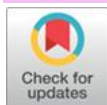


The theme of Indigenous History and Culture in teaching programs at IFTO campuses, in accordance with Law No. 11.645/2008**Francisco Welton Silva Riosⁱ**

Instituto Federal do Tocantins, Formoso do Araguaia, TO, Brazil

Gustavo Cunha de Araujoⁱⁱ

Universidade Federal do Norte do Tocantins, Tocantinópolis, TO, Brazil

Abstract

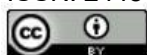
Indigenous History and Culture, with its characteristic aspects of ways of life and cultural traditions, constitute a theme that needs to be included and highlighted in studies in school curricula. The objective of this study is to analyze the inclusion and mention of the theme Indigenous History and Culture in the teaching programs of curricular units of the campuses of the Federal Institute of Tocantins, in accordance with Law No. 11,645/2008. The research was characterized by a qualitative, applied approach and documentary nature. Pedagogical course projects, teaching plans, and class diaries of the Federal Institute of Tocantins were analyzed. Among some results, the data revealed that, in the Teaching Plans, in less than half of the Curricular Units in the classes of Technical Courses Integrated to High School of the Gurupi campus and in the majority of the Curricular Units in the classes of Technical Courses Integrated to High School of the Avançado Formoso do Araguaia campus, no mentions of this theme were identified in any of these documents; among which there is also no evidence of studies being carried out on content that addressed the culture of indigenous peoples of Tocantins.

Keywords

Iní/Javaé peoples; Law No. 11.645/2008; indigenous themes; curricular unit.

A temática História e Cultura Indígena em programas de ensino dos campi do IFTO, conforme a Lei nº 11.645/2008**Resumo**

A História e Cultura Indígena, com seus aspectos caracterizantes de modos de vida e tradições culturais, constituem uma temática que precisa ser incluída e estar em evidência nos estudos nos currículos escolares. Tem-se como objetivo analisar a inclusão e menção da temática História e Cultura Indígena em programas de ensino de unidades curriculares dos *campi* do Instituto Federal de Tocantins, conforme a Lei nº 11.645/2008. A pesquisa se caracterizou pela abordagem qualitativa, do tipo aplicada e natureza documental. Projetos pedagógicos de curso, planos de ensino e diários de classe do Instituto Federal de Tocantins foram analisados. Dentre alguns resultados, os dados revelaram que, nos Planos de Ensino, em menos da metade das unidades curriculares nas turmas dos Cursos Técnicos Integrados ao Ensino Médio do *campus* Gurupi e na maioria das unidades curriculares nas turmas dos Cursos Técnicos Integrados ao Ensino Médio do *campus* Avançado Formoso do Araguaia, não foram identificadas menções a essa temática em nenhum desses documentos; dentre os quais



também não há evidências da realização de estudos acerca de conteúdos que abordassem a cultura de povos indígenas do Tocantins.

Palavras-chave

povos Iny/Javaé; Lei n. 11.645/2008; temática indígena; unidade curricular.

El tema de la Historia y la Cultura Indígena en los programas de enseñanza en los campus del IFTO, de conformidad con la Ley nº 11.645/2008**Resumen**

La Historia y la Cultura Indígenas, con sus aspectos característicos de formas de vida y tradiciones culturales, constituyen un tema que necesita ser incluido y resaltado en los estudios de los currículos escolares. El objetivo es analizar la inclusión y mención del tema Historia y Cultura Indígena en los programas de enseñanza de las unidades curriculares de los *campi* del Instituto Federal de Tocantins, de acuerdo con la Ley nº 11.645/2008. La investigación se caracterizó por su enfoque cualitativo, tipo aplicado y carácter documental. Se analizaron proyectos de cursos pedagógicos, planes de enseñanza y diarios de clase del Instituto Federal de Tocantins. Entre algunos resultados, los datos revelaron que, en los Planes de Enseñanza, en menos de la mitad de las Unidades Curriculares de las clases de los Cursos Técnicos Integrados a la Enseñanza Media del *campus* Gurupi y en la mayoría de las Unidades Curriculares de las clases de los Cursos Técnicos Integrados a la Enseñanza Media del *campus* Avançado Formoso do Araguaia, no fueron identificadas menciones a esa temática en ninguno de esos documentos; entre las cuales tampoco hay evidencia de que se estén realizando estudios sobre contenidos que aborden la cultura de los pueblos indígenas de Tocantins.

Palabras clave

pueblos Iny/Javaé; Ley nº 11.645/2008; temas indígenas; unidad curricular.

1 Introduction

The idea of working with indigenous issues is not an easy task, especially for those who do not have the daily experience of living in a traditional community, or in other words, in an indigenous village. Working on indigenous issues not only involves aspects, concepts, characteristics, and impressions of ways of life, traditions, and cultural values that are intrinsic and extrinsic to the history and culture of traditional indigenous peoples (Silva, 2020). It deals with important, essential, and relevant issues for the understanding, comprehension, knowledge, and learning of these populations, whether it is related to ancestry, decoloniality, territoriality, or struggle (Rodrigues, 2008).

