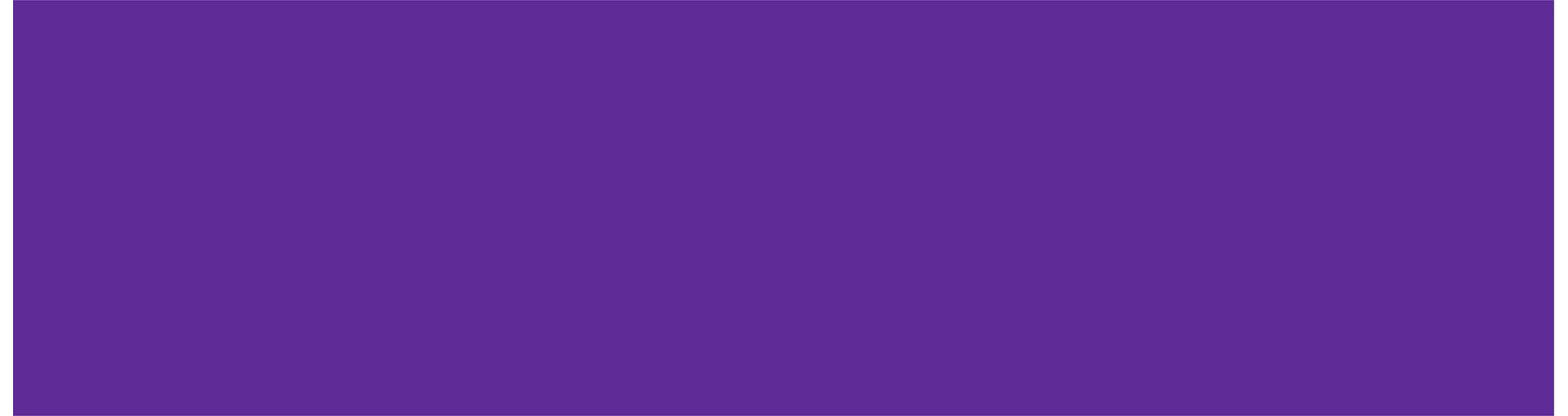


Native Nations in your Library

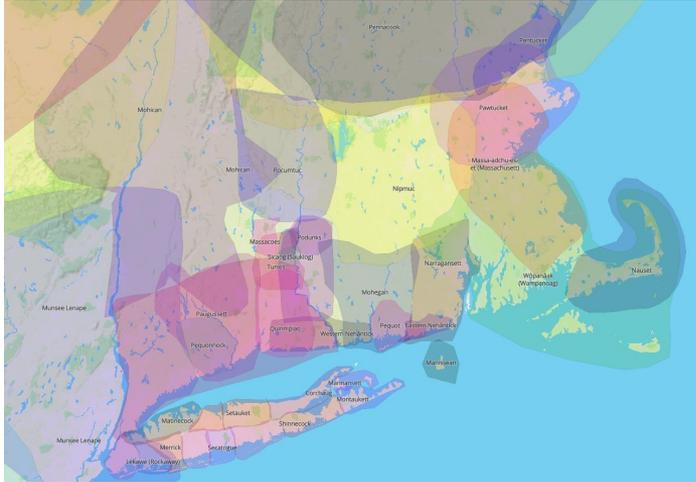
Naomi Bishop, MLIS



Overview

- Acknowledgement of Native Nations
- Tribal Crit in Libraries
- Stereotypes, Tropes, Misappropriation
- AILA Youth Literature Awards
- What's new in 2021?
- Your Library

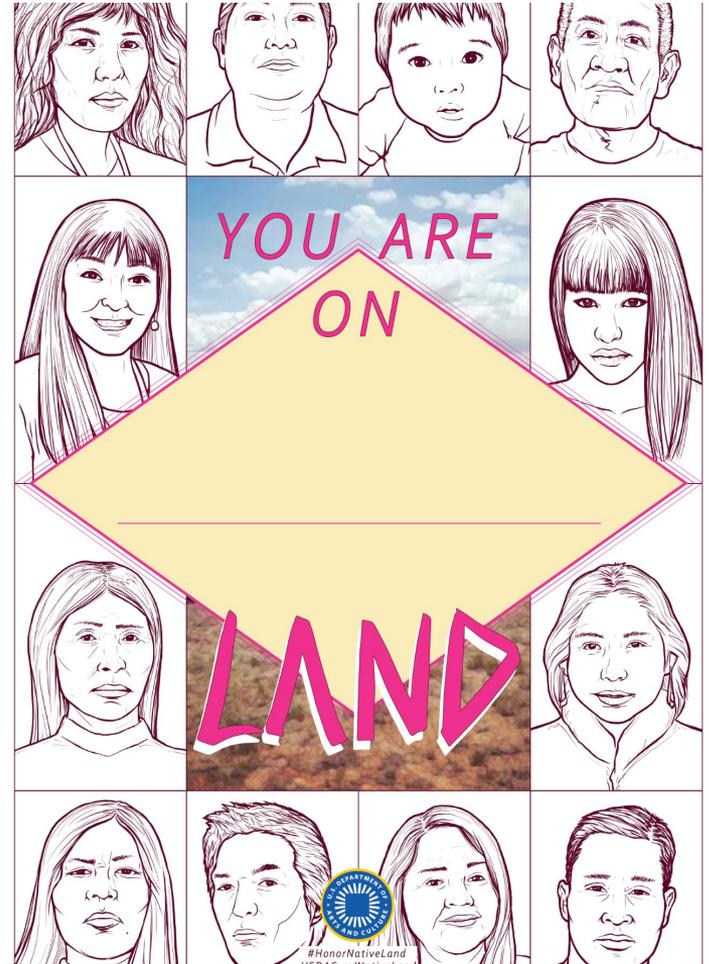
Acknowledgement



Who's homeland?

