

AMPLIFY OUR ANCESTORS

or

How to Decolonize Your Classroom

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Office of the Superintendent of Public Instruction
Office of Native Education



What do you think it means to “amplify our ancestors” in the classroom?



DRAW IT



WRITE IT



SAY IT



INDIAN METANARRATIVE



DR. SHANE DOYLE, APSÁALOOKE

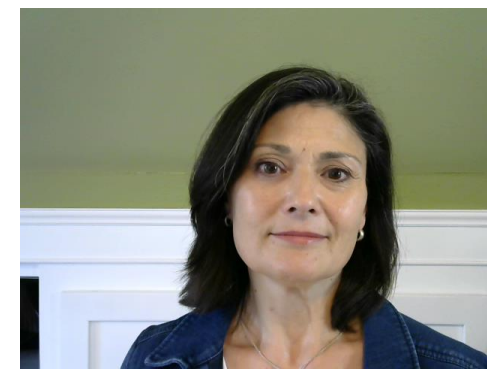
*“When we accept one perspective, and when we canonize it, we assume that we know everything we need to know about **history**, we also assume that we have everything we need to know about the future. And both of those things are impossible.”*

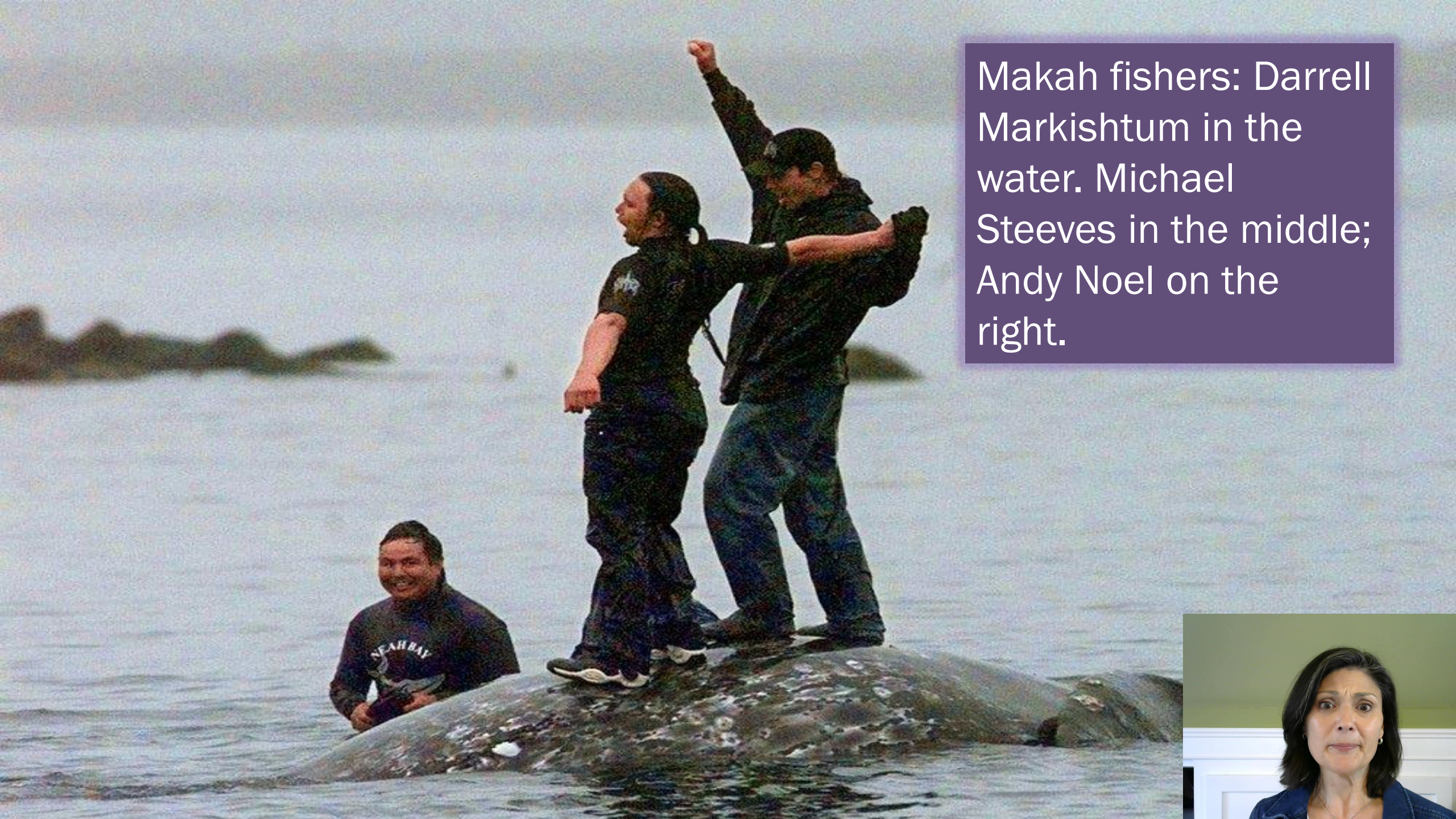
created by Shana Brown, 2020





The colonizer confiscates, eliminates, then reassigns indigenous identities.





Makah fishers: Darrell Markishtum in the water. Michael Steeves in the middle; Andy Noel on the right.



'[e]xpecting cultures to remain static and cling to traditional methods is both presumptuous (demeaning) and unrealistic' (Reeves 2002:98). The environmentalists' perception is rooted in romantic notions of Indian-ness. At the heart of the controversies vis-a-vis the Makah whale hunt are the processes of authenticating and discrediting identity: 'Who gets to control the expression of Makah identity - both its legitimacy and legality? Who gets to decide what is "cultural," "traditional," or "necessary?"'



Colonized Education Confiscates Culture, Identity, & Family as First Teachers

- “Kill the Indian; save the man” –Capt. Richard Pratt, founder of Carlisle Indian School
- Treaty right to education, but *whose* education?
- Elimination of parental and community sacred tasks of educating their children
- Children’s Indian identities ridiculed and reassigned as laborers and servants
- Generational Trauma
- Abdication of educational expertise



Take time to educate families on how they can best support learning.

August 26, 2020

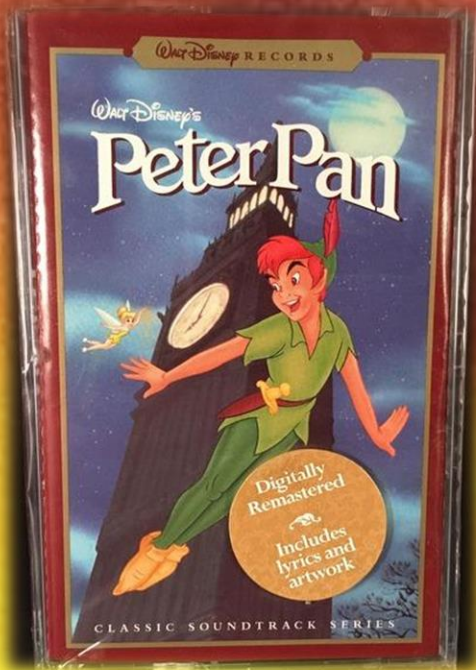
PERSONALIZED

LEARNING

Teachers have built their professional knowledge base over years of training and classroom experience. Most parents and caregivers do not have this background knowledge. Beyond communicating the logistics of virtual learning, it is important to invest time in educating parents and caregivers on developmentally appropriate strategies and expectations for learning. Guide parents on the importance of taking breaks from learning and communicate that it is both necessary and productive for children to take learning breaks throughout the day. You might share how to recognize some cues that a child needs a break and give strategies on how to structure a quick break. Throughout the year, as you introduce new content, parents and caregivers may also require more detailed academic information given this structure of learning in order to support their children. You might include how to guide students for math and reading work at home in your parent outreach.

<https://www.gettingsmart.com/2020/08/engaging-families-during-distance-learning/>







Robert Colescott, End of the Trail, 1976 · SFMOMA





STOP PLAYING
THE SAME OLD
RECORD...



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<https://www.gettingsmart.com/2020/08/engaging-families-during-distance-learning/>



Take time to educate **teachers** on how they can best support learning.