Based on the reference content/technological bases of the pedagogical projects of the courses, the curriculum, the bibliographies and scientific bases of the teaching

plans, and the content taught in the class diaries, we asked How do the basic education teachers of the technical courses integrated in the high school of the Gurupi and Advanced Formoso do Araguaia campuses of the Instituto Federal de Tocantins (IFTO), who teach the curricular units (subjects) of Art, History, and Portuguese Language, approach the topic of "Indigenous History and Culture" throughout the school year, in accordance with Law No. 11. 645/2008? What do the syllabi and scientific bases of the curricula and the contents of the class diaries of the Art, History, and Portuguese Language curricular units say about the approach to Indigenous History and Culture? Are bibliographic materials/sources or informational content with other worldviews of indigenous history and culture indicated or suggested that demystify and deconstruct stereotyped, folklorist, caricatured ideas and visions? Which indigenous peoples of the State of Tocantins were mentioned or present in the curricula and scientific bases of the teaching plans and in the content taught in the class diaries? Were the indigenous peoples of Javaé mentioned or present in the curricula and scientific bases of the teaching plans and in the content taught in the class diaries?

With these questions in mind, this article is an excerpt from a research project carried out as part of the Master's Degree in Education and aims to analyze the inclusion and mention of the topic of Indigenous History and Culture in the teaching programs of the basic education units of the Integrated Secondary Education throughout the school curriculum, in accordance with the syllabus to be covered and followed, in accordance with Law No. 11.645/2008.

2 Methodology

This study is anchored in the category of applied research and is characterized as such due to the process of production and structural construction of its theoretical-methodological corpus, and especially due to aspects related to the researchers' approach and engagement with the object studied (Prodanov; Freitas, 2013), that is, indigenous peoples - in the sense of approaching history and culture in the school environment of basic education - technical education integrated with high school, in accordance with the curriculum taught and carried out during the school term -, this object

of study being glimpsed within the institutional unit (IFTO's Formoso do Araguaia Advanced Campus) where one of the researchers (authors) of this article works.

As far as procedures are concerned, this research is documentary and bibliographical (Silveira; Córdova, 2009) because, respectively, during activities, it is guided by institutional documents of a federal public school, available in digital format; and bibliographical materials, through a search in libraries and databases that bring information content published and conveyed by bibliographical sources generated by reliable and trustworthy studies and research (Rodrigues, 2007).

As for the methodological procedures adopted for the writing of the text, we were guided by two strands of research: exploratory and descriptive (Gil, 2010; Minayo, 1996; Severino, 2007), to achieve success in the investigation, whose central objective is to analyze to what extent (if it meets the requirement of Law 11.645/2008) the theme "Indigenous History and Culture" is worked in the Pedagogical Course Projects (PCP) of the Technical Courses Integrated to High School (TCIHS), on the IFTO campuses.

The research site was the IFTO in Tocantins, which covers all its micro-regions, through the parish, based in the capital Palmas, and its 11 units in the municipalities of the state, located and installed in eight campuses: Araguaína, Araguatins, Colinas do Tocantins, Dianópolis, Gurupi, Palmas, Paraíso do Tocantins, and Porto Nacional; and three advanced campuses: Formoso do Araguaia, Lagoa da Confusão and Pedro Afonso (IFTO, 2021).

In this educational institution, the levels of courses offered are primarily focused on technical education in subsequent, concurrent, and integrated forms to high school and youth and adult education (YAE) of the Program for the Integration of Vocational Education to High School in the Modality of Youth and Adult Education (Proeja); another part in higher education, bachelor, undergraduate, and technological degrees; in lato and stricto sensu postgraduate courses; and also in initial and continuing training (ICT). These levels of education are offered and carried out in face-to-face and distance learning modalities (IFTO, Palmas campus, 2018).

Given these facts, to find out how the topic of Indigenous History and Culture or that of Indigenous Peoples is inserted, mentioned, presented, and approached in the school environment, it was decided to select two IFTO school units (campuses) out of its 11 units (campuses). The two IFTO schools, called Formoso do Araguaia Advanced

Campus and Gurupi Campus, located in the municipalities of Formoso do Araguaia and Gurupi, were chosen for the following reasons: 1) because they have secondary education in the integrated form, i.e., it is part of the public basic education; 2) because of the existence of indigenous peoples who live in the vicinity; 3) because the researcher works at the Formoso do Araguaia Advanced Campus; 4) because of the search for more informational data to approach the subject at the Gurupi Campus; and 5) because of the depth of the results and discussion, according to the analysis of the informational data collected from the aforementioned school units.

With the delineation group established in the data collection survey of the study, we moved on to the paths taken and triggered by the generation of information and data related to the subject of research. Thus, the first generation of information and data took place through bibliographical research, with the aim of understanding and comprehending phenomena related to the object of study and the objectives set (Gil, 2010). Considering the stages, a bibliographical survey was carried out on the object of investigation and the objectives set, in which a search was made in physical libraries, platforms, and reliable information databases on the web, such as the libraries of the Advanced Formoso do Araguaia and Gurupi campuses of the IFTO, the Curt Nimuendajú Digital Library, Google Scholar, and Scientific Electronic Library Online (SciELO), among other vehicles that propagate and disseminate information with open access to published documents.

The search for bibliographic material, whose informational content is recorded on physical and digital media and which is disseminated, made available, and accessible in physical libraries, web platforms, and databases, began with the definition of descriptors or keywords that are intrinsically and extrinsically related to the research object under study; for this purpose, the following descriptors were chosen: Indigenous Peoples, Javaé Indigenous Peoples, and Law No. 11.645/2008.

These descriptors were fundamental due to the possibility of locating bibliographic sources of textual documents available and accessible on the Web, in digital format, such as digitized books, e-books, book chapters, and scientific articles from periodicals, full scientific articles from event proceedings, course completion papers, dissertations, and theses. In the selection of these bibliographic sources, care was taken to select them largely according to the criteria of indigenous and/or non-indigenous authorship, thematic content of specific interest to the subject of the research, and date of

publication (Severino, 2007). Regarding this last criterion, priority was given to the most recent publications from the last 15 years, considering the publication of Law 11.645/2008.

