

Journal #3447 from sdc 8.26.15

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Stereotypes and Tonto

Funding for History and Civics Education

Study of Holocaust survivors finds trauma passed on to children's genes

Ibook Tour of University of Nevada Reno in tribal languages

"Trump slams tribal sovereignty"

Red White and Blue - Paiute - Shoshone Song

A glimpse of the yearly Southern Nevada Paiute Veteran's Pow Wow

First US Tar Sands Mine Set to Open for Business in Utah

Duke Paoa Kahinu Mokoe Hulikohola Kahanamoku

AT ENERGY SUMMIT, REID HELPS UNVEIL NEW PAHRUMP SOLAR PROJECT



[SWAIA - Santa Fe Indian Market](#) added [3 new photos](#).

Congratulations to **Santa Fe Indian Market 2015 OVERALL BEST OF SHOW** winner, Carol Emarthle-Douglas!!

Class XI: Basketry (Best of Show)

Carol Emarthle-Douglas (Northern Arapaho-Seminole), "Cultural Burdens," which represents the "burden" of baskets of various tribes in 22 attached miniature baskets; coiled, twined and plaited weave, with a variety of tree splints, silk thread, sinew, pine- needles, wood, pewter beads, and deer hide

Daniel Nadelbach FINE Art Photography

Stereotypes and Tonto

- Classroom Resources:
- [Race and Ethnicity](#)
- Anti-Bias Domain:
- [Diversity](#)
- Grade Level:
- [Grades 6 to 8](#)
- [Grades 9 to 12](#)
- Subject:
- [Reading and Language Arts](#)
- [Social Studies](#)
- [ELL / ESL](#)

Objectives: Activities will help students:

Identify stereotypes that have been traditionally applied to American Indians in film and popular culture.

- Analyze the impact that stereotypes can have on an individual's self-concept by reading Sherman Alexie's essay, "I Hated Tonto (Still Do)."
- Understand how popular culture perpetuates stereotypes to excuse systemic discrimination.

Essential Questions:

- How do prevailing stereotypes affect the self-worth of individuals who are labeled by them?
- How do dominant groups use stereotypes to "write" history?

Materials Needed:

- Copies of [Sherman Alexie's essay](#)
- Equipment to play a short digital video and display it for the class
- A short compilation of movie clips such as [How Hollywood Stereotyped Native Americans](#) that captures how American Indians have been historically portrayed in popular films.

In this lesson, students identify stereotypes commonly applied to American Indians and think critically about how certain groups benefit from perpetuating stereotypes. Students can extend their understanding by formulating a mock interview that tackles the lesson's essential questions or drafting a letter to protest stereotyping in today's media.

Professional Development

- Review [Jay Silverheels](#) or [Tonto](#). for background knowledge about Tonto and the American Indian actor, Jay Silverheels, who played him.
- Read “[How Stereotypes Undermine Test Scores](#)” for more insight about the psychological harm of stereotypes.

Glossary **stereotype** *l'sterēə,tīp; 'sti(ə)r- l*

(*noun*) An often oversimplified or biased mental picture held to characterize the typical individual of a group.

Activities

1. Before reading the essay, “I Hated Tonto (Still Do),” brainstorm about the title in a small group. Why does author Sherman Alexie hate Tonto? Review these facts to help formulate a hypothesis:

- Tonto was the trusted sidekick of the Lone Ranger, the star of the widely popular Western television show of the same name that aired on ABC in the 1950s.
- Tonto was played by American Indian actor Jay Silverheels. (*Note: You may want to show an image of Tonto and the Lone Ranger. Click [here](#) for image.*)
- Most “Indian” characters featured in other popular television shows and movies of the era were played by white actors.

Jot down your ideas in your notebook. After brainstorming for a few minutes, share your theories with the class. Display theories on the chalkboard or on a large poster.

2. Consider one more fact: The author of the essay is also American Indian. Does this new data change your theory about the title? Why or why not? As a class, determine if any new theories need to be added to your list and cross off invalid theories as needed.

3. You will first view a short video, [How Hollywood Stereotyped Native Americans](#), which contains original footage from several Westerns, comparable to the films author Sherman Alexie would have seen as a child and teen. Notice that the American Indians interviewed here, not unlike Sherman Alexie, are displeased about the portrayal of American Indians. As you watch, take notes and focus on answering the following questions:

- How did Westerns commonly stereotype American Indians?
- How did Westerns commonly stereotype whites?
- Why are the American Indians interviewed in the video critical of Westerns?

