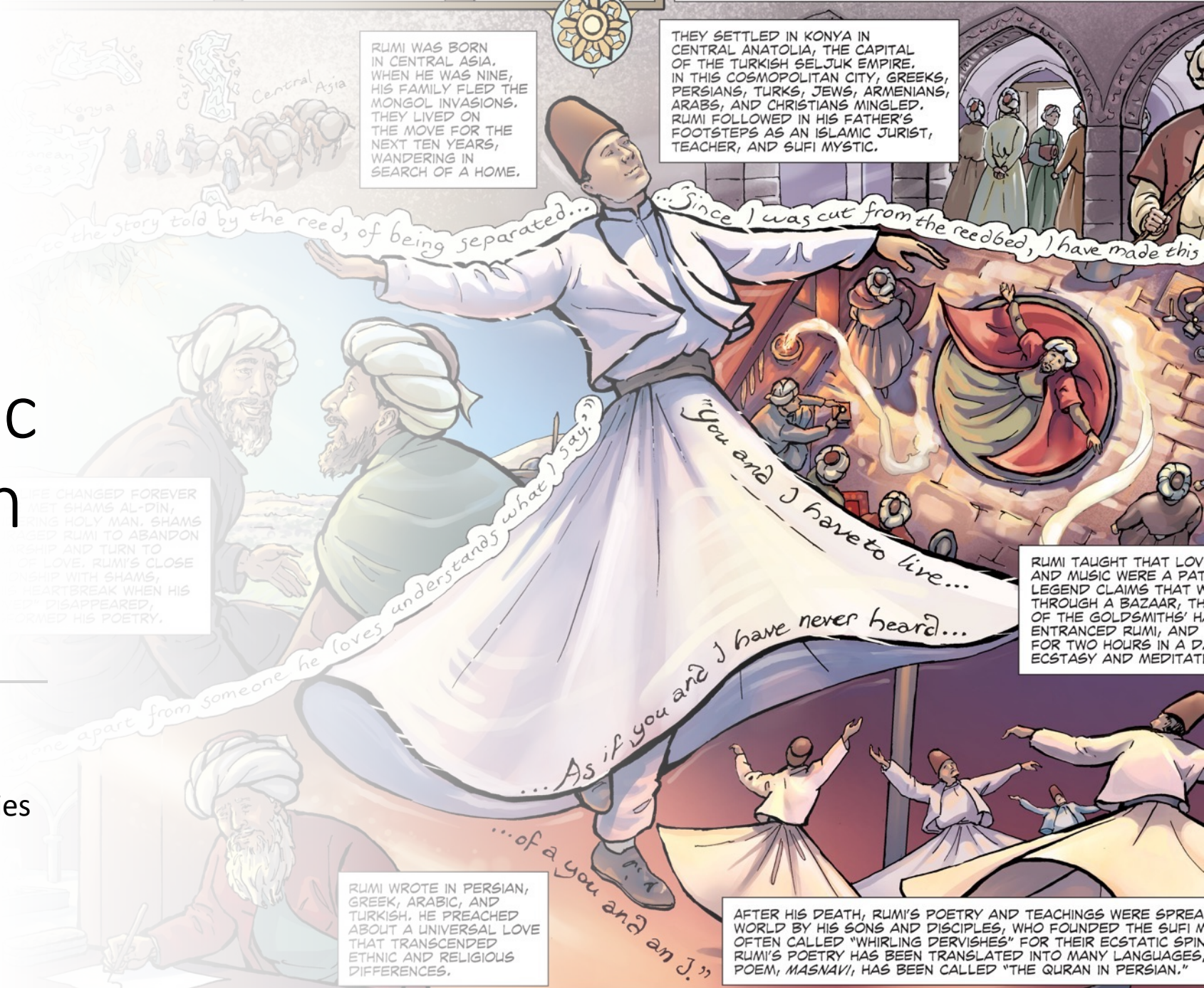


Teaching Graphic Biographies with the OER Project

Trevor R. Getz

Maine Social Studies Expert Webinar Series

May 2021



Method



Teacher encounters a classroom problem



Teacher experiments and finds a solution



Teacher shares the solution with peers



Problem

The world history class has a tendency to be inhumane

Key contribution of the World History course

- this is the one course that provides students the capacity to learn to assemble a wide array of evidence into a complex, global story that reveals the patterns and connections that tie us to each other, and to our shared past.



Thomas C. Holt, AHA Presidential address, 1994



- “Privileging the macro level—“which would absolutely define the daily by the global”— yields atrophied, lifeless, passionless depictions and the incalculability that are not only the fated conditions of human existence but possibly essential resources in struggles for self-realization and defense. “
- “Isolating micro-level phenomena, on the other hand, renders human behavior simply unknowable.”

The problem from a student-centered perspective

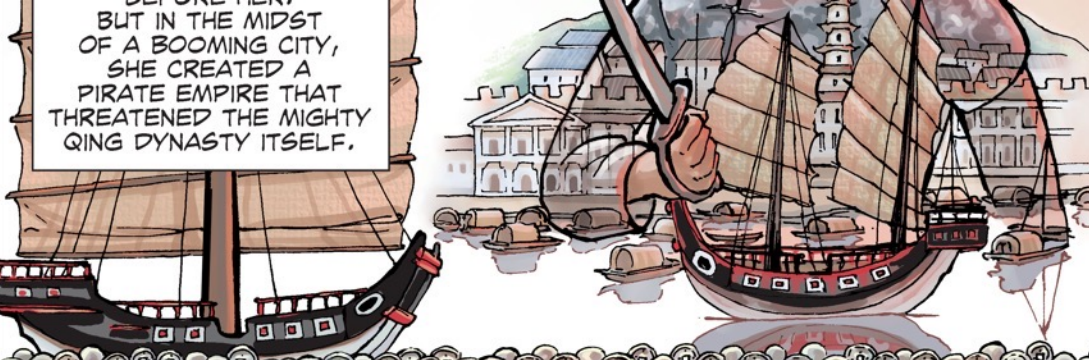
- In many cases, students don't see people at all, and where there are people, they don't look or act like our students.
- Even if those people did look or act like our students, our students would likely not know it, because they rarely have an opportunity to actually go deep into those people's stories, and finally,
- We, as a discipline, rarely help students tie those people into the big patterns – there's rarely connective tissue between the individual level and the big global stories,






Characteristics of a solution

- **Decoding/literacy to empathize with peoples/individuals** (how can your students learn to better decode all sorts of texts through analysis of art and text in our graphic histories)?
- **Claim testing through scale-switching** (how can your students use individual graphic biographies as evidence to test larger claims)?
- **A focus on Inclusivity** (how can our graphic biographies help you to build *authentic* inclusivity into your courses, rather than just ‘add-ons’)?




DEFORESTATION
BUT IN THE MIDST
OF A BOOMING CITY,
SHE CREATED A
PIRATE EMPIRE THAT
THREATENED THE MIGHTY
QING DYNASTY ITSELF.




GUANGZHOU
Pearl River Delta
MACAO


QING SHIH WAS BORN TO A FAMILY
SO POOR THAT THEY HAD TO
SELL HER INTO SERVITUDE IN THE
MIGHTY TRADING CITY OF GUANGZHOU.



AS A CHILD, QING SHIH WORKED AS
A 'FLOWER BOAT GIRL', ENTERTAINING
WEALTHY CHINESE MERCHANTS. THIS
WAS TERRIBLE WORK IN SOME WAYS,
BUT SHE USED THE OPPORTUNITY TO
EDUCATE HERSELF IN BUSINESS AND
TO MEET POWERFUL MEN.
ONE OF THESE WAS THE PIRATE
CHENG I, WHOM SHE MARRIED IN 1801.




TOGETHER, CHENG I AND QING SHIH CREATED
A GREAT PIRATE CONFEDERACY IN THE YEARS
THAT FOLLOWED. IT SOON INCLUDED
SIX SQUADRONS OF ABOUT 70,000 PIRATES
AND 400 SHIPS. THEY RAIDED EUROPEAN,
CHINESE, AND JAPANESE MERCHANTS.



AFTER CHENG I DIED,
QING SHIH REFUSED TO
FOLLOW TRADITIONAL
RULES FOR WIDOWS.
INSTEAD, SHE TOOK OVER
THE PIRATE CONFEDERACY,

WHICH SHE TURNED INTO
A VIRTUAL STATE WITH
'TAX OFFICES' THAT
COLLECTED FEES FROM
PASSING SHIPS, AND A
MILITARY SO LARGE
THAT THE RULERS OF
CHINA THEMSELVES
FEARED THEM.

