

Examining the Intersection Between Historical Trauma and Addiction

National Criminal Justice Training Center (NCJTC)
of Fox Valley Technical Center

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**Our ancestors stand behind us;
our grandchildren stand before us....**



























TANNED HIDE:
Moccasins, Cradles, Winter Robes, Shirts, Leggings, Belts, Dresses, Pipe Bags, Quivers, Tipi Covers, Gun Covers, Dolls



RAWHIDE: Containers, Shields, Buckets, Moccasin Soles, Belts, Headdresses, Medicine Bags, Drums, Ropes, Saddles, Stirrups, Knife Cases, Quirts, Armbands, Bullet Pouches



MUSCLES:
Sinew, Meat for Jerky



HORNS: Cups, Spoons, Ladles, Headdresses

TAIL:
Decorations, Fly Brush, Whips

FAT:
Soap, Cooking Oil



BONES:
Knives, Arrow-Heads, Shovels, Scrapers, Winter Sleds, Saddle Trees, War Clubs, Game Dice

BRAINS:
Hide Preparation

SKULL:
Altar at Religious Ceremonies

TONGUE:
Best Part of the Meat

BEARD:
Ornaments for Weapons

HOOVES:
Glue, Rattles

DUNG:
Fuel

STOMACH:
Buckets, Cups, Dishes, Cooking Pots



HAIR:
Headdresses, Saddle Pad Filler, Pillows, Ropes, Halters





























1801, 1830, 1850 Smallpox Epidemics among Schitsu'umsh 5,000 to 500

- Estimates of mortality rates resulting from smallpox epidemics range between 38.5% for the Aztecs, 50% for the Piegan, Huron, Catawba, Cherokee, and Iroquois, 66% for the Omaha and Blackfeet, 90% for the Mandan, and 100% for the Taino.



Decimation of a Nation

Jeffrey Amherst's issues smallpox-infected blankets to Chief Pontiac. These stories are reported, for example, in Carl Waldman's *Atlas of the North American Indian* [NY: Facts on File, 1985].

Waldman writes, in reference to a siege of Fort Pitt (Pittsburgh) by Chief Pontiac's forces during the summer of 1763:

[Captain Simeon Ecuyer had bought time by sending smallpox-infected blankets and handkerchiefs to the Indians surrounding the fort which started an epidemic among them.]

Amherst himself had encouraged this tactic in a letter to Ecuyer.

1763

Tribal Lands During King Philip's War





1492
Arrival of Columbus

The greatest force in the history of the United States is the Indian population. The first European contact with the Indians was made by Christopher Columbus in 1492. The Indian population was estimated to be 80-100 million at that time. The Indian population was reduced to an estimated 530,000 by 1900.



1790
Indians Forced Inland

European states made specific attempts at settlement along the eastern seaboard. The first permanent colonies had been established in 1607. The Indian population was estimated to be 80-100 million at that time. The Indian population was reduced to an estimated 530,000 by 1900.



1830
"Indian Country"

The Indian population was estimated to be 80-100 million at that time. The Indian population was reduced to an estimated 530,000 by 1900.



1860
Immigrant Stampede

The Indian population was estimated to be 80-100 million at that time. The Indian population was reduced to an estimated 530,000 by 1900.



