

Introduction to Settler Colonialism

Use an Illustration, an Historical Document, and Vocabulary to Gain Background Knowledge



DESCRIBE WHAT YOU SEE:

1. Who is shooting? Describe the people who are with the shooter. Can you see the people he is shooting? Who are they?
2. Why are they fighting? Who do you think will win and why?
3. Study the definitions of “settlers” and “colonialism” below. Then turn the page and look at the next image.

SETTLERS: people who move to a new land and stay there; often these people force the others (who were already there) to leave

COLONIALISM: when a foreign government takes over a land because they want to control its resources

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN



EASY PAYMENTS



PERFECT TITLE



POSSESSION

WITHIN

THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED
IRRIGABLE

GRAZING

AGRICULTURAL
DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

DESCRIBE WHAT YOU SEE:

1. What is this sign about? Who is the audience for this sign?
2. What do you think happened as a result of this sign?
3. Think about the two images (on this page and the previous page). Read and discuss the definition of “settlers” and “colonialism” on the previous page. Write a few sentences about “settler colonialism” in North America.

Teachings of the Buffalo Hunt

A Sacred Time for a Young Man

BEFORE YOU READ:

1. The Dakota, Lakota, and Nakota are three groups of Native Americans who speak different dialects. Sometimes they are called the Sioux. Look at the map (below left) to see the territory they used to have. Compare it to the lands that the Lakota currently have (below right). Use the Map Legend to understand how to read the map.

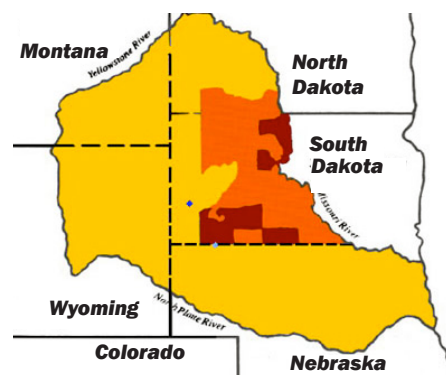


In general, the Lakota lived to the west of the Missouri River, the Nakota in the center, and the Dakota toward the east in what is currently called Minnesota.

Land of the Lakota

Map Legend

- Lakota Nation: Reserved by the 1868 Treaty for the Lakota people.
- 1876 Lakota reservation after the U.S. stole the Black Hills.
- Lakota reservations after 100 years of court actions.



This map shows Lakota territory. Notice how it matches the west side of the map on the left. Source: <lakotadakotanakotanation.org>

2. Look at the picture of the buffalo on the right. Describe in detail what you see. What do you think happens on a buffalo hunt? (Note: the plural of "buffalo" is "buffalo." You do not add an "s." Try using the singular and plural in several sentences. Name other nouns that do not have an "s" in their plural form.)

3. The subtitle of this article is: "A Sacred Time for a Young Man." What might be sacred about a buffalo hunt? Do young men and women have sacred traditions or practices in your culture? If so, what are they?



AFTER YOU READ: Based on the text and the photographs, what is sacred about the buffalo hunt? Point to specific details that explain how you know the hunt is a sacred time?

Teachings of the Buffalo Hunt

A Sacred Time for a Young Man

Oitancan Mani Zephier

I am Dakota, Lakota, and Nakota. So are my children. We are Dakota, Lakota, and Nakota first before we are American. We are the first people of this land. It is our land. European settlers try to destroy us and destroy our land. But we survive.

In my culture, women and men raise boys. We teach them how to be good people. Men teach boys how to hunt buffalo. In the old days, we hunted on horses. The buffalo hunt was dangerous.

Today, the buffalo hunt is different. Today, we use trucks. We do not use horses. We also use rifles. We shoot the buffalo behind the ear or in the forehead.

I have been on several hunts with my sons and my nephews. Each one is different. In each one, we learn important lessons. For example, the buffalo teach compassion. The buffalo choose which one will die. When it is time, this buffalo will walk away from the herd as if to give itself to you. I have seen this several times. When the buffalo is shot, the other buffalo approach the wounded relative to say goodbye. I have seen buffalo try to stand the wounded one back up. I have also seen them “sandwich” the wounded buffalo and try to keep it standing. They are very intelligent and strong animals.



The ceremony before the buffalo hunt.



On the Trail, Buffalo Hunt, circa 1910. Library of Congress, Prints & Photographs Division.