Parents have built their professional knowledge base over years of training and **family** experiences. Most **teachers** and **paraeducators** do not have this background knowledge. Beyond communicating the logistics of **valuing** learning, it is important to invest time in educating **teachers** and **paraeducators** on developmentally appropriate strategies and expectations for learning. Guide **teachers** on the importance of taking breaks from learning and communicate that it is both necessary and productive for **[their]** children to take learning breaks throughout the day. **Parents/Guardians** might share how to recognize some cues that a **[their]** child needs a break and give strategies on how to structure a quick break. Throughout the year, as you introduce new content, **teachers** and **IAs** may also require more detailed academic information given this structure of learning in order to support **our** children. **Parents/Guardians** might include how-to guides for math and reading work at **school** in your **teacher** outreach.

<https://www.gettingsmart.com/2020/08/engaging-families-during-distance-learning/>



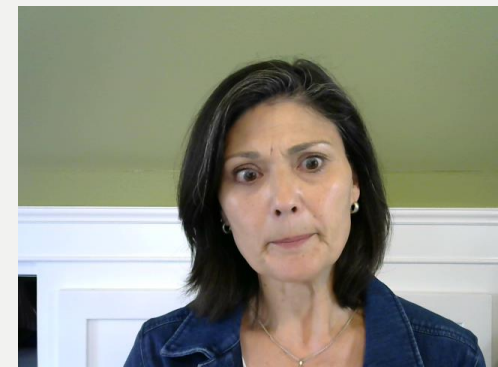
“Amplify the voices and stories of our students and their ancestors.”