Today, Massachusetts is home to thousands of Indigenous people from across the U.S.

<https://native-land.ca/>



Arizona

Arizona is home to dozens of Indian nations whose ancestors lived on this land.

There are 22 Tribal Nations in Arizona

Arizona Tribes

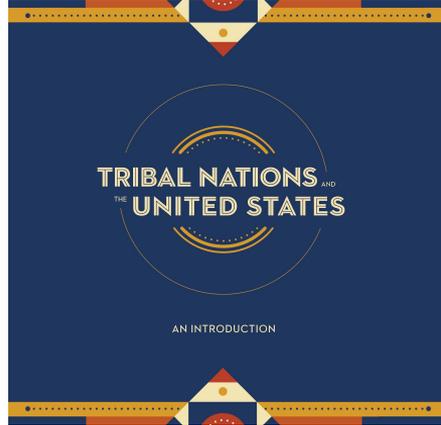


Ak-Chin Indian Community
Cocopah Indian Tribe
Colorado River Indian Tribes
Fort McDowell Yavapai Nation
Fort Mojave Tribe
Gila River Indian Community
Havasupai Tribe
Hopi Tribe
Hualapai Tribe
Kaibab-Paiute Tribe
Navajo Nation
Pascua Yaqui Tribe
Pueblo of Zuni
Quechan Tribe
Salt River Pima-Maricopa Indian Community
San Carlos Apache Tribe
San Juan Southern Paiute Tribe
Tohono O'odham Nation
Tonto Apache Tribe
White Mountain Apache Tribe
Yavapai-Apache Nation

Visibility and Acknowledgement



Is there visibility and acknowledgement in your library of Native Nations?
Are there books in your collection by Native authors?

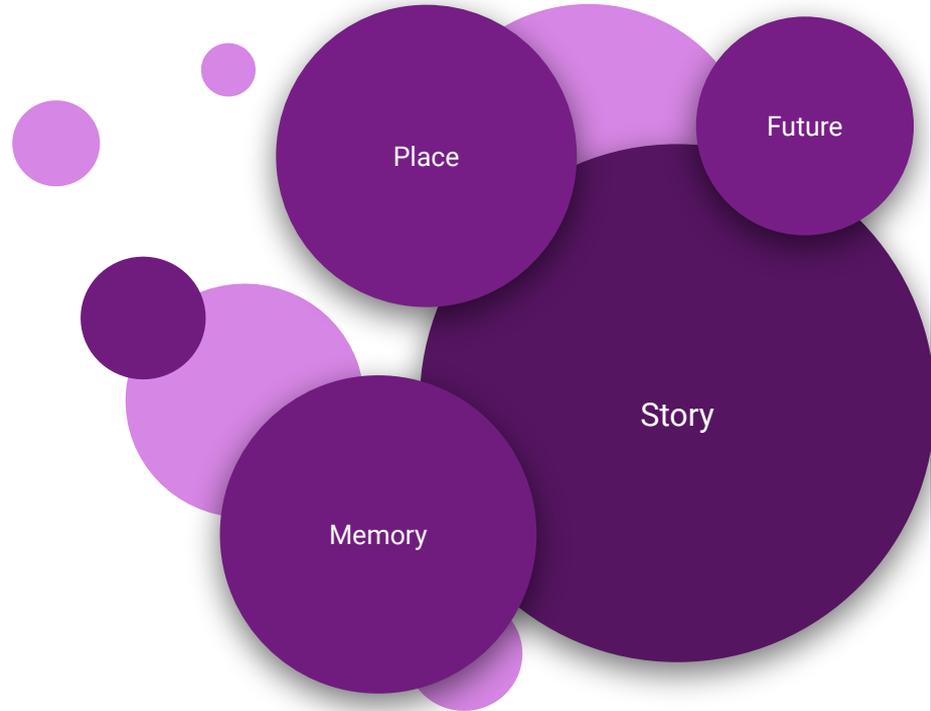
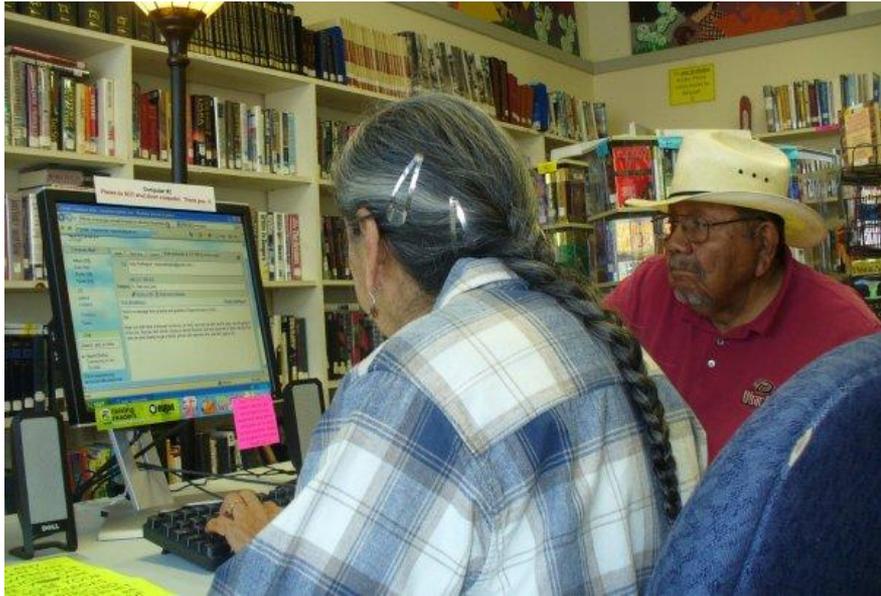


Tribal Nations

Frequently Asked Questions

[Tribal Nations & the United States: An Introduction | NCAI](#)

Living Libraries



TribalCrit

Colonization is endemic to society.

