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Importance of Implementing Native American History in School Curricula

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Abstract

Even though there is legislation in place to implement Native American History in schools such as Senate Bill 48, there is room to improve. This senior capstone examines the importance of implementing Native American history in school curricula through the use of literature review, teachers interview and student surveys. The finding revealed that teachers do not have sufficient materials or resources to teach Native American history, and students do not have an adequate understanding of its history as well prior to graduating high school. In addition, teaching Native American history from an unbiased perspective is both beneficial to Native American and non-Native American students and vital to their success and the future of the United States.

Introduction

The importance and presence of Native American History in schools is something that has often been forgotten and left behind while schools progress to become more inclusive in their studies. The state of California is beginning to acknowledge the importance of minority groups and their personal recounts of historical events in school curricula. Certain pieces of legislation recently passed in California require public schools to teach a more inclusive version of US History by including minority groups, but Native Americans are often left out of the narrative. Even though Native American tribes are the beginning of the history of the United States, combined with the fact that all public schools in California are located on one or multiple Native American tribes, the history of Native Americans is not taught co-incidentally with the rest of the United States History in California public schools (AB-738 Pupil Instruction, 2017). However, the pieces of history that are taught in school curricula about Native Americans are often biased and inaccurate to soften the gruesome history being hidden from Americans. The misrepresentation of Native American History in schools is something that is seldom discussed or addressed as an issue, although it has a proven effect on Native American students and a negative effect on non-Native Students, as well. In fact, the importance of Native American History in school curricula is such a seldom-talked about topic that finding resources for this research is either hard to find or incredibly outdated - proving that this is a topic that is quite possibly hidden intentionally to hide a dark time in US history. This paper will discuss an accurate history of Native Americans and how it differs from Native American History told in public school curricula, what California legislature is in place that requires schools to teach Native American history in schools, and how this is or is not being addressed in Monterey Peninsula Unified School District.

Background

In order to fully understand the dire need for a more accurate representation of Native American History in school curricula, one must be aware of the violent, torturous, and systematically unjust history that Native Americans have faced from the days of European exploration to present times. Christopher Columbus, who is often seen as a heroic figure in elementary schools for “sailing the ocean blue in 1492” to discover America, kept inhumane relations with Native Americans as him and his crew settled in the United States. Zinn (2003), author of *A people’s history of the United States*, writes that Christopher Columbus noted that the Native Americans would give him any information he needed to proceed in taking their land, and that they would make “fine servants” because they did not have advanced weapons to protect themselves (pp. 2-4). In little time, Columbus was able to enslave large numbers of Native Americans to use them for his benefit. “Columbus proceeded to keep these Indians as slaves to find him gold, and if they could not find gold in a timely manner, their hands would be cut off and they would bleed to death” (Zinn, 2003, pp. 2-4). A rarely noted portion of American History is the mass genocide of Native Americans that were beaten and enslaved after the appearance of explorers. For example, within two years of the presence of explorers, nearly half of 250,000 Haitian Indians were dead by murder and suicide (Zinn, 2003, p. 5). As history progressed, Native Americans remained less than human in the eyes of politicians and settlers. During important events such as the Revolutionary War, creation of the Constitution, Civil War, and World War I, minority groups such as Native Americans were not able to participate in town meetings or vote for legislation that could benefit the country they live in (Zinn, 2003, p. 65). Because of this, Native Americans could not do anything to combat their need for citizenship and access to basic human rights. Andrew Jackson, who is seen as an American hero and is on the

twenty-dollar bill, was known as the most aggressive enemy towards Native Americans in early American History (Zinn, 2003, p. 127). Further in United States History, Native Americans were forced to leave their tribes and enter Indian Reservations that were created by the US Government. According to Zinn (2003), Native American reservations often provided no fresh water, inadequate sanitation facilities, no rights to oil or minerals, low unemployment rates, no health care facilities, and no educational facilities (p. 528). Many Indian Reservations were purposefully geographically different than the tribes Native Americans came from, in order to disorient them and disassociate them from Native American culture and traditions. Native American children were also forced to attend Native American Boarding Schools to Americanize Native Americans by giving them a White name, forcing them to only speak English, and teaching them Christianity. “The stated purpose of off-reservation boarding schools was to remove Indian children from their communities in order to train them to look and act like their white counterparts” (Gregg, 2018, para. 2). According to Seelau (2012), “Native American Boarding schools were deliberately devoid of any Native culture and at times prohibited the use of Native languages” (p. 83).

These events in history are seldom explained in their most accurate form because it diminishes the triumphant and flawless appeal that the United States prefers to represent its history as. The United States refuses to talk about this version of history due to the guilt and shame that is brought with it. Weston (2001) explores this concept by explaining,

The United States government, has never, in its two hundred- and twenty-five-year history, undertaken the task of compiling an authoritative account of the incidents involved in the long history of its relations with Native Americans. Nor has the government issued a comprehensive, official acknowledgment or apology for alleged misdeeds committed against Native Americans by citizens and government officials.

Native Americans are still seeking the justice and validation needed to compensate for centuries of violence, murder, and slavery. According to Weston (2001), Truth commissions, which publish violation(s) of human rights by a government, have never been issued for any citizens or tribes of Native American descent.

The presence of Native American education, and history, in particular, has a need for improvement in public California schools. Like other stories from minority groups, told from a biased, White man perspective and not told from a Native American perspective. According to Foster (1999), “Throughout American history the contents of textbooks principally have been determined by a white, male, Protestant, middle or upper class, which has often sought to construct an idealized image of American values and American character” (para. 9). Rose Borunda, an education professor at Sacramento State University, explains “For so many years, the story of California Indians has never really been part of classrooms ... Our story has never been present. It’s often sidestepped because it’s inconvenient. But it’s the truth, and students should learn it” (Jones, 2018, para. 2). While there is an obvious lack of Native American History in schools, another issue is the fact that Native American History is only taught at certain grade levels and not concurrently with traditional United States History, proving a bias towards the perspective of Anglo-Saxons. According to Zinn (2003), a study of 400 public school textbooks in 1969 revealed that not a single textbook gave an accurate depiction of the “Indian” and their culture (p. 531). The content that is taught is softened to make stories less graphic, which hides the truth from students who could benefit from an unbiased and inclusive version of history. Textbooks often use words or phrases to hide the intensity of historical events. For example, “Children's history books used terms such as ‘westward expansion’ and ‘Manifest Destiny’ to describe what would be more accurately called ethnic genocide” (Educators learn to

teach history with an Indian perspective, 2002, para. 8). “Teaching Native American History can be done quite well, in a non-traumatizing way, without shading the truth. Right now there is abysmal ignorance out there because people just weren’t taught about Native Californians in school” (Jones, 2018, para. 26). Another problem that teachers face when wanting to teach more accurate depictions of history is a lack of resources. Currently, textbooks in California public schools do not include accurate historic depictions of Native Americans (AB 748). In an article written by Wade (2014), she found that in 87% of school references to Native Americans in nationwide textbooks, Native Americans are referred to the population that lived prior to 1900.