Share your answers with a partner, then pair up with another partner team. Compare your answers, and work to come to a consensus about the best answers.

4. As a class, decide if the clips—primary sources—support or weaken any of the theories you have collected about the impetus (motivation) behind the title of the essay.

5. Move your desks so that they form a large discussion circle. Individually, read Alexie's essay. While reading, underline text that responds to the following questions:

- How did portrayals of American Indians contrast with portrayals of whites?
- How did the stereotypes that Alexie saw in the films affect his self-worth?
- How did stereotypes that Alexie saw in the films affect his feelings toward his people and heritage?
- Why did the author hate Tonto? (He wrote about his childhood days of pretending, "But I never, not once, imagined myself to be Tonto.")

6. Count off around your circle from A to D. Using the [fishbowl technique](#), A's with your desks form a smaller circle (the fish/participants) within the larger circle (the on-lookers/audience), to discuss your findings and reactions to question "How did portrayals of American Indians contrast with portrayals of whites?" (*Note: As long as the focus question has been explored, the participants in the small circle are free to share their views on other aspects of the essay, and encouraged to raise their own questions about the essay or ask one another to share opinions on a related issue.*) Have the B's take the place of the A's in the inner circle and repeat the discussions and reactions for the next question from Step 5 (b). Continue with groups C and D, until all the questions have been explored.

7. Revisit your initial list of theories. Revise as necessary or simply star the "winners." What did you discover? Did you learn anything new? Explain. Write a reflection on what you learned and how this new awareness may affect you.

Extension Activity:

1. Alexie's essay highlights the harm that stereotypes can inflict on an individual and on a people. So why were these Westerns, riddled with blatant stereotypes and historical inaccuracies, so popular? Put another way, if American Indians were harmed by the making and viewing of these distorted films, how did white audiences and white filmmakers benefit from the use of stereotypes in Westerns?

Conduct research with a partner (or two) to obtain a historically accurate picture of the clash between American Indians and white settlers during the nation's period of westward expansion. Think critically about how your findings "answer" the guiding question above.

Here are two resources from PBS to get you started with your research:

[Westward Expansion](#)

[Manifest Destiny Overview](#)

Translate your findings into an "interview" with an historian similar to the ones you viewed in the clip earlier. Use a question-and-answer format. Most questions should begin with "how" or "why" and every answer should be substantiated by specific facts from your research and your analysis.

Perform your "interview" for your class or two other partner teams.

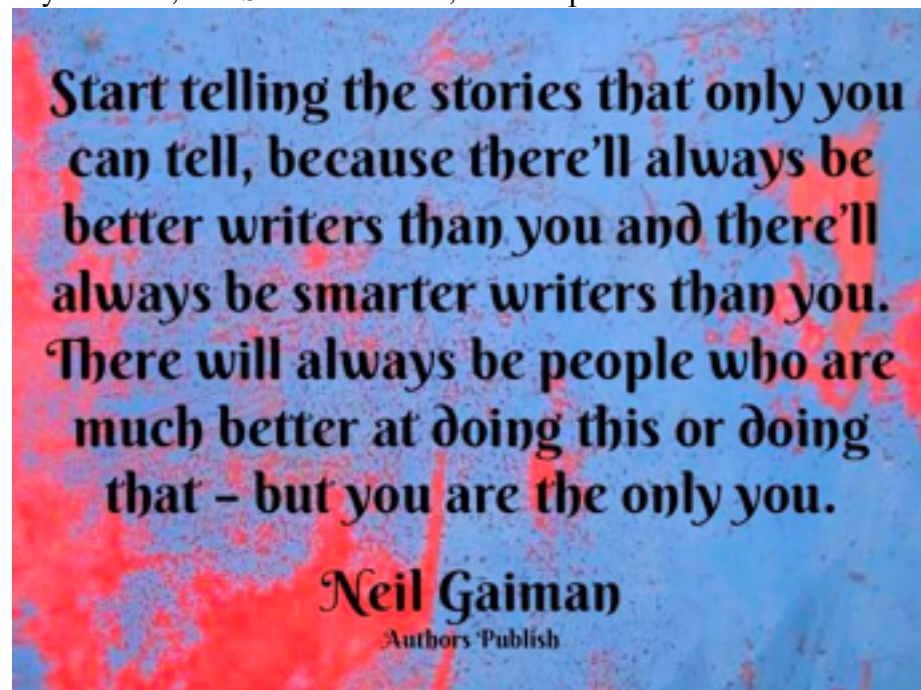
2. Alexie wrote about movies made in the 1950s through the 1970s, but how prevalent (common) are stereotypes in media today? Your task is to conduct research to find out. To prepare for this activity, conduct a brainstorming session to identify which social groups are most commonly labeled with stereotypes, for example “girls and women.” Write the list on the board and in your notebooks.