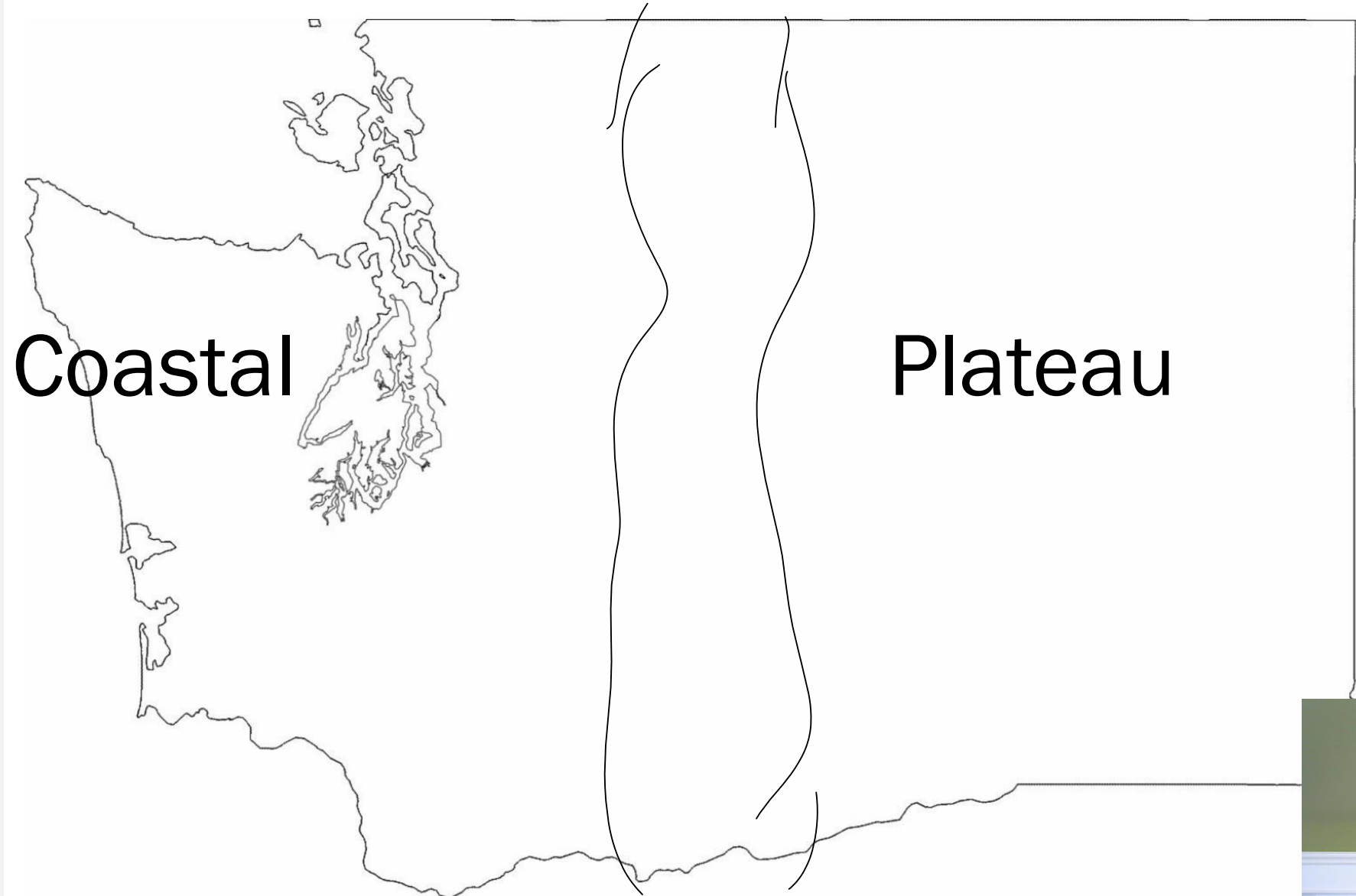


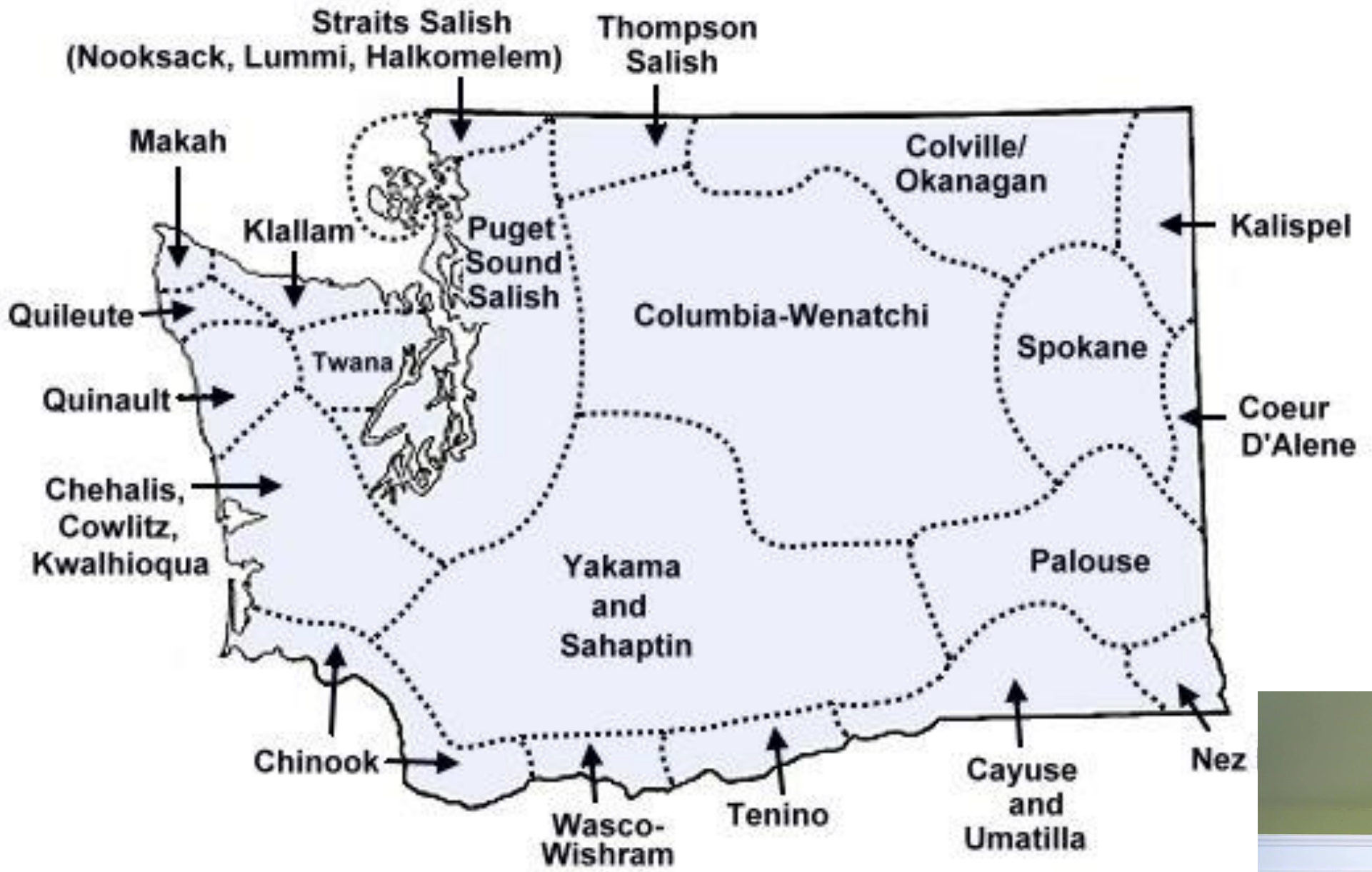
Textbooks and core curriculum are manifestations of the culture of power. It is imperative that we take a closer look at these texts that we have been assigned and for some, passively assigning to our young people. We cannot contribute to the erasure of history. It is our responsibility as educators to take steps in finding texts that not only showcase the voices and stories of our students and their ancestors, **but prioritize and humanize them beyond a month on the calendar.** *But what if I am white?* Nobody is asking you to be an expert or to pretend to know more than you do. This question is rooted in you being at the center. *But I don't know where to start and I don't have access to the right people or resources.* This is another example of you being rooted at the center. I invite you to take your white liberal teacher hat off and be the student. Continue to read and soak up information from those who have been doing the work for years. The information is out there.

