AMPLIFY OUR ANCESTORS

or

How to Decolonize Your Classroom

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Office of Native Education
What do you think it means to “amplify our ancestors” in the classroom?
INDIAN METANARRATIVE
“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.”
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.

Teachers have built their professional knowledge base over years of training and classroom experiences. 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 access for math and reading work at home in your parent outreach.

Robert Colescott, End of the Trail, 1976 · SFMOMA
STOP PLAYING THE SAME OLD RECORD...
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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.

“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

Coastal Plateau
Map of Tribes of Washington

- Straits Salish (Nooksack, Lummi, Halkomelem)
- Thompson Salish
- Makah
- Klallam
- Puget Sound Salish
- Columbia-Wenatchi
- Kalispel
- Colville/Okanagan
- Quileute
- Twana
- Quinault
- Yakama and Sahaptin
- Palouse
- Nez
- Chehalis, Cowlitz, Kwalhioqua
- Chinook
- Wasco-Wishram
- Tenino
- Cayuse and Umatilla
- Coeur D'Alene

[Image of the map]
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. Pictured: Muhammad Ali, Buffy St. Marie, Floyd Red Crow Westerman, Stevie Wonder, Marlon Brando, Max Gail, Dick Gregory, Richard Amram at a concert at the end of the Longest Walk, a 160-mile walk from San Francisco to Washington, D.C., in the name of Indian rights. 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,
REILIENCE, ECONOMIC
AND CULTURAL REVITALIZATION.

ILLUMINATIVES.ORG

BE A GOOD ALLY
NATIVE PEOPLES ARE VISIBLE NO MORE

THEY WERE CAST AS STEREOTYPES
DISRUPTING THE M旧
MYSTERIOUS IMAGE
OF NATIVE WOMEN,
OFFENSIVE HALLOWEEN COSTUMES,
SEXUALIZED MASCOTS,
AND INACCURATE PORTRAYALS
IN MOVIES, TV, AND NEWS.

DEMAND INCLUSIVE
ACCESS TO HISTORY
NATIVE PEOPLE'S HISTORY
IN A POST-1900 CONTEXT
YAKAMA NATION NETWORKS

SUQUAMISH SEAFOODS

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

– Danielle Morrisette, designer
“...THE CONTEMPORARY EXPRESSION OF HUNDREDS OF YEARS OF TRADITION”

Suquamish Citizen Danielle Morrisette
KNOW YOUR LOCAL HEROES

WE SHOULD NOT MERELY CHANGE THE RECORD...
WE SHOULD TRANSFORM IT.

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?

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<th>Standards and Content</th>
<th>Are Great Rulers Good People?</th>
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<td>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. H2.6-8.1 Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</td>
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| Staging the Compelling Question | 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! |
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?
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<td>EDUCATE</td>
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Thank you.