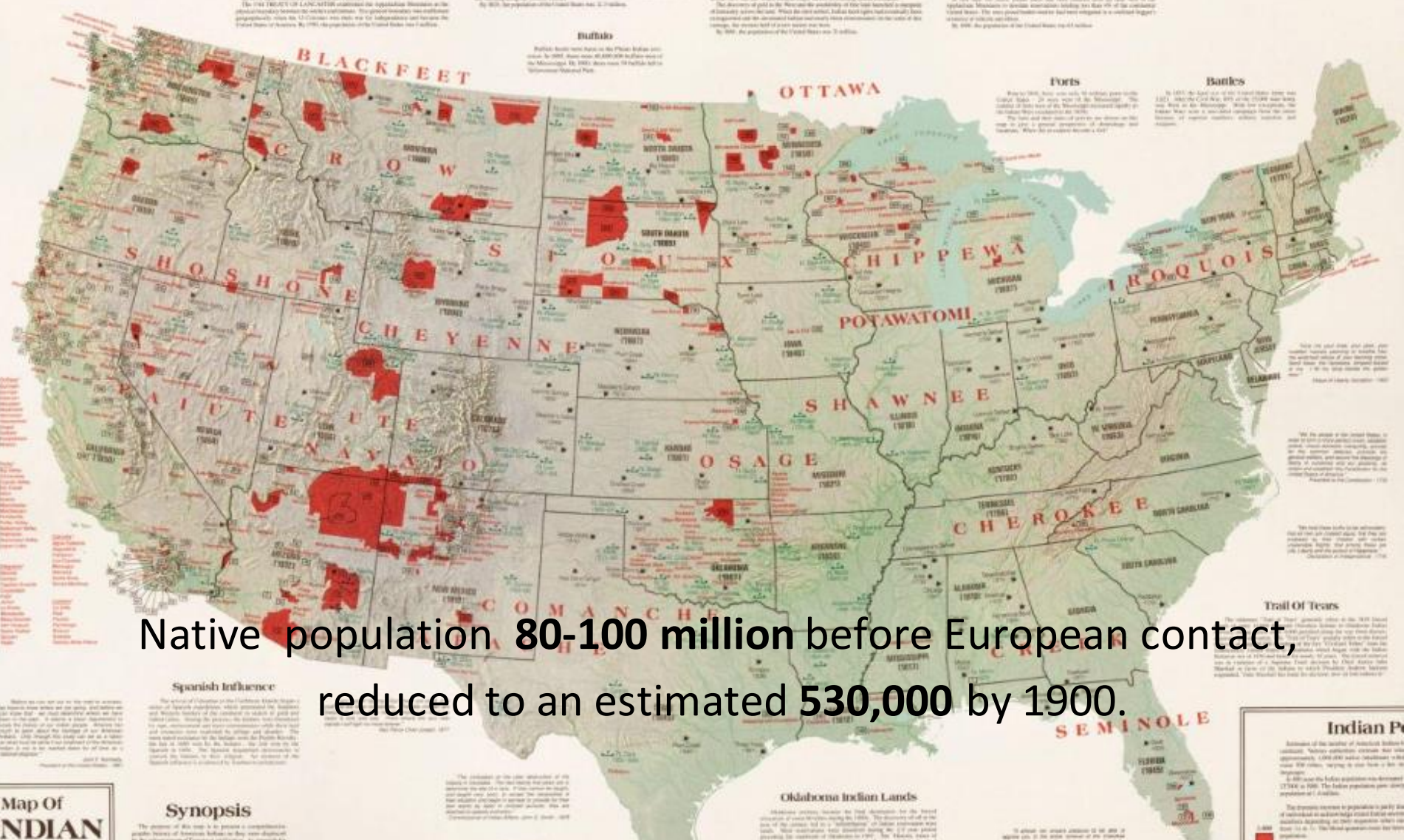
1890
The Vanquished Indian

The Indian population was estimated to be 80-100 million at that time. The Indian population was reduced to an estimated 530,000 by 1900.



2090
Indian Land?

The Indian population was estimated to be 80-100 million at that time. The Indian population was reduced to an estimated 530,000 by 1900.



Native population **80-100 million** before European contact, reduced to an estimated **530,000** by 1900.

Map Of INDIAN RY

Synopsis

The purpose of this map is to present a comprehensive graphic history of American Indians. It is intended to be a reference work for the study of Indian history and to illustrate the progress of the Indian population in the United States.

"Year Of The Indian"





Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874.

Library and Archives Canada / NL-022474



AMIE AND CARRIE
KIAWAH.







Boarding Schools 1860's



“Kill the Indian Save the Child”



**Colonel Richard Pratt, who founded
Carlisle Indian Boarding School:**

"A great general has said that the only good Indian is a dead one. In a sense, I agree with the sentiment, but only in this: that all the Indian there is in the race should be dead. Kill the Indian in him and save the man."