--TERRY KAWIELA Teacher and Instructional Coach

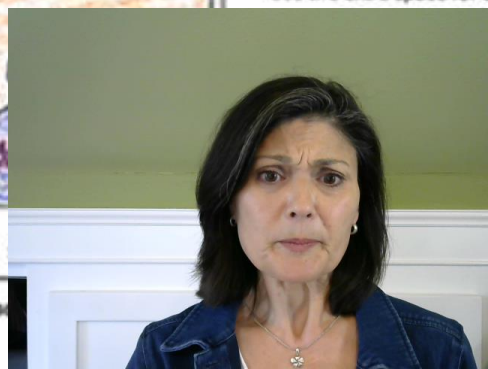
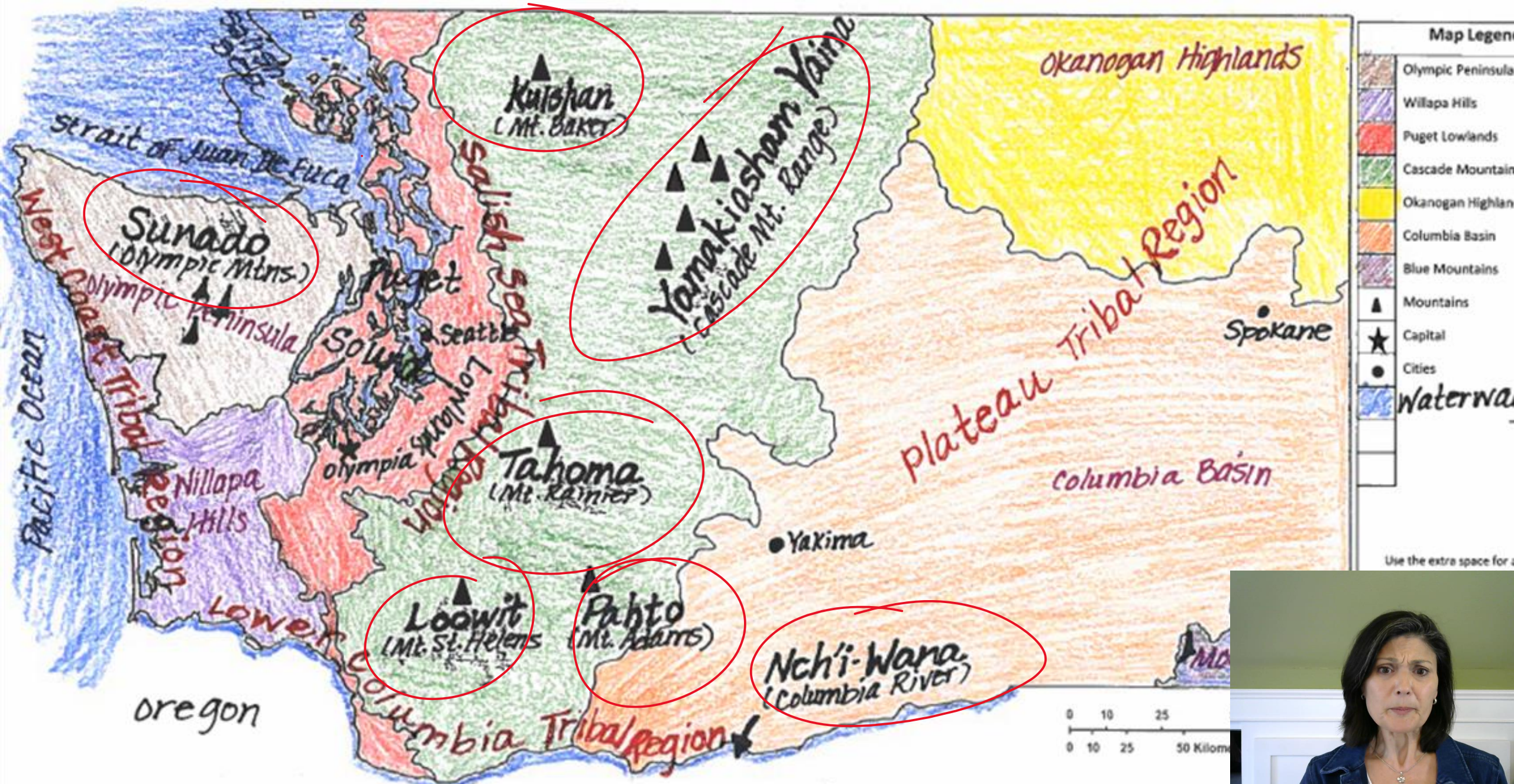
https://www.pbs.org/education/blog/decolonizing-our-classrooms-starts-with-us?utm_campaign=&utm_content=1599064507&utm_medium=pbsofficial&utm_source=facebook