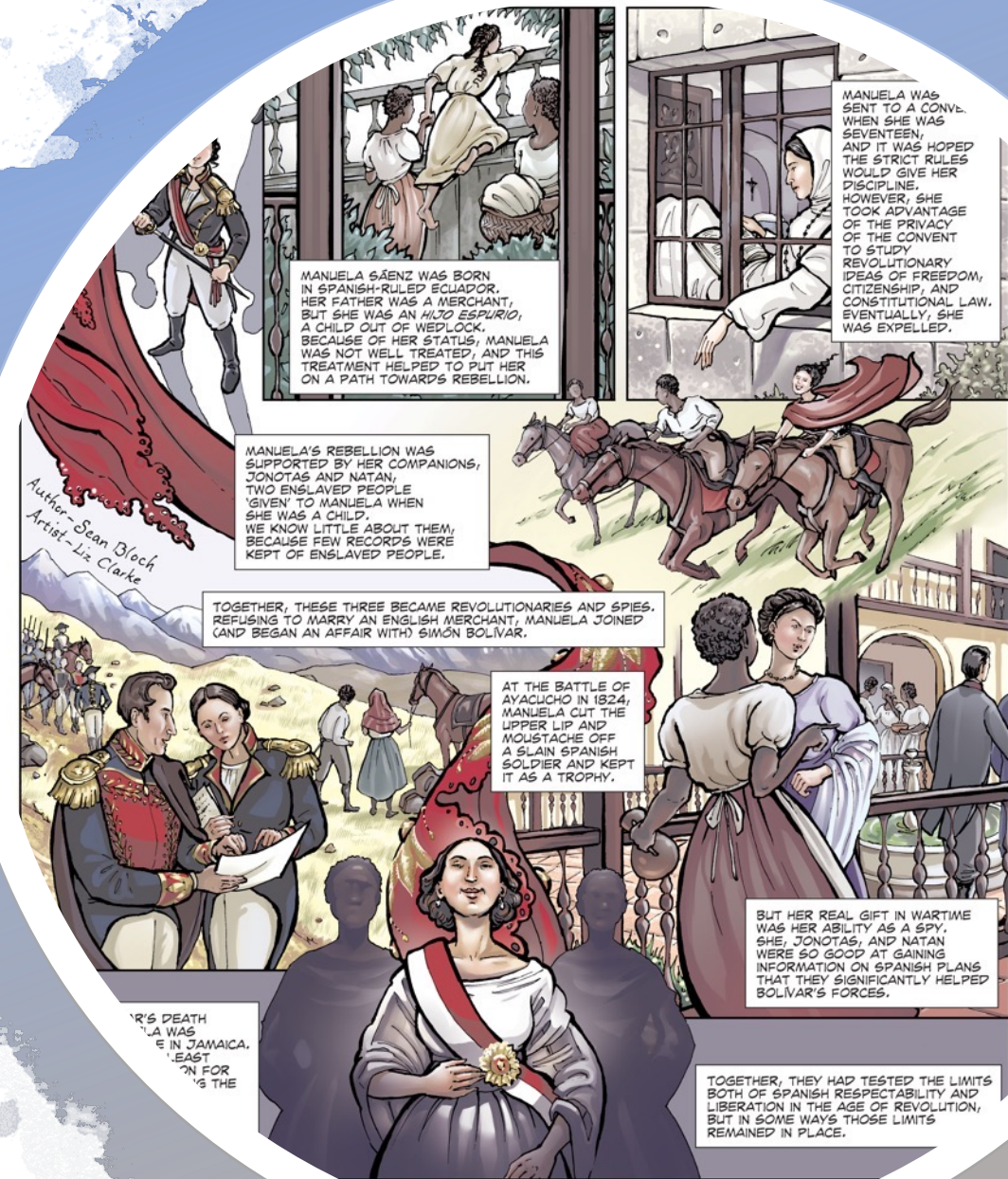
Graphic Biographies: A tool towards a solution?



UNABLE TO DEFEAT THE PIRATES, THE QING DYNASTY CHOSE TO NEGOTIATE
WITH QING SHIH. SHE EVENTUALLY RETIRED WITH HER SECOND HUSBAND,
CHANG PAO, WHO BECAME A MINOR NOBLEMAN. SHE REMAINED POLITICALLY
ACTIVE AND RAN A LARGE GAMBLING HALL BEFORE SHE PASSES AWAY.

WHP Graphic Biographies

- Short narratives of one person, or sometimes a small group of people or an object
- Composed of art and text together, carefully researched and designed so that students can make meaning
- Selected to give broad representation, focusing on groups and communities normally excluded
- Designed to specifically serve as evidence to support student enquiry into big questions.



Two parts

- Biography itself



- Lesson plans designed to:

- Connect
- Integrate
- Coach decoding/literacy

Era/Unit Problems and Outcomes

- What caused some humans to shift from foraging to farming and what were the effects of this change?
- How were ideas about political identity and experience transformed by revolutions and nationalism, and what were the limits of these transformations?
- **Explain how World War I was a total war using evidence from multiple sources.**
- How has life changed in different parts of the world since c.1900, and what history explains the similarities and differences of these changes?

Evidence at multiple scales



Large-scale evidence, including quantitative evidence, themed across a global scale



Regional evidence, often in the form of articles and videos



And, at the smallest scale, human stories!

Two experiences of the Industrial Revolution

Iwasaki Yataro

Author: Sean Bloch
Artist: Liz Clarke

WASAKI YATARO (1834/1835-1885) WAS THE SON OF IMPOVERISHED SAMURAI PARENTS. HE TOOK ADVANTAGE OF THE UPHEAVALS OF INDUSTRIALIZING JAPAN TO CREATE ONE OF THE WORLD'S LARGEST AND LONGEST-ENURING CORPORATIONS, MITSUBISHI.

SINCE THE 20TH CENTURY, MITSUBISHI CORPORATION HAS BEEN A SYMBOL OF JAPANESE INDUSTRIAL MIGHT AND TECHNOLOGY, BUT IT BEGAN IN POVERTY.

ITS FOUNDER, WASAKI YATARO, GREW UP POOR IN A SOCIETY QUESTIONING ITS PLACE IN THE WORLD. DESPITE THE RELATIVE ISOLATION OF THE TOKUGAWA SHOGUNS, WASAKI WAS EXPOSED BOTH TO CLASSICAL CHINESE EDUCATION AND DEBATES ABOUT THE GROWING POWER OF EUROPEANS, WHO DEFEATED NEIGHBORING CHINA IN THE OPIUM WARS IN HIS YOUTH.

AFTER AMERICAN COMMODORE PERRY'S EXPEDITION, MANY JAPANESE LEADERS BEGAN TO DEBATE INDUSTRIALIZING TO DEFEND THEIR SOCIETY. WASAKI FOLLOWED HIS BENEFACTOR, YOSHIDA TOYUN, IN FAVOR OF INDUSTRIALIZATION. AFTER YOSHIDA WAS ASSASSINATED, HOWEVER, WASAKI FAILED TO AVENGE HIM AND FLED TO THE CAPITAL, EDO.

THE MEIJI RESTORATION OF 1868 PROVIDED A NEW OPPORTUNITY.

WASAKI BOUGHT A NUMBER OF SHIPS, AND RELENTLESSLY PURSUED PROFIT, OUTCOMPETING AMERICAN AND BRITISH COMPETITORS.

HE ACQUIRED A REPUTATION FOR RUTHLESSNESS, EVEN SELLING SHIPS JUST BEFORE THEIR MOTORS BURNED OUT. HE WAS LABELLED A "SEA MONSTER" AND ANGRY CROWDS BURNED HIM IN EFFIGIES.

"There are many qualifications required of a capitalist, but nothing is more important than a cruel and cold heart. Yataro in this regard, was amply qualified"
- biography of Iwasaki

DESPITE, OR PERHAPS BECAUSE OF, HIS PURSUIT OF MONEY, HE PLAYED A SUCCESSFUL AND IMPORTANT ROLE IN THE INDUSTRIALIZATION OF JAPAN.

Otilie Baader
1847-1925

Author: Yvonne B. Gatz
Artist: Liz Clarke

LIKE MANY PEOPLE DURING THE INDUSTRIAL REVOLUTION, OTILIE BAADER (1847-1925) LIVED A LIFE OF WORK. SHE WAS ALSO A LEADER OF MOVEMENTS TO REFORM LABOR, FIRST IN HER OWN COMMUNITY, AND THEN ACROSS THE COUNTRY OF GERMANY.

OTILIE BAADER WAS BORN IN 1847. HER FATHER WORKED IN A FACTORY.

OTILIE DID NOT ATTEND SCHOOL UNTIL THE AGE OF 10. SHE LEARNED TO READ, WRITE, AND DO BASIC MATH.

"THE GIRLS THERE WERE EDUCATED ABOVE ALL TO HAVE GOOD MANNERS. THE IDEAL WOMAN OF THE TIME WAS GENTLE, TENDER, AND SWEET."