Boarding School children who never went home



**...and a small voice
whispers, "They
found us."**





October 20, 2021

Known Deaths at Indian Schools

Turtle Island 7,262+

6,000+ Canada

Truth & Reconciliation recorded numbers

54 Cross Lake, Manitoba

Cross Lake Indian Industrial School

180 Carlisle, Pennsylvania

Carlisle Indian Industrial School

50 Rapid City, South Dakota

Rapid City Indian Boarding School

103 Haskell, Kansas

US Indian Industrial Training School/Haskell Institute

227 Mt. Pleasant, Michigan

Mt. Pleasant Indian Industrial Training School

21 Grand Junction, Colorado

Teller Indian School

200 Carson City, Nevada

Stewart Indian School

222 Chemewa, Oregon

Chemewa Indian School

12 Bernalillo County, New Mexico

Albuquerque Indian School

69 Kay County, Oklahoma

Chilocco Indian School

1 Nez Perce County, Idaho

George School Indian Cemetary

66 Riverside County, California

Sherman Indian School

12 Panguitch, Utah

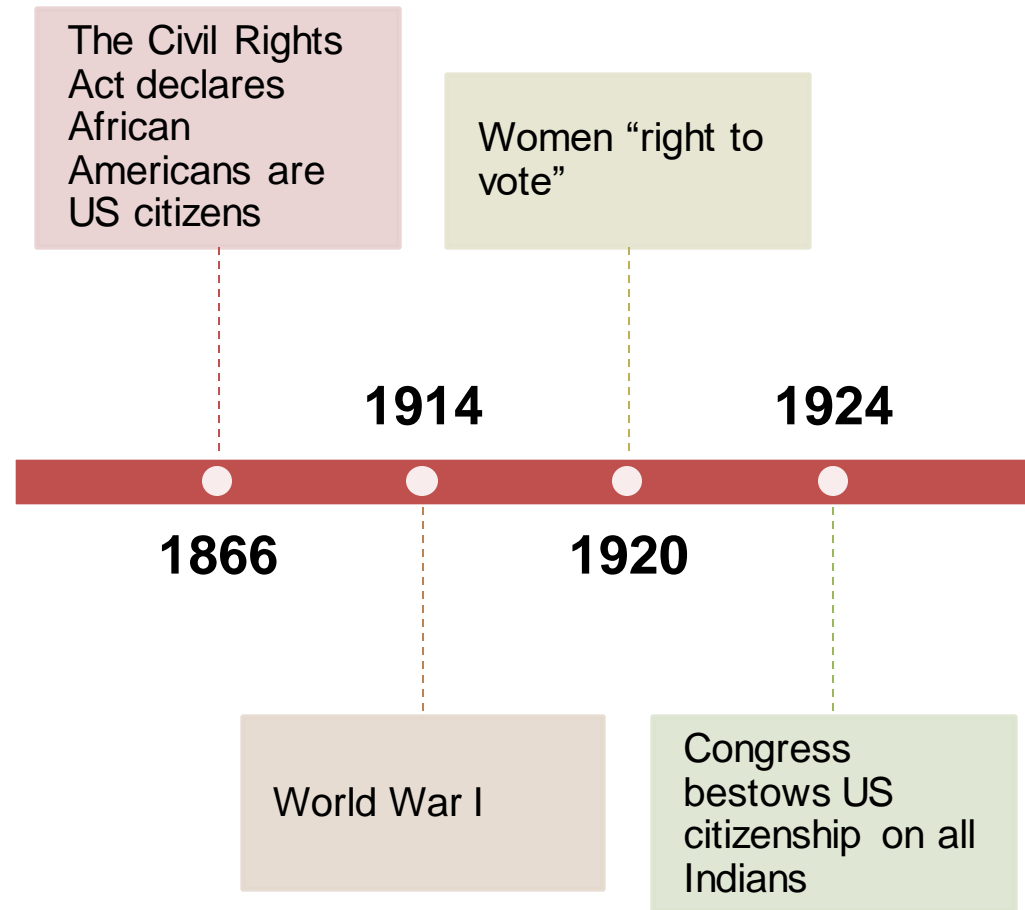
Panguitch Boarding School

45 Clayton, Delaware

Saint Joseph's Indian Industrial School

And the searches continue.....

Citizenship



1934 Indian Reorganization Act

- **Secretary of Interior still had power to review acts of tribal governments**
- **181 tribes accepted IRA, 77 rejected.**
- **Most tribal governments have no separation of powers.**



Secretary of the interior Harold Ickes with delegates of the Confederated Tribes of the Flathead Indian Reservation, 1935, with the first IRA constitution