U.S. policies toward Indigenous peoples are rooted in imperialism, white supremacy, and a desire for material gain.

Indigenous peoples have not only racial but political identities.

Indigenous peoples have a desire to obtain and forge tribal sovereignty, tribal autonomy, self-determination, and self-identification

Place and Memory

TribalCrit

The concepts of culture, knowledge, and power take on new meaning when examined through an Indigenous lens.

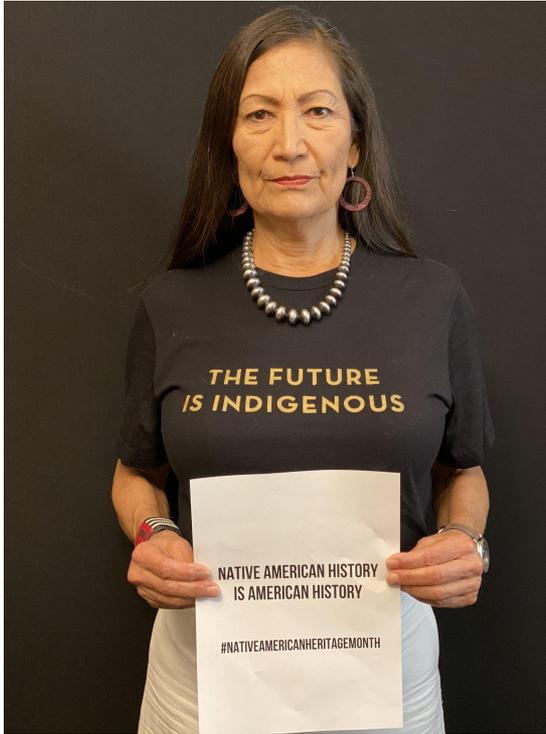
Governmental policies and educational policies toward Indigenous peoples are intimately linked around the problematic goal of assimilation

Tribal philosophies, beliefs, customs, traditions, and visions for the future are central to understanding the lived realities of Indigenous peoples

Stories are not separate from theory; they make up theory and are therefore real and legitimate sources of data and ways of being

Story and Memory

Tribal Crit in Libraries



Future

“Helping professionals can play important roles in changing the systems that have caused so much damage to American Indian children and families.”

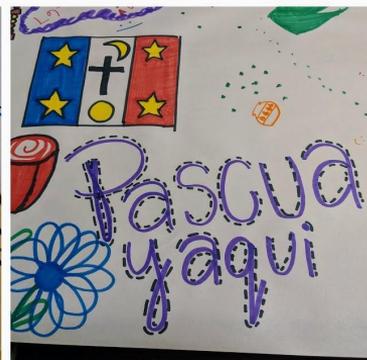
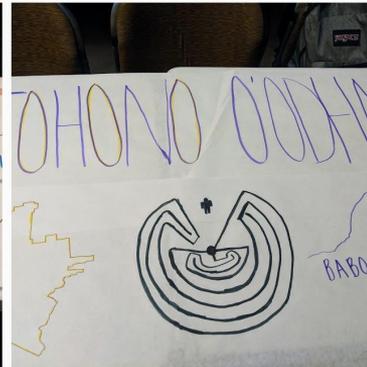
- Reflect on you own standpoints, bias, attitudes, policies, and the need for change
- How do libraries continue to contribute to harmful stereotypes, misrepresentations, assimilation, and erasure of American Indians?
- Move away from deficit perspective that frequently characterizes Native children and families.
- Policies and service systems that perpetuate trauma and harm
- Advocacy and support of American Indian tribes, organizations, businesses, non-profits.

(Weaver, 2019)“Helping professions- be part of the solution;not part of the problem”

School Curriculum Standards

Information Literacy

- English Language Arts
- Art Education
- Science, Technology, Engineering
- Mathematics
- **History and Social Studies**
- Social and Emotional
- Health
- Literacy and Humanities
- Culture and Language



Mass Curriculum Framework for History and Social Science

<https://www.doe.mass.edu/frameworks/hss/2018-12.pdf>

Grade 3- Tribes of
Massachusetts-Massachusetts,
Home to Many Different People

Grade 4- North American
Geography and Peoples

Grade 6- Complex Societies

Grade 7- World Geography

Grade 8- United States and
Massachusetts Government

People who are prepared to continue the legacy of democracy in the United States:

- Know the fundamental ideas central to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures.
- Understand the intellectual and political tensions and compromises in the Founders' ideas and how successive generations in the United States have worked to resolve them.
- Know how democratic ideas have been turned into institutions and practices, and the history of the origins, growth, and struggles of democratic societies on earth, past and present.
- Understand what economic, social, cultural, religious, and international conditions have helped to shape democratic practices.
- Understand the purposes, principles, and practices of the United States government as established by the Constitution, which includes their rights and responsibilities, and how to exercise them in local, state, and national government.
- Understand that, in the United States, the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts.
- Understand how individuals, groups, organizations, and governments have addressed obstacles to democratic principles by working within the structure set forth in the Constitution.
- Are knowledgeable about local, state, and national politics and policies, and understand the current condition of the world and how it got that way.
- Are prepared to discuss complex and controversial issues and ideas with people of different views, learning to speak with clarity and respectfulness.
- Develop and practice habits of civic engagement and participation in democratic government.

Reflection

1. What did you learn about modern Native American cultures from the books you read? Talk about at least one thing.
2. What did you learn about modern Native American cultures from the Web sites you visited? Talk about at least one thing.
3. Imagine someone saying to you, “Learning about Native Americans isn’t very important. They’re mostly gone anyway.” What would you tell them to change their understanding?

Question

What are some examples of stereotypes, tropes, and cultural appropriation of Native Americans?

Stereotypes, Tropes, Misappropriation

"The use of American Indian mascots as symbols in schools and university athletic programs is particularly troubling because schools are places of learning. These mascots are teaching stereotypical, misleading and too often, insulting images of American Indians. These negative lessons are not just affecting American Indian students; they are sending the wrong message to all students."

