

## **Doables**

### **Actions To Take in Your Community**



## Toward Right Relationship with Native Peoples

Website: [www.friendspeaceteams.org/trr](http://www.friendspeaceteams.org/trr)

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*These are some actions that can be important steps on the path toward building relationships based on truth, respect, and justice. Please add your own ideas, and then do at least one of these actions soon.*

#### **Learn more...**

- Invite Native American speakers to give talks at your church, library, or civic organization.
- Learn the history of your own region and its Native Peoples, past and present.
- Click here: <http://invasionofamerica.ehistory.org/> and study an interactive map that shows how the United States government “acquired” Native lands by treaties and by breach of treaties. Search by geographic region or by Native tribe.
- Research your family’s settler story: Where did they immigrate from? Where did they settle? Which Native peoples lived in that area, and what happened to them? Where are they now?
- Click here and find out whose land you live on: [native-land.ca](http://native-land.ca)
- Ask Native Americans in your region what issues are currently of greatest concern to them. Ask them if there are ways you can be helpful as an ally.
- Study Dr. Lynn Gehl’s “*The Allies’ Bill of Responsibilities*” <https://www.lynngehl.com/ally-bill-of-responsibilities.html>
- Visit your local history museum. Encourage the staff to develop exhibits about the Native peoples of the area – past and present – with the participation of Native American scholars and community members
- Read books and watch films by Native American authors and film makers. Here are some suggestions:

*Current news in Indigenous communities primarily located within the U.S.*

<https://nativenewsonline.net/>

[www.indianz.com](http://www.indianz.com)

<https://turtletalk.wordpress.com>

<https://newsmaven.io/indiancountrytoday/>

#### **Books**

An Indigenous Peoples History of the United States, by Roxanne Dunbar-Ortiz

The Heartbeat of Wounded Knee, by David Treuer

Everything You Know About Indians is Wrong by Paul Chatt Smith

Like a Loaded Weapon by Robert A. Williams, Jr.

- The Rehnquist Court, Indian Rights, and the Legal History of Racism in America

Going Native by Shari M. Huhndorf

- Indians in the American Cultural Imagination

Playing Indian by Phillip J. Deloria

Braiding Sweetgrass by Robin Wall Kimmerer

Unsettling Truths: The Ongoing Dehumanizing Legacy of the Doctrine of Discovery by Mark Charles and Soong-Chan Rah

#### **Films**

Smoke Signals

Dawnland

Blood Memory

Our Spirits Don’t Speak English

Two Rivers – watch online here: <https://www.methowvalleyinterpretivecenter.com/two-rivers-documentary-film>

Indian Horse

- Ask your public library to acquire more publications and films by Native Americans.
- Attend lectures by Native American speakers.
- Form a study group to learn about the Doctrine of Discovery, the U.N. Declaration on the Rights of Indigenous Peoples, and current Native American issues.
- In your book group, read and discuss the books listed above, and also:
  - Dismantling the Doctrine of Discovery*, <https://dofdmverno.org/exhibit/>
  - Pagans in the Promised Land: Decoding the Doctrine of Christian Discovery*, by Steven T. Newcomb.
  - In the Light of Justice: The Rise of Human Rights in Native America and the U.N. Declaration on the Rights of Indigenous Peoples*, by Walter Echo-Hawk.
  - Not From Here*, by Allan G. Johnson
  - 1491*, by Charles Mann
  - After One Hundred Winters*, by Margaret D. Jacobs
- Watch the film, [The Doctrine of Discovery: Unmasking the Domination Code](#)
- Watch and discuss the film, [Two Rivers](#)
- Study resources on De-Colonization. For example, see:
  - [Towards Decolonization and Settler Responsibility](#)  
(<https://unsettlingamerica.wordpress.com/2016/10/04/towards-decolonization-and-settler-responsibility-reflections-on-a-decade-of-indigenous-solidarity-organizing/>)
  - Revolution 101: How to be a Settler Ally, <http://rabble.ca/blogs/bloggers/activist-toolkit/2014/05/revolution-101-how-to-be-settler-ally> and <http://apihtawikosisan.com/aboriginal-issue-primers/>
- Visit the National Museum of the American Indian in Washington D.C.
- Visit tribal museums and cultural centers.
- Look at the Native-language place names in your part of the country – names of towns, rivers, mountains, and other landmarks that derived from words in Indigenous languages. Consider the significance of these names in the past, present, and future of your community.
- Attend the annual White Privilege Conference and study the resources at their excellent website: <https://www.theprivilegeinstitute.com>

