



Revisionism Native American Policy (part 1)

2021 WKF Virtual Learning Series
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Session Two: Revisionism in Native American Policy

How we will work together

- Introductions and Land Acknowledgement
- Community Agreements & consenting to learn in public

History: Federal Indian Policy & Food Sovereignty

- Tribal Independence
- Westward Expansion and Relocation
- Allotment and Assimilation
- Indian Reorganization & Relocation
- Termination (Part 2)
- Self-Determination (Part 2)

Indigenous Peoples Day

- Background and why celebrate
- Take Action! Dialogue: Do's and Don'ts (Illuminative)

Resources

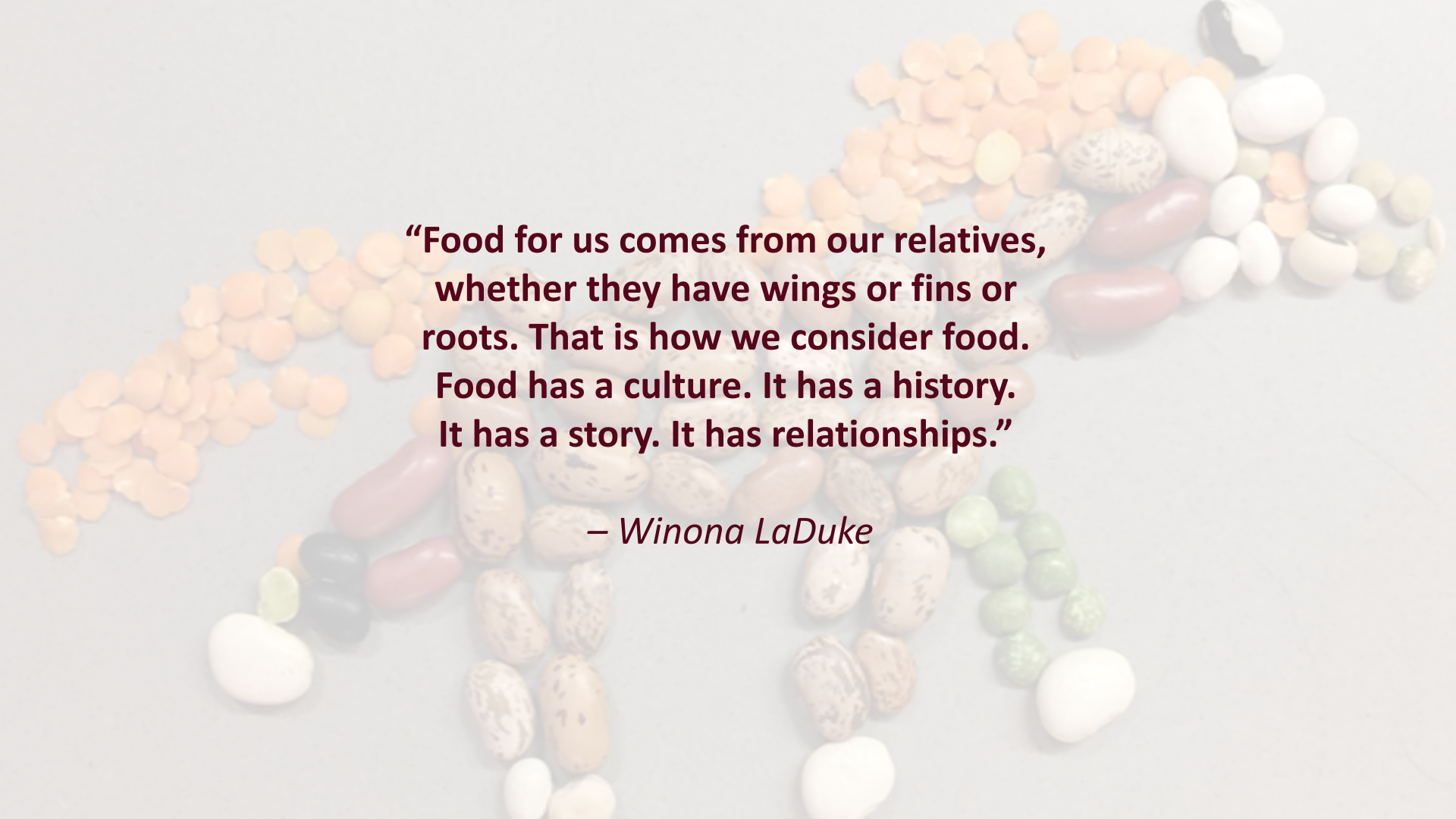
Introductions

- Name
- Land Acknowledgment
 - Resource: Native Lands Map, <https://native-land.ca/>
- Personal Identities (mother)
- Professional Identity