- Former APA President Ronald F. Levant, EdD

[Summary of the APA Resolution
Recommending Retirement of
American Indian Mascots](#)- APA
American Indian Mascot Resolution
adopted by the APA's Council of
Representatives in September 2005.

Controversial school mascot could disappear from Bucks County school district

By Aaron Moobly - October 8, 2018



© A mural of the Neeshenoy High School mascot, the Redskin. (Eugene Sorey/WLR)

A suburban Philadelphia school district may be forced to retire its decades-old mascot following a public hearing set for January.

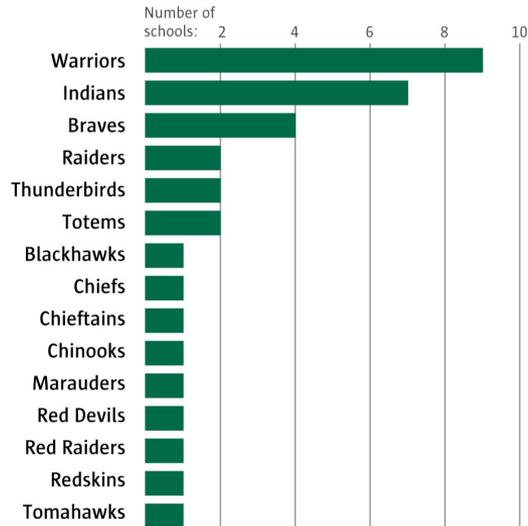


Parents helping their children with costumes have been warned not to dress them up as

Reports

Schools with Native-themed mascots in Washington state

A combination of the National Football League's Washington Football Team dropping their Native-themed name and branding and the global racial reckoning has local district school boards reevaluating their similar mascots. In Washington 35 out of 420 WIAA high schools have Native-themed names, some of which also have Native imagery as their logos and mascots. 7 of the 35 schools are considering a mascot or image change.



Sources: WIAA and MascotDB.com

EMILY M. ENG / THE SEATTLE TIMES

[Native American Mascot Report Oregon State Board of Education](#)

[Missing the Point The Real Impact of Native Mascots and Team Names on American Indian and Alaska Native Youth](#)

[Governor's Commission to Study American Indian Representations in Public Schools](#)

[Civil Rights and the Impact of Native American Names, Symbols, and Imagery in School Mascots](#)

[Native American mascots, names, chants: More offensive than previously reported](#)

Reasons for Evaluation

- There are more books published about Native Americans than by Native Americans
- Children's Literature often contains racism and stereotyping, overt or subtle, which can indelibly harm a child.
- It is important that children see themselves in children's literature and for all kids to learn and understand that Native Americans are vibrant distinct communities

Criteria for Evaluating Sources

- Author and or illustrator must be recognized by the Indian community of which they claim to be a part and be connected to the people.
- The book allows children and young adults to look, read, recognize, and respond to the text and illustrations in a positive manner.
- Historical texts portray American Indian people as human beings and members of highly defined and complex societies.
- The book should contain notes that verify or otherwise support the accuracy of the tribal language when used.
- References and consultants with expertise in American Indian cultures are cited
- Text and illustrations should accurately reflect the traditions, symbols, clothing, housing, and lifestyles of the nation(s) presented in the book, appropriate for the time period of the story
- Books should show the continuity of cultures, with indigenous values, religions, and morals as an outgrowth of the past and connected to the present.
- Historical texts should avoid providing a distorted view that newcomers brought “civilization” to Indian peoples and thus improved Indian ways of life.

Criteria for Evaluating Text

- ❖ Retellings or interpretations of traditional literature (myths, legends, folktales) should specify tribal origin and include notes regarding the origin and source for the story.
- ❖ Generalizations, such as “Indians lived in tipis,” should be absent.
- ❖ “Warrior,” “brave,” “chief,” and similar terms should be used in proper context. Not all men were or are warriors, chiefs, or braves
- ❖ Inappropriate, insulting, or stereotypical terms like “squaw,” “papoose,” “redskin,” “paleface,” and “savage” should be used only in context, and not as standard vocabulary to refer to women, children, or Indian people
- ❖ Authors should use specific terms for American Indian nations when referring to only one people, such as “Yaqui” or “Wampanoag,” rather than generic terms like “Indian.”
- ❖ Books should consistently demonstrate parallel usage of terminology, i.e. “Indians” and “whites” or “Native people” and “white people.”
- ❖ Stereotypical portrayals of American Indian people as “fierce,” “violent,” “stealthy,” “stoic,” etc., should not be used gratuitously or out of context.
- ❖ Significant American Indian characters should have personal names.

Criteria for Illustrations

- ★ Illustrations should be high quality, with careful attention given to accurate and authentic portrayals of culture as well as artistic elements of design. Illustrations should accurately portray the tribe(s)/nation(s) specified, and enhance the text.
- ★ American Indian people are shown wearing traditional clothing in appropriate contexts.
- ★ Artwork is not predominated by generic "Indian" designs. Unless the illustrations are abstract or stylized, characters should be unique and genuine with distinctive physical features from one character to the next.

How can you critically evaluate books?

- ❖ Does the book have stereotypes or untruths?
- ❖ Does the book use present tense verbs to talk about Native Nations?
- ❖ Does the book have references and acknowledgements?
- ❖ Who is the author and illustrator? Does the author or illustrator bio have information about their Tribal affiliation?
- ❖ How are characters depicted and illustrated?
- ❖ Does this book bring joy to Native families?
- ❖ Choose books that are tribally specific (that name a specific tribal nation and accurately present that nation)
- ❖ Can you identify story, memory, place, or future in the book?