The state of California has made significant strides in ensuring that those who have been historically silenced have a presence in modern-day public schools. One of the strides in this process is Senate Bill 48, which was passed in 2012. The way it changes California history curricula is as follows:

Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society (SB-48 Pupil instruction, n.d.).

In addition, Senate Bill 48 requires that teachers do not sponsor any materials or activities that promote a discriminatory bias against a group or religion (SB-48 Pupil instruction, n.d.). For the case of Native American History, this can include the use of instructional materials that portray Native Americans and their culture through the lens of those who perpetrated against them. Because of this, governing boards are required to select instructional materials that accurately portray the United States as culturally diverse, including the role and contributions of

Native Americans to the total development of the United States (SB-48 Pupil instruction, n.d.). However, Senate Bill 48 determines that it is up to the local school district to make decisions about how this content is included, and at which grade levels (Frequently Asked Questions: Senate Bill 48, n.d.). This is because Senate Bill 48 does not change the history standards in California, but gives a guide for what content to cover within said standards (Frequently Asked Questions: Senate Bill 48, n.d.). Senate Bill 48 does give some suggestions to teachers how and when to include the new content. “In the *History–Social Science Content Standards for California Public Schools*, Kindergarten through Grade Twelve, possible relevant areas include the California history standards in grade four, the United States history and geography standards in grade eleven, and the Principles of American Democracy standards in grade twelve” (Frequently Asked Questions: Senate Bill 48, n.d.). More recently, in 2016, California updated *History–Social Science Framework for California Public Schools* to include more guidance for teachers to include more inclusive and diverse content (Frequently Asked Questions: Senate Bill 48, n.d.). In addition, school districts are able to include their own additional instructional materials to supplement the new content.

A more recent initiative to include a more accurate depiction of Native American History in the classroom is Assembly Bill 738, published in 2017. Assembly Bill 738 states:

This bill would require the commission to develop, and the state board to adopt, modify, or revise, a model curriculum in Native American studies, and would encourage each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based Native American studies curriculum to offer a course of study in Native American studies based on the model curriculum. The bill would require the model curriculum to be developed with participation from specified entities, including, among others, certain Native American tribes, and would require the Governor’s Tribal Advisor, the Native American Heritage Commission, and the State Department of Education to assist the commission in statewide tribal consultations with those tribes.” (AB-738 Pupil Instruction, 2017, para. 2).

Assembly Bill 738 is similar to Senate Bill 48 in the sense that it aims for more inclusive course material, but Assembly Bill 738 specifically targets the inclusion of accurate Native American History that was left behind with Senate Bill 48. In addition, the bill requires the State Board of Education to create a Native American curriculum that is in agreeance with the requirements needed to attend a California State University (Jones, 2018). The purpose of Assembly Bill 738 is to give all students a better and more accurate version of United States History. Thus, students will have a more complete education and have a better academic preparation to interact in today's world (AB-738 Pupil Instruction, 2017). Assembly member Monique Limon, who authored Assembly Bill 738, believes that the bill will reflect an unbiased history of all students with an emphasis on historically underrepresented students, which will create a more engaging and meaningful experience in the classroom (Flores, 2017).

Literature Review

The primary question guiding my research is: How important is it to implement Native American history in school curricula? Related questions are: What does research say about the importance of implementing Native American history in school curricula? How does history portray Native Americans in general? With the passage Senate Bill 48 taking effect in 2012 in California, how does it change the contents in social studies curricula and instructions? Are school districts in Monterey County currently implementing Native American history in their social studies curriculum? If they do, how do they implement it in the classrooms? Do students who learn U.S. history in schools have general knowledge about Native American history? If not, what grade level should they begin to learn about Native American history according to teachers? Are there resources for teachers for implementing Native American history that is

accurately portrayed from a native (emic) perspective? If not, what could school districts do to prepare teachers to properly teach Native American history?

It is important to analyze what literature says about the effect of Native American History on Native American and non-Native American students to grasp how important it is to implement Native American History in school curricula. Current research suggests that Native American students perform significantly lower in schools than their peers of other racial backgrounds. In a study conducted at public schools with Native American students, 40% of Native Americans in eighth grade scored in the lowest quartile of the population in math, science, and reading tests (Seelau, 2012, p. 77). In addition, further studies show that sufficient support is not offered to struggling Native students, as roughly 25%-45% of Native American and Alaska Native students drop out before graduating high school (Seelau, 2012). Native American students are also less likely to continue their education into college than their peers of other backgrounds. According to Loring (2009), Native American students account for less than 1% of all college students in New England (p. 16). These statistics prove the domino effect that happens in the United States education system which affects those who are marginalized; an insufficiency of a resource in a person's life can affect several other aspects of the person's life as well. This can be a direct effect of the lack of cultural identity in the classroom, and the act of erasing one's gruesome history in public school systems. According to Loring (2009), education is supposed to be an open gateway to a better life, yet the gate has closed for Native Americans by forcing us to only learn about White history and society (p. 16). Those who feel underrepresented in schools tend to feel disconnected from what they learn about, which leads to a general disinterest in school.

Native American youth suffer from mental health problems at a higher rate than their peers, as well. It has been revealed that Native Americans have disproportionately high degrees of psychological distress (Zahran et al., 2004). On average, Native American students ages 10-24 have higher rates of suicides and attempted suicides than any other race or ethnicity, and experience Post Traumatic Stress Disorder (PTSD) at a rate of 22%, which is nearly three times higher than the general population (Seelau, 2012). Gone (2013) suggests that the cause of trauma disproportionately faced by Native Americans is the result of “the intergenerational accumulation of risk for poor mental health status among Native peoples that purportedly originates from the depredations of past colonial subjugation” (para. 7). The feeling of isolation, loss of reality, and neglect that comes with the inaccuracies in the public school system regarding Native American History can be a cause for a higher rate in suicide, anxiety, and depression amongst Native American students. According to Loring (2009), “on one hand, it [education] has opened opportunities. On the other, it harmed us physically, psychologically and spiritually. It inflicted spiritual wounds upon Native people lasting for generations” (p. 16).

Contrastingly, research shows that incorporating Native American History in school curricula has undeniable benefits for both Native American students and non-Native American students. Assembly Bill 738 quotes from Assembly Bill 544 in explaining that “its findings that teaching American Indian language and culture is essential to the proper education of American Indian children and that preserving American Indian language and culture is an important part of our national heritage and can be of value to all Americans” (AB-738 Pupil Instruction, 2017, para. 6). When analyzing the benefits of Native American students in particular, research finds that when presented an accurate representation of their culture in schools, become more well-rounded students. Assembly Bill 738 proclaims that Native American students are more

academically engaged, become more academically aware, have increased test scores, and develop a sense of self-deficiency and self-empowerment (AB-738 Pupil Instruction, 2017).

When looking at a larger scope, including Native American History in school curricula is known to close the achievement gap, reduce truancy rates, lower dropout rates, increase student enrollment, and increase graduation rates for Native American students.