Using the list you generated, choose one group to focus on, keep a journal and briefly record the date and source every time you spot a stereotype about one of these groups in the media. In addition to considering movies, examine commercials, television shows and videos.

Recall that Alexie was not critically aware of the stereotyping until he reached adulthood, and that he “cringed” when he revisited one of his favorite Westerns. In your journal, discuss whether or not you were surprised by your research. Note how viewing these pieces of media affected you emotionally. Also, explore how other audiences may be affected by viewing these images.

Choose one example from your journal to examine more deeply. (Ideally, choose an example that plays on stereotypes about a group to which you belong or share close ties, such as “people who live in the South,” “girls and women,” or “people who come from low-income neighborhoods.”) Record as much detail as you can about the appearance and behaviors of the stereotyped character, and take note of how other actors are responding to that character. Determine what messages this piece of media is sending audiences about the stereotyped group.

Draft a letter to the producer of your media example protesting the use of stereotypes. Using the facts you gathered, include analysis of how their media draws on stereotypes. Educate the producer about the harm that stereotypes can inflict upon the audiences who receive them. Or, if you are more artistically inclined, like Sherman Alexie, create a poem or a comic that achieves



the same objectives.

ADVOCACY ALERT: Funding for History and Civics Education

The National Coalition for History and the AASLH urge you to contact your Member of the House of Representatives and ask him or her to sign this “[Dear Colleague](#)” letter before **September 11**. It supports key provisions that fund history and civics education.

Negotiations to finalize a rewrite of the Elementary and Secondary Education Act (ESEA) will resume when Congress returns after Labor Day. Members of the House and Senate will be meeting to iron out the differences between the versions of the bill passed by each body. Quite simply, the Senate bill restores federal funding for K-12 history and civics education while the House bill does not.

The Senate version includes four provisions that create funding for high quality American history, civics, geography, and economics education. Some House Majority Conferees, however, have already declared their top priority in conference to be eliminating as many new programs and grants as possible. This poses a direct threat to the Senate provisions that could inject much needed funding into history, civics and the social studies.

We cannot overstress the importance of this effort. Congress has not reauthorized the ESEA in 15 years so this is likely our only opportunity to get funding restored for K-12 history and civics education. Time is of the essence!

- **Send an email.** NCH, working with the National Humanities Alliance, has prepared a one-step link to your House member [here](#).
- **Make a phone call.** All Members of Congress can be reached through the U.S. Capitol switchboard at (202) 224-3121. Talking points, etc. are [here](#).

Thank you for your help today.

John Dichtl, President & CEO, American Association for State and Local History

Study of Holocaust survivors finds trauma passed on to children's genes

New finding is first example in humans of the theory of epigenetic inheritance: the idea that environmental factors can affect the genes of your children
[theguardian.com](#) By Helen Thomson

Meet

[#ShirleyCypner](#)

[#RandaDeluna](#)

[#JanelleKatenay](#).

They are summer fellows

at the @unevadareno

Center for Student

Cultural Diversity

they have completed an

awesome project partnering with [#UNR](#) [#RenoSparksIndianColony](#) Culture & Language Dept.