### **In the schools, you can...**

- Read your school district’s curriculum on Native American history. Does it accurately portray Native societies before the European invasion, the impacts of the Doctrine of Discovery, colonization, genocide, ecocide, and Native American societies today?
- Find out whether/how Native Americans were involved in creating the curriculum. Recommend that a Native American Review Commission be formed (and funded) to revise the curriculum, 9-12.
- Suggest that Native Americans be invited to speak in classrooms.
- Donate good books about Native American history to the school library. Be sure to select books from the list provided by American Indians in Children’s Literature, at <http://americanindiansinchildrensliterature.blogspot.com/>
- Ask school board candidates how they will advocate for Native American participation in curriculum development. Make this a campaign issue.
- Support Native American candidates for school board and other civic offices.
- Offer to help a teacher present the 2-hour exercise, “*Roots of Injustice, Seeds of Change: Toward Right Relationship with Native Peoples*,” in a high school or college classroom.
- Offer to help a teacher present the 1-hour exercise, “*Re-Discovering America: Understanding Colonization*,” in a middle school or high school classroom. Contact [paulaRpalmer@gmail.com](mailto:paulaRpalmer@gmail.com)
- Suggest or purchase Tribal Nations Maps by Aaron Carapella, available on Amazon.com

## In the political realm, you can...

- Ask your representatives what they are doing to implement the U.N. Declaration on the Rights of Indigenous Peoples.
- Learn about legislation that supports Native American rights. For example, see Friends Committee on National Legislation's "[Native American Legislative Update](#)" and [Native American Rights Fund](#)
- Urge your city or state to change the name of the October holiday from "Columbus Day" to "Indigenous Peoples Day." See how Seattle did it [here](#):
- Urge your state legislature to ban the use of Native American mascots and logos. See how Maine did it [here](#).
- Download and print free posters at [USDAC.us/nativeland](#). These posters by Native American artists say "You are on \_\_\_\_\_ land." Fill in the blank with the Native people of your area and post these posters around your community.