There are some reported cases of schools teaching improved Native American History lessons from an unbiased and emic perspective, such as one involving Rose Borunda, an education professor at Sacramento State. Rose Borunda began collaborating with those at her university, local tribe members, teachers, and historians to create online lesson plans for teachers around the world to use in their classrooms. These lesson plans are intended to supplement what is already taught in the Common Core State Standards (Jones, 2018, para. 14). These lesson plans were created to supplement the changes made due to Senate Bill 48 and Assembly Bill 738 and proved to be successful in the Sacramento area. Another resource found for teachers to benefit from is *Turning on Learning* by Grant and Sleeter (1989). Lessons in this book include different approaches to teaching multiculturally in the classroom. *Turning on Learning* offers lessons about Native Americans and Institutional racism and how they were forced to live on land with poor soil with the intention that they would not prosper. The lesson also introduces important terms such as the Indian Restoration Act of 1934, the “hands-off” policy, and the “Americanize” policy. This is an easy way to incorporate accurate Native American History alongside United States History in order to give a fair story of both sides (Grant & Sleeter, 2009). *Turning on Learning* also explains a lesson for elementary school students that allow them to understand the policies and conditions of Native American boarding schools through the reading of literature written by Native American Authors. These books allow students to

understand the intentions of boarding schools and how they impacted Native American students their own age. Books in this lesson include *Charlie* by Lee Maracle, *Male Deer-Seeker of Visions* by Lame-Deer and Richard Erodes, and *Civilize Them with a Stick* by Mary Crow Dog (Grant & Sleeter, 2009). Lastly, *Turning on Learning* offers lessons about Native Americans and Institutional racism and how they were forced to live on land with poor soil with the intention that they would not prosper. The lesson also introduces important terms such as the Indian Restoration Act of 1934, the “hands-off” policy, and the “Americanize” policy (Grant & Sleeter, 2009). This is an easy way to incorporate accurate Native American History alongside United States History in order to give a fair story of both sides.

Methods and Procedures

The research conducted in this paper was primarily collected through the use of literature review, email interviews and anonymous Google Surveys (See Appendixes A-F).

To respond to the question posed in the Introduction and Background section, this research project was conducted through the use of an email interview with Sean True (the Director of Curriculum and Instruction under Superintendent PK Diffenbaugh at Monterey Peninsula Unified School District) (See Appendix A), and an interview with Monterey High School US History teacher John Wolf to gain a high school teacher perspective (See Appendix B), An anonymous Google Survey of fourth, fifth, and sixth grade teachers was conducted to gain the perspective of elementary school teachers (See Appendix C). Lastly, an anonymous Google Survey Questionnaire was administered to eleventh grade students at high schools in Monterey Peninsula Unified School District. The survey was given to eleventh graders taking a US History course for the purpose of analyzing the knowledge students have about Native American History who are preparing to exit the public school system in the next school year

(See Appendix D). While the responses from elementary school teachers and eleventh grade students remain anonymous in this research, the responses from Sean True speaking for the Superintendent's office and John Wolf will remain public.

Results and Discussion

The results from this research show the perspectives and knowledge of those employed in or being educated by Monterey Peninsula Unified School District, and how these individuals personally feel or think about certain topics relating to Native Americans. Through the use of literature review, personal communication via email, and anonymous Google Surveys, the aim is to answer the primary and secondary questions of this research. The primary and secondary research questions will be answered thoroughly to the literature's extent or to the participant's ability.

1. What does research say about the importance of implementing Native American history in school curricula? How does history portray Native Americans in general?

Through the extent of this research, it can be argued that implementing Native American History in school curricula is not only important for Native American students, but it is important for non-Native Americans students, as well. Native American students who do not learn Native American History suffer from lower graduation rates, lower college attendance rates, and higher rates of mental illness (Seelau, 2012). Non-Native American students who do not learn Native American History hold an inaccurate depiction of the United States and its history, and the possibility rises for history to repeat itself. In turn, Native American students who *do* learn Native American History are more academically engaged, have an increased academic performance, improved graduation rates, and a better sense of self-deficiency (AB-738 Pupil

Instruction, 2017). Non-Native American students learning about Native American History helps to close the achievement gap while those students become more multiculturally aware.

Literature has proven that Native Americans are portrayed in a negative light in history. Many historical events that were detrimental to Native Americans became events to praise and celebrate in the future. As found in literature review, schools take genocidal events that harmed Native Americans and gave them painless names such as “Manifest Destiny” (Educators learn to teach history with an Indian perspective, 2002, para. 8). Native American feelings and emotions have often been undermined in history writing.

2. *With the passage Senate Bill 48 taking effect in 2012 in California, how does it change the contents in social studies curricula and instructions?*

According to Sean True, the Director of Curriculum and Instruction at Monterey Peninsula Unified School District, the passage of Senate Bill 48 taking effect in 2012 in California had some effect on social studies curricula and instructions, but not enough to cause a significant change in the classroom. Sean True explains, “Our current social studies curriculum is out of date and rarely used in our classrooms. We are investigating new curricula for social studies and hope to pilot in the next school year. We are absolutely considering representation as we investigate curricula and maintain an equity focus in both instruction and representation as a core pillar of our district mission” (S. True, personal communication, 13 March 2019). As Senate Bill 48 states, the bill is solely a guide for school districts to follow when choosing curricula and instruction for classrooms. While Sean True claims Monterey Peninsula Unified School District has not been significantly impacted by Senate Bill 48, he also claims that the Superintendent of MPUSD and other leaders in education at the District Office are working towards a more

inclusive curricula and hoping to include more unbiased history standards and resources for teachers and students.

3. *Are school districts in Monterey County currently implementing Native American history in their social studies curriculum? If they do, how do they implement it in the classrooms?*

Italicize this secondary research question.

According to Sean True and anonymous teachers in Monterey Peninsula Unified School

District, the quantity of how much Native American History is taught in the classroom is

determined by the individual teacher. Sean True says “[Native American] instruction is not

currently systematic, and the quality will vary by classroom which is something that we are

currently moving to address” (S. True, personal communication, 20 March 2019). In the

individual classroom, teachers have the choice as to whether or not they wish to teach Native

American History in the classroom, and they have the choice of what to teach in this subject.

According to an anonymous survey of elementary school teachers in Monterey Peninsula Unified

School District, two teachers do not teach Native American History in their classroom, while

four teachers do teach Native American History to an extent in their classroom. When asked how

they implement Native American History in the classroom, responses written by elementary

school teachers included “colonization period”, “we teach California History so our unit starts

with Native Californians. In my class we research and study native life and talk about what

happens when European settlers arrive.” (Teacher C, personal communication, 14 March 2019),

“migration, regional differences, natural resources and how they affected Native American

culture” (Teacher D, personal communication, 14 March 2019), and “we teach Native American

History from the crossing on the land bridge to the time of the missions, more or less” (Teacher

F, personal communication, 14 March 2019). When asked this question, John Wolf, a United

States History teacher in Monterey Peninsula Unified School District responded with “Not to any significant degree. The AP kids are exposed to it but we don't spend a great deal of time on it as it is not really tested on the AP exam. The regular US History gets it when we do Westward Expansion and Manifest Destiny, but we learn that Natives are removed from the land for expansion and don't really get into the lives of the Natives other than that they are removed” (J. Wolf, personal communication, 12 March 2019).

