

“We are still here”

- Natives are survivors. Natives are active, living, engaged peoples. Their communities and cultures are contemporary.
- <https://www.youtube.com/watch?v=gNxvcBNNYI4>
- Sovereignty
- Survivance
- Self-Determination
- Decolonization



Courtesy: Chiitaanibah Johnson (Navajo/Maidu)

Chiitaanibah Johnson (Navajo/Maidu) a 19 year old sophomore student at California State University, Sacramento says when she told her U.S. History Professor Maury Wiseman that she disagreed with his assessment that Native Americans did not face Genocide - the professor said she was hijacking his class, was accusing him of bigotry and racism and she was expelled from the class

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History Professor Denies Native Genocide: Native Student Disagreed, Then Says Professor Expelled Her From Course

VINCENT SCHILLING | 9/6/15

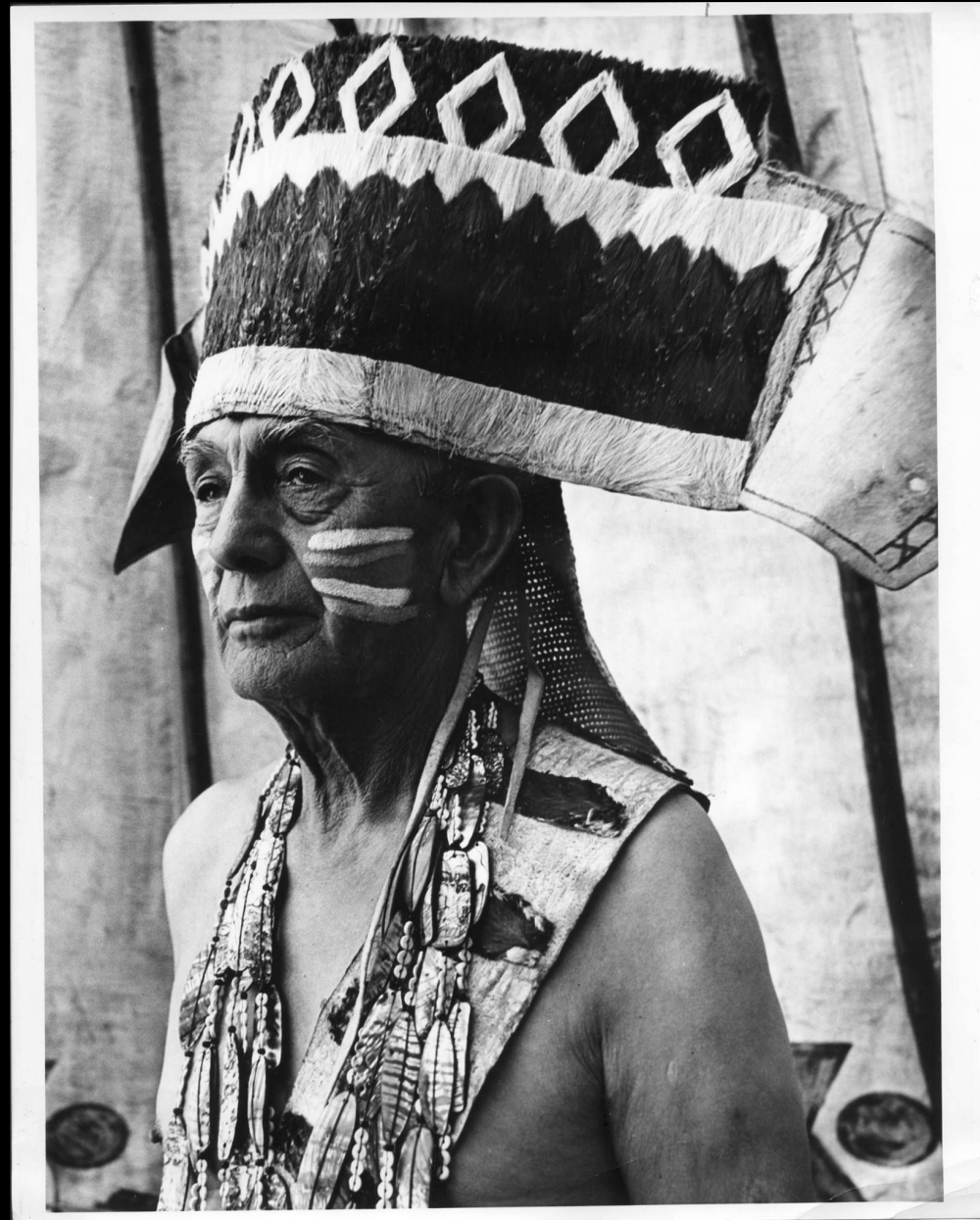
A California State University, Sacramento professor who allegedly told his United States History class he

did not like the term 'genocide' in relation to Native Americans in history, told a Native American student who disagreed with him that she was disenrolled and expelled from his course.

“My grandfather once told me, remember granddaughter you are alive because some miner was a bad shot.”