Washington State Geographic and Tribal Regions Map





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CHANGING THE WAY WE SEE **NATIVE AMERICA**



The Removal Act

Trail of Tears: Not what you think.
Not even close.



The Longest Walk, 1978

Solidarity between African Americans and Native Americans grew with the Black Power movement of the 1970s, whose goals were closely espoused by American Indian Movement activists. Picture Muhammad Ali, Buffy St. Marie, Floyd Red Crow West Wonder, Marlon Brando, Max Gail, Dick Gregory, Rich Amram at a concert at the end of the Longest Walk, a march from San Francisco to Washington, D.C., in the name

Courtesy David Amram



THIS IS THE NEW NATIVE NARRATIVE:

NATIVE AMERICANS LIVE, THRIVE AND LEAD ALL ACROSS THE UNITED STATES - CONTRIBUTING TO EVERY ASPECT OF SOCIETY. ANCHORED IN VALUES, THEIRS IS A LIVING AND EVOLVING STORY OF RESISTANCE, RESILIENCE, ECONOMIC AND CULTURAL REVITALIZATION.

BE A GOOD ALLY

NATIVE PEOPLES ARE INVISIBLE NO MORE

illuminateNative.org



TO COVER
NATIVE PEOPLE'S HISTORY
IN A POST-1900 CONTEXT

MYTHS,
AND INACCURATE PORTRAYALS
IN MOVIES, TV, AND NEWS.