BUT HER MOTHER DIED OF THE FLU, AND SHE HAD TO GO TO WORK AT 13 TO SUPPORT THE FAMILY AS A SEAMSTRESS, WORKING TWELVE HOURS A DAY AND THEN TAKING ON EXTRA SMALL JOBS IN THE EVENING.

"THERE WAS NO NEED FOR ANY BIG FAMILY MEETING TO CHOOSE THE RIGHT JOB FOR ME, BECAUSE THERE WASN'T MUCH CHOICE FOR GIRLS IN THOSE DAYS."

EVENTUALLY, SHE GOT A JOB IN A WOOL FACTORY. CONDITIONS WERE TERRIBLE. THE MACHINES WERE DANGEROUS, THE AIR WAS HEAVILY POLLUTED. FREQUENTLY, AFTER A FULL DAY SHIFT, THEY HAD TO WORK AT NIGHT AS WELL.

"I WAS SO MISERABLE THAT I STOOD AT THE MACHINE HALF LIKE A CORPSE."

AROUND 1871, WAGES WERE CUT. OTILIE AND OTHER WOMEN REFUSED TO WORK UNTIL THEIR WAGES WENT BACK UP.

NOW A LABOR ORGANIZER, OTILIE PUT HER BASIC EDUCATION TO GOOD USE. SHE WROTE FOR THE MAGAZINE *EQUALITY* AND LOBBIED FOR WOMEN'S SUFFRAGE, THE PROTECTION OF CHILDREN, AND LABOR RIGHTS.

FROM CHILDHOOD ON MY LIFE HAS BEEN ALL WORK, AND EVERYTHING THAT I RELATE HERE IS BASED ON THIS LIFE OF WORK AND CAN ONLY BE UNDERSTOOD ON THIS BASIS.

SHE DIED IN 1925, AFTER A LIFETIME AS AN INDUSTRIAL WORKER.

THERE IS NOTHING UNUSUAL ABOUT MY LIFE. THOUSANDS OF WORKING GIRLS OF MY TIME LIVED AND WORKED JUST AS I DID.

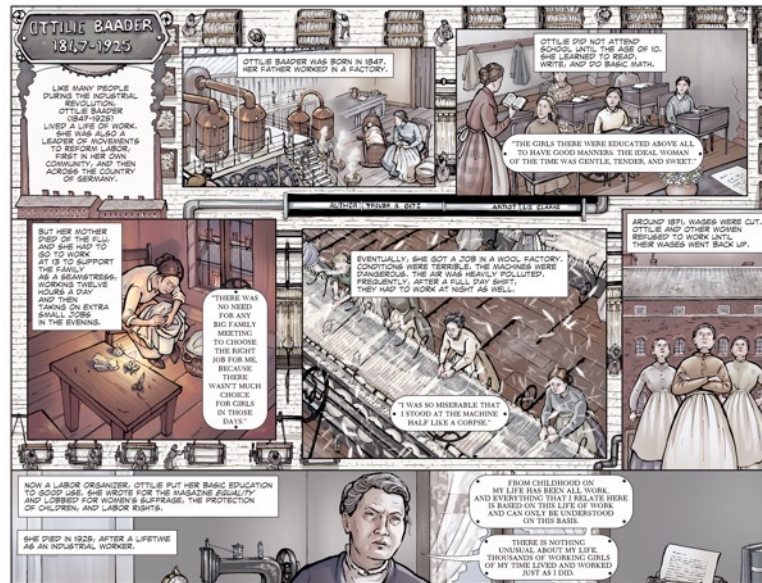
Lesson Plan materials

Ottolie Baader

Extended Biography

You may wish to share this biography with students, or just to read it for your own information.

"From childhood on my life has been all work, and everything that I'm going to relate here is based on this life of work and can only be understood on this basis. There is nothing unusual about my life. Thousands of working girls of my time lived and worked just as I did!"



Key Ideas – Understanding Content

In this read, students should be paying attention to the information that most helps them understand the article. Some of this information may come in the form of text (words). But other information will come in the form of art (images). Students should read the text looking for unfamiliar vocabulary words, the major claim and key supporting details, and analysis and evidence. They should also look at the images and try to understand choices the artist made. By the end of the second close read, students should be able to answer the following questions:

1. When was Otilie Baader born, and how old was she when she began school? What did she learn there?

Sample answer: She was born in 1847, and began school at the age of 10.

She learned basic math, reading, and writing, but she tells us that girls were

taught g

2. When did Ott

Sample

seamstr

had to t

3. What was Ott

Sample

polluted

night sh

Evaluating and Corroborating

In this read, students should use the graphic biography as evidence to support, extend, or challenge claims made in the course, generally either in the era or unit problem or in a frame narrative.

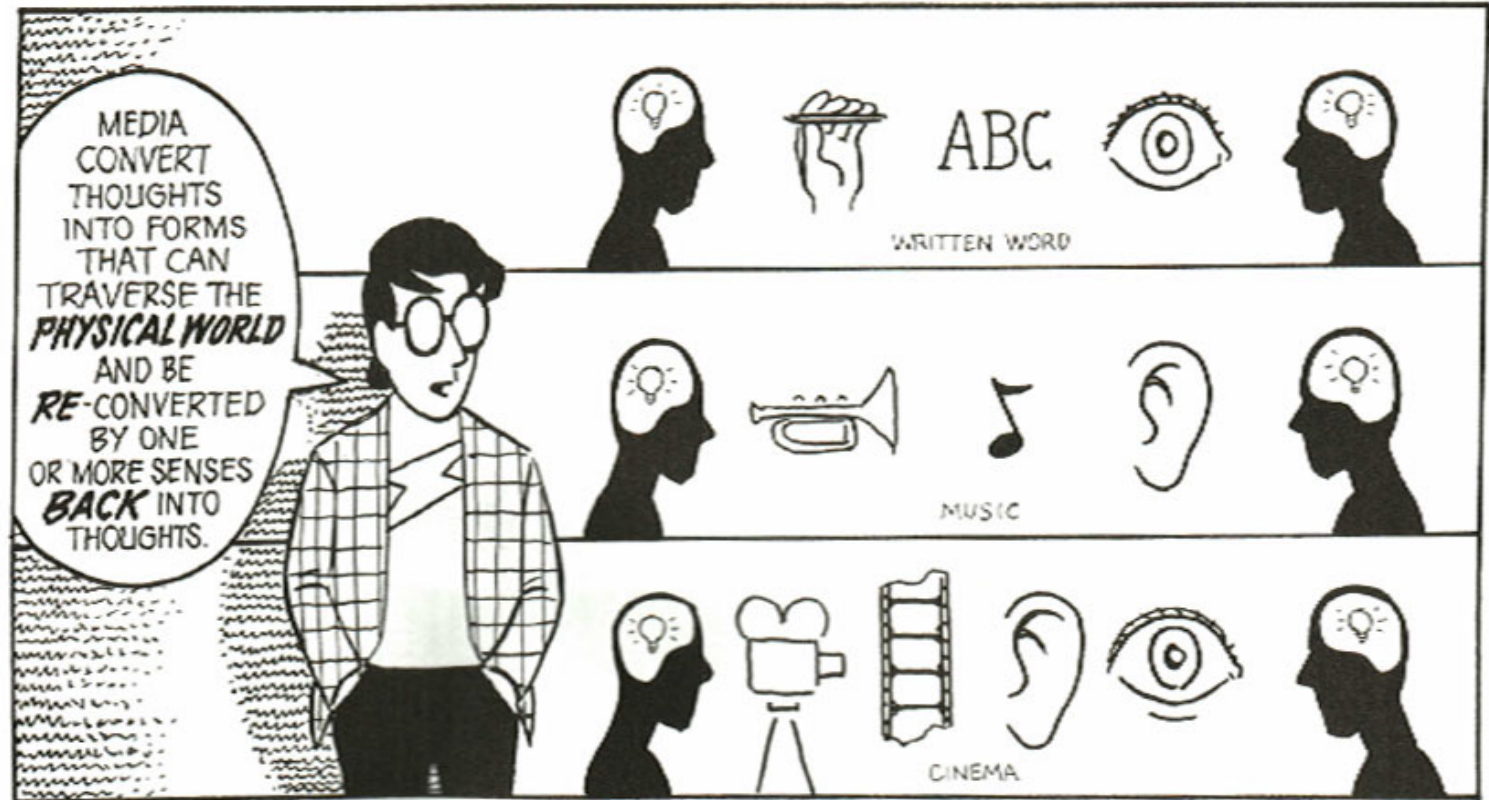
1. What evidence does Otilie Baader's story provide about industrialization as an engine of change in people's lives?
2. How does it support, extend, or challenge what you have already learned about the impact of the Industrial Revolution?



