



Acknowledging and Honoring Resilience of AI/AN Education

Competency

Educators will demonstrate an understanding of how federal Indian Policy has contributed to educational and institutional inequities and mistreatment of American Indian, Alaskan Native, and Native Hawaiian (AI/AN) communities; and how AI/AN peoples have shown resistance and resilience throughout history.

Key Method

Educators will develop a timeline that includes notable events that are relevant to AI/AN peoples, federal Indian policy decisions on education, and typical events taught in U.S. history courses.

Method Components

U.S. Policies That Have Impacted AI/AN Communities

Treaties between the U.S. government and AI/AN tribes, and federal government policies have impacted control of, access to, and the methods and content of AI/AN education for over 250 years. The following list includes just some of the federal policies and historical eras that have greatly impacted AI/AN peoples' access to education. They have resulted in loss of language and culture, loss of trust between AI/AN communities and the U.S. education system, and generations of stress and suffering for AI/AN communities.



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- 1780-1871: Hundreds of government-to-government signed treaties.
- 1800s-1920s: U.S. government assumed primary control of AI/AN education.
- 1820-1850: AI/AN removal/relocation policies.
- 1920s-1970s: AI/AN education control transferred to states and public schools.
- 1970s-present: Tribes regain some control of AI/AN education.

Specific Events Related to AIAN Communities

There are events and acts of government that have had major impacts on the relationship between AI/AN communities and U.S. government organizations, including schools. Use these events as a starting point to explore and begin to think about how they and others that have happened in your region, may have had a lasting impact on AI/AN communities as well as the students in your classrooms.

- Iroquois Confederacy contributes to the formation of the United States, 1744-1776
- Development of the first Indian Reservation with Mohegan & Pequot, 1758
- First Treaty between the Delaware Tribe and the U.S., 1778
- Treaties include U.S. provisions for education services to tribes, 1778-1871
- Indian Removal Act, 1830
- First government boarding school, 1860
- Mission/Boarding School era results in the loss of language and culture
- Native Americans in the Civil War
- Law passed to end new treaty development, 1871
- The Dawes Act is approved, 1887
- Indian Citizenship Act is approved, 1924
- Indian Reorganization Act is approved, 1934
- National Council of American Indians, 1926-1944
- AIAN Code Talkers during World Wars I and II, 1918 & 1942-1945
- National Congress of American Indians founded in, 1944-present
- Development of American Indian Movement, 1968
- Indian Civil Rights Act is approved, 1968
- Change the Mascots Movement, 1960-present
- Indian Self-Determination and Education Assistance Act, 1975
- Murdered and Missing Indigenous Women Movement (MMIW), 1990-present
- No Dakota Access Pipeline (#NoDAPL) Movement, 2016-present

Exploring AI/AN Tribes and Communities in Your Region

Not all AI/AN peoples, or their cultures, and histories, are the same. It is important to familiarize yourself with the history, culture, and language of the AI/AN students you teach, and the communities in which they live. Below are some ways to research this information.

- Explore the [Native Land interactive map](#) to begin exploring the place where you live as a homeland to AI/AN peoples.
- Search for websites of the AIAN tribes where you live. Many of them have information about the history, language, and culture of their communities.



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- Many AI/AN tribes have tribal education departments that can provide you with information about the education of tribal communities.
- Learn how to acknowledge and honor the land you are on.
- Look up tribal education laws and regulations that are relevant to your area.

Supporting Rationale and Research

DeAngelis, T. (July, 2019). The Legacy of Trauma. *American Psychological Association*. 50 (2). <https://www.apa.org/monitor/2019/02/legacy-trauma>

Harjo, S. S. (July 1, 2021). *If You Don't Know Treaties and Sovereignty, You Don't Know History: Sovereignty is Sovereignty, Treaties are Treaties and Nation to Nation is Between and Among Sovereigns*. Indian Country Today. <https://indiancountrytoday.com/opinion/if-you-don-t-know-treaties-and-sovereignty-you-don-t-know-history?redir=1>

Historical Trauma and Cultural Healing. (2020). University of Minnesota Extension: Mental Health. <https://extension.umn.edu/mental-health/historical-trauma-and-cultural-healing>

McCoy, M. L. (2000). *Federal Indian Law and Policy Affecting American Indian and Alaska Native Education*. The Native American Rights Fund. <http://www.narf.org/wordpress/wp-content/uploads/2015/01/purple.pdf>

Montgomery, L.M. & Colwell, C. (2020). *Native American Children's Historic Forced Assimilation*. SAPIENS. <https://www.sapiens.org/culture/native-american-boarding-schools-photos/>

The Healing Foundation (2018, July 26). *Intergenerational Trauma Animation* [Video]. YouTube. <https://www.youtube.com/watch?v=vlqx8EYvRbQ&t=1s>

What is Resilience? (2021). Center for American Indian Resilience. <https://in.nau.edu/CAIR/resilience/>

Resources

U.S. Policies That Have Impacted AI/AN Communities
[AIAN Historical Timeline](#)

[If You Don't Know Treaties and Sovereignty, You Don't Know History](#)
[Indian Self-Determination and Education Assistance Act](#)



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[Notable Supreme Court Cases related to Indian Removal](#)

[We R Native: Indian Policy Timeline](#)

Specific Events Related to AI/AN Communities
[American Indians | DocsTeach](#)

[Fight the Power: Heroes of Native Resistance](#)

[Hidden in Plain View: Native Strategies of Resistance to Indian Removal](#)

[How Native students fought back against abuse and assimilation at US boarding schools | The World from PRX](#)

[Impact of Native American Removal | Teacher Resource](#)

 [The Invasion of America](#)

[Missing and Murdered Indigenous Women USA |](#)

[Montana Mosaic: Unintended Consequences of Indian Boarding Schools | PBS LearningMedia](#)

[Native Education 101](#)

[Society of American Indians Conference | C-SPAN.org](#)

[Stand Up / Stand N Rock](#)

[An untold history of resistance to residential schools | CBC News](#)

Resources to Explore AI/AN Tribes in Your Region

- Native Land Digital: native-land.ca.
- Tribal Education Departments National Assembly: tedna.org
- Honor Native Land: A Guide and Call to Acknowledgement: usdac.us/nativeland.
- Tribal Laws and Regulations: narf.org/nill/resources/education/education-laws.html

Template for Part 2, Artifact 2

[AIAN Resilience Timeline PowerPoint Template](#)



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 (Overview Questions and Reflection) and be proficient in all components in Part 2 (Work Examples/Artifacts/Evidence).