1953 – 1964 Termination Era

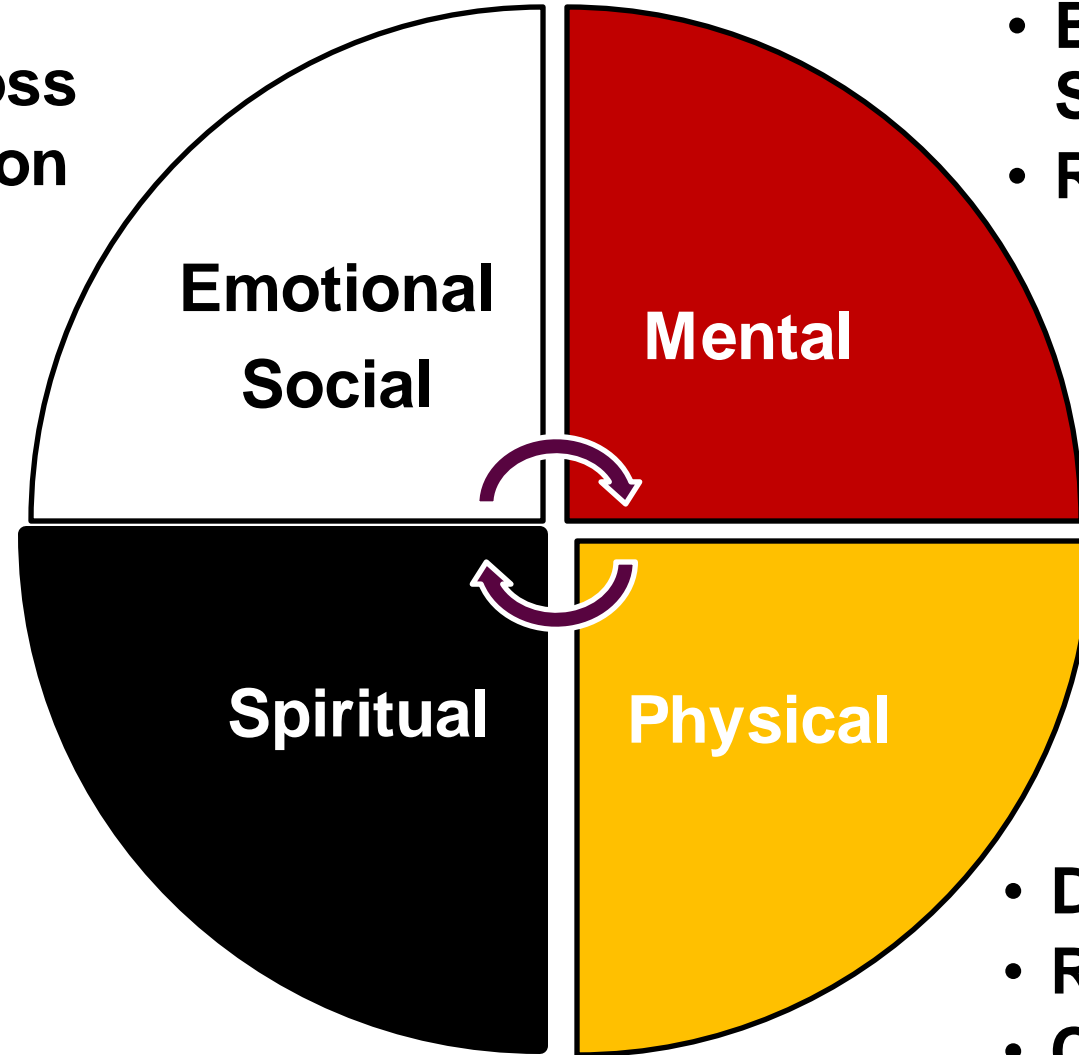
- **109 tribes were terminated, and federal responsibility and jurisdiction was turned over to state governments. Approximately 2,500,000 acres of trust land was removed from protected status and 12,000 Native Americans lost tribal affiliation. The lands were sold to non-Indians and the tribes lost official recognition by the U.S. government**

1956 Relocation Act

Families were relocated into
cities to “assimilate”