The buffalo give us many gifts. When a

young man kills his first buffalo, he drinks the blood and eats a piece of the heart. The blood is medicine. The blood tastes salty and thick. It's really not that bad. When the buffalo eat the grass off the land, they choose the medicines from the land. That medicine becomes a part of them, so their blood becomes medicine.

This is not all there is to know about the buffalo hunt. If you hunt buffalo, you will learn more. We never use the buffalo to make money. Buffalo are our relatives. They are us. We are them. We have the same spirits. We are the *Pte Oyate*, the Buffalo People.



Oitancan Mani Zephier (Walking Leader) is from the Lakota, Dakota, Nakota, Southern Cheyenne, and Arapaho nations. He is a father of 10, husband, and Operation Enduring Freedom Army Combat Medic Veteran. He is an entrepreneur and aspiring motivational speaker. Find him on Instagram at @OZinspires and Facebook.com/OZinspires.



After the hunt: processing the meat and the skin of the buffalo.



The author's son, Wacinksabaya Ounye Zephier, at the buffalo hunt.

The Three Sisters: Corn, Beans, and Squash

The Old Farmer's Almanac

BEFORE YOU READ:

1. Share what you know about gardening. For example, what plants go best together in the garden? And why do they go well together?
2. Read the title and look at the images. What do you think this article will be about?
3. Study the vocabulary below, and then read the article. Then come back and study the vocabulary again.



Native means the first people to live on a land.

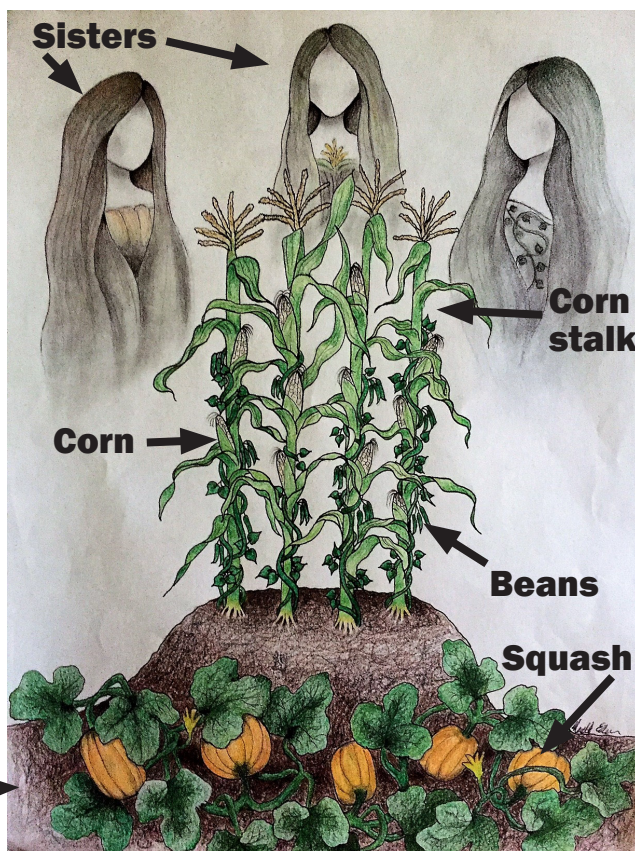


Moist means a little bit wet.

Soil is dirt where plants grow.



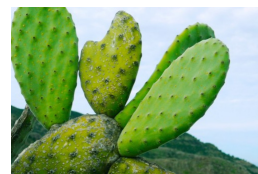
Vocabulary



Raccoon



Nitrogen is a chemical that helps plants grow.



Prickly means sharp (like a cactus).

The Three Sisters: Corn, Beans, and Squash

The Old Farmer's Almanac

Corn, beans, and squash are called the “three sisters.” Native Americans grow these three plants together. The plants grow well together. They are like sisters.

Each plant gives something to the other plants. The corn gives beans support. The beans climb up the corn stalk. The squash leaves are prickly. The raccoons do not like to step on the leaves.

The beans pull nitrogen from the air. They put the nitrogen in the soil. Nitrogen is an important food for the other plants.

The squash plant has large leaves. The large leaves give shade from the sun. The soil stays cool and moist. The leaves stop weeds from growing. The squash leaves are prickly. The raccoons do not like to step on the leaves.

Together, the three sisters give gifts to each other. Also, they give their gifts to us. Corn, beans, and squash are healthy foods for people. Perfect!



Image from <www.angelmounds.org/exhibits/garden>.