Decoding

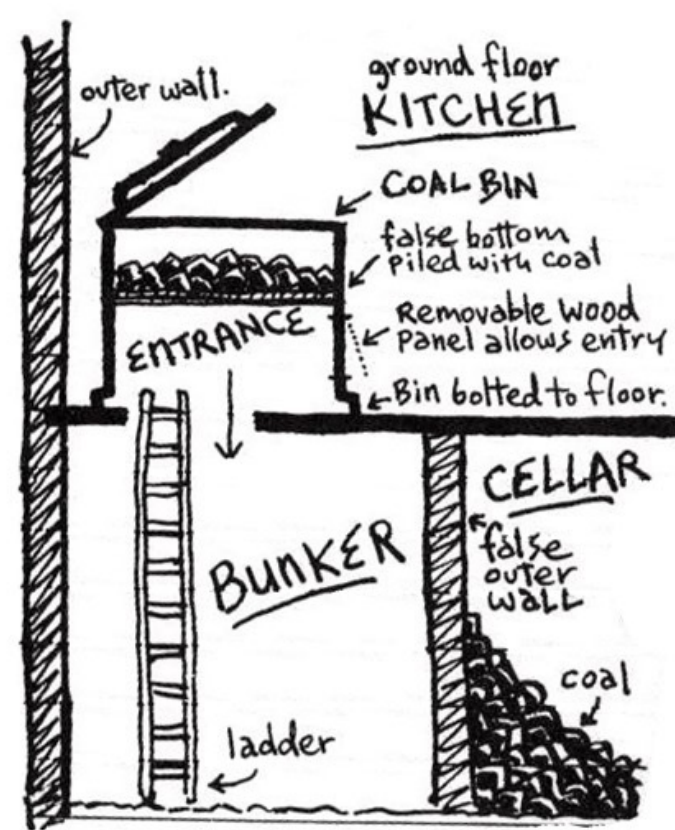
- “To examine something by taking it apart into its constituent elements in order to reveal its assumptions, arguments, and expression.”

Encoding to
decoding



SCOTT MCCLLOUD, UNDERSTANDING COMICS

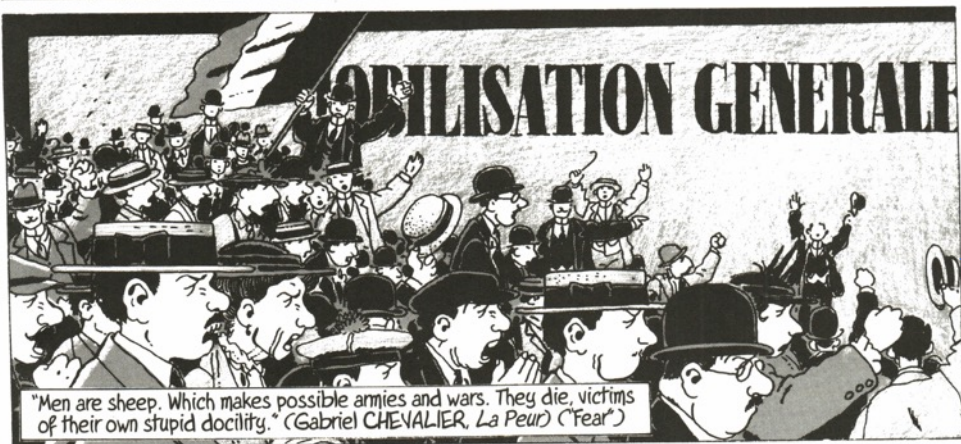
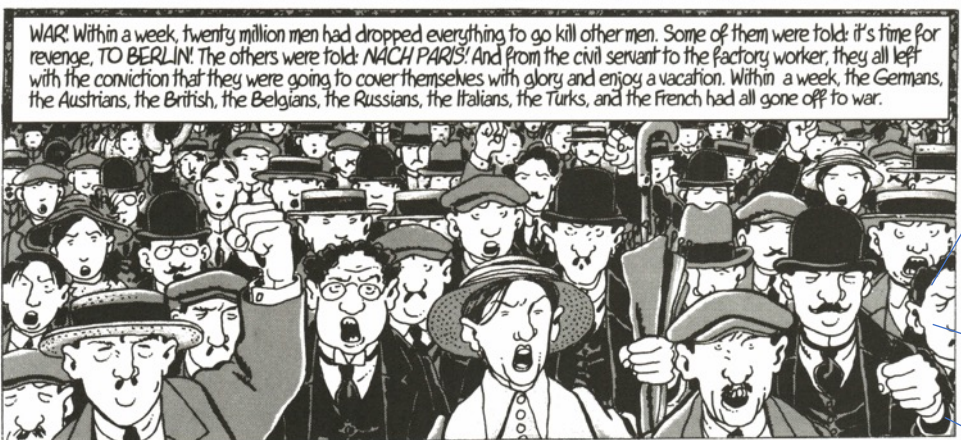
Multi- modality



From page 110, panel 7 (with modifications for clarity)
of Spiegelman, Art. Maus: A Survivor's Tale, vol 1. New
York: Pantheon Books, 1986.

“Throughout Europe, people greeted the outbreak of war with parades and hopes for a quick victory... Very few imagined that their side would not win, and no one foresaw that everyone would lose.”

“The war left more dead and wounded and more physical destruction than any previous conflict. It is estimated that between 8 million and 10 million people died, almost all of them young men. Perhaps twice that many returned home wounded, gassed, or shell-shocked, many of them injured for life. In addition, the war created millions of refugees.”



A flood of text

Scarcity

Populated

Empty

Bold, dark lines

Grey shades

Whole

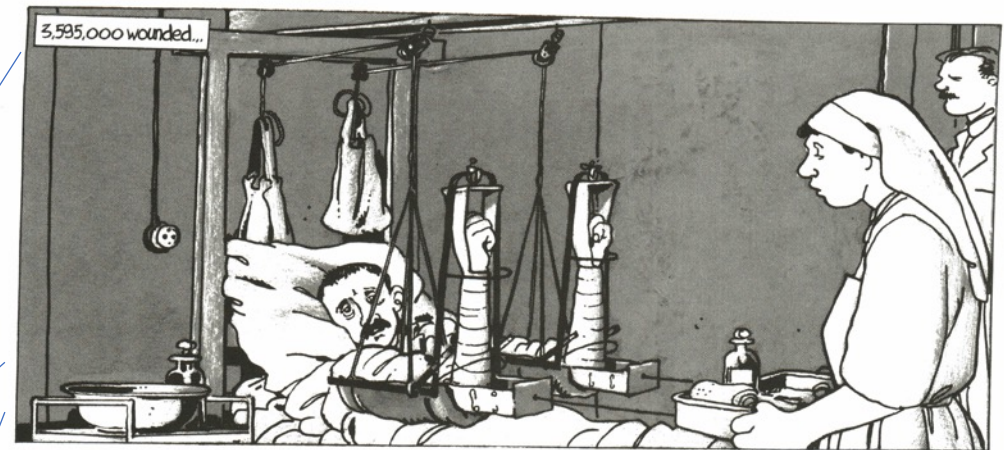
Disfigured

Loud!

Quiet

Motion

Stillness





- <https://www.youtube.com/watch?v=MhVWRIIU8uI&list=LL&index=15>



DR. ROSA LUXEMBURG (1871-1919) WAS ONE OF THE FEW WHO OPPOSED THE RUSH TO WAR IN 1914. A SOCIALIST ECONOMIST AND PHILOSOPHER, SHE WAS BORN IN RUSSIAN-OCCUPIED POLAND BUT DIED IN GERMANY. SHE WAS IMPRISONED FOR HER OPPOSITION TO THE WAR AND THEN MURDERED IN ITS AFTERMATH FOR SEEKING TO CREATE A SOCIALIST REPUBLIC.

WHEN WAR CAME TO EUROPE IN 1914, ALMOST EVERYONE PATRIOTICALLY SUPPORTED THEIR COUNTRY'S DECISION TO FIGHT. EVEN SOCIALISTS WHO HAD VOTED TO OPPOSE CONFLICT, ENDED UP SUPPORTING THE WAR.

BUT THERE WERE A FEW, MAINLY SOCIALISTS, WHO DID NOT.

DR ROSA LUXEMBURG

ROSALUXEMBURG WAS BORN TO STRUGGLE. POOR IN A HIGHLY UNEQUAL SOCIETY, POLISH UNDER RUSSIAN RULE, JEWISH DURING A TIME OF GROWING ANTI-SEMITISM. A WOMAN DURING A PERIOD OF GREAT GENDER DISPARITIES, SHE WAS ALSO BORN DISABLED, WITH A CONDITION THAT LEFT HER WITH A PERMANENT LIMP THROUGHOUT HER LIFE.

