

EDUCATION



Grace Romero Pacheco is part of the Santa Ynez Band of Chumash Indians and she lives right behind the Chumas Casino in the Santa Ynez Valley, northwest of Santa Barbara.

“I will be almost eighty this year. I never thought I would live that long. I was about six years old when they took us to Banning, California, to an Indian school. We were there for about eight years. I only went through eighth grade, I think, and my sister graduated. Then they sent us home. They just gave us an address and put us on the bus and sent us away. We did not know anything. We were not knowing anything about the outside world.

When we got home, I don't think my mother even recognized us because we were teenagers. We were with my mother for a few weeks. My mother needed help so she went to the welfare. They just took us and put us at the juvenile hall. Then we were put in a foster home. My two sisters ran away from the juvenile hall because they wanted to go back home with my mother. I stayed. That is when they separated us. They sent me to Santa Maria to a foster home. And then my sisters were sent up to Sonoma. We were mostly raised outside and away from our parents.”

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INVESTIGATION

What were Native American boarding schools?

Citation: <https://www.theindigenousfoundation.org/articles/us-residential-schools>

What does cultural safety look like in a school setting?

Citation: National Indian Child Welfare Association <https://www.nicwa.org/latest-news/5-significant-questions-for-educators-in-serving-indigenous-youth/>

How can we view culture, heritage and race as resources in education?

Citation: Deloria Jr., Vine and Daniel Wildcat. *Power and Place: Indian Education in America*, Fulcrum Publishing, 2001.

What does a culturally responsive classroom for Native American students look like?

Citation: <https://www.dpi.nc.gov/students-families/student-support/american-indian-education/culturally-responsive-instructional-resources-teaching-american-indians>

What is Critical Race Theory and how should it be included in the curriculum?

Citation: <https://www.naacpldf.org/critical-race-theory-faq/>

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EXPLORATION

Activity #1: Listen to the *All My Relations* podcasts, *Celebrate Indigenous People's Day, Not Columbus* (October 14, 2019) and *Lies Your Teacher Told You, The Truth About Thanksgiving* (November 25, 2021)

Discuss: How can K-12 educators create culturally sensitive and inclusive curriculum that features Indigenous stories and challenges harmful stereotypes?

Activity #2: Watch the PBS special on Indian Boarding Schools, *Home from School: The Children of Carlisle* [ARTICLE](#)

Discuss: How do the people who were sent to these boarding schools want the U.S. government to make amends for what happened?