4. Do students who learn U.S. history in schools have general knowledge about Native American history? If not, what grade level should they begin to learn about Native American history according to teachers?

On average, teachers believe that their students have a general knowledge about Native American History because they do not cover the concept as much as they can. One teacher responded with, “I cover all that I can. I wish my kids knew more about modern NA culture and how the political choices of our country have affected the way they live now” (Teacher D, personal communication, 14 March 2019). Another anonymous teacher responded with “I think there is a general knowledge, but that students could definitely benefit from learning more”. Some teachers in Monterey Peninsula Unified School District observe that students depend on knowledge too much on outside media that is inaccurate or over-exaggerated. One teacher writes, “I believe they have a general knowledge too much informed by movies” (Teacher F, personal communication, 14 March 2019). John Wolf believes that students “do not [have a general knowledge of Native American History] other than that they are victims of European and then American expansion. I don't choose to ignore or not cover Native Americans but they are only taught in connection to them being removed from their land. There is no depth to it. The US course is designed to tell the story of how we got from colonization to the present day, so there

isn't really time to delve into pet projects on certain marginalized groups other than how they fit into the general narrative of mainstream US history” (J. Wolf, personal communication, 12 March 2019).

When asked what grade level students should begin learning about Native American History, all teachers in this email interview agree that students should be exposed to Native American History at a younger age. Teachers responded with, “1st. This may allow students to know and understand the people who lived in this country before Europeans.” (Teacher A, personal communication, 14 March 2019), “4th or even earlier. Our school is multicultural, so it is a need for all our students to know different cultures. This creates a welcoming environment and a wonderful loving community.” (Teacher B, personal communication, 14 March 2019), “I think there is a place for Native American History in each grade starting with Kindergarten.” (Teacher C, personal communication, 14 March 2019), “TK-I believe in spiraling Social Studies standards through all the grades.” (Teacher D, personal communication, 14 March 2019), and “I think it should be introduced along with all US history. The strands of all the people should be told concurrently instead of a topic here or there” (Teacher F, personal communication, 14 March 2019).

In sum, it is agreed upon by all teachers in this survey that although their students may have a general knowledge of Native American History, there is room for a better Native American curriculum unit in public schools. Teachers also agree that Native American History should also be introduced to students at a younger age, much different than when students are taught in current public schools.

An anonymous survey questionnaire for eleventh grade students in Monterey Peninsula Unified School District can analyze students’ knowledge of Native American History as they

prepare to graduate and exit the public school system within the next year. The topics covered in this survey questionnaire include the Age of Exploration, colonization, Westward Expansion, the Trail of Tears, California Missions, and Native American Boarding Schools. The survey reveals that 90% of students know little to no knowledge about the effects of exploration on Native Americans during that time. When asked to describe what they knew about the effects of exploration on Native Americans, student responses included, “He came over to America and coughed on a few Native Americans and gave a lot of diseases to the Native Americans and it led to a big genocide of the natives” (Student 20, personal communication, 15 March 2019), and “Christopher Columbus sailed the ocean, landed in south America and found a new land. Explored it, made some friends and enemies” (Student 39, personal communication, 15 March 2019). The survey reveals that 88% know little to no knowledge about the effects of colonization on Native Americans during that time. While some students were able to describe a general recount of what happened to Native Americans during the age of colonization, several students responded with statements such as “Nothing much”, “I forgot”, and “nada”. In addition, 76% of high school students surveyed know little to no knowledge about the effects of Westward Expansion on Native Americans at that time. More shocking results from this student survey show that 88% of students know little to no knowledge about the effects of the Trail of Tears on Native Americans during that time, while 35% do not know any knowledge at all about this topic. 70% of all students surveyed know nothing at all about the effects of the California missions on Native Americans, and 93% of the students surveyed know little to know knowledge combined. When asked what they know about the effects of Native American Boarding Schools, it was revealed that 78% of students know nothing about the effects of Native American boarding schools on Native Americans. When asked to describe what they know, one student

responded with “never heard of it”, another student who has a misunderstanding of what Native American Boarding Schools are responded with “free and lots of scholarships” (Student 19, personal communication, 15 March 2019).

In addition to specific events, students were also asked to identify what terms and laws they have heard in school regarding Native Americans. Sixty-six (66.7%) of students have heard of the Indian Removal Act of 1830, 55.6% of students have heard of the Indian Civil Rights Act of 1968, 35.6% of students have heard of the Indian Reorganization Act of 1834, 26.7% of students have heard the term “kill the Indian, save the man”, and only 11.1% have heard of Dawe’s Act (Indian Allotment Act of 1887). Lastly, only 10% of students surveyed knew what Native American tribe lives in the Monterey area; 6 students out of 61 surveyed responded with “Esselen”.

Through this survey questionnaire of eleventh grade students and an anonymous survey of elementary school teachers in Monterey Peninsula Unified School District, it has been proven that students graduating from high school have an unclear or biased view of Native American History that contrasts with current California legislation, including Senate Bill 48. In addition, teachers also believe that Native American History is important and should be taught and seriously discussed in schools at an early age.

5. Are there resources for teachers for implementing Native American history that is accurately portrayed from a native (emic) perspective? If not, what could school districts do to prepare teachers to properly teach Native American history?

Sean True believes that teachers in Monterey Peninsula Unified School District are not currently equipped with materials that accurately portray Native Americans from an emic perspective. He writes, “I wouldn't say that they are currently ... The fact that Native American

history is one of many priorities within social studies makes the time that districts can focus on professional development that addresses Native American history even more limited. At the leadership level, we need to be mindful of representational equity in selection of curricula for social studies. We also need to maintain an equity focus on our systems and address our own growth as leaders to expand our understandings around groups who have been under or misrepresented in the past. Although the school district is not currently representing Native American History from the perspective of Native Americans, curricula developers are working towards creating a more inclusive and culturally competent Social Studies standards” (S. True, personal communication, 20 March 2019). When considering the perspectives of teachers, every teacher surveyed agreed that they are not equipped with the proper resources to teach Native American History from an emic perspective. In addition, teachers wrote, “No. Our textbooks are about 20 years old. I use materials from Teachers Pay Teachers” (Teacher D, personal communication, 14 March 2019), “We don't even get time to teach history. We do have time to test a lot though. Maybe the district should consider an ELA curriculum that teaches science and history within its content” (Teacher E, personal communication, 14 March 2019), and “I bought my own newspaper series to use every abuse I think the book is too biased” (Teacher F, personal communication, 14 March 2019). When asked if district issued history textbooks give a biased opinion on Native American History, John Wolf wrote, “I recommend that you actually look at a US textbook and see how much info is in there. You will not be impressed” (J. Wolf, personal communication, 12 March 2019). In this research, all teachers agreed that the resources for teaching Native American History are outdated and could be improved, as suggested in Turning on Learning, Rose Borunda’s online Native American History lesson plans, or through the use of children’s literature written by Native American authors. Teachers also bring in outside materials

purchased by themselves to supplement a school district issued history textbook that is evidently lacking accurate and unbiased material. Even though Senate Bill 48 and Assembly Bill 738 allow teachers to use outside materials to teach a more inclusive perspective of history, school textbooks that teachers agree are biased and limited in information can easily be replaced.