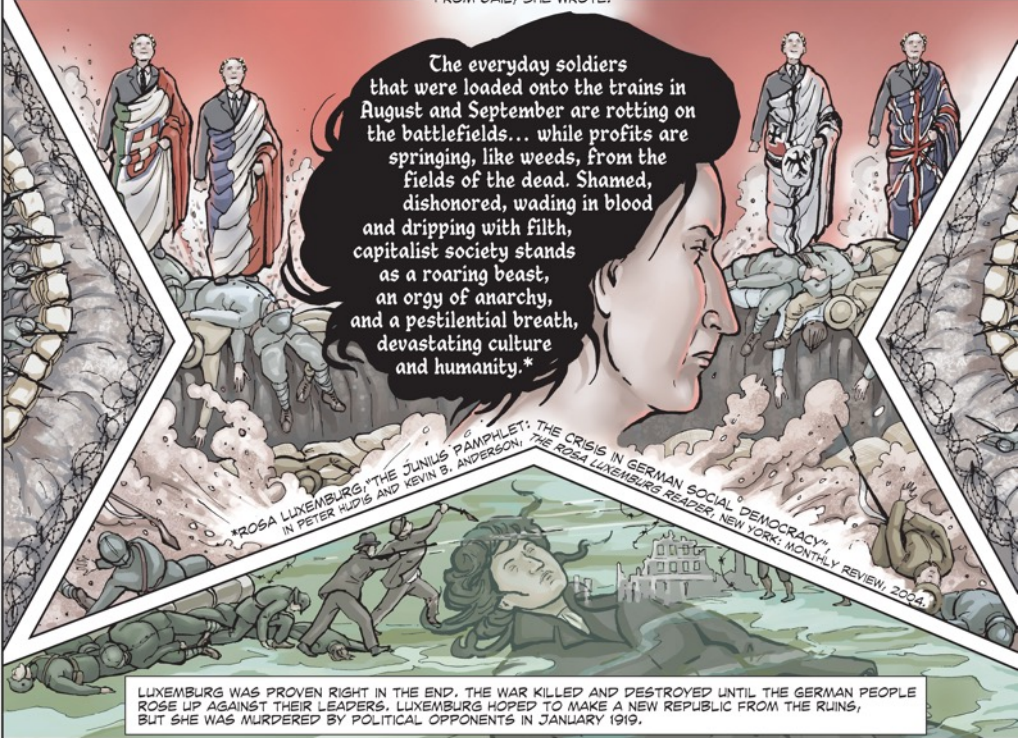


STILL, SHE FOUGHT TO BECOME A STUDENT IN A SCHOOL WITH FEW JEWISH CHILDREN, THEN BECAME A DOCTOR OF LAW WHEN ONLY A COUPLE OF WOMEN HAD DONE SO, AND THEN BECAME A LEADER OF THE SOCIALIST MOVEMENT.

IN 1914, SHE WAS LIVING IN GERMANY, AND WAS IMPRISONED FOR OPPOSING THE WAR. FROM JAIL, SHE WROTE:

THROUGHOUT HER LIFE, SHE CALLED FOR REVOLUTION AGAINST OPPRESSION, FOR INTERNATIONAL COOPERATION AMONG WORKING PEOPLE, AND FOR EQUAL RIGHTS FOR ALL.

Author: Trevor R. Getz Artist: Liz Clarke



The everyday soldiers that were loaded onto the trains in August and September are rotting on the battlefields... while profits are springing, like weeds, from the fields of the dead. Shamed, dishonored, wading in blood and dripping with filth, capitalist society stands as a roaring beast, an orgy of anarchy, and a pestilential breath, devastating culture and humanity.*

*ROSA LUXEMBURG, "THE JUNIUS PAMPHLET: THE CRISIS IN GERMAN SOCIAL DEMOCRACY" IN PETER HUDIS AND KEVIN B. ANDERSON, "THE ROSA LUXEMBURG READER, NEW YORK: MONTHLY REVIEW, 2024."

LUXEMBURG WAS PROVEN RIGHT IN THE END. THE WAR KILLED AND DESTROYED UNTIL THE GERMAN PEOPLE ROSE UP AGAINST THEIR LEADERS. LUXEMBURG HOPED TO MAKE A NEW REPUBLIC FROM THE RUINS, BUT SHE WAS MURDERED BY POLITICAL OPPONENTS IN JANUARY 1919.



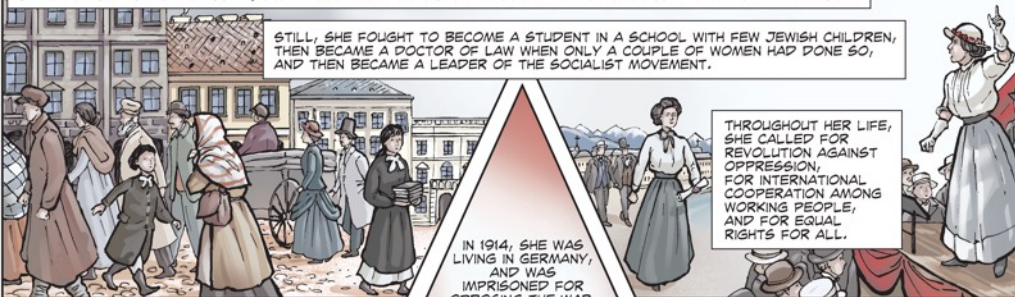
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HELEN FAIRCHILD (1885-1918) WAS ONE OF 21,000 AMERICAN WOMEN WHO SERVED AS VOLUNTEER NURSES DURING THE FIRST WORLD WAR. SHE DIED IN EUROPE, PROBABLY FROM POISONING DUE TO HER WORK ON SOLDIERS WHO WERE CASUALTIES OF MUSTARD GAS. SHE REPRESENTS THE MILLIONS OF MEN - AND WOMEN - WHO VOLUNTEERED TO SERVE THEIR COUNTRIES IN THIS CONFLICT.

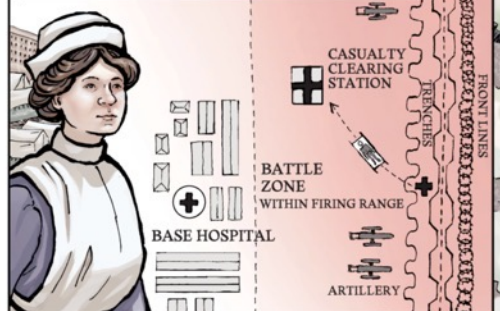
WHEN NELLE FAIRCHILD ROTE WAS IN FOURTH GRADE, HER TEACHER ASKED IF ANY STUDENT HAD FAMILY MEMBERS WHO HAD SERVED IN THE FIRST WORLD WAR.

MY AUNT WAS A NURSE, SHE SERVED IN BELGIUM.

THAT DOESN'T COUNT. SHE'S A GIRL.

HELEN FAIRCHILD

BUT NELLE KNEW HER AUNT'S SERVICE HAD COUNTED. SHE WAS WORKING AS A NURSE AT PENNSYLVANIA HOSPITAL IN PHILADELPHIA WHEN THE US ENTERED THE WAR, AND IMMEDIATELY VOLUNTEERED.



FEW AMERICAN TROOPS HAD ARRIVED, SO FAIRCHILD WAS POSTED TO A BRITISH ARMY BASE, HELPING IN SURGERY AND THE RECOVERY OF CASUALTIES.

Author: Trevor R. Getz Artist: Liz Clarke



MANY OF THE SOLDIERS WERE SUFFERING TERRIBLY FROM ILLNESS CAUSED BY MUSTARD GAS, AND THE NURSES SPENT HOURS WASHING THEIR BURNS.

SHE ALSO WORKED AT A CASUALTY CLEARING STATION, TREATING MEN WHO HAD BEEN WOUNDED ONLY HOURS BEFORE.



IN THE WINTER OF 1917, HOWEVER, SHE BECAME SICKER AND SICKER.

SHE PASSED AWAY JANUARY 18, 1918. AN AUTOPSY FOUND SHE WAS SUFFERING FROM A LIVER DISEASE COMMON TO SOLDIERS WHO HAD BEEN GASSED.

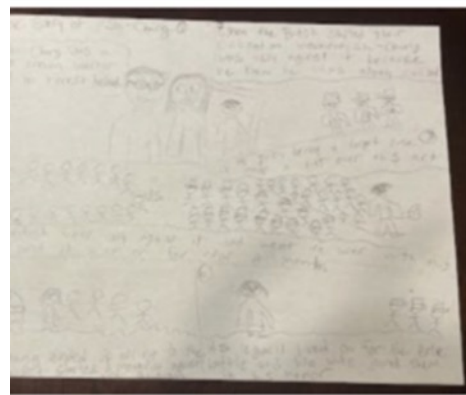


HER FINAL RESTING PLACE IS THE AMERICAN MILITARY CEMETERY IN BONY, FRANCE.