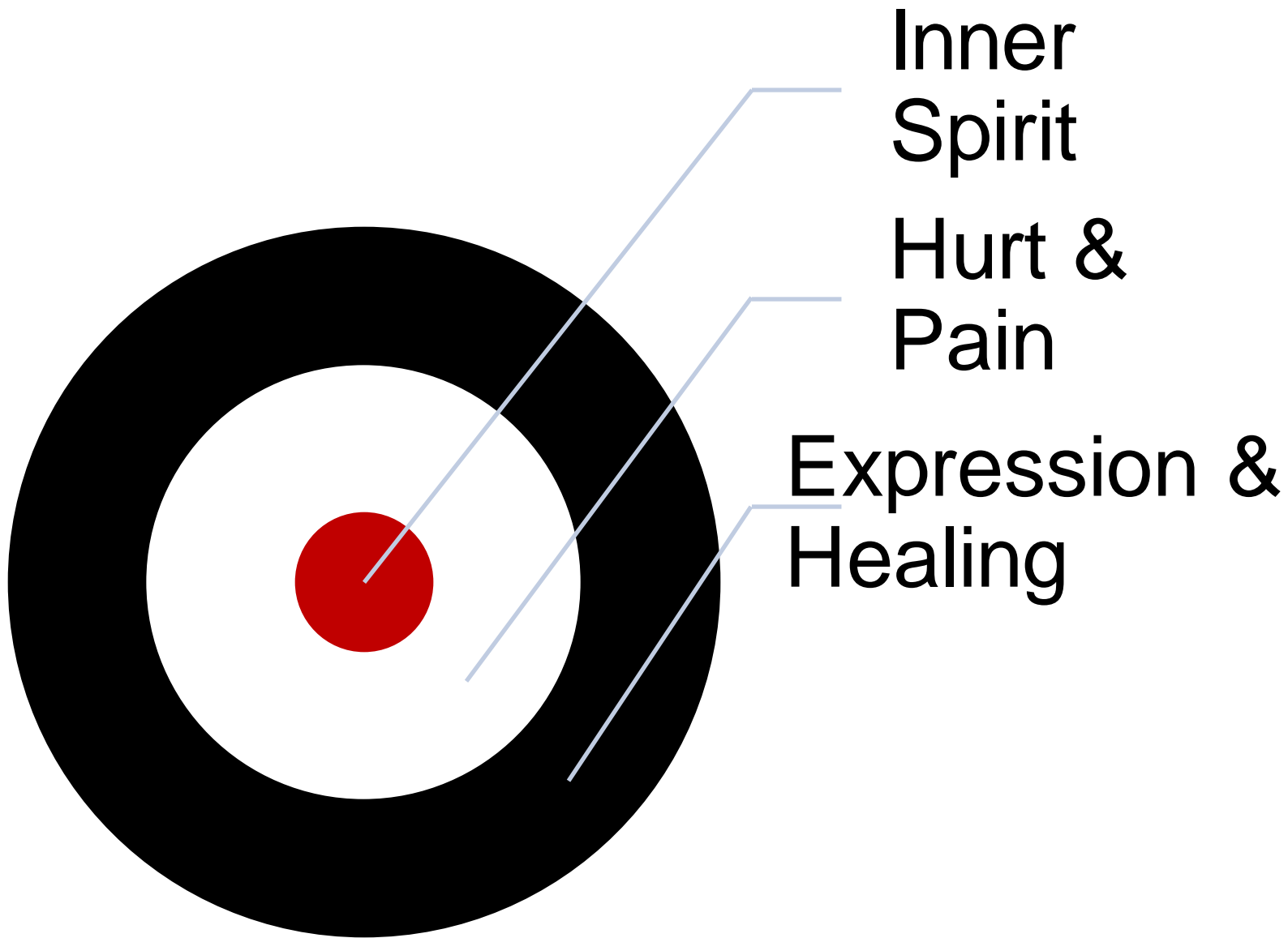
- Alcohol
- Grief & Loss
- Termination
- Wars