Another key issue for the emergence of information in the data collection of this research was the documentary survey, which used institutional documents prepared, produced, and published in the IFTO Advanced Formoso do Araguaia and Gurupi campuses. However, to begin the study of the institutional documents of the aforementioned IFTO campuses, it was first necessary to select the level of education, given the different levels, stages, types of courses, forms, modalities, and areas covered by this educational institution. As a result, it was decided to prioritize the level of basic education, the stage of high school, the type of high school course of professional and technological education, the integrated form, the face-to-face modality, and any area of knowledge/technological axis offered in the IFTO campuses, while this level of education also includes the entire period of its curriculum, in accordance with the provisions of Law No. 11. 645/2008, in its §2 of article 1, regarding the programmatic contents, which refer to the approach to the theme of History and Culture of Brazilian Indigenous Peoples, which are taught and/or made within the framework of the entire school curriculum, specifically being located in the curricular units (disciplines) of Art, Portuguese Language, and History (Brasil, 2008).

First, the PCPs of the current TCIHS were searched, and then, as an essential part of the information gathering for the research, the institutional documents were searched: Teaching Plans and Class Diaries for the curricular units (subjects) of Art, Portuguese Language and History. These curricular units (subjects) were chosen because of Law 11.645/2008, in its second paragraph of Article 1. In addition, the TCIHS offered and in progress were selected from each campus, prioritizing the time frame of the classes in the school curriculum from 2020 to 2022. In this way, the TCIHS found in the Formoso do Araguaia and Gurupi Advanced campuses of IFTO in this period from 2020 to 2022 were as follows: a) TCIHS in Agriculture - Formoso do Araguaia Advanced campus, and b) TCIHS in Administration, Agribusiness, and Construction - Gurupi campus.

In the aforementioned institutional documents, it should also be noted that the curricula of the curricular units (subjects) mentioned in the previous paragraph, as well as

the completion of their class diaries, have been drawn up in accordance with the timeframe, referring to the cycle of the entire period of the school curriculum (2020-1st grade, 2021-2nd grade, and 2022-3rd grade) of the TCIHS, as said, offered and in progress, of the IFTO Advanced Formoso do Araguaia and Gurupi campuses, that is, of the classes starting in 2020 and ending in 2022 of the school curriculum cycle. In addition, since these institutional documents provide information described verbatim, published by their educational units, and are carriers of data that were relevant, they allowed the constitution and elaboration of the results and discussions of the research.

It is important to note that these institutional documents were used as instruments for collecting data for this research and were also essential for gathering information and data related to the formulated objectives and the object of investigation. However, to achieve this, we used categories because they allowed us to organize and record the information and data. The categories will be presented and described in detail later.

3 Results and discussion

We focused our analysis on the PCPs of the TCIHS of the Formoso do Araguaia and Gurupi Advanced Campuses of the IFTO because it is through these that we identified the mention of the theme of Indigenous History and Culture in the curricular units (subjects), in accordance with the mandatory inclusion of the theme in schools, as established in Law 11.645/2008, and then presented the description as it was mentioned, making the cut for the object of research, which resulted in the suppression of contents and/or phrases.

To this end, Chart 1 shows the description of the theme of Indigenous History and Culture in the reference contents and technological bases of the curricular units (subjects) of Art, Portuguese Language, and History (inserted and identified in each grade) of the PCPs of the TCIHS of the IFTO Advanced Formoso do Araguaia and Gurupi campuses. The description of this theme in each curricular unit is then discussed.

Figure 1 - Description of the Indigenous History and Culture theme in RC¹/SB² of CU³, in PCP⁴ TIHS⁵ of IFTO *Campi* Gurupi and Avançado Formoso of Araguaia.

CU/RC/SB/PCP TIHS

<p>Art I and II (1st grade) - RC: Influences of Brazilian cultural matrices (indigenous [...]) on the formation of Brazilian art. The representation of the indigenous body [...] by Europeans (PCP TIHS in Administration [p. 34, 38] and Building [p. 34, 38] - Gurupi Campus - 2021).</p> <p>Art - SB: Art, culture of the indigenous peoples [...] - work on these themes in an interdisciplinary way with the other components (PCP TIHS Agribusiness [p. 13] - Gurupi Campus - 2011).</p> <p>Art I (1st grade) - RC: The representation of the indigenous body [...] by Europeans. Influences of Brazilian cultural matrices (indigenous [...]) on the formation of Brazilian art (PCP TIHS Agriculture [p. 44, 45] - Formoso do Araguaia Advanced Campus - 2022).</p>
<p>Portuguese Language I (1st grade), II (2nd grade), and III (3rd grade) - RC: Genres suggested by the BNCC: [...] folk tales from indigenous [...] matrices, [...]. Comparative and dialogical readings that consider different literary genres, cultures (Brazilian literature, [...] indigenous [...]) and themes - Artistic-literary field of action. Notions of indigenous [...] literature. Portuguese Language II (2nd grade) - RC: Genres suggested by the BNCC: [...]. Indigenous [...] Literature - Part 1. Portuguese Language III (grade 3) - RC: Genres suggested by the BNCC: [...]. Indigenous [...] Literature - Part 2 (PCP TIHS in Agriculture [p. 59, 60, 101, 137, 138] - Formoso do Araguaia Advanced <i>campus</i> - 2022; PCP TIHS in Administration [p. 51, 52, 95, 134, 135] and Buildings [p. 51, 52, 96, 137, 138] - Gurupi <i>campus</i> - 2021).</p> <p>Portuguese language - SB: Studies on the influence and importance of the language of [...] indigenous peoples for the formation of the (Brazilian) Portuguese language [(PCP TIHS in Agribusiness [p. 13] - Gurupi <i>campus</i> - 2011)].</p>
<p>History III (3rd grade) - RC: History of Brazil ([History and Culture of Indigenous Peoples (Political-Social Organization of the various indigenous groups], [...]). Regional History ([...] Peoples of the Amazon, Culture, and Diversity of the Indigenous Peoples of Tocantins [...]) (PCP TIHS in Agriculture [p. 130] - Formoso do Araguaia Advanced <i>Campus</i>, 2022; PCP TIHS in Administration [p. 127] and Building [p. 130] - Gurupi <i>campus</i> - 2021).</p> <p>History - SB: Recovering the history, achievements, and contributions of [...] indigenous peoples in the process of shaping Brazilian society (PCP TIHS in Agribusiness [p. 22] - Gurupi <i>campus</i> - 2011).</p> <p>Caption: ¹RC - Reference Content; ²TB - Technological Basis; ³CU - Curricular Unit; ⁴PCP - Pedagogical Course Project; ⁵TIHS - Technical Integrated to High School.</p> <p>Source: Own elaboration (August/2023).</p>