SHE IS HONORED WITH A MEMORIAL JUST OUTSIDE THE CEMETERY. SHE ALSO HAS AN AMERICAN LEGION POST AND A BRIDGE TO MEMORIALIZE HER.

Student growth between the Opium War assignment and the WWI Women assignment:
Example 2

realize you can't even see this one, but that's sort of the point, clearly unengaged and rushing through the Opium War at the first time around. It had potential though.

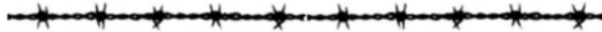


(Below) What John's second sample indicates to me engagement soared. He shows so much attention to and narration. From here I am pushing John to explore the page as a whole, beyond dividing up panels.



Horowitz & Schuellein

Creating a Graphic Biography



Part 1

You will be assigned one woman from the list provided. Perform some research. Write a short biography using the information you find. (This should be less than one page, typed, double-spaced, font size 12, and should be in your own words.)

Your biography should help to answer questions such as:

- Where is this woman from?
- Are there interesting or relevant details about her life/occupation prior to the war?
- What role did she play during the WWI era?
- Why was her contribution notable or significant *at the time*?
- Why is her contribution worthy of remembering *today*?

Part 2

Create a one-page, multi-panel, graphic biography of your selected woman of WWI.

Use the **graphic novel and biographies we have been studying in class recently as a guide.**

Be sure that your graphic narrative includes the following characteristics:

- Use of the entire page (panels and gutters), in purposeful ways, considering shapes, flow, graphic weight, light/dark, color scheme and saturation, etc.
- Text, in the form of narration, captions, and/or historically-accurate quoted dialogue/documentation.
- A complete arc/storyline - beginning, middle, and end.
- Sufficient representation of the historical and geographic context to ground the storyline.

Be creative and have fun expressing yourself. If it doesn't seem engaging to you, it likely will not engage



World History Project Community

Teaching WHP > WHP Newbies

Mentor Monday...From Teaching on Mute to Teaching in Color with Julianne Horowitz // 02-08-2021



• Kathy Hays 18 days ago

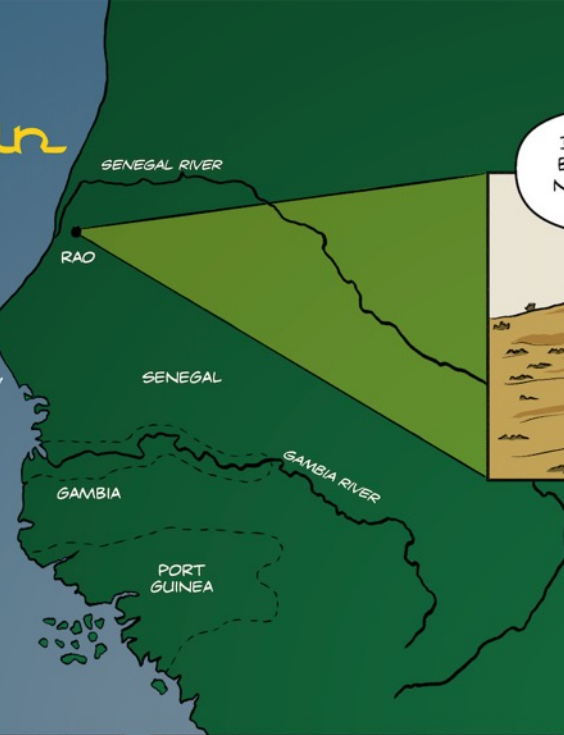
I am so excited to welcome [Julianne Horowitz](#) as our mentor this week. Julie is one member of the incredible OER Project teachers at Oceanside High School in New York who are teaching the 1750 course. Like many of us, she has been trying to balance that incredibly full plate that comes with the many modes of teaching this year. To mix it up a little, she took a step into the unknown and tried incorporating graphic biographies into her lessons. [Read about how](#)

In the community

The Nobleman of Rao

WHERE DO STATES COME FROM? HOW DO SMALL, EGALITARIAN COMMUNITIES BECOME HIERARCHICAL AND DEVELOP GOVERNMENT? SOMETIMES, ARCHAEOLOGICAL RECORDS CAN SPEAK TO US. IN THE 13TH CENTURY, ALONG THE SENEGAL RIVER IN WEST AFRICA, A SOCIETY EXISTED THAT BURIED ITS DEAD UNDER TALL TUMULI, OR MOUNDS OF ROCK AND EARTH.

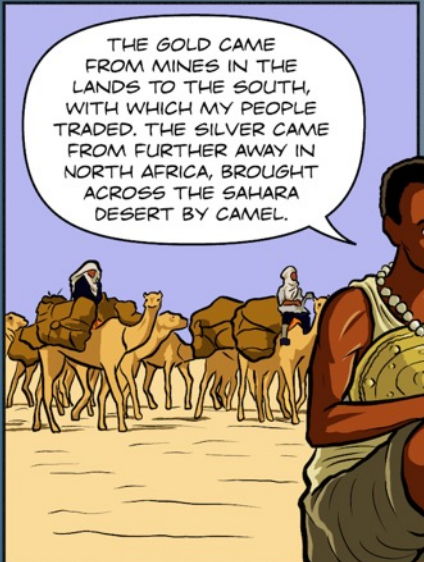
WRITER: TREVOR GETZ
ARTIST: PETER QUACH



I WAS ONE OF THOSE BURIED IN A TUMULUS, NEAR THE SENEGALESE TOWN OF RAO.



MY PEOPLE BURIED ME WITH MY WEALTH--A SILVER NECKLACE, A GOLD PENDANT, MY RINGS, AND MY PRIZED POSSESSION--A GOLD BREASTPLATE. THIS BREASTPLATE SYMBOLIZED MY RANK AS A NOBLEMAN, A STATUS THAT HADN'T EXISTED IN MY SOCIETY IN THE CENTURIES BEFORE.



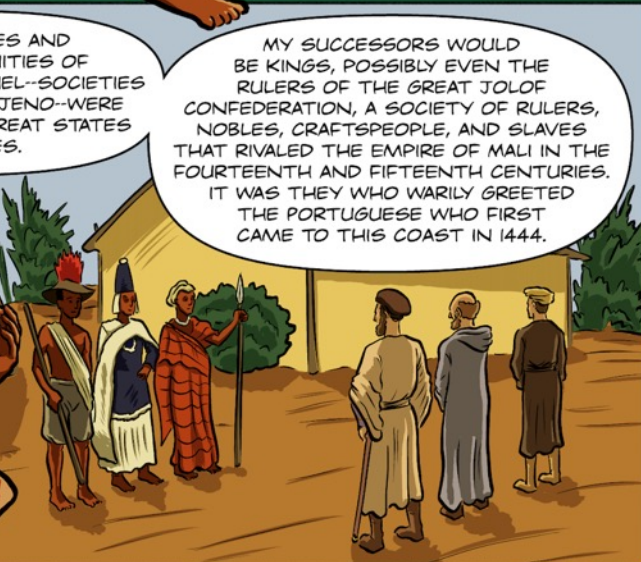
THE GOLD CAME FROM MINES IN THE LANDS TO THE SOUTH, WITH WHICH MY PEOPLE TRADED. THE SILVER CAME FROM FURTHER AWAY IN NORTH AFRICA, BROUGHT ACROSS THE SAHARA DESERT BY CAMEL.



IN OTHER TUMULI AROUND ME WERE BURIED MY WARRIORS, WITH THEIR SWORDS AND THEIR SPEARS. EVIDENCE THAT THIS ONCE PEACEFUL PLACE HAD BECOME VIOLENT AND DANGEROUS.



THE SMALL CITIES AND FARMING COMMUNITIES OF THE WEST AFRICAN SAHEL--SOCIETIES LIKE NOK AND JENNE-JENO--WERE ALREADY BECOMING GREAT STATES AND EMPIRES.



MY SUCCESSORS WOULD BE KINGS, POSSIBLY EVEN THE RULERS OF THE GREAT JOLOF CONFEDERATION, A SOCIETY OF RULERS, NOBLES, CRAFTSPEOPLE, AND SLAVES THAT RIVALED THE EMPIRE OF MALI IN THE FOURTEENTH AND FIFTEENTH CENTURIES. IT WAS THEY WHO WARILY GREETED THE PORTUGUESE WHO FIRST CAME TO THIS COAST IN 1444.

* AN ASSEGAI IS A SHORT, STABBING SPEAR.

KUPE THE NAVIGATOR, IS SOMETIMES SEEN AS THE FIRST POLYNESIAN TO SETTLE IN AOTEAROA (NEW ZEALAND), PERHAPS IN THE FOURTEENTH CENTURY. BUT HIS STORY IS ACTUALLY MUCH MORE IMPORTANT THAN A MYTH OR HISTORY OF SETTLEMENT. IT HELPS TO MAKE THE PAST USABLE FOR MĀORI PEOPLE TODAY.