- Boarding Schools
- Relocation

- Loss of Language & Culture

- Disease
- Reservation
- Commodities

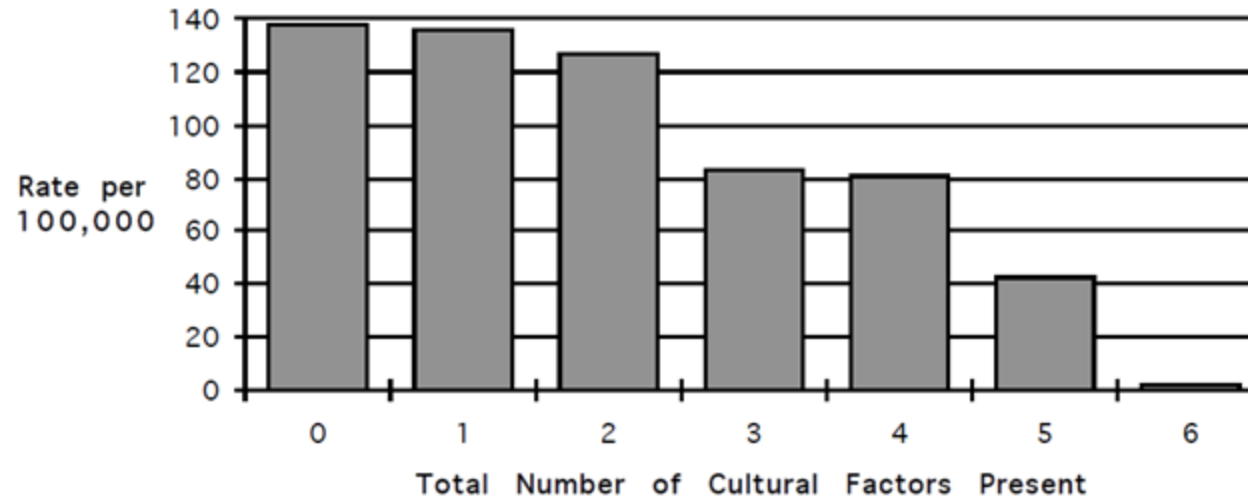




Death of a loved one
Gambling Addiction
Emotional abuse
Drug addiction
Physical abuse
Verbal abuse
Cultural loss
Alcoholism
Neglect
Racism
Divorce
Poverty
Violence
Disability
Relocation
Foster care
Adoption
Oppression
Sexual Abuse
Loss of a job
Boarding School
War experience
Loss of spirituality
Discrimination of any kind

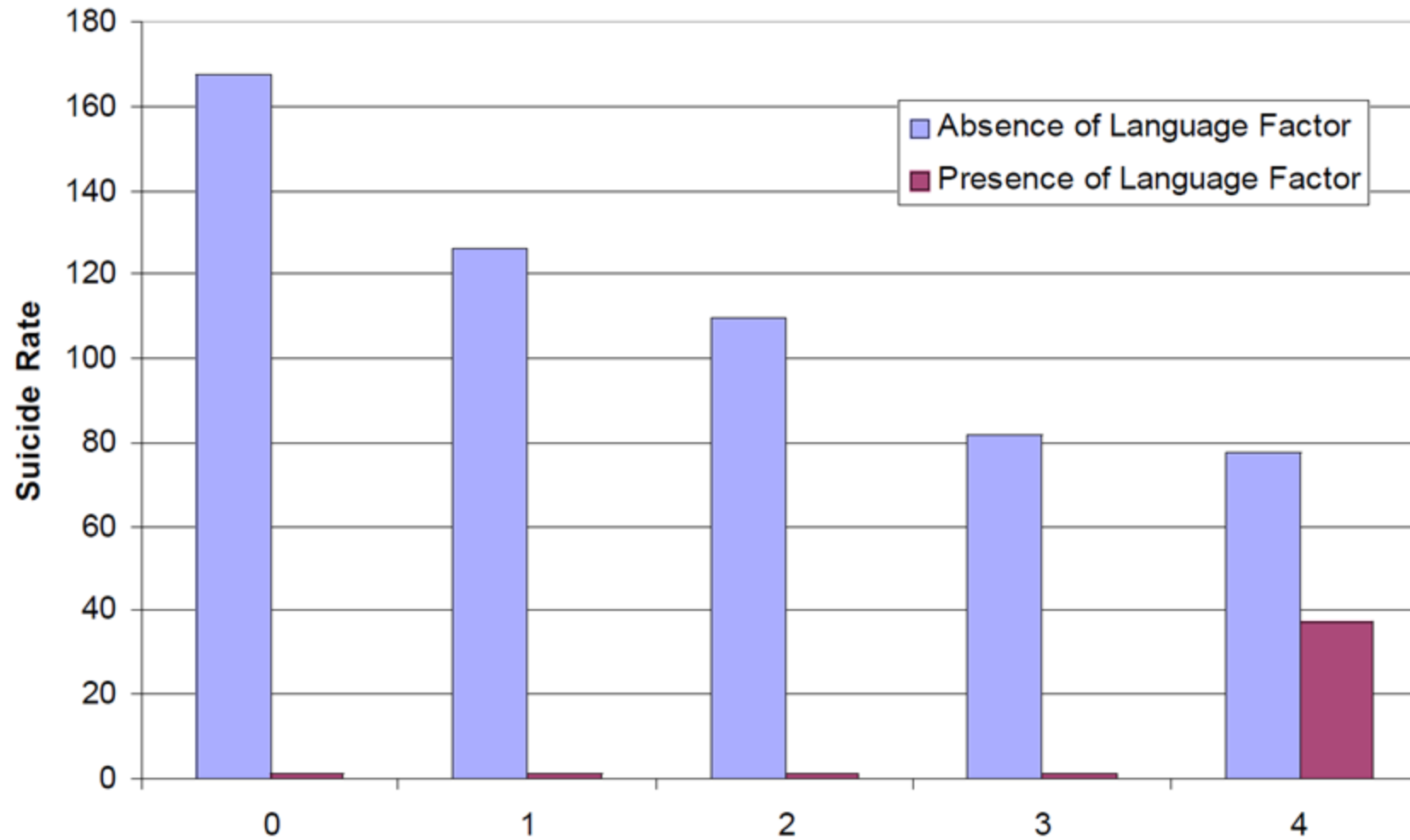
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Frequent periods of depression
Difficulty hearing positives
Fear of conflict and anger
Continuing sense of guilt
Need to be in control
Fear of dependency
Overly responsible
Very irresponsible
Overachievement
Poor self-images
Need to be right
Fear of trusting
Perfectionist
Chaos junkies
Fear of feeling
Fear of intimacy
Underachievement
Denial of problems
Fear of incompetence
Compulsive behavior
Heavily depends on others
Repetitive relationship behavior
Unable to relax, let go, and have fun
Hypersensitive to the needs of others