Chart 1 shows that the theme of Indigenous History and Culture is included and described in the reference contents and technological bases of the Art, Portuguese Language, and History curricular units, in the PCPs of the TCIHS in Administration, Agribusiness, and Building at the Gurupi *campus* and the PCP of the TCIHS in Agriculture at the IFTO Formoso do Araguaia Advanced *campus*; considering this, there is confirmation that the theme is addressed throughout the teaching period of the classes in the development of the teaching-learning process. In this way, the PCPs of the TCIHS of the IFTO *campuses* in question are in line with the provisions of §2 of article 26-A and article 1 of Law 11.645/2008, i.e., the curricular units (subjects) of Art (Artistic Education), Portuguese Language (Literature), and History are aware that they must address the aforementioned theme, teaching it in line with the reference content/technological bases (syllabus) during the school term (Brasil, 2008).

Considering the teaching period for addressing the theme of Indigenous History and Culture, as shown in Chart 1, the theme is focused on the following grades of the TCIHSs, according to what is established on each *campus*: on the Formoso do Araguaia Advanced *Campus* - TCIHS in Agriculture, in the curricular units Art I (1st grade), Portuguese Language I (1st grade), II (2nd grade) and III (3rd grade) and History (3rd grade); on the Gurupi *campus* - TCIHS in Administration and Building, in the curricular units Art I and II (1st grade), Portuguese Language I (1st grade), II (2nd grade) and III (3rd grade) and History (3rd grade), while in the TCIHS in Agribusiness, in the curricular units Art, Portuguese Language and History, the grade(s) in which the subject will be taught is/are not specified.

It should also be noted that the Portuguese Language curricular unit mentions the National Common Curricular Base (BNCC), with which the reference content described is based on this document, according to its parameters for curricular organization and/or progression (Brasil, 2018). Therefore, when identifying the theme of Indigenous History and Culture in this curricular unit, it can be seen that the theme is described from the perspective of Brazilian and regional literatures, through folk tales of indigenous matrices and indigenous literature, to be carried out with comparative and dialogical readings, considering diverse and different literary genres and cultures. Another point of this curricular unit, with regard to teaching the reference content throughout the school term, is that only this subject describes the theme to be worked on in the three years of high school, i.e., the indigenous theme must be done/taught in the 1st, 2nd, and 3rd grades of the TCIHS class on the *campuses* and thus covers the entire school term.

In the reference contents of the curricular units, it can be seen that the descriptions of the approach to the topic of Indigenous History and Culture to be worked on during the school year are in accordance with what is established in §1 of Article 26-A of Law No. 11.645/2008, as can be seen in the following descriptions: "Influences of Brazilian cultural matrices (indigenous [...] in the formation of Brazilian art," "Art, culture of indigenous peoples," "Studies on the influence and importance of the language of [...] indigenous peoples in the formation of the (Brazilian) Portuguese language," "History, culture of indigenous peoples". Studies on the influence and importance of the language of the [...] indigenous peoples in the formation of the (Brazilian) Portuguese language," "History of Brazil ([History and culture of the indigenous peoples - political-social

organization of the various indigenous groups], [...])" and "Rescue of the history, achievements, and contributions of the [...] indigenous peoples in the process of forming Brazilian society." These were some contents identified as characteristic aspects of the theme of indigenous history and culture, some of which are related to the law.

To determine whether the theme was addressed in the teaching-learning process of the curricular period, as evidenced by the description of the theme of Indigenous History and Culture in the reference content and technological bases of the three curricular units (Art, Portuguese Language and History) recorded in the PCPs of the TCIHS in Agriculture (Formoso do Araguaia Advanced Campus), Administration, Agribusiness, and Construction (Gurupi Campus) of IFTO, We used and checked the curriculum plans and class diaries of the curricular units, to identify and analyze the descriptive records already filled in, made and taught during the school/curricular period, respectively, in the areas of menu, bibliography and scientific bases (making reference contents based on the menus) and in the area of content taught, identifying indications of other bibliographic materials/sources for reading and study, from the perspective of the learner's literacy with the subject.

The identification of the theme Indigenous History and Culture of the indigenous peoples of Tocantins, especially the Javaé indigenous peoples, described in the fields mentioned above in the Teaching Plans and Class Diaries of the curricular units, was presented and distributed in the charts below, with Charts 2 and 3 referring to the Teaching Plans, while Charts 4 and 5 are related to the Class Diaries.