The Old Farmer's Almanac has been published since 1792. Their “main endeavour is to be useful, but with a pleasant degree of humor.” This article is an adaptation of an article reprinted with permission from <www.almanac.com/content/three-sisters-corn-bean-and-squash>. The original version of that article is available in the Indigenous Peoples issue of The Change Agent.

AFTER YOU READ:

1. Explain in your own words the relationship between the three sisters. Read about the “fourth sister” on p. 8. Explain in your own words the role of the fourth sister.
2. “Reciprocity” means to give things to each other so that you all benefit. The three sisters experience reciprocity with each other, as does the fourth sister. What are more examples of reciprocity in nature? Share examples of reciprocity in your life.
3. Watch this 2-minute video from the Chickasaw Nation: <www.chickasaw.tv/videos/three-sisters-working-with-nature>. And look for other short videos of interest.

The Fourth Sister: The Farmer



But wait. How did these three sisters find each other? Who noticed the ways that the “Three Sisters” help each other grow? Robin Wall Kimmerer, who is a scientist, writer, and member of the Potawatomi Nation, says there is a fourth sister. This sister was a farmer who studied the plants and “imagined how they might live together.” Kimmerer is also a farmer. She says, “We are the planters, the ones who clear the land, pull the weeds, and pick the bugs; we save the seeds over winter and plant them again next spring. We are midwives to their gifts. We cannot live without them, but it’s also true that they cannot live without us. Corn, beans, and squash [need people] to create the conditions under which they can grow. We too are part of the reciprocity. [...] The gifts of each are more fully expressed when they are nurtured together than alone. [...] They counsel us that all gifts are multiplied in relationship. This is how the world keeps going.”

— Robin Wall Kimmerer
Braiding Sweetgrass

Try Growing the Three Sisters

In the spring, prepare the soil by adding fish scraps or wood ash to increase fertility. Make a mound of soil about 1 foot high and 4 feet wide. When the danger of frost has passed, plant the corn in the mound. Sow six kernels of corn 1 inch deep and about 10 inches apart in a circle that is 2 feet in diameter. When the corn is about 5 inches tall, plant 4 bean seeds, evenly spaced, around each stalk. A week later, plant 6 squash seeds, evenly spaced, around the mound.



Indigenous Peoples Day

Katie Moody

BEFORE YOU READ: Discuss the meaning of “Indigenous.” Name some synonyms.

I learned about Christopher Columbus in school. My teachers said he was a hero. He “discovered” the “New World.” My teachers did not say much about the people who lived here before he came. Because of Columbus, many of these people died.

The U.S. government also says Columbus was a hero. In the U.S., we have a holiday to celebrate him. In 1934, Congress made a holiday called Columbus Day. It is on the second Monday of October.

When I was a child, I asked myself if Columbus was really a hero. I thought about the people who lived here before he came. I read books by Indigenous peoples. I learned about the pain and loss that they feel. If we want to heal from the past, we should listen to what they say.

Many people want to change the name of Columbus Day. They don’t want to celebrate settler colonialism. They say that we should have a holiday that celebrates Indigenous people. I agree we should change the name of the holiday. It is a start. It would help us change how we tell U.S. history.

The first city to make the change was Berkeley, California. They started celebrating Indigenous Peoples Day in 1992 — 500 years after Columbus invaded this land. Since then, more than 100 cities and states have changed the name of the holiday.

I wish we had Indigenous Peoples Day when I was a child. Maybe I would have learned more about the real history of this land. I hope children in the future will learn a more accurate history than I did!



Katie Moody is an interfaith minister and hospice chaplain living on the seacoast of New Hampshire. This is an adaptation of her original piece, which appeared in the Indigenous Peoples issue of The Change Agent.

AFTER YOU READ:

- 1.** Find out whether your state or city celebrates Columbus Day or Indigenous Peoples Day. Write a letter to your city or state government and say how you feel about the holiday.
- 2.** How did Katie Moody educate herself about Indigenous peoples? How could you?
- 3.** When “people” is the plural of person, it does not have an “s” at the end. However, when “people” describes a group, then you do need an “s” if you are talking about more than one group. Try saying and writing sentences that use “people” and “peoples.”

Letter Writing Template and Model

Use these to help you write your letter. Use the rubric on the next page to see all the parts you need to include and to measure your progress.

Template:

Name
Address
City, State, Zip

Today's Date

Salutation,

Indented paragraph #1 – should include a few sentences. In the first paragraph you should introduce yourself and say why you are writing.

Indented paragraph #2 – should include a few sentences. The second paragraph should include more substance and details about why you are writing.