Part 1. Overview Questions (Provides Context)

(200-300 words)

Please use the suggested word count above as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. What do you know about the history of U.S. federal Indian policy and how it impacts AIAN communities, particularly their education?
2. What AIAN tribes are located in the region where you teach and what is the demographic of AIAN students in your school and school district?
3. While studying for this micro-credential, what are you interested in learning about AIAN communities in your area and how do you hope it will impact your educational practice?

Passing: Responses to the questions should include each component that is requested. They should also include information that is relevant to the interests and hopes related to the educational practice covered in this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following three artifacts as evidence of your learning.

*Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Research of Local and/or Regional AI/AN Communities (200-400 words)

Explore the AI/AN communities in your region to find at least two significant events that have impacted tribes and the youth. We recommend looking at one historic and one contemporary event as oppression is not only historic but also ongoing. However, we also recognize that because of removal and relocation, contemporary events may be more challenging. If that is the case, consider addressing two historical events that impacted the presence of Native peoples in your region. For each event, include the following:

- Summarize the community's background:



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- Treaties
- Relocation
- Resistance
- Notable leaders
- Other Native peoples/events that were and continue to be impactful.
- Name of the event
- Name of the tribe(s)/Native nations involved
- A summary of the event that includes:
 - Context in terms of U.S. history
 - Impact of this event on AI/AN education in your region
 - Points of resistance and resilience that are related to this event and AI/AN education.

Artifact 2: AIAN Education Timeline and Findings

Use the *AI/AN Resilience Timeline PowerPoint Template* (found in the resource section) to create a presentation that integrates pertinent AIAN events into the historical timeline of our country. It should also highlight events that have contributed to the systemic inequities in AI/AN communities and celebrate AI/AN resistance and resilience in education.

Directions for using the template can be found in the slide deck and presenter’s notes under the slides.

1. IMPORTANT FIRST STEP: Make a copy of the Google Slide Deck you will use to share your timeline and findings: [AI/AN Resilience Timeline PowerPoint Template](#)
2. See Slides 4 and 21 for directions on how to use the AI/AN Resilience Timeline PowerPoint Template

Artifact 3: Sharing with Colleagues

1. Present the slides from Artifact 2 to a group of at least five colleagues. This could be fellow teachers, administrators, school staff or other employees.
2. Lead a discussion with the group focused on how this information will impact the practice in your educational settings.
3. Together, create a chart with 10 things that you will do to acknowledge educational and institutional inequities, resistance, and resilience related to AI/AN education. Your chart should have the following three columns
 - a. Action
 - b. Steps, materials, resources needed to complete the action
 - c. Intended Student Impact

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Research about	Named AI/AN communities in	Named AI/AN communities in	Named AI/AN communities in



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Local and/or Regional AIAN Communities	the region with the inclusion of at least two events that describe the historical context. AI/AN impact and points of resistance, and resilience.	the region with the inclusion of one event that describes the historical context. AI/AN impact and points of resistance, and resilience.	the region with the inclusion of at least one event but no detailed information regarding that event.
Artifact 2: AIAN Education Timeline	<p>A completed slide deck per directions and has:</p> <ul style="list-style-type: none"> -Details that are factual for each event and includes: are factual and includes: - At least one reliable source - Historical context - Current relevance and impact <p>Summary is factually correct and includes:</p> <ul style="list-style-type: none"> -Impact on AIAN students - Influence on the educational system -Demonstrations of resistance and/or resilience related to this event 	<p>The slide deck is not complete</p> <p>And/or</p> <p>Elements included in the slides are not factual</p> <p>And/or</p> <p>Directions were not followed</p> <p>And/or</p> <p>There were missing elements</p> <p>And/or</p> <p>Summary does not illustrate the impact, influence, or give examples of resistance and/or resilience</p>	<p>The slide deck is missing events and/or a summary</p> <p>And/or</p> <p>All elements are not factual</p>
Artifact 3: Post-Presentation Chart	Post-presentation chart that summarizes the discussion with colleagues. Chart	Post-presentation chart that includes less than 10 rows points,	Chart is missing details and/or actions that do not positively impact students.



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	must include three columns: -Action - Needed Resources - Student Impact) – at least 10 rows with an actionable item on each one	and/or all three columns are not included	
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Part 3 Reflection

(200-400 words)

Use the word count above as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. What new information have you learned that surprised you? What would you like to learn more about?
2. What was it like sharing this information with your colleagues and how did their actions impress and/or surprise you?
3. What are three steps that you intend to take in your educational settings to positively impact AIAN student learning? How those plans been informed by the knowledge that you have gained?

Passing: Reflection provides evidence that this activity has impacted the educator in positive ways, related to their learning and interactions with colleagues regarding this topic. Examples are from new information gained from research and interactions with colleagues. Notable action steps stem from research and discussions with colleagues and will be integrated into the educational setting in the future.

NEA acknowledges the [National Indian Education Association](#) for its review and endorsement of this micro-credential.



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