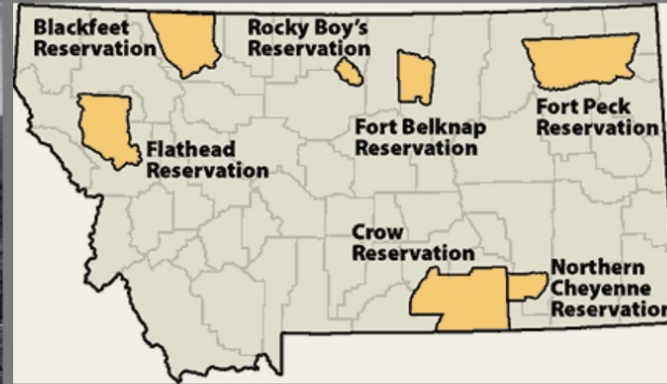




# My Story

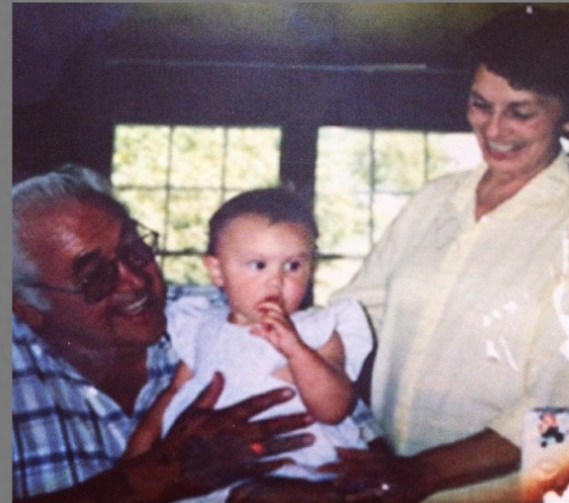



*From Archives & Special Collections, Mansfield Library, The University of Montana-Missoula*



Turquoise Skye Devereaux  
Salish and Blackfoot  
Dixon, MT, Flathead Indian  
Reservation  
Arizona State University

***Land acknowledgment number  
(907) 312-5085***





Indigenous Era  
&  
Stage 1  
Exploration

# Indigenous Era

- Population about 45 Million
- Collectivist Community
- Non-materialistic
- Self-sustainable
- Education system
- Indigenous foods
- Language
- Child rearing practices



- 1492. Christopher Columbus- Bartolome de las Casas
- 1620. Plymouth colonists
- Influence today- alcohol, guns, milk, sugar, diseases
- Holidays- Indigenous Peoples Day, Thanksgiving



## European Contact



# Stage 2: Invasion

# Genocide



- Biological Warfare (smallpox)
  - General Jeffery Amherst
- Massacres
  - Wounded knee- 1890
  - Skeleton Cave- Ft. McDowell

- Eradication of indigenous foods
  - Starvation
    - Bison
    - Dams
  - Government rations (commodities)



# Stage 3: Occupation

# Removal and Reservation Era

- 1830-1850. President Andrew Jackson's Indian removal policy.
- The Trail of Tears- 30% died
- Has happened to most tribes
- European population increasing
- Resources
  - California gold rush
  - Redskins
  - Farmland
- Manifest Destiny
- Homestead Act
  - 1862
  - 1866
- 1887 Allotment Act