Chart 2 - Description of the theme Indigenous History and Culture in the TP¹ (EM², Bibliog³ e BC⁴) of the CUs⁵ for the 2020-2022 period of the TCIHSs⁶ of the IFTO Gurupi *campus*

(Continues)

TP		
TCIHS	CU/grade/year	EM/Bibliog/BC
Administration	Art I (1st grade - 2020)	EM: Art and Culture [...] of indigenous peoples. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.
	Art II (2nd grade - 2021)	EM: Not available. Bibliog: Does not indicate. BC: No mention.
	Art III (3rd grade - 2022)	EM: Not available. Bibliog: Does not indicate. BC: No mention.
	History I (1st grade - 2020)	EM: Not available. Bibliog: Does not indicate. BC: No mention.
	History II (2nd grade - 2021)	EM: History and culture [...] of indigenous peoples. Bibliog: Didactic books and bibliographic sources on other subjects.

		BC: No mention.
	History III (3rd grade - 2022)	EM: History and culture [...] of indigenous peoples. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.
	Portuguese Language I (1st grade - 2020)	EM: Not available. Bibliog: Does not indicate. BC: No mention.
	Portuguese Language II (2nd grade - 2021)	EM: Check in the PCP. Bibliog: Didactic books and bibliographic sources on other subjects. BC: The Indianist novel.
	Portuguese Language III (3rd grade - 2022)	EM: Indigenous [...] literature. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.
Agribusiness	Art I (1st series - 2020)	EM: Not filled in. Bibliog: Does not indicate. BC: No mention.
	Art II (2nd series - 2021)	TP not found in SIGA-EPCT.
	Art III (3rd series - 2022)	TP not found in SIGA-EPCT.
	History I (1st grade - 2020)	EM: Not filled in. Bibliog: Not filled in. BC: Not filled in.
	History II (2nd grade - 2021)	EM: Not available. Bibliog: Didactic book. BC: Indigenous labor; Slavery; Resistance and continuity of native cultures.
	History III (3rd grade - 2022)	EM: Peoples of the Amazon, Culture, and Diversity of the Indigenous Peoples of Tocantins. History of Brazil ([History and culture of Indigenous Peoples (political and social organization of the various indigenous groups), [...]). Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.
	Portuguese Language I (1st grade-2020)	EM: Indigenous [...] literature. Bibliog: Didactic book. BC: No mention.
	Portuguese Language II (2nd grade - 2021)	EM: Consult the PCP. Bibliog: Didactic books and bibliographic sources on other subjects. BC: The Indianist novel.
	Portuguese Language III (3rd grade - 2022)	EM: Indigenous [...] literature. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.
Edifications	Art I (1st series - 2020)	EM: Art and Culture [...] of indigenous people. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.
	Art II (2nd series - 2021)	DC not found in SIGA-EPCT.
	Art III (3rd series - 2022)	EM: Not available. Bibliog: Does not indicate. BC: No mention.

Chart 2 - Description of the theme Indigenous History and Culture in the TP¹ (EM², Bibliog³ and BC⁴) of the CUs⁵ for the 2020-2022 period of the ITHSCs⁶ of the IFTO Gurupi campus

(Conclusion)

TP		
TCIHS	CU/grade/year	EM/Bibliog/BC
Edifications	History I (1st grade - 2020)	EM: Not available. Bibliog: Does not indicate. BC: Does not mention.
	History II (2nd grade - 2021)	EM: Not stated. Bibliog: Didactic book. BC: Indigenous labor; Slavery; Resistance and continuity of native cultures.
	History III (3rd grade - 2022)	EM: History and culture [...] of indigenous peoples. Bibliog: Didactic books and bibliographical sources on other subjects. BC: No mention.

	Portuguese Language I	EM: Check in the PCP. Bibliog: Not filled in. BC: Not mentioned.
	(1st grade - 2020)	EM: Check in the PCP. Bibliog: Didactic books and bibliographic sources on other subjects. BC: Indianist novel activity.
	Portuguese Language II	EM: Indigenous [...] literature. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.

Caption: ¹TP - Teaching Plan, ²EM - Syllabus, ³Bibliog - Bibliography, ⁴SB - Scientific Basis, ⁵CU - Curricular Unit, ⁶TCIHS - Integrated Technical High School Course.

Source: Own elaboration (August/2023).

At the same time as the syllabi, Figure 2 analyzes the scientific bases of the curricular units mentioned in the TCIHS classes at the Gurupi campus, about the mention of the theme to be addressed in the teaching-learning process, since, as already mentioned, this is where the activities and actions of the content proposed in the syllabi of the curricular units of Art, Portuguese Language, and History are intended to take place. Thus, there was no mention of the topic of Indigenous History and Culture in the ten classes of the curricular units, which is an interesting fact given the occurrence of the location of the topic described in the menus of the curricular units of the classes of the three TCIHS of the Gurupi campus of the IFTO.

