagi Gluhapi “Keeping of the Soul”**
2. **Inipi “Purification Ceremony”**
3. **Hanbleceya “Crying for a Vision”**
4. **Wiwang Waci “Sundance”**
5. **Isnati Awicaliwanpi “Girl Coming of Age”**
6. **Hunka “Making of Relative”**
7. **Tapa Wankaye “Throwing the Ball”**

# Making Choices



# Decision Making





**WOMEN**  
Life  
Values/Virtue



**CHILDREN**  
Forgiveness  
Honesty



**ELDERS**  
Wisdom  
Knowledge

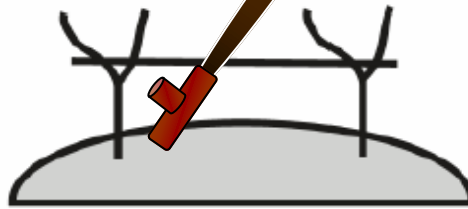


# INIKAGA



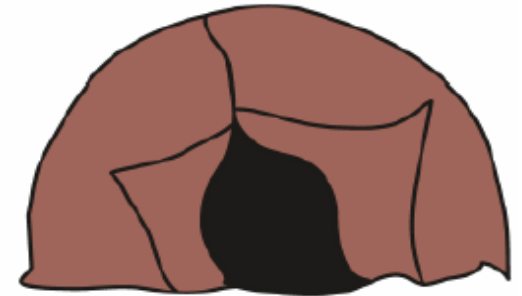
**ELDERS**

Wisdom  
Knowledge



**CHILDREN**

Forgiveness  
Honesty



**WOMEN**

Life  
Values/Virtue

**ELDERLY  
ABUSE**

**CHILD  
ABUSE**

**DOMESTIC  
ABUSE**



# MITAKUYE OYASIN



*"We are all related"*