**INDIAN LAND FOR SALE**

GET A HOME  
OF  
YOUR OWN  
EASY PAYMENTS

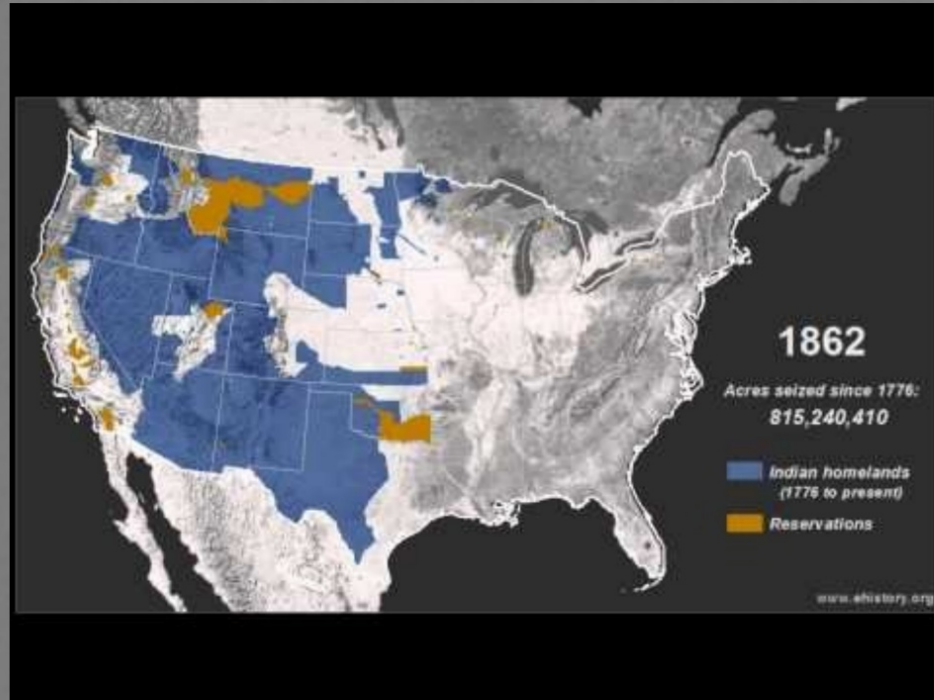


PERFECT TITLE  
POSSESSION  
WITHIN  
THIRTY DAYS

**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:





REAK!



# Stage 4: Assimilation

# The Boarding School Era

- 1860. On-reservation boarding schools
- 1879. Carlisle Indian School "Kill The Indian, Save The Man."
- 1880 Boarding School Policy
- 1891 Phoenix Indian School
- **CULTURAL GENOCIDE**

## Laws & Policies

- 1883 Law to make spirituality illegal- Code of Indian Offenses
- 1924 Became citizens
- 1957 The last state allows Natives to vote
- 1978 American Indian Religious Freedom Act



**BREAK**

What did you learn?  
What did you learn before?  
What feeling?  
What emotion?

# Impacts Today

## How this impacts Tribal Communities

### Today

- Historical oppression
- Intergenerational Trauma
- Negative coping mechanisms
  - Emotional Responsiveness
  - Addiction
  - Suicide
  - Codependency
- Poverty
- Parenting- generational
- Biological Changes



# Implementation in Practice

*Culturally Safe- "an environment... where there is no assault, challenge or denial of their identity, of who they are and what, they need... shared respect, shared meaning, shared knowledge and experience, of learning together with dignity, and truly listening" (Williams, 1999, p. 2)*