However, in the syllabi of the curricular units of the TCIHS classes at the Gurupi campus, referring to the scientific bases in Figure 2, the approach to the theme of Indigenous History and Culture was found in other curricular units of the TCIHS classes, although the theme was not found in the syllabus, being mentioned in only five classes of the TCIHS curricular units, described as follows: Portuguese Language II (2nd grade), "The Indianist Novel" and "Indianist Novel Activity," respectively, in the Administration, Agribusiness, and Building TCIHSs; and History II (2nd grade), "Indigenous Labor; Slavery; Resistance and Continuity of Indigenous Cultures," in the Agribusiness and Building TCIHSs. No description of the subject was found in the scientific foundations of the art curriculum unit in any of the classes in the three TCIHSs on the aforementioned campus. However, the opposite was found in the syllabi of the curricular units of the TCIHS classes at the Formoso do Araguaia Advanced Campus, in Figure 3, as the scientific basis, among the curricular units of the classes, that mentioned the topic was presented only in the Art I (1st grade) curricular unit, with the description "Cultures through Time and History (Rock Art / Indigenous Art)" of the Agriculture TCIHS, and did

not appear in any of the Portuguese Language and History curricular units in the aforementioned TCIHS classes in this IFTO school unit (campus).

Chart 3 - Description of the theme Indigenous History and Culture in the TP¹ (EM², Bibliog³ and BC⁴) of the CUs⁵ for the 2020-2022 period of the TCIHSs⁶ of the IFTO Formoso do Araguaia Advanced Campus

TP		
TCIHS	CU/grade/year	EM/Bibliog/BC
Agriculture		EM: Indigenous art. Indigenous culture/society [...]. Bibliog: Didactic books and bibliographic sources on other subjects. BC: Cultures through time and history (Rock Art / Indigenous Art).
	Art II (2nd series - 2021)	EM: Indigenous culture/society [...]. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.
	Art III (3rd series - 2022)	DC not registered in SIGA-EPCT.
	History I (1st grade-2020)	EM: Cultural diversity in indigenous America. Bibliog: Didactic book. BC: No mention.
	History II (2nd grade - 2021)	EM: Not mentioned. Bibliog: Does not indicate. BC: No mention.
	History III (3rd grade - 2022)	EM: Does not indicate. Bibliog: Does not indicate. BC: No mention.
	Portuguese Language I (1st grade - 2020)	EM: Indigenous culture/society [...]. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.
	Portuguese Language II	EM: Indigenous culture/society [...]. Bibliog: Didactic books and bibliographic sources on other subjects. BC: No mention.

Caption: ¹TP - Teaching Plan, ²EM - Syllabus, ³Bibliog - Bibliography, ⁴BC - Scientific Basis, ⁵CU - Curricular Unit, ⁶TCIHS - Integrated Technical High School Course.

Source: Own elaboration (August/2023).

Regarding the curricula of the Art, History, and Portuguese curricular units of the Administration, Agribusiness, and Construction TCIHSs at the Gurupi campus, out of 27 classes, the topic of Indigenous History and Culture was included as content to be covered in ten classes of the curricular units, in which the following descriptions are shown in Figure 3: Art I (1st grade) - "Art and Culture [...] of the Indigenous Peoples"; History II (2nd grade) and III (3rd grade) - "History and Culture [...] of the Indigenous Peoples" and Portuguese III (3rd grade) - "Indigenous Literature [...]" of the TCIHS in Administration; in History III (3rd grade) - "Peoples of the Amazon, Culture, and Diversity of the Indigenous Peoples of Tocantins. History of Brazil ([History and culture of indigenous peoples (political-social organization of the various indigenous groups), [...])" and Portuguese Language I (1st grade) and III (3rd grade) - "Literature [...] of indigenous peoples" for the TCIHS in Agribusiness; and in Art I (1st grade) - "Art and Culture [...] of the Indigenous Peoples", History III (3rd grade) - "History and Culture [...] of the

Indigenous Peoples" and Portuguese Language III (3rd grade) - "Literature [...] of the Indigenous Peoples" for the TCIHS in Architecture.

Another problem was that in the curricular units of the above-mentioned classes, which included the topic described in their curricula, most of them did not include the indigenous peoples of Tocantins, and especially the Javaé indigenous peoples. The descriptions of the topic of Indigenous History and Culture were general, but only the curricular unit Art III (3rd grade) of the TCIHS in Agribusiness included "Culture and Diversity of the Indigenous Peoples of Tocantins" along with the topic in the description of its curriculum.

In Chart 3, referring to the TCIHS in Agriculture at the Formoso do Araguaia Advanced Campus, the syllabi of the curricular units of Art, Portuguese Language, and History show that the theme of Indigenous History and Culture was included in six of the nine classes presented, as can be seen in the following descriptions of the curricular unit: Art I (Grade 1) - "Indigenous Art. Indigenous Culture/Society [...]", Art II (2nd grade) - "Indigenous Culture/Society [...]", History I - "Cultural Diversity in Indigenous America," and Portuguese Language I (1st grade), II (2nd grade), and III (3rd grade), all with the same description "Indigenous Culture/Society [...]".

In addition, when checking Figure 3, in the area of bibliographies, this was also reflected in the eight classes of the TCIHS curricular units at the Formoso do Araguaia Advanced Campus. This is a worrying fact, given that there is currently a great deal of textual and non-textual bibliographic material on the subject, published and made public by indigenous and non-indigenous authors, available and accessible to be worked on in the teaching-learning process, which brings a different worldview and epistemology, described and narrated from the indigenous perspective, and not only from the prism reported by the other, non-indigenous culture.

It is known that textbooks are very present in schools, especially public ones, which adopt them based on the materials approved by the Ministry of Education (MEC) because, as Silva (2020, p. 70) says, currently, didactic books related to the teaching of History still bring outdated approaches and, therefore, are adopted by teachers:

[...] resulting in misinformation about the topics discussed and consequently directly influencing the opinions of those who use them. We would also point out that the misconceptions and misinformation also extend to other didactic aids.

The author adds and reminds us that the textbook is often a subsidy used daily and is also the basic, main support for didactic actions and activities (Silva, 2020).