Change in Libraries

2020 Youth Media Awards

<https://youtu.be/CM3njHKbwv4?t=939>

2020 AILA Youth Literature Awards Ceremony

<https://youtu.be/33TdaJ-7fOg>



American Indian Library Association

Mission : Working to improve library and information services for American Indians

Founded in 1979 as an affiliate organization of American Library Association

Committed to disseminating information about Indian cultures, languages, values, and information needs to the library community.

Promote quality resources for librarians and educators by American Indians



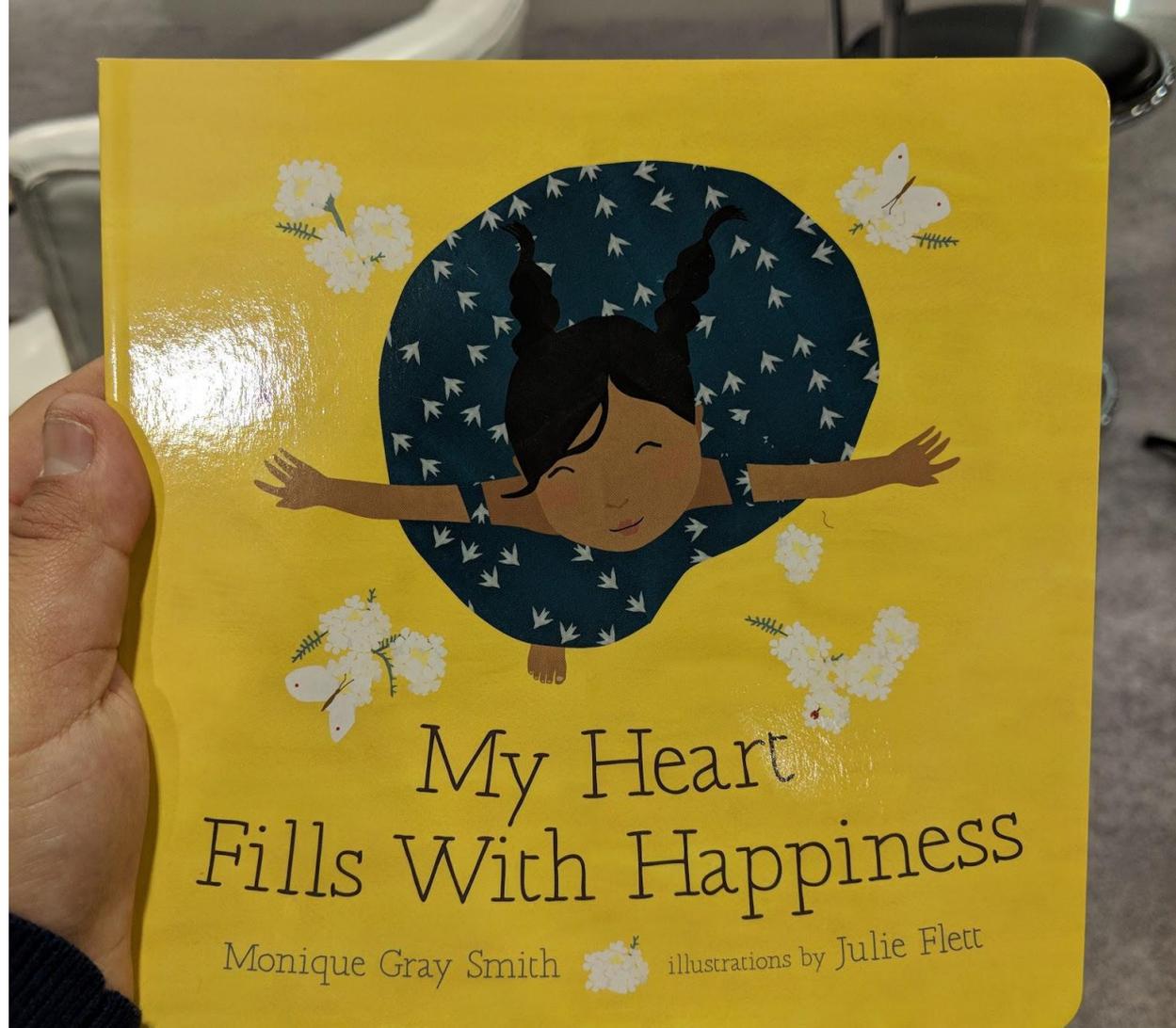
**American Indian
Library Association**

AILA Youth Literature Awards

The American Indian Library Association selects the best books in American Indian Youth Literature every two years in three categories: Picture Books, Middle Grade Books, and Young Adult Books.

Established in 2006 to honor the very best writing and illustrations by American Indians.

Books selected to receive the award will present American Indians in the fullness of their humanity in the present and past contexts.



Nominations Open

Award Nominations open for 2020-2022 include books published in 2020, 2021, 2022.
Announcement of winners and honor books at YMAAs 2022.