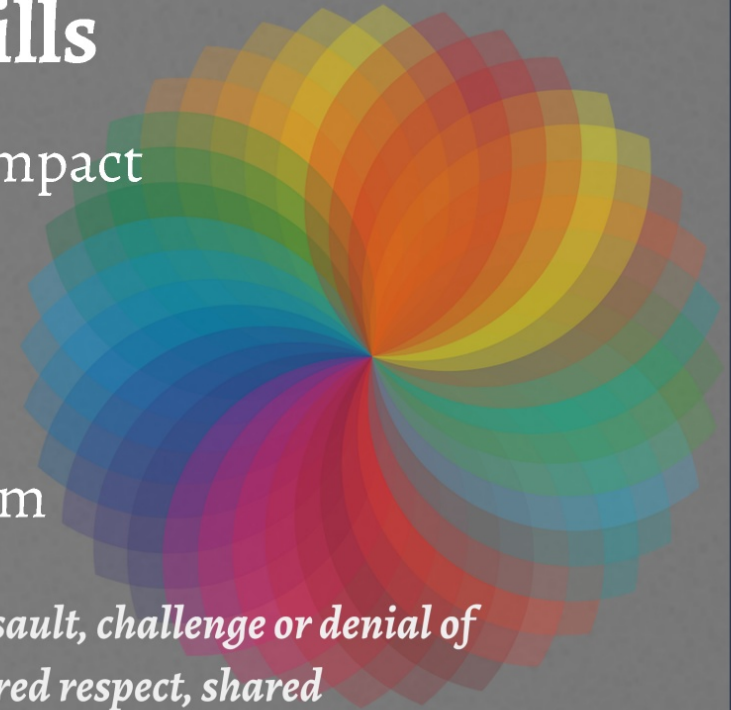
## We Embody Resilience

- Ancestral resilience
- Epigenetics
- Our communities
- Navigating westernized systems



# Cultural Spectrum and Skills

- Complexity of Identity- Historical Impact
- Self awareness- Empathy
- Navigating Two Worlds
- Your Impact and Role!
- Cultural Humility- Cultural Spectrum



*Culturally Safe- "an environment... where there is no assault, challenge or denial of their identity, of who they are and what, they need... shared respect, shared meaning, shared knowledge and experience, of learning together with dignity, and truly listening" (Williams, 1999, p. 2)*

## Resiliency Skills

### INSIGHT

Ability to step away from situations and gain understanding.

### INITIATIVE

Ability and willingness to take action.

### BOUNDARY SETTING

Separating yourself from negative/unhealthy influences (people, places circumstances).

### SOCIAL SUPPORT

Giving and receiving emotional and practical help within relationships with family, friends, and your community.

### HUMOR

Ability to be light-hearted despite challenges.

### COMMUNICATION

Using all different types of communication (verbal, nonverbal, written, visual, formal, informal) to express thoughts and feeling of crisis situations.

### COMMITMENT

Desire to accomplish goals in life and acquire skills to be successful.

### SPIRITUALITY

Moral compass and belief system that is exemplified in behavior.

### APPRAISAL

Finding meaning and attaching value to difficulties faced.

### CREATIVITY AND FLEXIBILITY

Ability to find multiple solutions to problems and try new things.

### Culturally Safe-

“an environment... where there is no assault, challenge or denial of their identity, of who they are and what, they need... shared respect, shared meaning, shared knowledge and experience, of learning together with dignity, and truly listening”

(Williams, 1999, p. 2)

# Tools to use!

### The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

#### Surface Culture

Above sea level

Emotional load: relatively low

food • dress • music •  
visual arts • drama • crafts  
dance • literature • language  
celebrations • games

#### Deep Culture

##### Unspoken Rules

Partially below sea level

Emotional load: very high

courtesy • contextual conversational patterns • concept of time  
personal space • rules of conduct • facial expressions  
nonverbal communication • body language • touching • eye contact  
patterns of handling emotions • notions of modesty • concept of beauty  
courtship practices • relationships to animals • notions of leadership  
tempo of work • concepts of food • ideals of childrearing  
theory of disease • social interaction rate • nature of friendships  
tone of voice • attitudes toward elders • concept of cleanliness  
notions of adolescence • patterns of group decision-making  
definition of insanity • preference for competition or cooperation  
tolerance of physical pain • concept of “self” • concept of past and future  
definition of obscenity • attitudes toward dependents • problem-solving  
roles in relation to age, sex, class, occupation, kinship, and so forth

##### Unconscious Rules

Completely below sea level

Emotional load: intense

Indiana Department of Education • Office of English Language Learning & Migrant Education • [www.doe.in.gov/englishlanguagelearning](http://www.doe.in.gov/englishlanguagelearning)



# DISCUSSION AND DEBRIEF

t.s.devereaux@gmail.com

Every Native born into this world  
is a victory against colonialism &  
attempted genocide. You are the  
resistance. You are hope made  
flesh.

- **There, There by Tommy Orange**
  - **Carlisle vs. The Army**

# Creating Culturally Safe Places for Indigenous Populations