Supporting this perspective, Carvalho and Scaramuzza (2022, p. 2) say that, in general, the history told in official textbooks is written in the colonial context, "[...] where the point of view of the colonized peoples is rarely reported. The indigenous peoples are often left out of the story when it comes to the constitution of the Brazilian people, and their contributions are barely mentioned".

To draw a parallel with the reference contents of the Art, History, and Portuguese language curricular units in the PCPs of the TCIHS in Administration, Agribusiness, and Construction at the IFTO Gurupi campus and in the PCP of the TCIHS in Agriculture at the Formoso do Araguaia Advanced campus, with the syllabus of the curricula of the aforementioned curricular units, it can be seen that the topic was present, to some extent and at some point during the curricular period, in the curricular units of some classes of the four TCIHS. However, in most of the classes in the curricular units of the TCIHSs in the IFTO campuses mentioned above, the subject was not present. It is worth noting that although the subject was included in the description of the syllabus of the curricular units/series/year in the teaching plans, this was confirmed or not in the area of scientific bases, which in turn argues for the development of the subjects described in the syllabus to materialize in the teaching-learning process throughout the curricular period of education.

About the limited evidence of the theme of indigenous history and culture described in the curricular units in the TCIHS classes at the Gurupi campus, this is a worrying data, since federal institutions of higher, basic, technical, and professional education, as well as offering professional and technological education in different areas, must also address the curricula of courses that offer technical and technological knowledge with the pedagogical practices developed, including the reality of the *campus*.

In summary, the theme of Indigenous History and Culture is included in the syllabuses of the three curricular units, Art, History, and Portuguese Language, of the aforementioned TCIHSs of the Formoso do Araguaia and Gurupi Advanced Campuses of the IFTO, as reference content to be worked on during a given school term in the teaching-learning process, and, as such, they are in line with the provisions of §§1 and 2 of Article 26-A of Law No. 11. 645/2008, given that §2 does not specify that the theme

must be included and studied in an annual period, leaving it to be taught throughout the school's basic education curriculum. In this case, it is taught in integrated secondary education.

Other perceived issues relate to contrasts and gaps in the information in the descriptive records of the syllabi of the curricular units for the TCIHS classes on the campuses in terms of the menu fields and scientific bases that include and describe the theme of Indigenous History and Culture. In the ten classes of the curricular units of the three TCIHS at the Gurupi campus that include a description of the theme in the syllabus, the contrast was in the lack of mention of the theme in the scientific bases; while in the five classes of the curricular units of the aforementioned TCIHS that include a description of the theme in the scientific bases, the contrast was in the absence of a descriptive record of the theme in the syllabus. In the case of the Formoso do Araguaia Advanced Campus, in the six classes of the TCIHS curricular units that describe the theme in the syllabus, the contrast was seen in the fact that it was not mentioned in the scientific bases, while in the only class of the TCIHS curricular unit that describes the theme in the scientific base, there was no contrast since the theme was described in both.

In addition to these analyses, with regard to the information recorded in the descriptions of the approach to the topic of Brazilian Indigenous History and Culture, in the scientific bases of the curricula and contents taught by the DCs, it is possible to state that there is little or no mention of the topic, and when it is mentioned, it is in a generalist and/or nationalist way (in the context of the colonizer's past, in the case of art and history; romanticized, in the case of literature).

In addition, the presence of indigenous peoples from the State of Tocantins and the Javaé indigenous peoples was not included in the approach to the theme because, as already discussed in this academic paper, the two IFTO campuses in Formoso do Araguaia and Gurupi are located in a region close to indigenous ethnic groups, such as the Javaé, Karajá and Xambioá (Karajá do Norte), and there are indigenous students from these ethnic groups enrolled in their schools; In this case, the theme could be worked with the narratives and experiences of these students, that is, listening to reports, conceptions, narratives, and experiences of their ways of life, cultural traditions and sacred/ancestral rituals that involve the social and cosmological organization in the panorama of the villages. It's a sharing of collective knowledge.

In this sense, considering the official documents that cover the specific case of studies on the theme of Brazilian Indigenous History and Culture, within the framework of public and private basic education institutions (which should be more inserted in higher education institutions, due to their mission of initial training of teaching professionals who will work in school spaces), there is the creation of Law No. 11.645 / 2008, which makes it mandatory to include studies on this theme throughout the curriculum of basic education and/or higher education.

4 Final considerations

The PCPs of the TCIHS of the IFTO campuses surveyed, considering the curricular units of Art, History, and Portuguese Language, in a way comply with the requirements established by Law 11.645/2008, when it comes to the theme of Indigenous History and Culture, since it is included in the reference contents for its study, especially in the curricular unit of Portuguese Language, which includes the theme in all grades (1st to 3rd), that is, it covers the entire curriculum period.

Regarding the curricula, the curricular units of the TCIHS classes at the Gurupi campus were not similar to the PCPs in terms of identifying the mention of the theme of Indigenous History and Culture in the syllabi, bibliographies, and scientific bases, as it was found that less than half of the curricular units of the classes had ten syllabi and five scientific bases, out of 24 classes, and therefore they do not fully comply with the provisions of Law No. 11. 645/2008; from the same perspective of identifying the theme, the curricular units of the TCIHS classes at the Formoso do Araguaia Advanced Campus were successful in most of them, as evidenced by six syllabi and one in the scientific bases (although they left something to be desired in two of the curricular units), but they meet, to a certain extent, the guidelines established for the inclusion of studies on the theme of Indigenous History and Culture, in accordance with Law No. 11.645/2008.