They created an iBook Tour of the

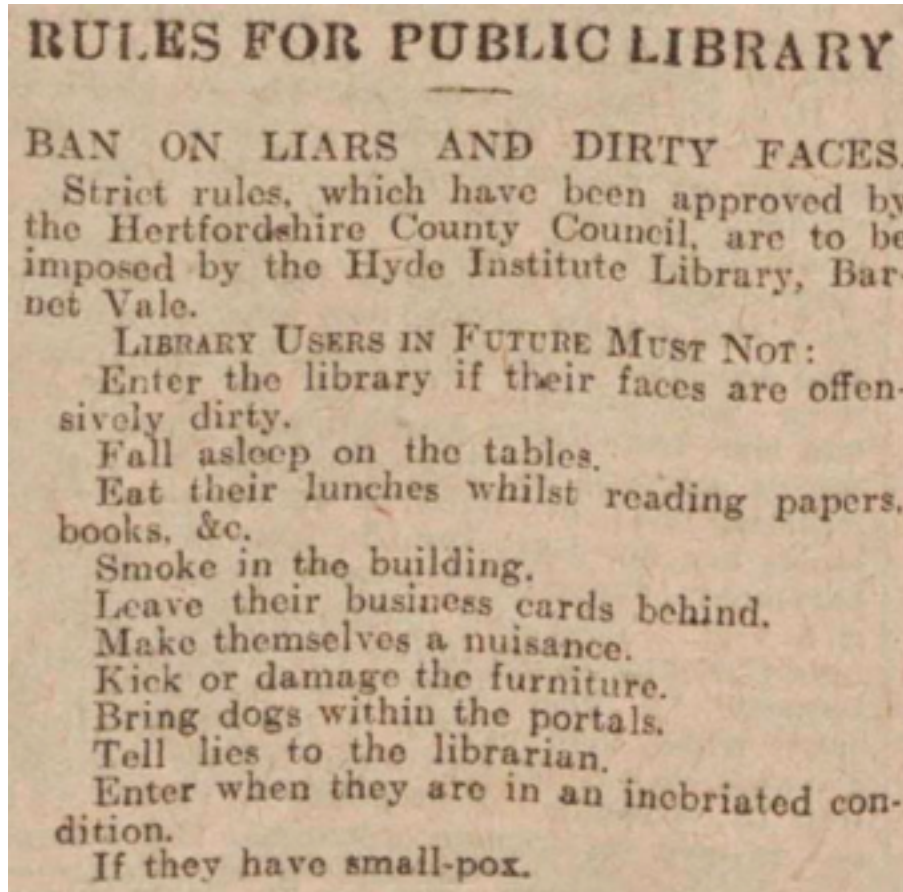
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iversity of Nevada Reno in their tribal languages! [#Represent](#) [#Paiute](#) [#Nevada](#) [#NativeVoice](#)

[PrintCave](#)

"Rules for Public Library," England, 1930.



"Trump slams tribal

sovereignty" (Indian Country Today, October 20, 1993).

The casino tycoon told a House panel, "The only sovereignty Indians have is they don't have to pay taxes."...."I listen about sovereign nations, the great sovereign nation and yet (millions) of dollars for various (federal) programs is contributed to the sovereign nation for education, for welfare, and for this and for that." "I listen as to sovereign nation and yet the people of the sovereign nation have the right to vote in this

country. I want to know...Can Indians sign treaties with foreign nations? The answer is no, so how are they a sovereign nation?" As Senate Indian Affairs Chairman Inouye talked about tribal sovereignty, "Mr. Trump stood to the side of the hearing room and rolled his eyes." He obviously didn't like the competition. Rick Hill of the National Indian Gaming Association replied, "Mr. Trump buys yachts with his money and we build schools."

[Native1Pride](#)