THE MĀORI PEOPLE OF AOTEAROA (NEW ZEALAND) SOMETIMES TALK ABOUT THE PAST THROUGH STORIES OF HEROES, SUCH AS THE GREAT NAVIGATOR KUPE.

WHEN EUROPEANS LISTENED TO THE MĀORI TELLING THIS STORY, THEY INTERPRETED IT AS EITHER A MYTH (OR FOLKTALE) OR A HISTORY, IN THEIR OWN SENSE OF THE WORD. THAT IS, THEY EITHER TRIED TO UNDERSTAND THE STORY AS LITERATURE, OR THEY TRIED TO ATTACH DATES AND PRECISE ROUTES TO IT.

"Kupe was skilled at building carved houses, adzing out canoes, and other crafts of the land. He was also a skilled seaman who would cause fish to turn their path to the places where he wanted them, and he could also catch the bird called albatross. Kupe could seize and secure it."*

In many tellings Kupe came from the Polynesian homeland, Hawaiki, where there was a problem: All of the fish were disappearing.

Kupe discovered the fish were being driven away by an octopus that belonged to his rival Maturangi. Kupe resolved to kill the octopus.

He chased it so far that he eventually reached an uninhabited land that his wife Kuramārōtini named Aotearoa - "land of the long white cloud."

*AS WRITTEN DOWN BY HIMIONA KAAMIRA

AUTHOR: TREYOR R. GETZ

ARTIST: LIZ CLARKE

!KUPE!

historic or mythical figure?

EUROPEANS UNDERSTAND THIS STORY AS EITHER A MYTH OR A HISTORY. HOW DO THE MĀORI UNDERSTAND IT?

BECAUSE FEATURES OF THE LANDSCAPE ARE SAID TO BE RELATED TO KUPE, THE STORY ALSO GIVES THE MĀORI A SENSE OF BELONGING TO THE LAND.

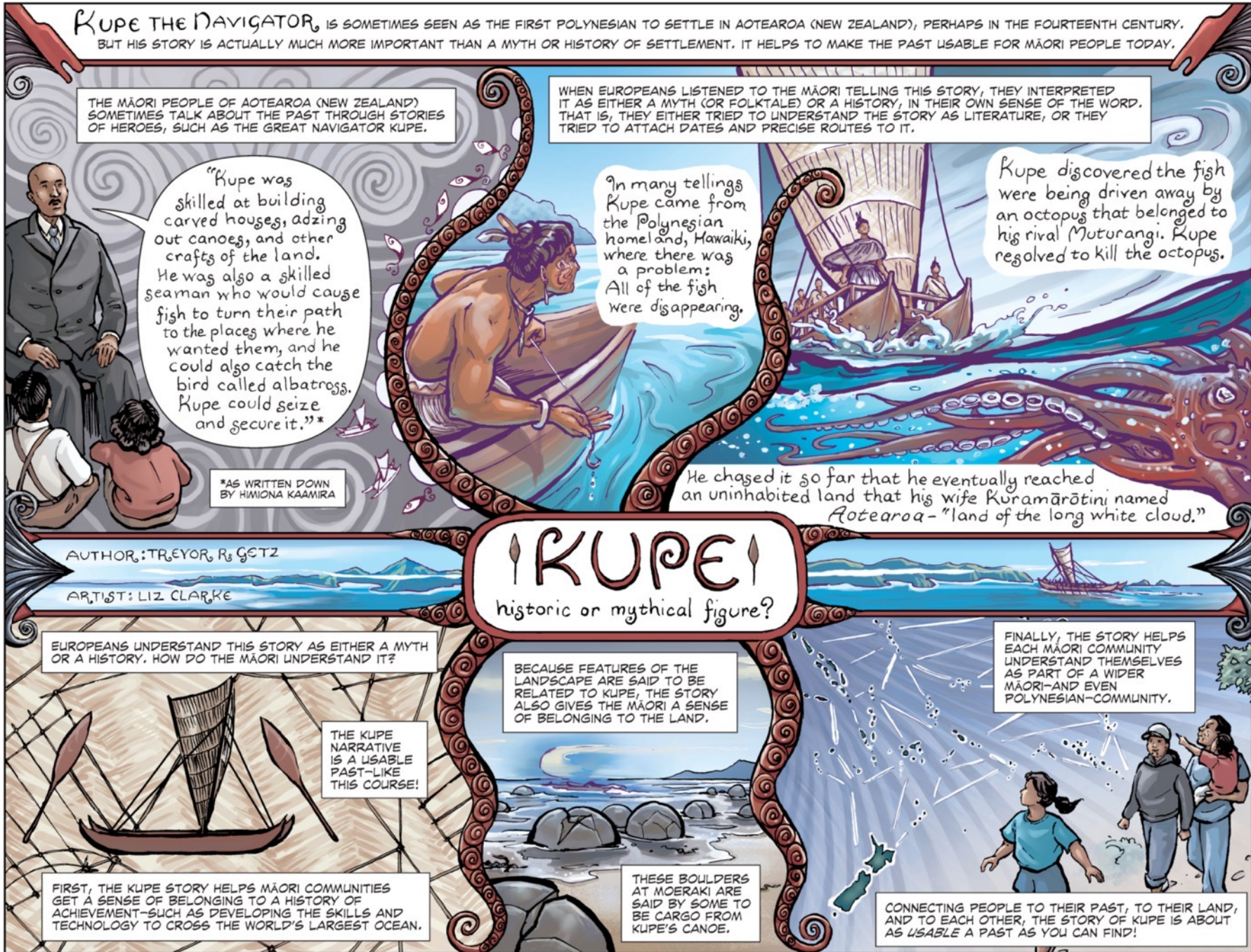
FINALLY, THE STORY HELPS EACH MĀORI COMMUNITY UNDERSTAND THEMSELVES AS PART OF A WIDER MĀORI-AND EVEN POLYNESIAN-COMMUNITY.

THE KUPE NARRATIVE IS A USABLE PAST-LIKE THIS COURSE!

FIRST, THE KUPE STORY HELPS MĀORI COMMUNITIES GET A SENSE OF BELONGING TO A HISTORY OF ACHIEVEMENT-SUCH AS DEVELOPING THE SKILLS AND TECHNOLOGY TO CROSS THE WORLD'S LARGEST OCEAN.

THESE BOULDERS AT MOERAKI ARE SAID BY SOME TO BE CARGO FROM KUPE'S CANOE.

CONNECTING PEOPLE TO THEIR PAST, TO THEIR LAND, AND TO EACH OTHER, THE STORY OF KUPE IS ABOUT AS USABLE A PAST AS YOU CAN FIND!



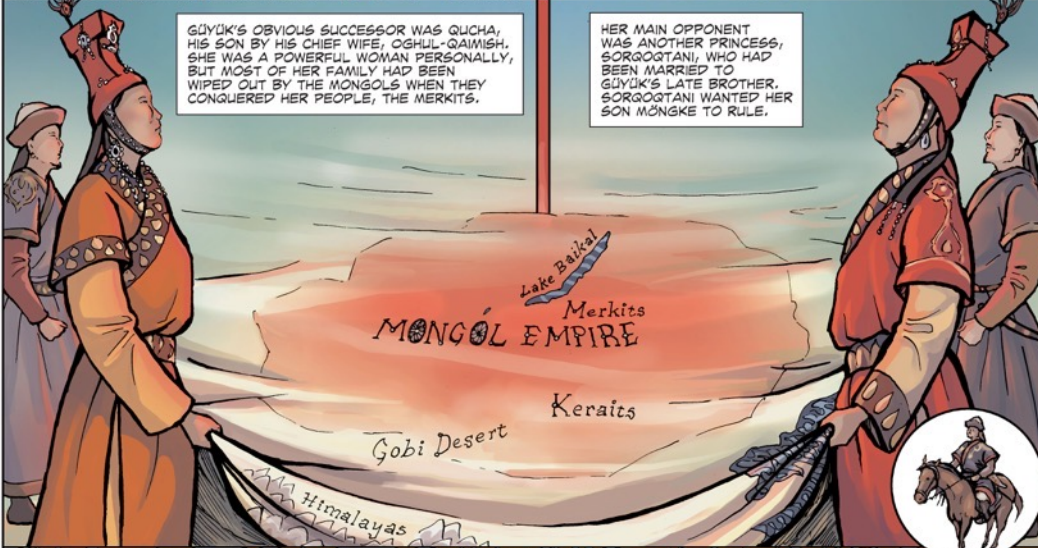
SORQOQTANI BEKI (1190 - 1252)

WAS ONE OF THE MOST POWERFUL FORCES IN SHAPING THE MONGOL EMPIRE. SHE USED A NETWORK OF SISTER-PRINCESSES AND NEPHEWS TO WIN THE EMPIRE FOR HER SON MÖNGKE, BUT IN THE PROCESS, BEGAN ITS DIVISION.

