

DO

- ① Teach Native history as a regular part of American history.
- ① Use materials that put history in perspective.
- ① Discuss the relationship between Native peoples and the colonists and what went wrong with it.
- ① Use materials that present Native heroes who fought to defend their own people.
- ① Use materials that show respect for, and understanding of, the sophistication and complexities of Native societies.
- ① Use materials that show the continuity of Native societies, with traditional values and spiritual beliefs connected to the present.
- ① Use materials that show Native women, elders and children as integral and important to Native societies.
- ① Portray Native cultures as coexisting with nature in a delicate balance.
- ① Use respectful language in teaching about Native peoples.
- ① Invite Native community members to the classroom. Offer them an honorarium. Treat them as teachers, not as entertainers.

DON'T

- ① Teach "Indians" only at Thanksgiving.
- ① Use materials that manipulate words like "victory," "conquest" or "massacre" to distort history.
- ① Speak as though "the Indians" were here only for the benefit of the colonists.
- ① Use materials that present as heroes only those Native people who aided Europeans.
- ① Use materials that stress the superiority of European ways, and the inevitability of European conquest.
- ① Make up Indian "legends" or "ceremonies."
- ① Use books that portray Native women and elders as subservient to warriors.
- ① Portray Native peoples as "the first ecologists."
- ① Let children do "war-whoops."
- ① Encourage children to do Indian "dances."
- ① Use insulting terms such as "brave," "squaw," "papoose," "Indian givers," "wild Indian," "blanket Indians" or "wagon burners."
- ① Assume that every Native person knows everything there is to know about every Native nation.

Teaching Respect for Native Peoples

DO

- ➊ Present Native peoples as appropriate role models with whom a Native child can identify.
- ➋ Look for books and materials written and illustrated by Native people.
- ➌ Read and discuss good poetry, suitable for young people, by contemporary Native writers.
- ➍ Use primary source material—speeches, songs, poems, writings—that show the linguistic skill of peoples who came from an oral tradition.
- ➎ Avoid arts and crafts and activities that trivialize Native dress, dance or ceremony.
- ➏ Present Native peoples as separate from each other, with unique cultures, languages, spiritual beliefs and dress.
- ➐ Talk about the lives of Native peoples in the present.
- ➑ Make sure you know the history of Native peoples, past and present, before you attempt to teach it.

DON'T

- ➊ Single out Native children, ask them to describe their families' traditions, or their people's cultures.
- ➋ Do or say anything that would embarrass a Native child.
- ➌ Assume that you have no Native children in your class.
- ➍ Use ABC books that have "I is for Indian" or "E is for Eskimo."
- ➎ Use counting books that count "Indians."
- ➏ Use story books that show non-Native children "playing Indian."
- ➐ Use picture books by non-Native authors that show animals dressed as "Indians."
- ➑ Use story books with characters like "Indian Two Feet" or "Little Chief."
- ➒ Use books in which "Indian" characters speak in either "early jawbreaker" or in the oratorical style of the "noble savage."
- ➓ Make "Indian crafts" unless you know authentic methods and have authentic materials.
- ➔ Have children dress as "Indians," with paper-bag "costumes" or paper-feather "headaddresses."
- ➕ Sing "Ten Little Indians."
- ➖ Refer to Native spirituality as "superstition."
- ➗ Use books that show Native peoples as savages, primitive craftspeople, or simple tribal people, now extinct.
- ➘ Make charts about "gifts the Indians gave us."