While in the class diaries, the curricular units of the TCIHS of the two campuses, in terms of the description of the theme of Indigenous History and Culture, in the contents taught and also in these indicating bibliographic materials, showed few descriptions in the realization of the approaches to the theme, with five and one contents described as taught, respectively, of the curricular units in the classes of the TCIHS of the Gurupi and

Advanced Formoso do Araguaia campuses. In this way, they left something to be desired so that they do not comply with the established by Law No. 11.645/2008.

Therefore, in the three documents researched regarding the TCIHS of the Gurupi and Advanced Formoso do Araguaia campuses of the IFTO, in terms of the fields checked and analyzed in the descriptive records, almost all of them did not contain any references to the indigenous peoples of the State of Tocantins (here we find the Javaé indigenous peoples), except for the reference contents of the curriculum unit History III (3rd grade) of the TCIHS in Administration and Construction (Gurupic Campus) and Agriculture (Formoso do Araguaia Advanced Campus) - PCP; and in the Curriculum of History III (3rd grade) of the TCIHS in Agribusiness at the Gurupi Campus - Curriculum. And in the case of DE, there was no record of what was taught about these indigenous peoples.

In the lesson plans and class diaries, for the period 2020-2022, of the basic education teachers of the Art, History and Portuguese curricular units of the TCIHS classes at the Gurupi and Advanced Formoso do Araguaia campuses of the IFTO, who presented the theme of Indigenous History and Culture, it is possible to see the predominance and tendency of the approach focused on the universal and national (in the case of Brazil), while on the regional and local, In the case of Brazil, the predominance and tendency of the approach focused on the universal and national, while on the regional and, especially, the local, no evidence was found or identified of any themes involving regional indigenous peoples in the State of Tocantins, or local indigenous peoples, such as those in the municipality of Formoso do Araguaia, where the IFTO educational institutions surveyed (Gurupi and Avançado Formoso do Araguaia campuses, mainly the latter) are located close to 120 and 70 kilometers, respectively, from some indigenous ethnic groups of the state.

Regarding the references to the bibliographies included in the PCPs and, consequently, in the curricula, and the references to the bibliographic materials proposed in the DE of the aforementioned curricular units of the TCIHS of the campuses, respectively, as bibliographic sources for studies and research that lead, through information, to the knowledge of the aforementioned subject, no references, suggestions, or mentions were identified in any of them. However, the presence of the didactic textbook was evident in most of the curricular units, and, as a result, this material

becomes the indication attributed, practically, as the only one to be used in the formal pedagogical practices during the curricular/school period, in the teaching-learning process developed in the basic educational institutions.

With this reality in mind, it should be noted that currently, academic, scientific, literary, and technical literature on the subject of Indigenous History and Culture, from the perspective of literacy for the understanding and comprehension of aspects and conceptions that characterize the ways of life and cultural traditions of indigenous peoples, has been written and rewritten, published, and disseminated by indigenous and non-indigenous authors (who are concerned with and sensitive to indigenous societies) in the fields of history, sociology, anthropology, philosophy, and literature (in literary genres such as poetry, short stories, chronicles, cordels, etc.), among others.

It is necessary to take a broader view, from the dialectical perspective of dialogical interpretation, with critical-reflective thinking, and not just in a reductionist way, focused on a single, universal idea and thought, not accepting the contradictory and other diverse world views and epistemologies. It is necessary to observe, verify other possibilities and diversities in the concept of evaluating and analyzing the contradiction of information and knowledge to broaden horizons, in the sense of having a foundation, a theoretical-methodological foundation on such a theme/subject, so as not to consider it as the only truth and make it universal and unquestionable. From this perspective, it is understood that the first step to be taken is through decolonization.

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Francisco Welton Silva Rios, Instituto Federal do Tocantins (IFTO)

 <https://orcid.org/0009-0003-5809-4062>

Master's Degree in Education from the Universidade Federal de Tocantins (UFT). Librarian-Documentalist at IFTO, Formoso do Araguaia Advanced Campus.

Authorship contribution: Project management, formal analysis, conceptualization, data curation, writing - first draft, research, methodology.

Lattes: <http://lattes.cnpq.br/8669402955250418>

E-mail: francisco.rios@mail.uft.edu.br

Gustavo Cunha de Araujo, Universidade Federal do Norte do Tocantins (UFNT)

 <https://orcid.org/0000-0002-1996-5959>

PhD in Education from Universidade Estadual Paulista (Unesp). Professor at UFNT. Teacher linked to the Academic Master's Degree in Education at UFNT, the Professional Master's Degree in Education at UFT and ProfArtes at the Universidade Federal de Uberlândia (UFU). CNPq PQ-2 research productivity grant holder.

Authorship contribution: Writing - revision and editing, supervision, validation and visualization.

Lattes: <http://lattes.cnpq.br/3011641878605040>

E-mail: gustavo.araujo@ufnt.edu.br

DATA AVAILABILITY

The entire dataset supporting the results of this study has been published in the article itself.

Responsible publisher: Lia Machado Fiuza Fialho

Ad hoc reviewers: Alex Sander da Silva e Cleusa Teixeira de Sousa

How to cite this article (ABNT):

RIOS, Francisco Welton Silva; ARAUJO, Gustavo Cunha de. A temática História e Cultura Indígena em Programas de Ensino dos *campi* do IFTO, conforme a Lei nº 11.645/2008.

Educação & Formação, Fortaleza, v. 10, e14005, 2025. Available at:

<https://revistas.uece.br/index.php/redufor/article/view/e14005>



Received on December 28, 2024.

Accepted on April 1, 2025.

Published on April 22, 2025.