How we will work together

Community Agreements

- Listen to understand, not to respond.
- Take space, make space
- Share, even if you don't have the right words.
- Practice examining multiple truths and norms
- In every chair a leader
- *Knowledge is a gift- respect confidentiality*
- *Don't take it personal*
- *Lived experience IS expertise*
- ***Consenting to learn in public is a brave act***



**“Food for us comes from our relatives,
whether they have wings or fins or
roots. That is how we consider food.
Food has a culture. It has a history.
It has a story. It has relationships.”**

– Winona LaDuke



History: Federal Indian Policy & Food Sovereignty

INDIGENOUS FOODWAYS



History: Pre-Contact Food Systems

1492-1787: Tribal Independence

- Peaceful relations when it suited the interests of Europeans
- Disease, introduced by Europeans, decimated Indian population- impacting balance of society and creating food shortages
- Prior to European Arrival, Food Sources were sustainable and local
 - Over 55% of the foods in cultivation today were brought to the world by indigenous peoples of North America
 - Wild Plants: thousands of plants used for medicine, food, beverage, craft, etc.
 - Hunted Game Meats: Bison, Deer, Elk Antelope, Turkey, etc.
 - Ocean Animals and Plants: Fish, Shellfish, Seaweed, etc.
 - Cultivated Crops: Corn, Squash, Beans, Potatoes, Tomatoes

1787-1828: Treaty Agreements Between “Equals”

- US viewed Indian tribes were viewed as separate nations and negotiations were done by treaty.
Over 200 treaties were agreed upon by 1840.
- Influence of the settlers on Tribal Nations
 - Indian nations forced to migrate into new territories, denying access for foraging/hunting for certain tribes
 - 1725 Comanche SW migration restricts Apache access to buffalo
 - American SW: Spanish Introduce Sheep, Cattle, Horses, Melons, Fruit Trees, Peaches and other Fruit Trees, **integrated** into traditional agriculture and Food Systems
 - Flour, Sugar, Coffee obtained through trade in limited quantities
- 1800's- Pacific NW- Traditional salmon fishing sites destroyed, treaties developed to retain tribal control and access to salmon fishing despite growing industry and environmental degradation
- **1800- 1890: Native American population dropped from around 600,000 to just 228,000.**
 - Manifest Destiny- Discovery of gold led to further settler expansion and land loss and livestock slaughter

DESTRUCTION OF NATIVE FOODWAYS AS GENOCIDE



"Kill every buffalo you can!
Every buffalo dead is an Indian gone."

1828-1887: Westward Expansion and Relocation

- 1800- 1890: Native American population dropped from around 600,000 to just 228,000.
 - Manifest Destiny- Discovery of gold led to further settler expansion and land loss and livestock slaughter
- **Indian Removal Act of 1830: "Removal of the eastern Indian tribes to the West" became dominant policy**
 - Reservations were later broken up and allotted out to individual tribal members (violating cultural norms of the time).
 - By 1934 2/3 of native lands were lost through allotment, transfer to private ownership, and unjust land trades/sales.
- **1867: "Kill every buffalo you can! Every buffalo dead is an Indian gone."**
 - General William Sherman-- Buffalo slaughter as Military tactic used to force people onto reservations and "surrender to the plow"

1828-1887: Westward Expansion and Relocation

- 1873- US Economic depression creates buffalo slaughter as an industry
- 1884: Plains Indian forced onto reservations
- 1900: Buffalo nearly extinct, down to 325
- 1851-1864: Kit Carson- Scorched Earth Campaigns to destroy Dine crops
 - Over 5000 heirloom peach trees systematically destroyed in Canyon de Chelly, AZ
- 1864-68: NN Long Walk, Removal to Fort Sumner
- 1849-886: Apache Wars and relocation
- 1860-Today: Dependence on the US Government for food; flour, sugar, coffee are the cornerstones of government distributed food programs
 - The origins of fry-bread; government rations in treaty.

Key Concepts:

Doctrine of Discovery

Established a spiritual, political, and legal justification for colonization and seizure of land not inhabited by Christians- the principle of discovery gave European nations an absolute right to "New World lands".

Treaty Rights

The act of treating is a nation-to-nation form of intergovernmental interaction. They did not and do not absorb the tribes into the United States- the reverse is true. Treaties recognize and preserve tribal sovereignty in perpetuity.

Characteristics:

- Systemic and structural
- Based on white supremacy
- Foundational to our legal system
- Normalized by American values

Characteristics:

- Nation-nation in structure
- Rooted in mutual agreement
- These rights were "paid for" by our ancestors- are payments on outstanding debts owed, not special benefits

Key Concepts:

Manifest Destiny

Refers to the US's divinely sanctioned inevitability—is foundational and always operating unnoticeably in the background. In this worldview, genocide and land dispossession are continually both justified and denied.