Problems and Limitations

There are limitations to this research that could potentially alter the findings discussed in this paper. Because this research was only conducted in MPUSD, it may not accurately portray the lack or abundance of Native American History in California schools, or school at the national level. In addition, the students in eleventh grade who were assessed on their knowledge of Native American History could learn more knowledge regarding the subject in twelfth grade, and do not represent all students' knowledge when exiting the public school system. Lastly, researching literature for this subject was difficult, as this topic has rarely been discussed or written about before. Many pieces of literature for this topic were either too old or too distant from the core of this topic, not allowing much significant research to supplement the research of this paper.

Recommendations

Based on the evidence found in this research and the lack of Native American History in the public school system found in literature, it is recommended to rewrite Social Studies standards and curricula in California to accurately portray minority groups and their histories from an accurate perspective coinciding with United States History, including Native Americans. In addition, beginning to teach Native American History at a younger grade is recommended to ensure students grasp a broad range of Native American History in addition to United States History prior to graduating.

Conclusion

It can be proven that although there are laws in place that require California schools to teach a more accurate representation of Native American history, there is room for a great amount of improvement. Research proves the importance of Native American History in schools for both Native American and non-Native American students (AB-738 Pupil Instruction, 2017). There is no reason to hide Native American History in schools. A number of teachers at Monterey Peninsula Unified School District believe that they do not teach an accurate representation of Native American history, and that they do not have adequate materials to teach Native American History. The Director of Curriculum and Instruction of Monterey Peninsula Unified School District agrees that standards are out of date and have not been changed significantly due to Senate Bill 48, but their curricula team is in the process of creating new standards that will bring attention to more minority groups, including Native Americans. Students preparing to graduate high school showed little to no knowledge of several major events in Native American History, proving that the public school system has lacked accountability in providing an accurate representation of Native American History. Nancy McTygue, executive Director of the California History-Social Science Project at UC Davis, explains “It’s better history teaching. It’s more responsible. Whatever the topic, we wanted students to have a more nuanced understanding of the past, so they can make more informed interpretations” (Jones, 2018, para. 11). Informing future generations of the inhumane and unjust history of Native Americans in the United States can help to ensure that horrific events that Native Americans went through will never happen again.

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Appendix A

RESULTS: Email Interview with the office of the Superintendent at Monterey Peninsula Unified School District

1. Are you familiar with Senate Bill 48 that was passed in 2012 in California? If so, please describe the contents of the bill in your own words.

Sean True: Yes, The Bill expands non-discrimination protections in social studies content in teaching and prohibits teachers from teaching content in a discriminatory way. It also loops charter and private schools in to the existing non-discrimination law and its expanded protected groups (centered around gender, physical disability and sexual orientation/identity)

2. With Senate Bill 48 that passed in 2012, how does it change the contents of social studies curricula and instructions in MPUSD K-6 schools?

Sean True: That is harder to answer. Our current social studies curriculum is out of date and rarely used in our classrooms. We are investigating new curricula for social studies and hope to pilot in the next school year. We are absolutely considering representation as we investigate curricula and maintain an equity focus in both instruction and representation as a core pillar of our district mission.

3. With Senate Bill 48 that passed in 2012, how does it change the contents of social studies curricula and instructions in MPUSD high schools?

Sean True: I will leave that question to Dr. Nelson.

4. Is Senate Bill 48 responsible for including Native Americans in social studies curricula? If so, how is Native American History implemented in MPUSD K-6 schools? How is Native American History implemented in MPUSD high schools?

Sean True: No. Native American history has been included in instruction in MPUSD prior to the passage of SB 48. I would reference my response above in saying that the implementation of that instruction is not currently systematic and the quality will vary by classroom which is something that we are currently moving to address.

5. Are MPUSD teachers equipped with materials to teach Native American history from an emic perspective? If so, what are they?

Sean True: I wouldn't say that they are currently and would say that most of them would not be able to articulate the difference between an emic and an etic perspective. At the leadership level, we are working with a number of districts who represent a number of First Nations students and we are using those opportunities to increase our understandings. That work will influence movement in our classrooms to include a more internal perspective from native peoples.

6. What steps can school districts take to better prepare teachers to teach Native American History and allow students to learn a more accurate representation of Native American History?

Sean True: That is a hard question. Candidly, state assessment systems to which districts are accountable do not place significant value on Social Studies instruction. As a result, districts have to develop internal will to support social studies instruction. The fact that Native American history is one of many priorities within social studies makes the time that districts can focus on professional development that addresses Native American history even more limited. At the leadership level, we need to be mindful of representational equity in selection of curricula for social studies. We also need to maintain an equity focus on our systems and address our own growth as leaders to expand our understandings around groups who have been under or misrepresented in the past. We can leverage internal resources to support growth and work to support sites to understand not just their specific diverse populations but the populations of the state and nation more broadly in line with the adopted social studies standards. We need to seek out counter narratives and center members of diverse groups in decision making.

Appendix B



California State University
MONTEREY BAY

Adult Consent for Senior Capstone Interview

Please consider participating in a research study conducted by Kirsten Kite, faculty, and the department of Liberal Studies at California State University, Monterey Bay (CSUMB).

The purpose of this research is to analyze the need and importance for Native American History in public school curricula.

We will need approximately 20 minutes of your time to participate in this research.

Approximately 1 subject like you will participate in this study.

If you decide to participate in this research, you will be asked to answer 6 interview questions via email regarding your thoughts and opinions on including Native American History in school curricula.

This project does not involve experimental procedures.

As in daily life, you might experience minor harms or discomforts from this research such as: not being knowledgeable of all topics covered in the interview questions.

There are also potential benefits to participating such as helping to inform the public as to why Native American History is important, and the benefits of including Native American History in the classroom.

Confidentiality of your identifying records will be secured during research using campus-approved encryption methods, access will be limited to only named researchers on the approved protocol, and your identifiable data will be maintained after the research is over in the following way: this Capstone project will be archived at California State University, Monterey Bay.

After this research is concluded: The de-identified information will be used for future research without additional informed consent of the subject or legally authorized representative.

Should you have any questions about the research, contact [Lead Researcher's contact information including name, CSUMB email and CSUMB telephone number].

Should you have any questions about research subjects' rights, or if you need to report a research-related injury, contact the CPHS at cphs@csumb.edu, (831) 582-5130, or the Chair of the CPHS, Dr. Chip Lenno, at (831) 582-4700.

Your participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or loss of those benefits to which you are otherwise entitled.

Sincerely,

Kirsten Kite

Subject’s Consent Statement

I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time. I have been given a copy of this Consent Form.

Sean True

___3/20/2019__

Signature or other identifying information

Date

Signature of Researcher

In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Kirsten Kite

_4/9/19

Signature of Researcher

Date

Appendix C

RESULTS: Email interview with John Wolf, eleventh grade United States History Teacher at Monterey High School in Monterey Peninsula Unified School District

1. Are you responsible for teaching Native American history in your classroom? If so, what events and/or concepts are taught?