...TY
...THE MIC
...REOTYPES

**DEMAND
INCLUSIVE**

**ACC
HIS**





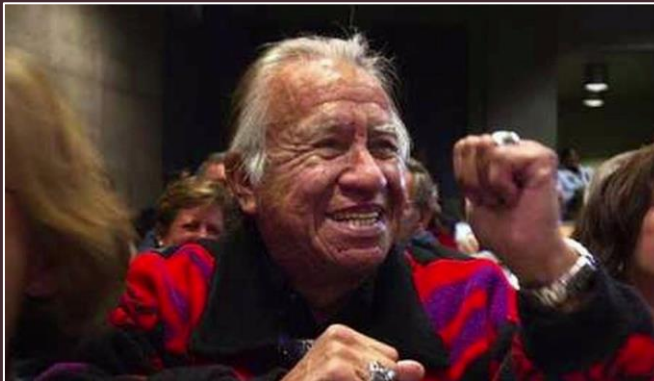
...recurring tribal economic activity yields more than **\$5.3 BILLION IN GROSS STATE PRODUCT**, which produces **\$722 MILLION IN STATE & LOCAL GOVERNMENT REVENUE**



SUQUAMISH
SEAFOODS

AFFORDABLE RELIABLE

Xt'uuwit awa Tliinmami "Power to the People"



#Sovereign Style



"Sovereign Style to me is the contemporary expression of hundreds of years of tradition. Being a part of this event has been fulfilling – to show my work and to see how others are carrying on t

– Danielle Morrisette, designer





“...THE
CONTEMPORARY
EXPRESSION OF
HUNDREDS OF YEARS
OF TRADITION”

Suquamish Citizen Danielle
Morrissette





A publication of the Northwest Indian Fisheries Commission
Northwest Treaty Tribes
Protecting Natural Resources for Everyone
Spring 2020
nwtreatytribes.org




Read the News



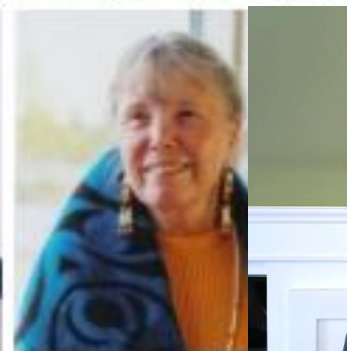
INDIAN COUNTRY TODAY
Digital. Indigenous. News.

nw news network
Regional Public Journalism



KNOW YOUR LOCAL HEROES

Upper Left: Leonard Forsman, Denny
Hurtado, Mel Tonasket, Bernie White
Bear; R2: Joe Dela Cruz, Jane McCloud,
Rosalie Fish, Fawn Sharp, R3: Hank
Adams, Billy Frank, Jr. & David
Sohappy, Rep. John McCoy, R4: Bob
Satiacum, Gail Morris, Ramona
Bennett, Willard Bill, Sr.






WE SHOULD NOT
MERELY
CHANGE THE
RECORD...



SOUNDCLOUD Home Stream Library Search for artists, bands, tracks, podcasts Sign in Create account Upload




Frank Wain
Frank Wain
Parmelee, United States

WE

SHOULD TRANSFORM IT.


All Popular tracks Tracks Albums Playlists Reposts

Frank Wain
What Made The Red Man Red
4 years ago
4,931 Followers
275 Followers
25 Tracks