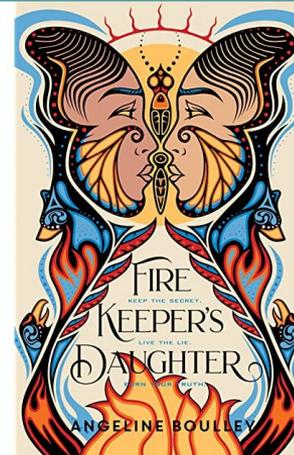
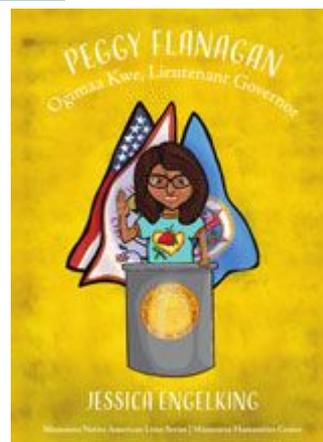
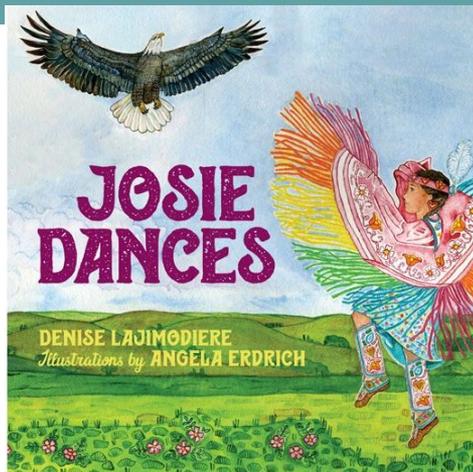
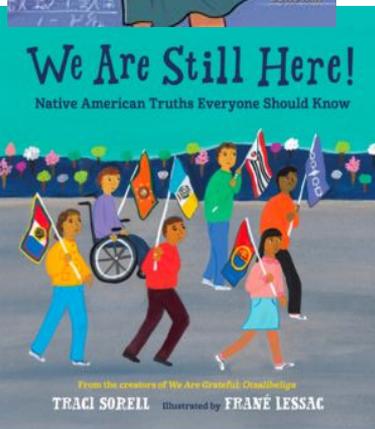
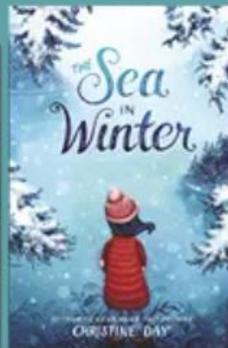
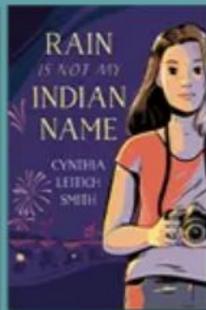
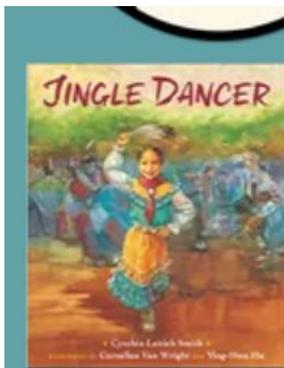
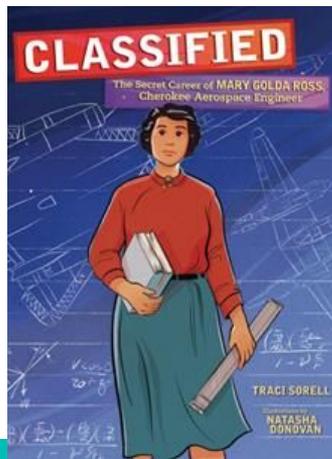
<https://ailanet.org/activities/american-indian-youth-literature-award/>

Author and or illustrator must be recognized by the Indian community of which they claim to be a part and be connected to the people

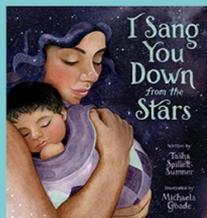
Books should be published within three years since the last awards were given.

Books may be nominated for consideration by the AIYLA Jury, publishers, librarians, authors, illustrators, or others

What's New?

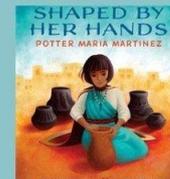
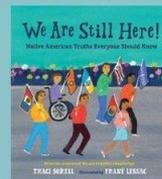
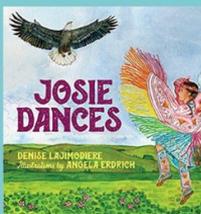
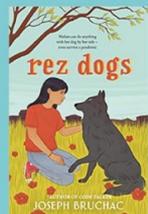
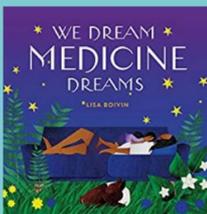
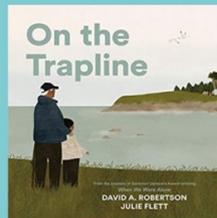


New in 2021



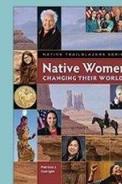
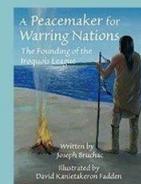
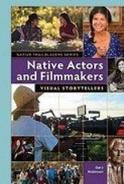
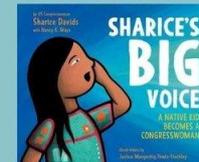
SPRING 2021

FICTION
BOOKS



SPRING 2021

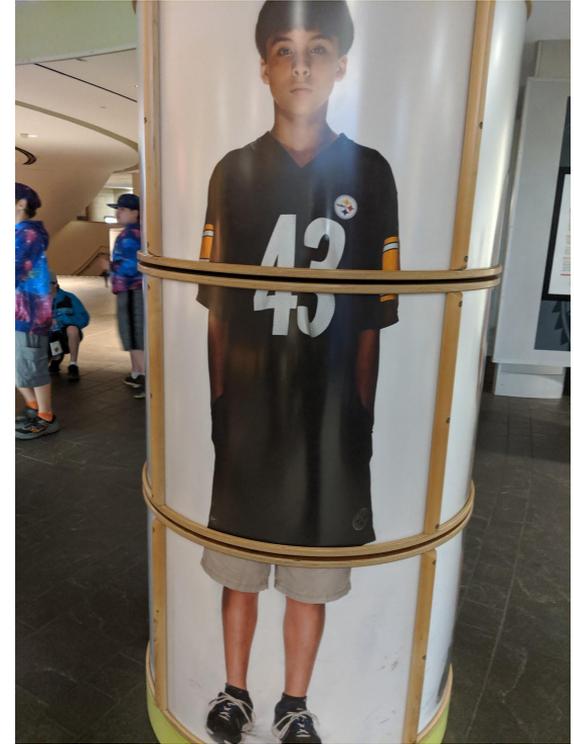
NONFICTION BOOKS



<https://mnhum.org/stories-and-culture/minnesota-native-american-lives-series/>

Empowering Families

<https://indiancountrytoday.com/news/empower-native-kids-to-read>



Healthy Kids

Shaquita Bell, Jason F. Deen, Molly Fuentes, Kelly Moore and COMMITTEE ON NATIVE AMERICAN CHILD HEALTH. "Caring for American Indian and Alaska Native Children and Adolescents." *Pediatrics* April 2021, 147 (4) e2021050498; DOI: <https://doi.org/10.1542/peds.2021-050498>