Reservations

In return for giving up almost all the land, the U.S. made promises to the tribes- to respect their rights over reserved land, and to recognize that those lands would be governed by tribes, not by the state governments.

Key Characteristics:

- Destroys to replace
- Elimination is the goal
- Woven throughout all levels of society
- Institutionalized by policy

Characteristics:

- Held in trust by US
- No state taxes paid
- Tribes create laws and governance systems
- Perpetuates dependence on federal government

SCHOOLS AS CENTERS OF ASSIMILATION



1887-1934: Allotment and Assimilation

- “Kill the Indian, Save the Man” - assimilation into white society became the new federal policy
- 1887 General Allotment Act (Dawes Act) sought to extinguish tribal sovereignty, erase reservation boundaries, and force assimilation
 - 200 boarding schools were established with 14,000 Indian forcibly enrolled
- Tribal culture was completely disrupted: food systems undermined by commercial and commodity foods (relational to transactional), communal life destroyed, additional land loss, and outsiders allowed to live on Indian reservations (trading posts)
- 1930's: Navajo Nation Sheep reduction program
 - Destroyed Family Subsistence and Wealth through agriculture - Increased dependence on commodity and commercial foods.

ONGOING COLONIZATION THROUGH FOOD



1940-60's: Indian Reorganization & Relocation

- 1940- 1990- “Boarding School Era” & School Feeding Programs
 - 1946 National School Lunch program: Western diet forced upon Native youth
 - 1955: Special Milk Program - Insistence on Dairy even though 75% of Native Americans are lactose-intolerant
 - 1968: Child and Adult Community Food Program: Western foods to infants and youth under 12
 - *Uniform Course of Study*: Taught only European-American cultural values
 - 1973: 60,000 American Indian children are estimated to have been enrolled in an Indian boarding school
 - Dietary Influence – Value placed on Western Foods; Native Foods viewed as “dirty”, “backwards”, “old fashioned”
- Boarding school legacy continues to impact Native communities- language, foodways, and cultural empowerment
- **Native food sovereignty as a strategy for transforming our schools from centers of oppression... to healing,**

The background is white and filled with various abstract shapes and colors. A large, central orange circle contains the text. Surrounding it are several other shapes: a large yellow circle in the top left, a large teal circle in the top right, a large orange circle in the middle right, and a large light blue circle in the bottom right. There are also smaller circles and shapes in shades of red, teal, and yellow scattered throughout the composition.

**Celebrate Indigenous
Peoples Day- Not
Columbus Day**

Indigenous Peoples Day

- Celebrated on 2nd Monday of October in lieu of Columbus Day
 - First introduced in 1977
- 1990: South Dakota becomes first state to eliminate Columbus Day and celebrate Native American Day
- 1992: Berkeley, California become first city to acknowledge IPD
- 2019: approximately 5 counties (of 3,142), 121 cities (of the nearly 20,000), 8 universities, and 2 school districts officially celebrate the holiday in lieu of Columbus Day
- 9 states acknowledge today:

Why Celebrate Indigenous Peoples Day?

- Honors the past, present and future of native peoples
- Acknowledges legacy of colonialism and destruction
- Moves beyond oppression narrative- towards resilience

1. Indigenous Peoples' Day counters the false narratives

- Columbus discovering America
- Indigenous peoples welcoming explorers
- Explorers treating Indigenous peoples with respect
- Columbus committed numerous atrocities against the Indigenous peoples of Hispaniola and the Bahamas (i.e., where he actually landed).
- The continued celebration of Columbus Day venerates one of the most brutal colonizers in recorded history and romanticizes the violent history of colonization of the Americas. (and deems it history)

2. Indigenous Peoples' Day brings diverse communities together.

- IPD celebrations provide opportunities for non-Native communities and individuals to engage with Native communities.
- For non-Native people, these celebrations are important because they:
 - explicitly acknowledge the fact that Native people are still here, AND that Native peoples are contemporary, present, and relevant.
 - gain exposure to contemporary representations of Native communities and people, providing non-Native Americans more opportunities to see how Native people have, and continue to, contribute to mainstream society.
 - the celebration of Indigenous Peoples' Day can help expand non-Native individuals' understanding of who Native peoples actually are.