Red White and Blue - Paiute - Shoshone Song

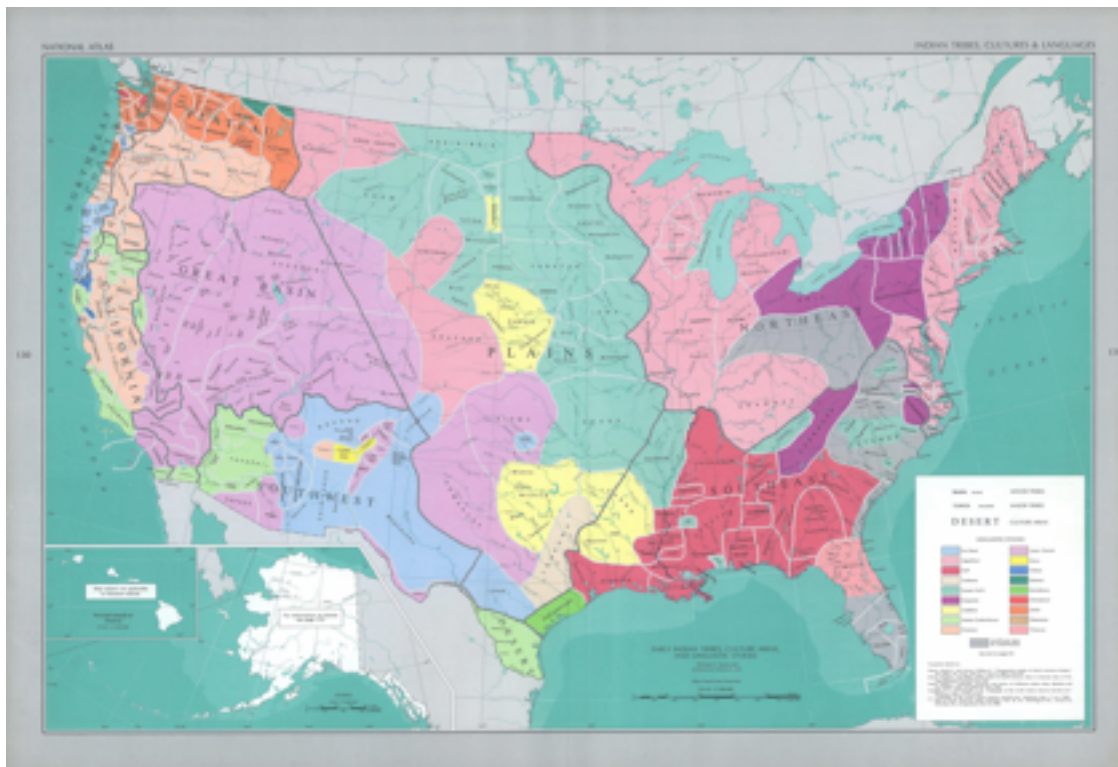
A glimpse of the yearly Southern Nevada Paiute Veteran's Pow Wow located in the middle of vast desert reservation so...[See More](#)

- **First US Tar Sands Mine Set to Open for Business in Utah**
[Read the Article at the Associated Press](#)

[Julia Hammett](#)
[2 hrs](#) ·

"Finding 6700 AF of water and transferring it to Pyramid Lake has been an unfulfilled commitment required by the water settlement agreement." -[Naomi Duerr](#)
We need to look to indigenous wisdom as we struggle to find a new sustainable way moving forward. Native people have managed these resources for thousands of years, and are likely to do a better job in the future that we have done over the last 250 years. The ship is turning now.

[Sondra Cosgrove](#) For a map that represents Native Nations today, this is a pretty good map. But the key is asking when are you taking the snapshot because where the tribes are today reflects colonization, and policies such as reservations, removal, and allotment. I like this map from the



University of Texas collection. It has issues too, but is more representative of true cultural distribution. <http://www.lib.utexas.e>

I usually use some combination of environmental/cultural zones and linguist zones. For instance, if you look at language families you will immediately see that the Dine are Athapaskan speakers and so are new comers to the southwest.

The Massively Popular Facebook Post Of A Totally Fake Map And The Tribes Who Were Obliterated By...

Education in America is bad and deficient. I hear that ...
rabblewriter.comlBy Caleb Howe



CIRCLES OF CARE
PRESENTS

NATIVE EXPRESSIONS

BALANCE & WELLNESS

Motivational presentations for the whole family:

Parents & youth have the opportunity to hear empowering presentations that focus on happiness, balance and wellness. Families will learn the art of flute playing from Nino Reyes with encouraging words from Mary Kim Tiela. Inspiration for all ages!

Where: Flagstaff Kinlani Dormitory
901 N Kinlani Rd, Flagstaff, AZ 86001

When: Saturday, September 5, 2015

Time: 1:00 pm -5:30 pm

Guest Speakers:
Mary Kim Tiela, Executive Director, UNITY
Nino Reyes, MSW, Prevention Specialist & Therapist,
Consultant & Cultural Presenter

Indian Tacos Will Be Provided

Be the voice of our generation, our community, our people.

To register or more information, please contact: Carrie at cdallas@nacainc.org or at (928) 526-2968 ext 161

The above information is provided as a general overview only. It is not intended to be a substitute for professional advice. The information is provided for informational purposes only. The information is not intended to be a substitute for professional advice. The information is provided for informational purposes only.