Policy Statement: Literacy Promotion: An Essential Component of Primary Care Pediatric Practice. *Pediatrics*. August 2014, VOLUME 134 / ISSUE 2.
<http://pediatrics.aappublications.org/content/134/2/404>

“If you don’t think that you are serving Native kids and families, you are probably missing kids and families.”

**BECAUSE
5 OUT OF 5
DOCTORS
AGREE READING
ALoud
TO CHILDREN
SUPPORTS
BRAIN
DEVELOPMENT.**

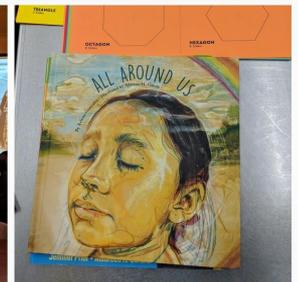
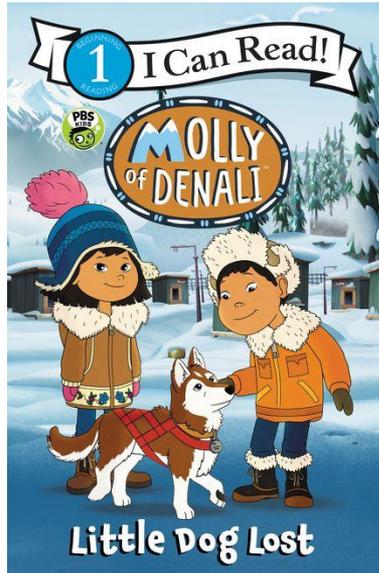
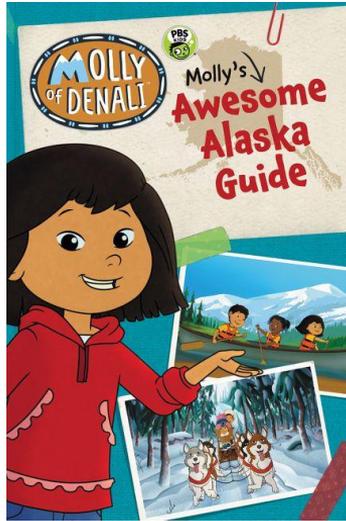
What can teachers and librarians do?

- ❑ Collection Development policy that reviews books for stereotypes and misrepresentations
- ❑ Invite local tribal communities to be guest speakers or a part of school programs
- ❑ Discuss, display, and learn about Indigenous knowledges and environments.
- ❑ Think critically and evaluate and weed your collections
- ❑ Buy, promote, and read own voices books written and illustrated by American Indian, Alaskan Native, and Native Hawaiian/Pacific Islander authors and illustrators
- ❑ Educate yourself and students about the Native communities
- ❑ Join and support AILA and other Native American organizations

Programs

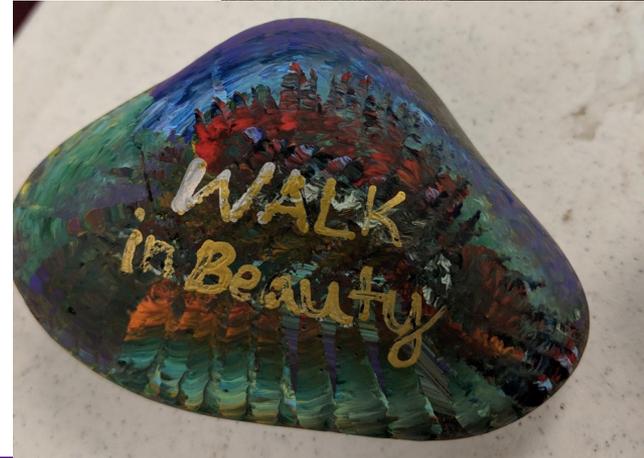
<https://pbskids.org/molly/>

<https://www.pbs.org/parents/shows/molly>



Ideas for your Library

- Picture Book Read Aloud
- Chapter a day challenge with friends or family
- Zines create your own stories
- Illustration contest
- Research Report on a Native author or illustrator
- Language Rocks- painting rocks
- Jewelry making workshops
- Weaving demonstrations
- Basket making demonstrations
- Poetry Workshops
- Show and Tell
- Open Mic



Librarians and Educators

- Invite local artists and community leaders to your library
- Plan events highlighting the work Native authors and illustrators, artists, tribes, communities today
- Assignments that allow students to research and learn more about Native communities in their state/ region
- Read Indigenous authors with your staff and students.

Classroom Book Cover Door Contest



Read Across the Slope activities included a classroom door decorating contest with the theme "Reading Opens Doors." These are the student creations. (Erin Hollingsworth)

Talk Story: Sharing Stories, Sharing Culture

A joint family literacy project between the Asian/Pacific American Library Association and the American Indian Library Association.

Talk Story supports family and cultural literacy by:

- Providing opportunities for adult family members to build their own literacy skills as they strengthen their children's literacy skills
- Building cultural identity and self-esteem of community members
- Promoting greater Asian Pacific American (APA) and American Indian/Alaskan Native (AIAN) representation in books and library programs
- Sharing knowledge and creating awareness of the APA and AIAN communities

Library programs that bring together books and inclusive representation of ethnic communities are important in building confidence in budding readers. Children need to see their own faces in contemporary characters with whom they can identify. Additionally, books, rhymes and stories from a child's own culture allows him or her to see their own heritage.