## In your faith community, you can...

- Read the [World Council of Churches' 2012 Statement on the Doctrine of Discovery](#), and additional statements by various faith communities.
- Invite Native Americans to address the congregation.
- Acknowledge the Native peoples on whose land you live and worship (see <https://quakerservice.ca/wp-content/uploads/2019/07/Land-Acknowledgment-Resource.pdf>).
- Educate your congregation about the Doctrine of Discovery and its impact over the centuries, including today. Watch the film, [The Doctrine of Discovery: Unmasking the Domination Code](#).
- Present the workshop, "*Roots of Injustice, Seeds of Change: Toward Right Relationship with America's Native Peoples.*" Contact [paulaRpalmer@gmail.com](mailto:paulaRpalmer@gmail.com) and visit [www.friendspeaceteams.org/trr](http://www.friendspeaceteams.org/trr)
- Ask your faith community to draft and approve a statement repudiating the Doctrine of Discovery and supporting implementation of the U.N. Declaration on the Rights of Indigenous Peoples. See examples of such statements in the Resource Kit posted at [www.friendspeaceteams.org/trr](http://www.friendspeaceteams.org/trr) .
- Work with your Religious Education committee to create meaningful age-appropriate activities for young people in your congregation.
- Join the [National Native American Boarding School Healing Coalition](#) and study the resources on their website.
- Research the role your denomination played during the era of the Indian boarding schools, and contribute your research toward a truth, reconciliation, and healing process in collaboration with the National Native American Boarding School Healing Coalition ([boardingschoolhealing.org](http://boardingschoolhealing.org)).
- View a video, "The Quaker Indian Boarding Schools: Facing our History and Ourselves," at <https://vimeo.com/192219802/376f2f1ddb>.
- Read "Intergenerational Trauma: Understanding Natives' Inherited Pain, by Mary Annette Pember, here: <http://mapember.com/ICMN-All-About-Generations-Trauma.pdf>
- Watch and discuss these films about the multigenerational trauma still experienced in Native communities as a result of the Indian boarding schools and Child Welfare policies:
  - "Our Spirits Don't Speak English" <https://richheape.cinevee.com/our-spirits-dont-speak-english>
  - "The Thick, Dark Fog," <http://thickdarkfog.com/>
  - "Dawnland," <http://dawnland.org/>
  - "Blood Memory," <https://www.visionmakermedia.org/films/blood-memory>
  - "Indian Horse," <https://www.indianhorse.ca/en/film>
  - "Canada's Dark Secret," [https://www.youtube.com/watch?v=peLd\\_jtMdrC&t=428s](https://www.youtube.com/watch?v=peLd_jtMdrC&t=428s)

## Support Indigenous Peoples' Organizations

- Find out about Native American organizations in your own community. How can you support them?
- Visit websites of national and international Indigenous Peoples' organizations. Find out what they do, and support their programs financially and as an advocate. Start with these, and add others:
  - **National Native American Boarding School Healing Coalition**, [boardingschoolhealing.org](http://boardingschoolhealing.org)  
The Mission of NABS is to work to ensure a meaningful and appropriate response from responsible agencies for those Native American individuals, families, and communities victimized by the United States' federal policy of forced boarding school attendance and to secure redress from responsible institutions in order to support lasting and true community-directed healing.
  - **Native American Rights Fund**, [narf.org](http://narf.org)  
Founded in 1970, the Native American Rights Fund is the oldest and largest nonprofit law firm dedicated to asserting and defending the rights of Indian tribes, organizations and individuals nationwide.
  - **Seventh Generation Fund**, [7genFund.org](http://7genFund.org)  
Seventh Generation Fund promotes and maintains the uniqueness and sovereignty of our distinct Native Nations by offering advocacy, small grants, trainings and technical assistance to Indigenous communities.
  - **Indigenous Environmental Network**, [ienearth.org](http://ienearth.org)  
IEN is an alliance of grassroots Indigenous Peoples whose mission is to protect the sacredness of Mother Earth from contamination and exploitation by strengthening, respecting, and maintaining traditional teachings and natural laws.
  - **Indigenous Law Institute**, <http://ili.nativeweb.org/>  
The Indigenous Law Institute assists American Indian and other Indigenous communities to work toward a future of restoration and healing. They do this by working to develop a radically new basis for thinking about Native rights, from a Traditional Native Law perspective, and by contending that Native nations and peoples have an inherent right to live free of all forms of empire and domination.
  - **Native Harvest**, [nativeharvest.com](http://nativeharvest.com)  
Native Harvest works to continue, revive, and protect our native seeds, heritage crops, naturally grown fruits, animals, wild plants, traditions and knowledge of our Indigenous and land-based communities, for the purpose of maintaining and continuing Native culture and resisting the global, industrialized food system.
  - **American Indian College Fund**, [collegefund.org](http://collegefund.org)  
The American Indian College Fund transforms Indian higher education by Funding and creating awareness of the unique, community-based accredited tribal colleges and universities, offering students access to knowledge, skills, and cultural values which enhance their communities and the country as a whole.

*Toward Right Relationship with Native Peoples is a program of*