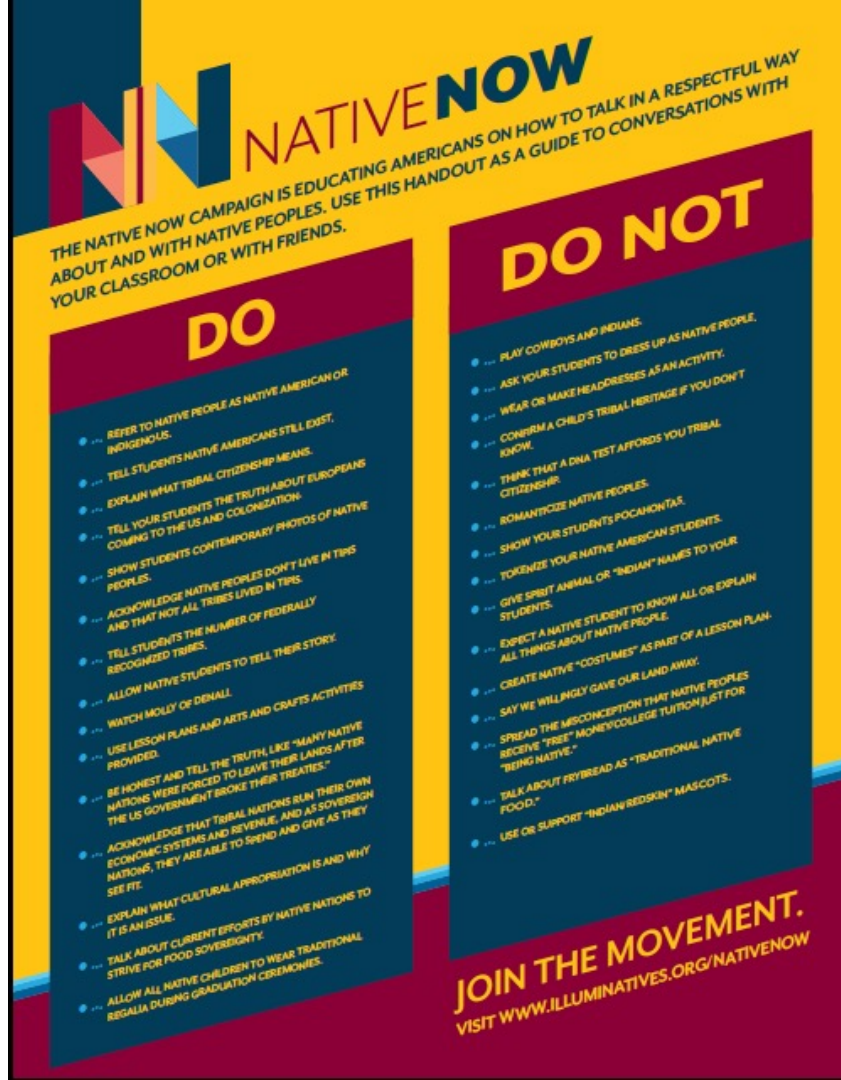


3. Indigenous Peoples' Day brings people together worldwide

- Colonization has affected Indigenous Peoples across the globe, from the Americas to Australasia and Europe.
- IPD links Indigenous communities together and empower communities through understanding of shared experience in a global system.
- Celebrating Indigenous Peoples' Day, in lieu of Columbus Day, is a step forward towards undoing a legacy of bias and discrimination facing Native peoples.

Discussion:

- **Take Action!** What is one action you can commit to taking during Indigenous People's Day to be a native-ally?
- **Speak Up!** What is one way you can contribute to disrupting the narrative about native peoples?



Resources: Indigenous Peoples Day

Information Sources:

Check out these websites for more information, data, stories and other resources to help you learn more about Native American peoples, cultures and issues and to gain confidence as an ally.

- American Indian College Fund collegefund.org
- Center for Native American Youth cnay.org *Information about policies, issues and youth perspectives*
- Indian Country Media Network indiancountrymedianetwork.com/today *Native American news and issues*
- National Congress of American Indians ncai.org *Information about tribes, policy issues and more*
- "Tribal Nations and the United States" ncai.org/about-tribes, *An excellent starting point for people who want to learn more about tribal nations and Native history*
- NCAI "Tribal Directory" ncai.org/tribal-directory *Searchable by state*
- National Indian Education Association niea.org *Information and resources on Native education and Native students*

Resources to teach about Columbus :

- [You've Been Lied To: The Real Christopher Columbus Lesson Plan and Resources to teach about Columbus](#)
- [Article about the first Indigenous Peoples Day established at the UN conference in Geneva, 1977](#)
- [Zinn Project - Abolish Columbus Day Guide](#)
- [Indigenous Peoples Day: A Handbook for Activists & Documentary History](#)
- Making Congress Work for You A Grassroots Guide to Federal Advocacy
- National Athletic Trainers' Association - Grassroots Toolkit

Questions?

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