The U.S. Bureau of Reclamation [began releases of water](#) into California's Klamath River on Friday (8.21) in order to prevent a large fish kill. The releases will continue into September. Last year, farmers unhappy about sharing their irrigation water with the river's salmon took legal action to try to prevent releases, and were unsuccessful. *New York Times*

Infographic: 10 Things You Should Know About Water

Friday, 24 July 2009 18:59

How much drinkable water is there in the world? How much water does an American, a European, an African use everyday? How many people lack even basic access to clean water? Circle of Blue's newest infographic aims to answer these questions and many more.

With 6,000 children dying every day (water fact #7) from preventable water related diseases, readily accessible and easily understood information is vital to solving the world water crisis. Circle of Blue strives to identify and describe the dimensions of the global freshwater crisis in ways not imagined only a few years ago. Print these graphics and post them in your classrooms,



offices, homes, or wherever you think people should know more about water. [Download the PDF](#)

10 Things You Should Know:

1 – One drop of oil can make up to 25 liters (6.6 gallons) of water undrinkable.

2 – Seventy percent of the world's water is used for agriculture, 22 percent for industry and 8 percent for domestic use. Low and middle income countries use 82 percent of their water for agriculture, 10 percent for industry and 8 percent for domestic use. High income countries use 30 percent of their water for agriculture, 59 percent for industry and 11 percent for domestic use.

3 – A person is able to

survive one month without food but only five to seven days without water.

4 – Of all the Earth's water, 97.5 percent is salt and 2.5 is fresh. Of that water, about 70 percent is locked in glacial ice and 30 percent in soil, leaving under 1 percent (.007 percent of the total water) readily accessible for human use.

5 – A water footprint, or virtual water, is the amount of water used in the entire production and/or growth of a specific product. For example, 1 kilogram (2.2 lbs) of beef has a water footprint of 16,000 liters (4,226.8 gallons); one sheet of paper has a water footprint of 10 liters (2.6 gallons); one cup of tea has a water footprint of 35 liters (9.2 gallons); and one microchip has a water footprint of 32 liters (8.5 gallons).

6 – It takes 94.5 to 189.3 liters of water (25 to 50 gallons) to take a five-minute shower; 7.6 to 26.5 liters (2-7 gallons) to flush a toilet; 7.6 liters (2 gallons) to brush one's teeth; and 75.7 liters (20 gallons) to hand wash dishes.

7 – 6,000 children die each day from preventable water-related diseases.

8 – The population of the United States is approximately 304 million; the population of Europe is approximately 732.7 million; 1.1 billion people lack adequate drinking water access; and 2.6 billion people lack basic water sanitation.

9 – The average American uses about 575 liters of water (151.9 gallons) per day, with about 60 percent of that being used out-of-doors (watering lawns, washing cars, etc.). The average European uses 250 liters of water (66 gallons) per day. 1.1 billion people lack adequate water access, using less than 19 liters (5 gallons) per day.

10 – The average American uses 30.3 times more water than a person who lacks adequate water access; the average European uses 13.2 times more water than a person who lacks adequate water access.

Feds, tribes agree on fish-kill preventative flows Eureka Times Standard

On Thursday afternoon, the U.S. Bureau of Reclamation agreed to release fish-kill preventative flows from a Trinity River dam starting this weekend in order to protect fish on the lower Klamath River from deadly pathogens.

Google features Duke Kahanamoku as face page

https://en.wikipedia.org/wiki/Duke_Kahanamoku

Duke Paoa Kahinu Mokoe Hulikohola *Kahanamoku* (August 24, 1890 – January 22, 1968) was an American competition swimmer of ethnic Hawaiian background who was also known as an actor, lawman, early beach volleyball player and businessman credited with spreading the sport of surfing.

[Early years](#) - [Career and legacy](#) - [Duncan v. Kahanamoku](#) - [Death](#)



AT ENERGY SUMMIT, REID HELPS UNVEIL NEW PAHRUMP SOLAR PROJECTNevada's U.S. Sen Harry Reid on Monday helped unveil a new 80-acre "community solar generation project" to be managed by Pahrump-based Valley Electric Association.

<http://erj.reviewjournal.com/ct/uz3688753Biz26167999>

Blacklodge Singers "Soldier Boy"

A video I made of a classic Blacklodge song..using pictures of native soldiers..past and present..friends, family and some just off the internet. Enjoy. youtube.com