John Wolf: The AP kids are exposed to it but we don't spend a great deal of time on it as it is not really tested on the AP exam. The regular US History gets it when we do Westward Expansion and Manifest Destiny but we learn that Natives are removed from the land for expansion and don't really get into the lives of the Natives other than that they are removed.

2. At what grade level do you believe Native American history should first be taught in schools? Why?

John Wolf: Elementary school when they do CA History to see what life was like in CA before our time.

3. Do you believe that your students have a general knowledge about Native American History? Are there any parts of Native American History that you (or school district) choose to not cover in curricula? If so, why?

John Wolf: No they do not other than that they are victims of European and then American expansion. I don't choose to ignore or not cover Native Americans but they are only taught in connection to them being removed from their land. There is no depth to it. The US course is designed to tell the story of how we got from colonization to the present day, so there isn't really time to delve into pet projects on certain marginalized groups other than how they fit into the general narrative of mainstream US history.

4. Do you believe that a biased and/or inaccurate representation of Native American History is portrayed in state textbooks and/or curricula?

John Wolf: Not really because that would assume there is adequate coverage in the first place that can be biased. All that is in there is how they are victims of expansion. I recommend that you actually look at a US textbook and see how much info is in there. You will not be impressed.

5. Does MPUSD prepare you with materials in order to teach Native American History from an unbiased (emic) perspective? If so, what are those materials?

John Wolf: I don't know what emic means. MPUSD provides us with the textbook.

Appendix D



California State University
MONTEREY BAY

Adult Consent for Senior Capstone Interview

Please consider participating in a research study conducted by Kirsten Kite, faculty, and the department of Liberal Studies at California State University, Monterey Bay (CSUMB).

The purpose of this research is to analyze the need and importance for Native American History in public school curricula.

We will need approximately 20 minutes of your time to participate in this research.

Approximately 4 subjects like you will participate in this study.

If you decide to participate in this research, you will be asked to answer 6 interview questions via email regarding your thoughts and opinions on including Native American History in school curricula.

This project does not involve experimental procedures.

As in daily life, you might experience minor harms or discomforts from this research such as: not being knowledgeable of all topics covered in the interview questions.

There are also potential benefits to participating such as helping to inform the public as to why Native American History is important, and the benefits of including Native American History in the classroom.

Confidentiality of your identifying records will be secured during research using campus-approved encryption methods, access will be limited to only named researchers on the approved protocol, and your identifiable data will be maintained after the research is over in the following way: this Capstone project will be archived at California State University, Monterey Bay.

After this research is concluded: The de-identified information will be used for future research without additional informed consent of the subject or legally authorized representative.

Should you have any questions about the research, contact [Lead Researcher's contact information including name, CSUMB email and CSUMB telephone number].

Should you have any questions about research subjects' rights, or if you need to report a research-related injury, contact the CPHS at cphs@csumb.edu, (831) 582-5130, or the Chair of the CPHS, Dr. Chip Lenno, at (831) 582-4700.

Your participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or loss of those benefits to which you are otherwise entitled.

Sincerely,

Kirsten Kite

Subject's Consent Statement

I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time. I have been given a copy of this Consent Form.

_____John Wolf_____

_____3/13/19_____

Signature or other identifying information

Date

Signature of Researcher

In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Kirsten Kite

4/9/19

Signature of Researcher

Date

Appendix E

RESULTS: Anonymous survey questionnaire for teachers in Monterey Peninsula Unified School

District

What grade do you teach?

4

4 and 5 Special Day Class

4th

5

5th

1. Are you responsible for teaching Native American History in your classroom? If so, what events and/or concepts are taught?

Yes. Colonization period.

No

Yes. We teach California history so our unit starts with Native Californians. In my class we research and study native life and talk about what happens when European settlers arrive. Yes-migration, regional differences, natural resources and how they affected NA culture

No

We teach Native American History from the crossing on the land bridge to the time of the missions, more or less.

2. At what grade level do you believe Native American History should first be taught in schools? Why?

1st. This may allow students to know and understand the people who lived in this country before Europeans.

4th or even earlier. Our school is multicultural so it is a need for all our students to know different cultures. This creates a welcoming environment and a wonderful loving community.

I think there is a place for Native American History in each grade starting with Kindergarten. TK-I believe in spiraling SS standards through all the grades

K-12

I think it should be introduced along with all US history. The strands of all the people should be told concurrently instead of a topic here or there,

3. Do you believe that your students have a general knowledge about Native American History? Are there any parts of Native American History that you (or school district) choose to not cover in curricula? If so, why?

I believe my students know how the native Americans were treated during the colonization period. They do not know anything prior to that.

No. Not That I know of.

I think there is a general knowledge, but that students could definitely benefit from learning more. We have completed multiple research projects on the subject and read some books like "Island of the Blue Dolphins" which gives a little perspective on Native culture. We are currently researching California Missions and I am trying to emphasize in the project the importance of looking at these from a Native American perspective. We have been using the web site <http://www.californiamissionsnativehistory.org/> for most of our research. Social studies and history in the elementary classroom has become mostly embedded into our language arts and reading so these extra projects and books are our best way to teach some of this content.

I cover all that I can. I wish my kids knew more about modern NA culture and how the political choices of our country has effected the way they live now.

Native American history is a story about the genocide of the indigenous people of the Americas. We should teach that. They were systematically wiped out and their culture all but erased because of inequitable and racist US policies.

I believe they have a general knowledge too much informed by movies.

4. Do you believe that a biased and/or inaccurate representation of Native American History is portrayed in state textbooks and/or curricula?

I do not use history textbooks in my class. I do believe that there has been an inaccurate representation in the past.

Yes.

I think there is probably still some bias in our textbooks though they do try to represent Native American perspectives and contributions.

Yes

Absolutely.

Yes. History books do not accurately teach about the genocide perpetrated against the Native Americans, not to mention slavery. We are woefully wrong about a lot of our beliefs.

5. Does MPUSD prepare you with materials in order to teach Native American History from an unbiased (emic) perspective? If so, what are those materials?

No they do not.

No

We are currently using Houghton Mifflin's History and Social Science textbooks. There is not a supplemental Native American History curriculum that we have been given.

No. Our textbooks are about 20 years old. I use materials from Teachers Pay Teachers.

no. We don't even get time to teach history. We do have time to test a lot though. Maybe the district should consider an ELA curriculum that teaches science and history within its content.

No. I bought my own newspaper series to use every abuse I think the book is too biased.

Appendix F

RESULTS: Anonymous survey questionnaire for students in Monterey Peninsula Unified School

District

What grade are you in?

10th (1 student)

11 (40 students)

11th (13 students)

11th grade (2 students)

Junior (1 student)

Eleventh (1 student)

1. How much do you know about the effects of exploration (ex: Christopher Columbus discovering America) on Native Americans during that time?

I don't know anything (15 students)

I know a little (39 students)

I know a lot (6 students)

I know everything (1 student)

Briefly describe what you know about the effects of exploration (ex: Christopher Columbus discovering America) on Native Americans, if you can.

Nothing

i know that columbus traveled the globe and landed on an island that had native americans and later on took advantage of them and killed them

I know nothing

Yes

He used to believe the Earth was flat and wanted to explore around the world in the seas.

he stole a lot of the native land.