Indented paragraph #3 – should include a few sentences. The third paragraph should conclude the letter and perhaps say something about next steps if appropriate.

Sincerely,

[your signature here]

Your name
Address
City, State, Zip

Sample:

Marty Walsh
City Hall Plaza
Boston, MA

February 13, 2019

Dear Mayor Walsh,

I live in Boston. I am your constituent. I am writing because I believe we should change Columbus Day to Indigenous Peoples Day.

Columbus was not a hero. He brought death and destruction to the Native people in the Americas. Many Indigenous People are asking that we stop celebrating Columbus Day. They say we should celebrate Indigenous Peoples Day instead. I agree. If Boston made this change, we would not be the only ones. Lots of other cities (like nearby Cambridge!) and some states have already changed the holiday to Indigenous Peoples Day. Local Massachusetts tribes, like the Mashpee Wampanoag, have changed the name of the holiday on their school calendars.

Please consider my request to change Columbus Day to Indigenous Peoples Day. Columbus caused a lot of hurt. What is there to celebrate about that? Instead, we should celebrate the Native people who survived against all odds!

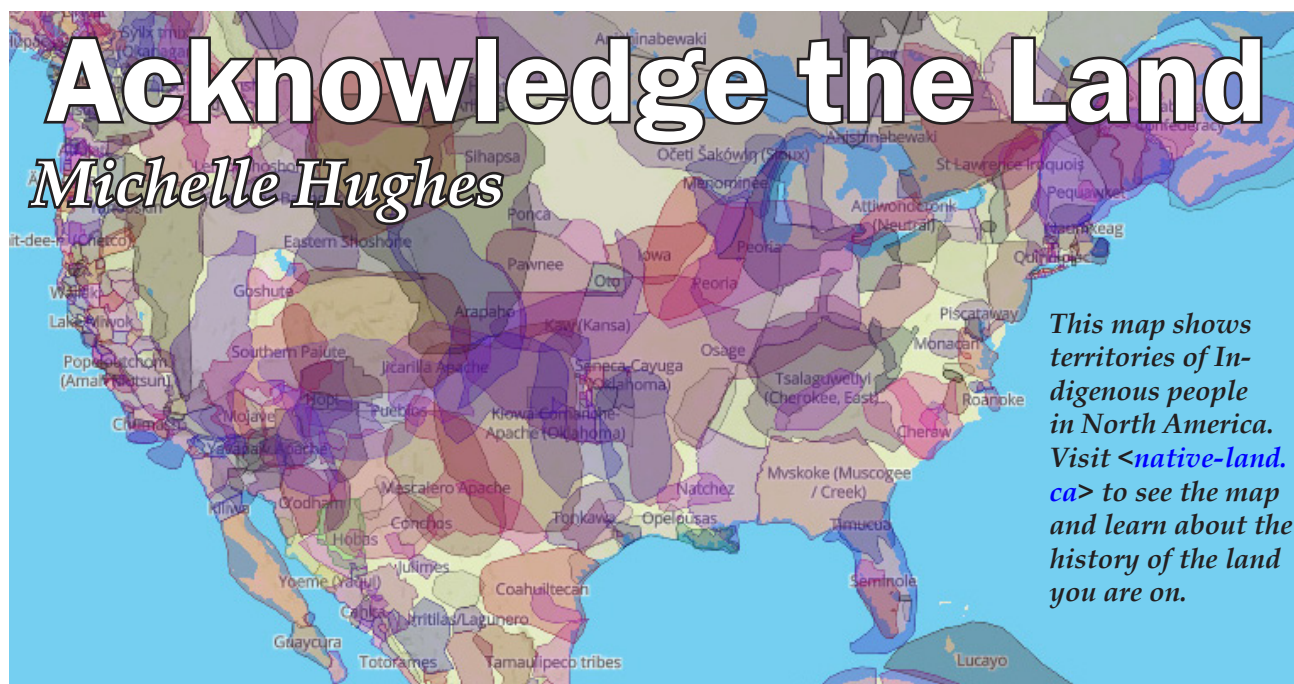
Sincerely,

Cynthia
Cynthia Peters
44 Farnsworth St.
Boston, MA 02210

Letter Writing Rubric

This rubric will be used to evaluate your letter. Study the rubric to see what the teacher will be looking for when he or she grades your letter. After you get your feedback, re-write your letter and see where you can increase your points.