2,192 likes
275 reposts
Share
More
103K views
59 comments

Frank Wain
Frank Wain-White War
6 years ago
Hip Hop

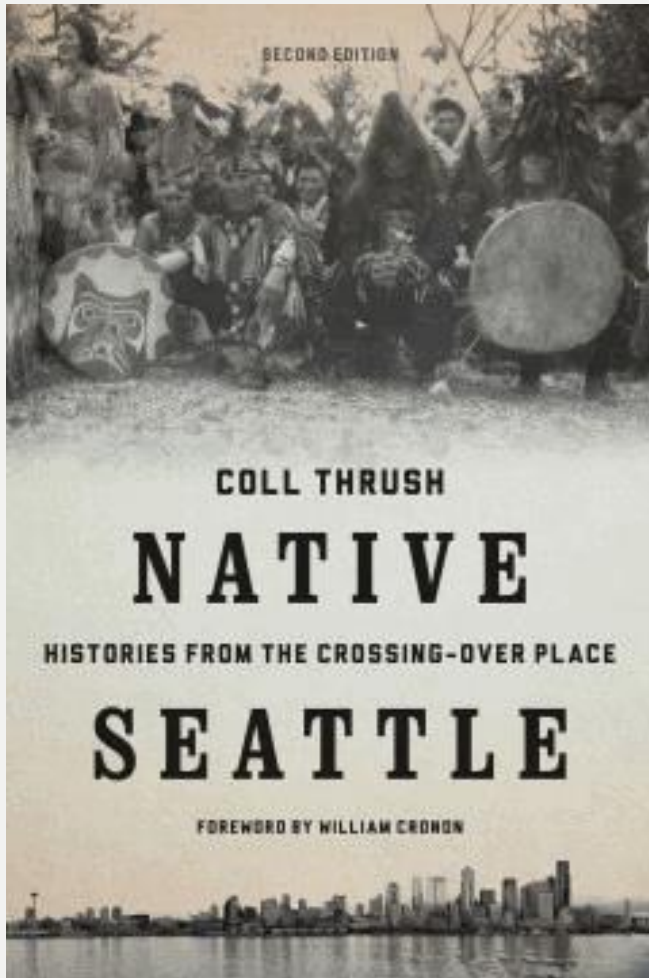


15.9K views
23.6M views

Bazille
Ista (Article)

https://soundcloud.com/f_waln_35/frank-waln-7wav





First: Look for Tribal Affiliation

- **Tribal affiliation** is essential to Native Identity. If the author or editor claims they are “Native American,” they are likely “Pretendian,” and the literature should be avoided.
- **Non-Indian authors and editors** should have extensive credentials that indicate collaboration with specific tribes or tribal people.
- **“Authentic” or “Native American” resources** are probably neither. (Think about snacks that claim to be “all natural.”)
- Be wary of **“New Age” type organizations**. They are notorious for their prevalent appropriation of Native stories, ceremonies, and practices.



How can you “amplify the voices and stories of our students and their ancestors” in your social studies class?

Are Great Rulers Good People?	
Standards and Content	<p>SSS4.6-8.1 Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</p> <p>H2.6-8.1 Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>
Staging the Compelling Question	<p>Ask students, "Who are the powerful leaders in your life?" Students will distinguish between admirable or "cool" people and powerful leaders. They will then ask their families who are the leaders they would/did/do follow and why. This key family engagement piece is designed specifically to dismantle the colonial educational practice of separating and delegitimizing family identity, and culture from student learning. The summative and TIA tasks come back to family make sure you don't skip this part!</p>



Present Indigenous history from positions of strength and resistance

What were the outcomes of the Indian Wars?



How did the Yakama resist invasion of their homelands?

Explain how Jackson used the Trail of Tears as a strategy for further Indian Removal?

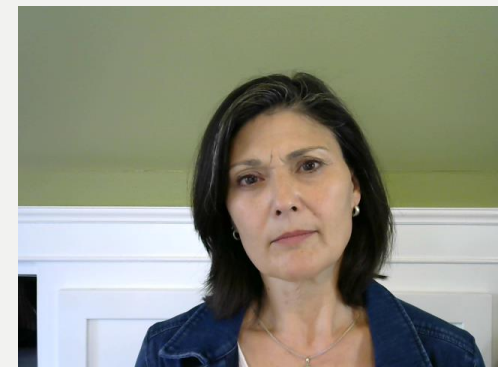


Explain how Cherokee leader John Ross used assimilation as a strategy to remain in his homelands.

How did the Holy Roman Empire expand?



How did Saladin defeat the Crusaders?



REJECT	REJECT ANONYMITY AND COLONIZED IDENTITIES
ELEVATE	ELEVATE FAMILIAL EXPERTISE AND IMPORTANCE
EMBRACE	EMBRACE THE COMPLEXITIES OF INDIAN IDENTITIES
LEARN AND ACKNOWLEDGE	LEARN AND ACKNOWLEDGE LEGITIMATE AND ENDURING TRIBAL PLACE NAMES
USE	PRESENT AND FUTURE TENSE
EDUCATE	EDUCATE YOURSELF ABOUT CURRENT AND LOCAL NATIVE LEADERS AND ACTIVISTS
FLIP	FLIP THE NARRATIVE TO EMPHASIZE POSITIONS OF POWER AND RES
AMPLIFY	AMPLIFY THE CHANGING NARRATIVE IN YOUR CLASSROOM



Thank you.