Im not sure.

What I know about the effects on the Native Americans is that they got the got the disease that the Native Americans brought over with them.

he killed some of them

I know that Christopher Columbus sailed the sea to come to america.

i know that they brought diseases and many native americans got sick and were kiked off their land

I know that Christopher Columbus had discovered America in 1492

I remember that the pilgrims came to America and they were struggling so they teamed up with a group of Native Americans to get rid of the second tribe that the Native Americans didn't like then they helped the Pilgrims then they had that is now known as Thanksgiving.

Christopher Columbus came to america, welcomed them, Genocide and slaves, started in Jamaica and Bahamas

When Christopher Columbus came to America there were Native Americans already living in the land

I can't

Chris Columbus, It's fake

None

First person to come to America

He came over to America and coughed on a few Native Americans, and gave a lot of diseases to the Native Americans and it led to a big genocide of the natives.

That the europeans brought disease that killed a lot of the natives

I know that Christopher Columbus basically committed genocide against the Native Americans. i don't really know that much.

he sailed the ocean in 1492 and he came upon america and he met native americans and so he decided to trade with the native americans

I know Christopher Columbus discovered america and took over the native americans land and killed a lot of them.

He brought diseases to them.

I know that he took over their land

He "discovered" America and accidentally spread diseases to the natives.
He found America.

first of all he did not discover america he was trying to sail to India and ended up landing in what we now call america. that is why people tend to call native americans indians. while the native americans greeted them with open arms they were heavily mistreated. at first the colonists seemed like they were trying to co exist with the natives, but after the natives taught the colonist how to grow food properly with a different type of soil the colonist grew more hungry for more land and power over the natives. we are taught in school that the virus known as small pox was spread by the rats that were on the ships that the europeans sailed on, but that is only half of the truth. the captains from those ships handed out blankets that were infested with the virus to the natives. they gave it to the women who would eventually wrap their children in these blankets. disease was a big part in the genocide of the native americans, but that was not all. they enslaved the natives, murdered them, then eventually kicked them off of their own land, and the biggest known act of this was later named the trail of tears. even before the native americans were there the vikings had landed there first. so like this isn't even half of it but like my class ends in 8 minutes so i wrote as much as i could in that amount of time. your welcome college student <3

I don't Know

he was one of the first to see it

nothing

Christopher Columbus sailed the ocean, landed in south america and found a new land. Explored it, made some friends and enemies.

Christopher Columbus sailed the ocean blue landed in South America and found a new land, exported good, made some friends and enemies and gained new lands as well.

Christopher Columbus took a trip across the Atlantic Ocean from Spain

Christopher Columbus sailed the ocean blue landed in south america and found a new land, exported good, made some friends and enemies and gained new lands as well.

I know that he founded america in 1492

During that time, Christopher Columbus had been traveling every piece of land in American and soon found California, which is where we live. He started to create a map of America in order to

return and make a population and society. However, the Native Americans were not happy about how their land was being taken away by others who did not own it in the first place.

I dont know

Christopher Columbus practically invaded America and enslaved all of the Native Americans. He forced them to convert to Christianity and created new diseases among the Natives.

2. How much do you know about the effects of colonization (ex: settlers from Europe to live in America) on Native Americans during that time?

I don't know anything (17 students)

I know a little (36 students)

I know a lot (7 students)

I know everything (1 student)

Briefly describe what you know about the effects of colonization (ex: settlers coming from Europe to live in America) on Native Americans, if you can.

Nothing

Idk

Native Americans were forced to leave their land.

I know that the settlers used to coexist with Native Americans

Yes

i know he stole a lot of land.

Nothing much.

The effects were that at first they were accepted them and than forced them out into reservations.

settlers had alliances with native americans to kill other native americans and then thanksgiving happened

That they took land when they got here.

native americans learned about trades with the americans

I know that Europeans had came to America in the mayflower to find a better life or be on their own and find more oppurtunities and they had fought and taken land from Native Americans.

The pilgrims came for religious freedom but when they started settling in America some of the Native Americans didn't like that.

colonization impacted native Americans by taking their homes, resources, and going to war with them

They spread diseases.

The Natives were kicked out off their land

None

The diseases killed most Native Americans so they just waltzed in and killed the remaining natives that were defending their land.

The colonist settled on the east coast. They would often make deals with the natives but end up breaking those deals and taking more land.

but i forgot though.

European settlers took over and build colonies on the native americans tribe land. They took their lands.

I dont know

I know about Plymouth Rock but that's about it

They brought diseases.

the more settlers and colonists that came from europe the more land was taken from the natives to make room for the europeans. some people didn't have the proper paperwork to leave the boats they came on so many of the colonist would die on the ship. more land was taken and was put into construction. more houses were built and more natives were pushed off of their land.

I Don't Know

Nothing

Nada

Jamestown was founded and that was starting point for American colonization 13 other settlements were born as well. This was the new America and a starting point for the new

settlers. The native americans didn't like how the new Americans were concurring land and kicking them out. They attacked and fought back for their land. Did not succeed.

Jamestown was founded and that was starting point for American colonization, 13 other settlements were born as well. This was the new America and a starting point for the new settlers. The native Americans did not like how the new Americans were concurring land and kicking them out. They attacked and fought back for their land. Did not succeed.

Jamestown was founded and that was the starting point for american colonization, 13 other settlements were born as well. This was the new america and a starting point for the new settlers. The native americans did not like how the new americans were concurring land and kicking them out. They attacked and fought back for their land. Did not succeed

The effects of exploration on Native Americans was that they were introduced to diseases and looked to new plants for new medicine.

It constantly threatened their ways of life, they were always mistreated when people didn't care that it was their land in the beginning.

Native Americans were being kicked out of their land. The settlers brought diseases to the Native Americans.

3. How much do you know about Westward Expansion (ex: settlers moving westward into America) on Native Americans during that time?

I don't know anything (13 students)

I know a little (33 students)

I know a lot (13 students)

I know everything (2 students)

Briefly describe what you know about Westward Expansion (ex: settlers moving westward into America) on Native Americans, if you can.

The United States believed that expanding the United States expanding was justified and inevitable(manifest destiny).

Idk

They took over Native American land and claimed to the end

Yes

its when we expanded to the west.

Nothing

They expanded west.

The effect on them was that they forced them to leave the parts of country that the Americans were in.

Americans expanded their territory westward and killed a lot of native Americans along the way. That they expanded into America and took or fought for land.

The westward expansion was the movement of settlers

I know Europeans were moving westward to find more opportunity and expand their country more

Americans started moving more inland in America so there would be more towns and places to live in America.

They were resettled to move west and have the land to themselves, they colonists moved westward and took their homes once again and then discriminated them for it.

The land of the Native Americans became smaller and smaller as the colonies expanded
I forgot

When the Americans were expanding westward, they took over the Native Americans land, so the Natives fought back but failed badly.

Manifest destiny was the US expanding westward to California

During the Westward expansion the lands populated by Native's were stolen from them. They were forced out of their homes while the "Americans" use all the resources and make use of the land for themselves.