Cultural Factors Include: Self Government,
Land Claims, Education, Health Care,
Cultural Facilities, Police and Fire Services
and Language

Aboriginal Language Knowledge and Youth Suicide. Darcy
Hallett Michael J. Chandler, Christopher E. Lalonde C.E. 2007



Aboriginal Language Knowledge and Youth Suicide. Darcy Hallett Michael J. Chandler, Christopher E. Lalonde C.E. 2007

Total Youth Populations Underlying Suicide Statistics

Bands With and Without Language Factor	Number of Bands	Number of Suicides	Total Youth Population	Suicide Rate (per 100,000)
Bands with 0 Factors				
With Language	1	0	68	0
Without Language	18	9	896	167.41
Bands with 1 Factor				
With Language	7	0	384	0
Without Language	44	32	4221	126.35
Bands with 2 Factors				
With Language	3	0	226	0
Without Language	33	21	3201	109.34
Bands with 3 Factors				
With Language	3	0	155	0
Without Language	19	10	2036	81.86
Bands with 4 Factors				
With Language	2	1	449	37.12
Without Language	13	11	2360	77.68

Note. Total number of bands, N = 143. In addition, 4 bands had five factors and 5 bands had six factors, but none of these 9 bands had the language factor.

We Shall Remain





Bringing back the knowledge



Self Determination

**1970 Nixon makes special address
to Congress**

- “The premises on which it [termination] rests are wrong...”
- Began the “era of self-determination”



Rock n' the Rez



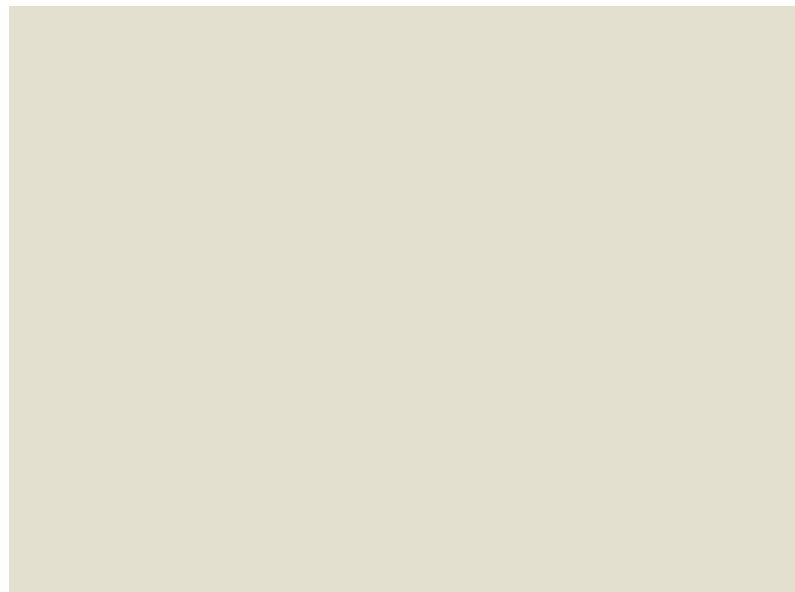
<https://www.youtube.com/watch?v=2-Wk7IgcjJ0>