Talk Story Grant

Talk Story Grant program celebrates and explores their stories through books, oral traditions, and art to provide an interactive, enriching experience. Children and their families can connect to rich cultural activities through Talk Story in their homes, libraries, and communities. Talk Story encourage librarians to bring their own experiences to family literacy programs. <https://ailanet.org/talk-story-grant/>



TALK STORY

sharing stories, sharing culture

a joint project of the american indian library association and the asian/pacific american librarians association

Read Native 2021

HOW TO PARTICIPATE:

- Visit <https://ailanet.org/readnative21/>
- Read each of the suggested categories and write the title of your choice on the line next to the entry.
- Read challenge entries in any order you choose.
- Take a picture of your completed book list and send it along with your contact information to readnative21@gmail.com for a chance to win prize packages.
- Create a reading list and share it online.



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<https://www.bia.gov/frequently-asked-questions>

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<https://doi.org/10.1007/s11256-005-0018-y>

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Leshikar, Maya. (February 6, 2021). [Bill to ban Native mascots, logos and symbols in public schools is debated in the Washington state Legislature](#). Seattle Times

Bishop, Naomi. November 9, 2020. Literature is Life: Indigenous Voices in Kid Lit
<https://www.levinequerido.com/lq-blog/literature-is-life>

Resources

AICL Blog <https://americanindiansinchildrensliterature.blogspot.com/>

American Indian Library Association Youth Literature Awards <https://ailanet.org/activities/american-indian-youth-literature-award/>

Indian Country Media Network <https://indiancountrymedianetwork.com/today/>

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National Museum of the American Indian's Native Knowledge 360° <https://nmai.si.edu/nk360>

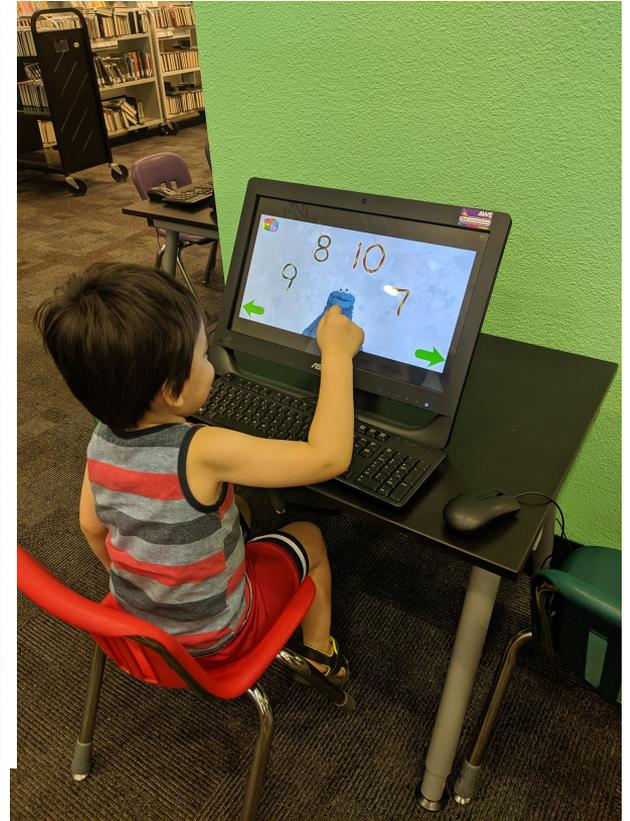
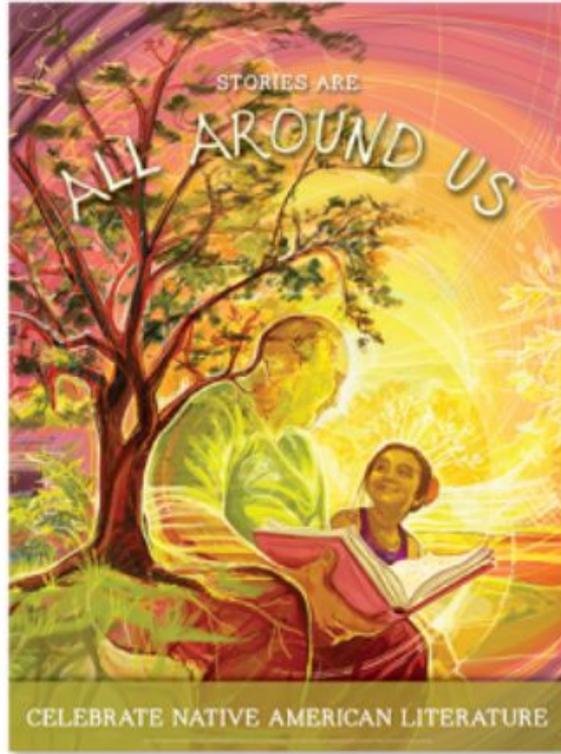
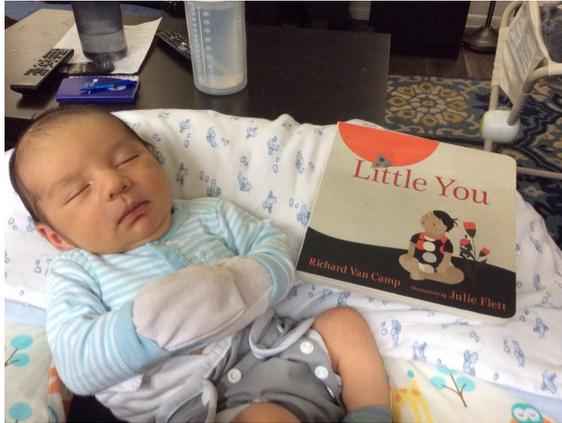
National Congress of American Indians. "Tribal Nations and the United States." February 2020. <https://www.ncai.org/about-tribes>

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Thank you!



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