Overall Themes

- History and culture in curricula for all students
- Place-based tribal history and culture
- Place-based tribal language and language immersion
- Culture-based and culturally responsive teaching

Native identity encompasses three overlapping perspectives

Cultural identity
- Stems from history/traditions of Native people
- Includes spiritual ceremonies, clothing, traditional music and story, and housing
- Connects place-based identity to historical ties to lands, water, flora, and fauna from traditional lands

Biological identity
- Encompasses genetic and phenotypic identity—assumes one biological indigenous parent
- Avoid bias based on physical appearance

Legal/political identity
- Stems from relationship tribal nations have within their nation and with outside governments
- Contains four orientations
  - U.S. federal government—574 recognized tribes; list maintained by National Congress of American Indians
  - State governments—state-recognized and historic tribes, may or may not be the same as federal tribes
  - Tribal governments—governments representing sovereign nations and interact with other governmental forms
  - Non-recognized tribes—tribes without governmental recognition
Inclusion in Education

• Aim is to sustain and revitalize local cultures which benefit Native and non-Native students

• Indigenous Interdisciplinary Thematic Unit (IITU) connects Western education with indigenous concepts—best when aligned with at least 3 subjects at grade level and vertically among grades

• IITUs should connect community, families, and other organizations to reinforce learning

• Historical context should be provided regardless of where the tribal location currently exists

• Traditional classrooms did not have physical boundaries—all experiences were learning experiences, making the community a classroom

• Connections to indigenous language and culture benefit students—ensuring an effective approach is critical

4 Steps to Nativize Classrooms

• Develop classroom community

• Challenge the standardized assessment teaching orientation—Native knowledge may not be on the test, but it is critical to supporting a well-rounded education for Native students

• Recontextualize concepts to reflect Native practices

• Create assessment by pulling from Native local practices and community knowledge