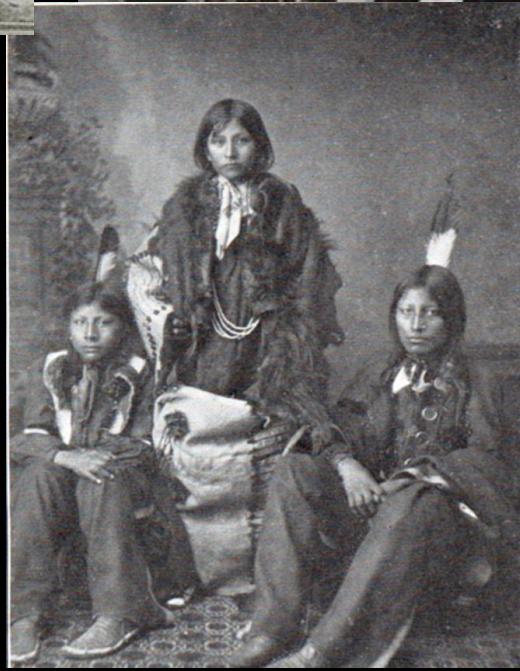
"...The Karoks [sic] received the most cruel treatment by the miners killing males, taking their wives and daughters, **"I have learned through my life first that we were highly civilized, that of our villages taking their land for mining claims. and leaving no records or history to tell the story, (but the scars are still there)."** - Suwor from **Davao Rising, is poverty civilized."** (1972)



The Genocide of CA Indian people was legalized and supported by law, the state, the government, and citizens

- Act for the Government and Protection of Indians (1850-1863)
 - Legalized enslavement of California Indians
 - Allowed for the kidnapping/ enslavement of Native children
 - Encouraged killing of Native parents
 - Indians could not testify in court
- California Volunteer Militia
 - \$5 for every severed head in Shasta City (1855), 25 cents for a scalp in Honey Lake in 1863. 25 cents per scalp (man, woman or child) was the State of California's bounty.
 - In both 1851 and 1852 California paid out \$1 million to militias that hunted down and slaughtered Indians. In 1857 the state issued \$400,000 to pay for anti-Indian militias.
 - One of the first acts of the California legislature when it entered the union was to offer a bounty on Indian scalps.

Robert Heizer and Alan Almquist published pages of slave records for Humboldt County specifically from 1860-1863 and found that of the 110 people who were enslaved a majority of them were between the ages of seven to twelve.



Indian Boarding Schools: “Kill the Indian to save the Man”

- Forbade native language
- Forbade Native religion and religious practices
- Separated from families
- Cut hair, select new “Christian” names
- Military regimentation
- Manual Labor
- Uniform dress
- “...a complete transformative experience, training Indians for their place as a detribalized social and economic underclass.”



Felt Theory (Dian Million):

- How does it “feel” to experience colonialism and history? How is history a “felt” experience? What happens when you include the “emotional knowledges” of pain, grief, hope and how it “feels” to live a historical moment?
- “We feel our histories as well as think them.”
- In the current curriculum it doesn’t “feel” good to be a Native person.

- Curriculum disempowers Native youth.
- We are not structurally supported to support our students who are dealing with issues of colonialism, historical and ongoing trauma, and ongoing poverty or other structural racism issues.
- This is not just an individual problem, this is a structural issue.

3rd grade: The Gold Rush

4th grade: The California Mission System

“Logics of Settler Colonialism”

- Logic of elimination
- Destroy to replace
- Heteropatriarchy
- Manifest Destiny
- Dehumanization of the Native

Name _____ Date _____

Gold Rush Brochure Project
Due: _____

Without the Gold Rush, California would be a very different place than it is today. Because of the Gold Rush, California's economy boomed because so many people traveled here to live and work. If people had not come to California during the Gold Rush, it might have taken much longer for California to become a state.

The purpose of your Gold Rush brochure is to convince people from all over the world to come to California and mine for gold. Your job is to make sure that everyone is excited to come to California, even though they might have to travel far and wide.

COVER PAGE: *On it you will need:*

- A clear title, hand-written, that explains what your brochure will be about.
- A picture that is related in some way to the Gold Rush (must be neat).
- A slogan to attract the readers to look inside your brochure.
- Your name printed clearly.

California 4th Grade Mission Project



San Diego Mission & Kumeyaay Revolt

By: Arya (age 9)



Yes the San Diego Mission is on fire. B/C it's historically accurate.

In 1769 the San Diego mission was built by the Spanish. In 1775 the Kumeyaay revolted and burned the mission. The Spanish influenced this structure by deciding how it was going to be built and making it look similar to the buildings they had in Spain. After they planned it they forced the Native Americans to build it.

This mission is important to California history because it was the first mission built in California. Six years after they built the mission the Native Americans were tired of being treated badly by the priests and they set the mission on fire and led a revolt. This is important to California

history because it shows that Native Americans were fighting against the mission system from the very beginning.

This has had a lot of lasting effects for Native American people. Native Americans didn't do their cultures or traditions for a long time but now they are bringing them back. A lot of Native Americans stopped speaking their languages but now they have lots of language classes. Native Americans lost their homes and couldn't go back to their villages. The mission system tried to teach Native Americans that their culture was bad but many Native Americans today are very proud of their culture.

The Kumeyaay still live in San Diego today and they are proud of how they resisted the Mission system. The Kumeyaay didn't like how they were being treated. The Spanish soldiers would hurt the Native American women. The Spanish priests would not feed the Native Americans and they were starving most of the time. The priests forced the Native Americans to work and if they didn't work they would hit them with whips. They kidnapped the women and children from the villages and forced the men to come to the mission. A lot of Native Americans tried to run away and the soldiers would force them to come back. A lot of the Kumeyaay were mad and scared and decided to revolt against the mission system. On November 4th, 1775 the Kumeyaay set the mission on fire and tore apart the chapel. The whole mission was burned to the ground but after that the Spanish rebuilt it. (sadly) *

How did the
spanish influence
the structure of
the Mission?

Why is the
mission
important to
California
history?