I kinda forgot though.

Immigrants were migrating west because of resources and urbanism

I know that settlers moved across all westward land and taking away native Americans from their land.

People going to the American west, Louisiana purchase

They took their land, well kind of bought it, in order to expand America. This lead to many conflicts though like the compromise of 1850 and the civil war.

i dont know

Native Americans were forced to leave their homes.

They stole land

In 1803, President Thomas Jefferson purchased the territory of Louisiana from the French government for \$15 million. The Louisiana Purchase stretched from the Mississippi River to the Rocky Mountains and from Canada to New Orleans, and it doubled the size of the United States. To Jefferson, westward expansion was the key to the nation's health: He believed that a republic depended on an independent, virtuous citizenry for its survival, and that independence and virtue went hand in hand with land ownership, especially the ownership of small farms.

I don't Know

Nada

Crazy

Westward expansion was

Westward expansion started off with Louisiana purchase in 19th century
Westward expansion was after the great war against britian and the us. This led to westward expansion and eventually the gold rush.

i know that it had to do with the louisiana purchase and people migrating.

During the Westward Expansion, there multiple events that were correlating with one another. For example: Louisiana Purchase, Missouri Compromise and the Compromise of 1850. They all played a part of the Westward Expansion because most of them related towards the Native Americans' values since a majority of them were slaves and wanted to become free from everything and live normal lives like the rest of us.

I dont know

The Mayflower brought Europeans to America where they named it Jamestown. When the population began to grow, settlers continued west in search of a better life or better resources. The Americans were pushing Native Americans off of their land.

4. How much do you know about the Trail of Tears?

I don't know anything (21 students)

I know a little (30 students)

I know a lot (8 students)

I know everything (2 students)

Briefly describe what you know about the Trail of Tears, if you can.

Native Americans going on a long journey and some dying.

i have no idea

It was the trail the Native Americans took when the settlers forced them to move out of their land

Yes

when the natives had to leave.

Nothing

They moved the native americans from their homelands.

its my walk to school.....

It's what they called the trek that they Native Americans had to take when they were forced out.

native americans were forced to go for a long walk and killed

I remember learning about it but I forgot about it.

the trail of tears was when native americans were forced out of their homes

The Trail of Tears is where Americans had forced Native Americans to migrate or relocate them so they can make more room for the settlers.

A lot of Native Americans were leaving to go somewhere.

President Andrew Jackson relocated all native americans to one specific area and many died on their travels

The English made the Native Americans move.

I've head about it but I forgot what it was

But I forgot

It was after most Natives were kicked out of their homes and were forced to move somewhere else, many Natives died during this time.

President Jackson relocated Natives westward. many died and were injured on the trail the trail of tears is basically when native americans were forced to leave their homelands and move to indian territory.

Idk

After the indians were taken away from their land they had to migrate and went through a trail of tears.

series of forced relocations of Native Americans in the United States from their homeland Some people traveled and got trapped, so they ate each other.

i dont know

The trail of tears is when the Europeans forced natives to relocate and many died on this trail. Native Americans had to travel to OKC.

At the beginning of the 1830s, nearly 125,000 Native Americans lived on millions of acres of land in Georgia, Tennessee, Alabama, North Carolina and Florida—land their ancestors had occupied and cultivated for generations. By the end of the decade, very few natives remained anywhere in the southeastern United States. Working on behalf of white settlers who wanted to grow cotton on the Indians' land, the federal government forced them to leave their homelands and walk thousands of miles to a specially designated "Indian territory" across the Mississippi River. This difficult and sometimes deadly journey is known as the Trail of Tears.

Do not know

its crazy

nope

Many native americans died on this trail

I know that it had to do with native Americans and some territory

The Trail of Tears had to deal with homelands of the Native Americans. They had to be relocated, but many of the people were not able to survive the long journey.

The Trail of Tears was a series of relocations for the Native Americans.

Under the Indian Removal Act, Native American tribes were forced westward towards their designated territory, abandoning their homes and walked for many days leaving many to die.

5. How much do you know about the role of Native Americans in the California Missions?

I don't know anything (42 students)

I know a little (14 students)

I know a lot (4 students)

I know everything (1 student)

Briefly describe what you know about the role of Native Americans in the California Missions, if you can.

No

nothing

i dont know

idk

I know nothing

they basically built them.

I dont know much.

what california missions?

I am not familiar with this

I forgot

They built them?

I dont know

I know nothing.

Being chiefs

The people who did most of the work at the California missions were the Native Californians. It was the labor and skill of these men and women that made the missions prosperous. Native Californians, commonly called Indians, had been living in California for centuries before the Spanish padres and soldiers arrived.

Idk

niotr a damnm trging

I dont know

6. How much do you know about Native American Boarding Schools?

I don't know anything (47 students)

I know a little (11 students)

I know a lot (2 students)

I don't know anything (1 student)

Briefly describe what you know about Native American Boarding Schools, if you can.

i dont know

nothing

I know nothing

Yes

Only filled with Native American children.

they sent them away to schools.

Nothing much

HUH

there are schools for native americans?

In the boarding schools, they had placed Native Americans kids in school to learn more about America and make them forget about their Native American ancestry. Basically make them more "American"

I am not familiar with this

I forgot

i dont know

idk

I dont know

Never heard of it.

Free and lots of scholarships

Carlisle and other boarding schools were part of a long history of U.S. attempts to either kill, remove, or assimilate Native Americans. In 1830, the U.S. forced Native Americans to move west of the Mississippi to make room for U.S. expansion with the Indian Removal Act. But a few decades later, the U.S. worried it was running out of places to relocate the country's original inhabitants.

Idk

Noithung

Nothing

I dont know

Select any terms that you have heard of in school.

“Kill the Indian, Save the Man” (12 students selected, 26.7% of total responses)

Indian Removal Act of 1830 (30 students selected, 66.7% of total responses)

Indian Reorganization Act of 1834 (16 students selected, 35.6% of total responses)

Dawe's Act (Indian Allotment Act of 1887) (5 students selected, 11.1% of total responses)

Indian Civil Rights Act of 1968 (25 students selected, 55.6% of total responses)

What Native American tribe lives in the Monterey area?

? (2 students)

Chief (1 student)

Costanonan (1 student)

Esselen (5 students)

Esselen Indians (1 student)

I do not know at the moment (1 student)

I don't know (1 student)

I don't know but I hope you have a good day (1 student)

I don't know. (1 student)

I dont know (1 student)

I have no idea (2 students)

I think it's something like Esselen (1 student)

I'm not sure (1 student)

I'm not aware of any Native American Tribes (1 student)

Idk (2 students)

Im not sure (1 student)

Sorry, I don't know. (1 student)

The Esselen (1 student)

All of em (1 student)

Cherokee tribe (1 student)

Don't know (1 student)

esselen (1 student)

esselen, and rumsen (1 student)

Flying spaghetti monster (1 student)

Girl idk... (1 student)

i don't know (1 student)

idk (3 students)

idk (1 student)

idk lol (1 student)

mr wolf (1 student)

n/a (1 student)

no clue (1 student)

no idea (1 student)