•Author-Trevor R. Getze
•Artist-Liz Clarke•



IN 1248, GÜYÜK KHAN, GRANDSON OF CHINGGIS KHAN AND THE THIRD GREAT KHAN, DIED. AT THIS TIME, THE MONGOL EMPIRE HAD SEVERAL PROVINCES, INCLUDING THE GOLDEN HORDE AND THE CHAGATAI KHANATE. UNTIL ABOUT 1259, ALL THE PROVINCES WERE STILL RULED BY THE GREAT KHAN UNTIL ABOUT 1259.



GÜYÜK'S OBVIOUS SUCCESSOR WAS QUCHA, HIS SON BY HIS CHIEF WIFE, OGHUL-QAIMISH. SHE WAS A POWERFUL WOMAN PERSONALLY, BUT MOST OF HER FAMILY HAD BEEN WIPED OUT BY THE MONGOLS WHEN THEY CONQUERED HER PEOPLE, THE MERKITS.

HER MAIN OPPONENT WAS ANOTHER PRINCESS, SORQOQTANI, WHO HAD BEEN MARRIED TO GÜYÜK'S LATE BROTHER. SORQOQTANI WANTED HER SON MÖNGKE TO RULE.



SORQOQTANI HAD THE ADVANTAGE OF MANY SISTER-WIVES. SHE WAS FROM THE ROYAL FAMILY OF THE KERAITS PEOPLE, WHO HAD BEEN MORE EASILY ASSIMILATED INTO THE EMPIRE THAN SOME.

HER SISTERS WERE POWERFUL. ONE OF THEM WAS THE STEPMOTHER OF BATU, GOVERNOR OF THE GOLDEN HORDE.



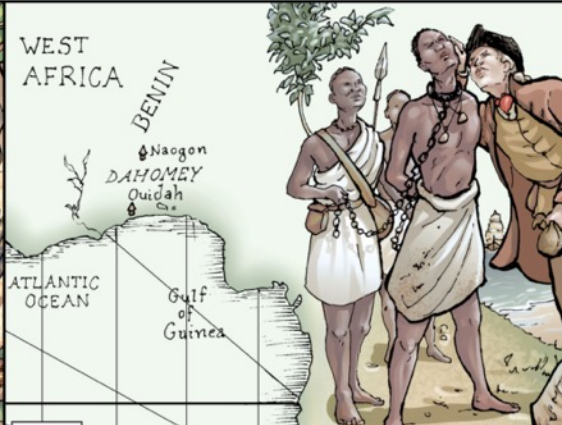
EACH SIDE ANGLED FOR POWER. BUT SORQOQTANI HAD THE ADVANTAGE BECAUSE OF HER RELATIVES. SHE MADE AN ALLIANCE WITH BATU, AGREEING TO SPLIT THE EMPIRE. HE WOULD RULE THE WEST AND HER SON MÖNGKE WOULD BECOME GREAT KHAN AND RULE THE EAST.

WITH THE HELP OF HER SISTERS AND THEIR CHILDREN, SORQOQTANI WON THE BATTLE AND HER SON AND NEPHEW CAME TO POWER, BUT THEIR DIVISION BEGAN THE SPLIT THAT WOULD EVENTUALLY LEAVE THE EMPIRE IN FOUR PIECES.

DOMINGOS ÁLVARES WAS ONE OF MORE THAN TWELVE MILLION AFRICANS ENSLAVED TO LABOR IN THE AMERICAS. BUT THIS DID NOT DEFINE HIS IDENTITY. AS HISTORIAN JAMES SWEET TELLS US, HE WAS A HEALER WHO CREATED A COMMUNITY AND A NETWORK AROUND HIM WHEREVER HE WENT...



1710: DOMINGOS ÁLVARES WAS BORN IN A SMALL COMMUNITY CALLED NAOGON, IN WEST AFRICA, WHERE HE TRAINED AS A PRIEST WHO COULD HEAL BOTH BODILY ILLNESS AND COMMUNITY PROBLEMS.



1730: THE KING OF DAHOMEY, SEEKING TO EXTEND HIS CONTROL, TARGETED PRIESTS AND HEALERS WHO HE SAW AS A CHALLENGE TO HIS POWER. ÁLVARES WAS CAPTURED AND SOLD TO EUROPEAN SLAVERS.



1731: ÁLVARES ARRIVED IN THE SUGAR-GROWING TAPIREMA REGION OF BRAZIL. WORKING CONDITIONS WERE BRUTAL. HE SAW A GREAT DEMAND FOR HIS HEALING SKILLS.



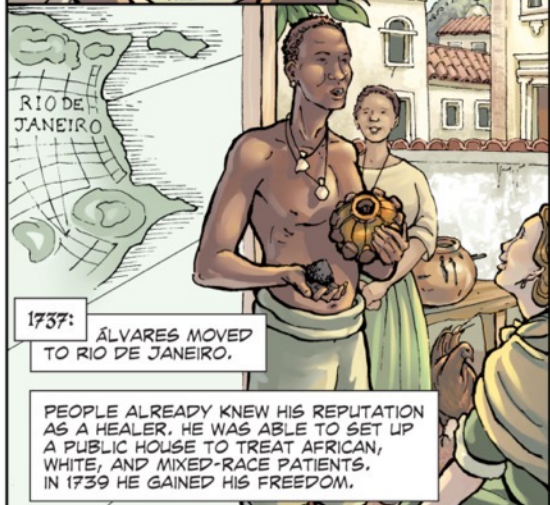
1733: ÁLVARES WAS SOLD TO A MAN NAMED JACINTO DE FREITAS, IN THE TOWN OF RECIFE. HERE, HE BEGAN TO PRACTICE HIS HEALING ONCE MORE, AND TO BUILD A COMMUNITY.

BUT JACINTO WAS SUSPICIOUS OF HIM AND CONTROLLED HIS MOVEMENTS. WHEN JACINTO'S FAMILY MYSTERIOUSLY BEGAN TO SUFFER ILLNESSES, HE ORDERED ÁLVARES JAILED.



Author-Lindsay Ehrisman

Artist-Liz Clarke

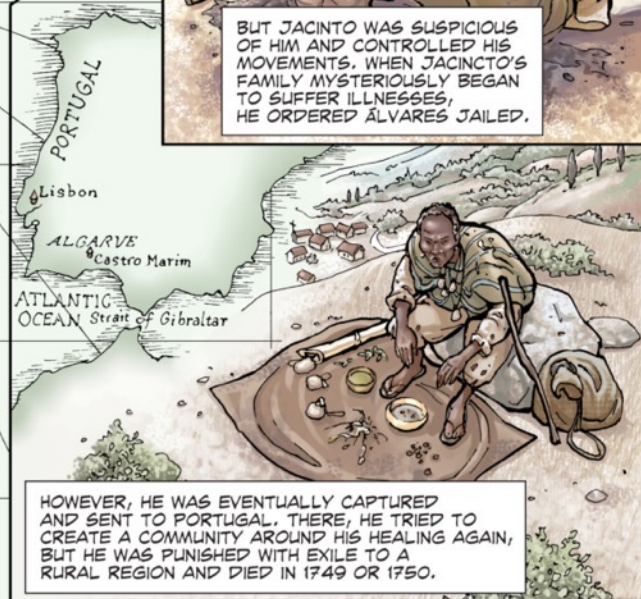


1737: ÁLVARES MOVED TO RIO DE JANEIRO.

PEOPLE ALREADY KNEW HIS REPUTATION AS A HEALER. HE WAS ABLE TO SET UP A PUBLIC HOUSE TO TREAT AFRICAN, WHITE, AND MIXED-RACE PATIENTS. IN 1739 HE GAINED HIS FREEDOM.



1740-1742: BUT THE CATHOLIC CHURCH WAS SUSPICIOUS OF THE RELIGIOUS COMPONENTS OF HIS PRACTICE. THEY CONVINCED THE PORTUGUESE AUTHORITIES OF BRAZIL TO IMPRISON HIM. ÁLVARES FLED, AND BECAME AN ITINERANT HEALER, GATHERING A WIDESPREAD GROUP OF FOLLOWERS AND PATIENTS.



HOWEVER, HE WAS EVENTUALLY CAPTURED AND SENT TO PORTUGAL. THERE, HE TRIED TO CREATE A COMMUNITY AROUND HIS HEALING AGAIN, BUT HE WAS PUNISHED WITH EXILE TO A RURAL REGION AND DIED IN 1749 OR 1750.