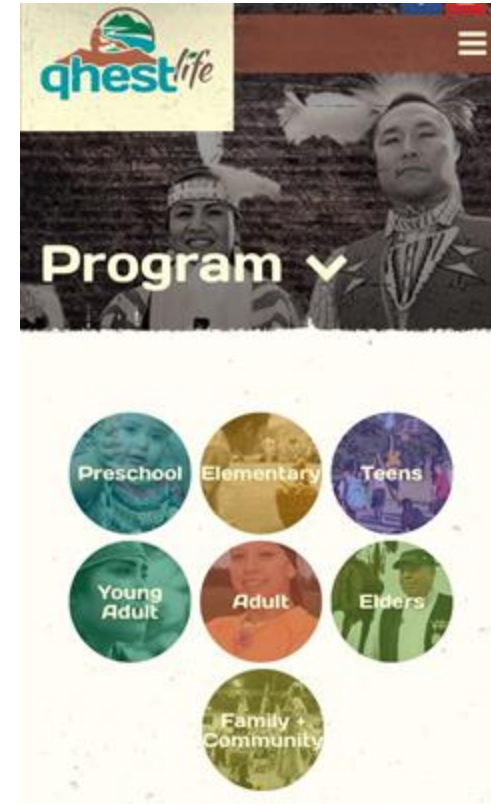


I Forgive You – Emcee One



<https://www.youtube.com/watch?v=qZPXFib8c68>





www.qhestlife.com



Eat.

What We Eat

Our health has always been tied to how we fuel our bodies. Whole, non-processed foods are the basis of a healthy diet. Along with fruits, vegetables, and lean proteins, incorporating foods from our own cultural heritage honors our bodies and who we are. These include traditional foods like camas, huckleberries, water potatoes and lean meats like trout, salmon, deer, elk and moose.

Things you can do right now:

- Things you can do right now:
- Look for qhest Life foods/beverages at local stores.
- Share a meal or plan a time to gather food with family and/or friends
- Drink more water
- Visit the Seasonal Farmers Market
- Post your activity on the qhest life Facebook page



Do.

What We Do

Activity and movement are natural parts of our everyday lives. Hunting, gathering, and migration were daily physical activities for our ancestors. Today, we can echo their movements by getting 30 minutes of daily physical activity through:

- Walking
- Running
- Swimming
- Gym workouts
- Traditional games and activities

Things you can do right now:

- Post your activity on the qhest life Facebook page
- Go for a walk/hike today
- Do Pow Wow Sweat workout video
- Plan a hunting/fishing trip



Honor.

What We Honor

By tapping into who we are as a people in the Coeur d'Alene Tribe, we can fuel the success of future generations. These values and activities include:

- Respect/honor of elders
- Preservation of our language
- Education and empowerment of our youth
- Traditional community activities such as gardening, ceremonials, story telling, and more

Things you can do right now:

- Post your activity on the qhest life Facebook page
- Attend a Coeur d'Alene language class
- Visit an elder
- Volunteer in your community





Traditional Foods Calendar





**The Stylehorse Collective
on YouTube**



POW W O W SWEAT

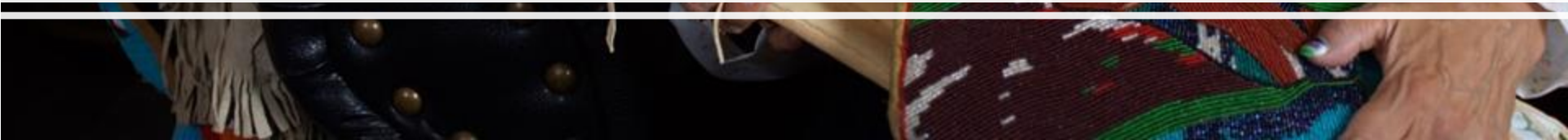
Get up and dance 😊







Our Ancestors Stand Behind Us and our Grandchildren Stand Before Us



**The power of
WORDS
THOUGHTS**
and the connection we have to each other.



<https://www.youtube.com/watch?v=tAvzsjcBtx8>

Our decisions today effect the next Seven Generations to come.....



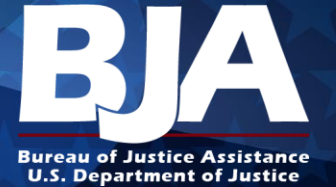
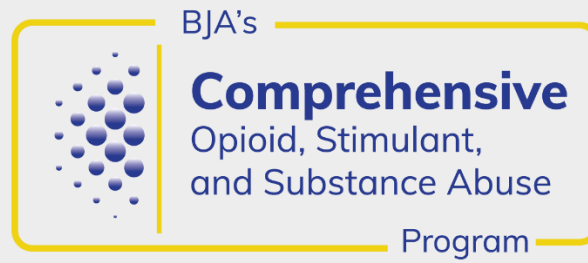
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Questions and Answers

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<https://www.cossapresources.org>