	4 points	3 points	2 points	1 point	TOTAL
Letter parts	Your letter includes: 1) date, 2) recipient's address, 3) salutation, 4) three distinct paragraphs, 5) your signature, 6) your address.	Your letter has four out of the six letter parts.	Your letter has three of the six letter parts.	Your letter has two or fewer letter parts.	
Presentation	Margins are present. Your letter is neatly written or typed.	Margins are not consistent. Your letter is neatly written or typed.	Margins are not consistent. Your handwriting is hard to read or your typing has a lot of mistakes.	Margins are not present. Your handwriting or typing is not legible.	
Conventions	Your punctuation, spelling, and grammar are excellent. There are fewer than five errors.	Your punctuation, spelling, and grammar are very good. There are fewer than ten errors.	Your punctuation, spelling, and grammar distract the reader and interfere with meaning. There are 15 errors or less.	Punctuation, spelling, and grammar significantly distract the reader. There are more than 20 errors.	
Content	Your message is clear and precise. Your letter has three or more paragraphs and includes details. Your letter encourages a response from the reader.	Your message is clear and demonstrates understanding. Your letter contains only two paragraphs. Your letter does not encourage a response from the reader.	Your message is mostly clear. Your letter is only one paragraph in length.	Your message is unclear or disorganized.	
Voice	Your voice is strong, clear, and passionate. You show that you care about the issue.	Your voice is strong but not very passionate.	Your voice is not very strong or passionate	Your voice is weak.	
TOTAL					



BEFORE YOU READ: What does it mean to acknowledge something? What are some examples of acknowledgments you make in your life?

The Land is Our Mother

Native people believe that the land is our Mother. The land is a gift. At our spiritual events and meetings, we give thanks for the land, air, and water. We are part of the land. We protect it.

Acknowledging the Loss of Our Land

Sometimes, non-Native people start their meetings by acknowledging the land. They

The land was stolen from Native people.

acknowledge that they are on stolen land. For thousands of years, Native people took care of this land. But European settlers stole the land from

Native people. War and disease killed most Native people. Others were forced to move. European settlers developed the land. They changed the land, the air, and the water. They controlled the land.

When we lost our land, we also lost our culture and our people. If you want to acknowledge the land, make sure to include all the things we lost. Make sure to acknowledge all of the suffering that we have felt since colonizers came.

Honorable and Maybe Also Hurtful

If you are non-Native, it is good that you are honoring Native people. You are seeing the struggles we have been through. But remember you are talking about the loss of our land. We don't have a way to get our land back. You are talking about something that we are still struggling with. Be careful

when you talk about our losses.

If there are Native people at your meeting, you should ask them if you can do the land acknowledgment. Also, you should let Native members of the community know that you are doing this.

Awareness Is Not Enough

It is good to learn more about Native issues. But learning more is not enough. You can *do* more. Take responsibility. Think about how you can support Native people today. Acknowledgments should be more than words. We are one people with one Mother Earth.

Native people have a saying, “Our existence is our resistance.” When you acknowledge the land, you take a small step. You remind everyone of our existence. This is important.

Michelle Hughes is a member of the Mashpee Wampanoag.

AFTER YOU READ:

1. Explain in your own words what it means to acknowledge the land.
2. If you are not Native American, what should you be aware of and what should you do before you Acknowledge the Land?
3. Visit <native-land.ca> to find out what Native land you are on. Do some research to learn more. Then write your own Land Acknowledgment.
4. Consider starting your class or opening an event at your program by reading your Land Acknowledgment.

Land Acknowledgment

by Michelle Hughes

As a Mashpee Wampanoag woman, I acknowledge that we are on a great land, the land of our ancestors. Our ancestors taught us to show gratitude for the land. However, we have lost so much



of it. The Wampanoag people used to have 69 tribes in Massachusetts and Rhode Island. Now there are only three surviving Wampanoag tribes, and we have less than 1% of our original territory. In addition to losing our land, we have been hurt as a people. The trauma from so much damage travels through the generations.

Colonizing now happens in the form of State and Federal agencies that still control our land. Indigenous people still have to fight for our existence on Mother Earth. Recently our tribe, the Mashpee Wampanoag, have had to fight back as the U.S. government tries to take away our right to sovereignty on our reservation. We seek land for clean water, food, wood, and economic development.

We are a protector of the lands. We feel a great obligation to give back. When we are stewards of the land, we take care of it, and it takes care of our people and our families. As a Mashpee Wampanoag, I thank you for acknowledging the land with me. Please continue to do so as you walk sacredly in life.