Unite, Inspire, Lead
Our Students, Our Union, Our Future

I’m Not Your Mascot
Understanding and Supporting
American Indian Students

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Vice Chair, NEA American Indian/Alaska Native Caucus
The NEA Strategic Goal and NEA Organizational Priority this session will address:

- **NEA Strategic Goal**
  - Empowered Educators for Successful Students

- **NEA Organizational Priority**
  - Institutional Racism/Racial Justice in Education
The NEA Leadership Competency this session will address: ADVOCACY

– Level 1: Foundational and Level 2: Mobilizing & Power Building

• Understands social justice initiatives from review of research and discusses the impact on education practice, policy, and the profession.

• Designs advocacy plans and strategies formulated from social justice research that impacts educational practices, policies, and profession.
• **Session Overview**

• Historical Trauma – US policy

• Boarding School – the lasting legacy of failed assimilation

• 21st Century Native American Representation

• Images in the Media and Classroom

• The Indian Student in Your Classroom

• Resources
Federal Policies Impacting American Indians and Education

- Dawes Act 1887
- Boarding Schools 1860-1978
- Indian Reorganization Act 1934
- Indian Relocation Act 1956
- Indian Self-Determination and Education Assistance Act 1975
Quoetone Family
Carlisle Indian School

“Kill the Indian, save the man”
Richard Henry Pratt, founder of Carlisle Indian School.
School Activities Included: Band
Boys’ Athletics
Girls’ Athletics
Domestic Skills
And... Cultural Genocide

November 4, 1886

Four Months Later
Cruel and Unusual Punishment
Some Never Returned
Quetone Family
Images Matter

My Wish Is
Indians in the Media

- Google Search of American Indians
Indian Mascots

Native Appropriations
Content in the Classroom
DOs & DON’Ts

• Do be mindful of the images in your room
• Do include Native Americans in bio projects
• Don’t just leave us in the 19th century
• Don’t use terms such as: all, most, or usually
• Don’t single out Native student as authority to speak for all
• Do recognize some students value community 1st
• Don’t assume anything about your native student – build a relationship and learn

*See Culture Card for More information
Final Thought

I'm Native But...
Resources

• Roxanne Dunbar Ortiz - *An Indigenous Peoples’ History of the United States*

• Walter Echo-hawk – *In the Courts of the Conqueror: The Ten Worst Indian Law Cases*

• Adrienne Keene - [http://nativeappropriations.com/](http://nativeappropriations.com/)

• [http://colorincolrado.org/](http://colorincolrado.org/)

• [Indiandountrytodaymedianetwork.com](http://indiancountrytodaymedianetwork.com)

• [Indianz.com](http://indianz.com)

• [https://americanindiansinchildrensliterature.blogspot.com/](https://americanindiansinchildrensliterature.blogspot.com/)
Session Outcomes

• Participants will be able to:
  – understand the impact of Federal Education Policies on American Indian students
  – understand tribal sovereignty
  – understand historical trauma/distrust among American Indian students
  – understand differences between reservation and urban American Indian students
  – identify strengths of the American Indian community
  – understand the impact of media stereotypes on American Indian students
• Please complete the evaluation for this breakout session!
• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment