



# Native American Indian Center



March

## NEWSLETTER

2021

### NAIC Student Enrollment

A 506 Student Enrollment Form  
in 3 easy steps:

- ❖ Child's Basic Information
- ❖ Tribal Name & Roll Number/CIB
- ❖ Parent or Guardian Signature

A crucial component to our program is ensuring every pupil completes a 506 Student Enrollment Form. Every student needs to complete a form in order to be enrolled in the program. The program currently is missing more than 80 percent of these forms. This creates a problem, as the number of forms determines the amount of funding we receive. More completed forms means we can offer additional services and bring back traditional tutoring, field trips and much more. The forms are available on our website.

[CLICK HERE TO FILL OUT THE FORM](#)



### SUSD Native American Indian Center NAIC

Edison High School  
100 W. Dr. Martin Luther King Jr. Blvd  
Portable 105, Stockton, CA 95206  
(209) 933-7425, Ext. 8069

Hours: 8:00 a.m.-2:30 p.m.

Website: [Native American Indian Center](#)

Facebook: [@StocktonNativeCenter](#)

Program Specialist:

[Gina Lopez](#)

Cultural Assists:

[Sabrina Flores](#)

[&](#)

[Destiny Rivas](#) (Newsletter Editor)

# STUDENT SPOTLIGHT



**David Ramirez**  
Hoover Elementary  
Perfect Attendance



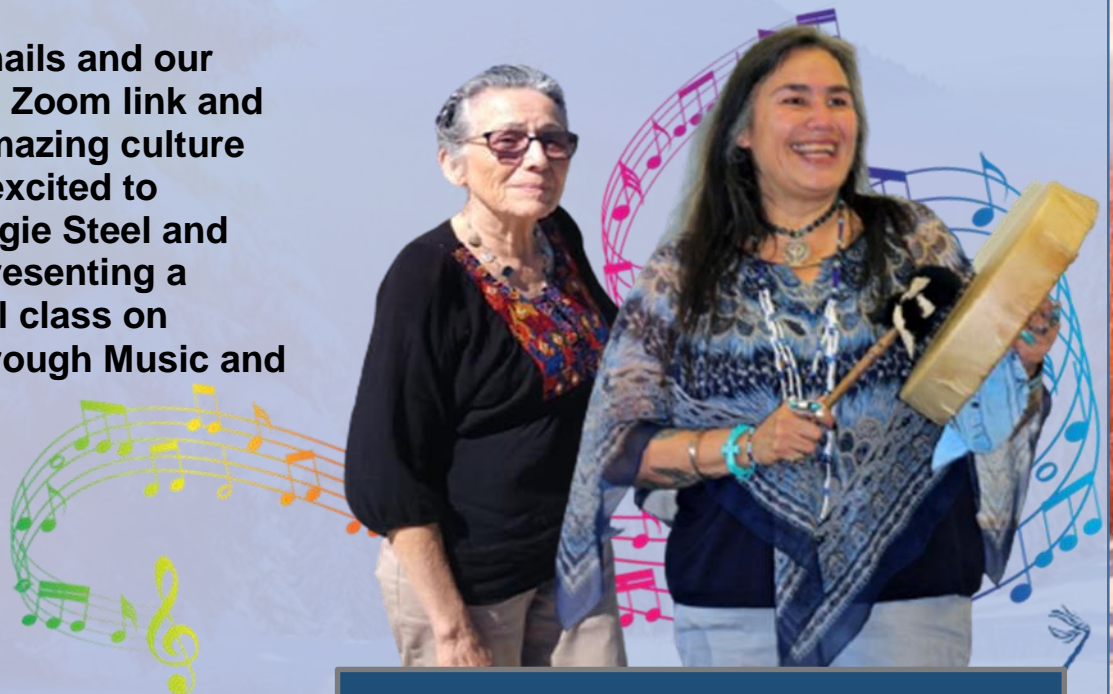
**Luka Ramirez**  
Hoover Elementary  
Perfect Attendance



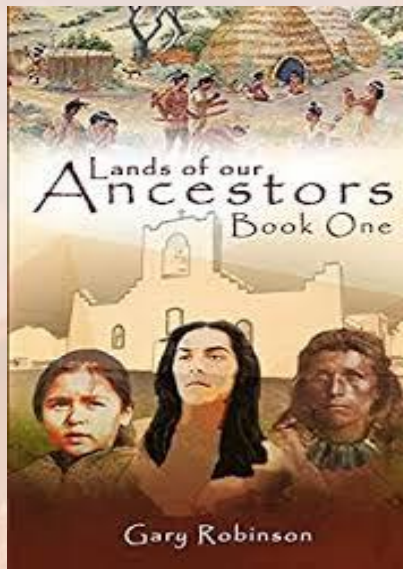
**Annavaya Sanchez**  
Hoover Elementary  
Perfect Attendance

## Coming Soon! Storytelling through Music and Poetry Zoom

Check your emails and our website for the Zoom link and date for this amazing culture class. We are excited to announce Maggie Steel and Betty will be presenting a special cultural class on Storytelling through Music and Poetry.



**Grandma Betty & Auntie Maggie**



Teacher Corners By Gina Lopez - 4th Grade

California Missions Alternate Project

**“Repeat after us, say no to the mission project.”**

Article and Resources from the UC Davis California History Social Science Project

<https://chssp.ucdavis.edu/blog/mission>

Excerpt taken from the History Social Science California Teaching Framework. *“Some mission Indians sought to escape the system by fleeing from the padres, while a few Indians openly revolted and killed missionaries. Sensitizing students to the various ways in which Indians exhibited agency in the mission system provides a more comprehensive view of the era for students. It also allows them to better understand change and continuity over time, as well as cause-and-effect.”*

*“Missions were sites of conflict, conquest, and forced labor. Students should consider cultural differences, such as gender roles and religious beliefs, in order to better understand the dynamics of Native and Spanish interaction. Students should analyze the impact of European diseases upon the indigenous population.”*

*“In selecting sources and directing students’ investigations, teachers should focus on the daily experience of missions rather than on the building structures themselves. Building missions from sugar cubes or popsicle sticks does not help students understand the period and is offensive to many. Instead, students should have access to multiple sources to help them understand the lives of different groups of people who lived in and around missions, so that students can place them in a comparative context.”*

*The Lands of our Ancestors* book pictured above is an ideal resource for ensuring students understand mission life from the Native perspective. It also can be used for alternate projects. Please contact the Native American Indian Center if you need additional resources and information regarding ways to teach students about the California missions.



## Women Warriors Lozen & Daheste



Lozen “One who has stolen horses” was a Membreno Apache and younger sister of Chief Victorio. Born in 1840 in the Animus Mountains of New Mexico when Chief Juan Jose Compa led her band, Lozen provided a model of fearless bravery that inspired pride in her fellow warriors.

Lozen possessed the same fighting qualities as her contemporary Dahteste and there are many stories of her bravery. In one, she left a band of Apache freedom fighters in the Sierra Madre to escort a mother and her newborn child across the Chihuahuan desert from Mexico to the Mescalero Apache Reservation. Equipped with a knife, rifle, cartridge belt and a three-day supply of food, she set out with the mother and child on the perilous journey through territory occupied by Anglo-Hispano cavalry forces. Lozen hunted longhorn for meat and stole a Spanish cavalry horse for the young mother before escaping a hail of gunfire. She then stole a horse for herself, disappearing before any soldier could give a chase. The Apache Joan of Arc was eventually captured by Sonoran mercenaries near Esqueda, Sonora, Mexico.

Born in 1860, Dahteste was a Mescalero woman from a band of warriors led by Chief Chihuahua of the Chiricahua. Although married with children, she went on raiding parties with her husband Ahnandia, Geronimo and Lozen. Dahteste was a daring, courageous and skillful fighter, who spoke fluent English and Castilian and was reputed to be able to outride, outshoot, outhunt, outrun and outfight all her peers, male and female. Dahteste and Lozen surrendered with Geronimo in 1886, after which Dahteste spent eight years as a prisoner at Fort Marion in St. Augustine, Fla., surviving both pneumonia and tuberculosis. She was then transferred to Fort Sill, Okla., where she spent another 19 years in prison. While there, she divorced her husband and upon release married Cooni, a former scout.

They spent the rest of their lives together at Whitetail on the Mescalero Apache Reservation in New Mexico, where she died in 1955 at age 95.

\* Creole Definition for this time period: The Latin Countries of Europe Spain, Italy, France, and Portugal. First Generation born settlers, offspring that were born in New Spain and America Creoles.



# Native College Pathways - Student Zoom Panel



## THANK YOU!!!!



Arturo Flores-Edison High



Zac Devitt-SECA



Liberty Galindo-College



Elani Patzan-College

Special thanks to our Native College Panel students. We had the privilege of having current seniors Zac Devitt and Arturo Flores present alongside former students Elani Patzan and Liberty Galindo. They shared their college journey experience and provided excellent advice for students who are just beginning the process. We appreciate invaluable support from the district's Counseling Department, including Jose Cardenas and Tami Gray, as well as Director of Student Support Services Traci Miller. We appreciate the panel's efforts and look forward to the students' continued success. Video of the panel's discussion can be viewed on our website.



## Ms. Destiny's Kitchen Salmon & Wild Rice Chowder

### Ingredients

1/4 cup butter  
1/2 cup chopped onion  
2 cloves garlic, minced  
1 teaspoon minced fresh thyme  
1/4 cup all-purpose flour  
Salt and pepper to taste  
4 to 5 cups milk  
1 cup cooked wild rice  
1 to 1 1/2 cups cooked or uncooked salmon,  
cut into bite-size pieces  
1 dash Tabasco to taste

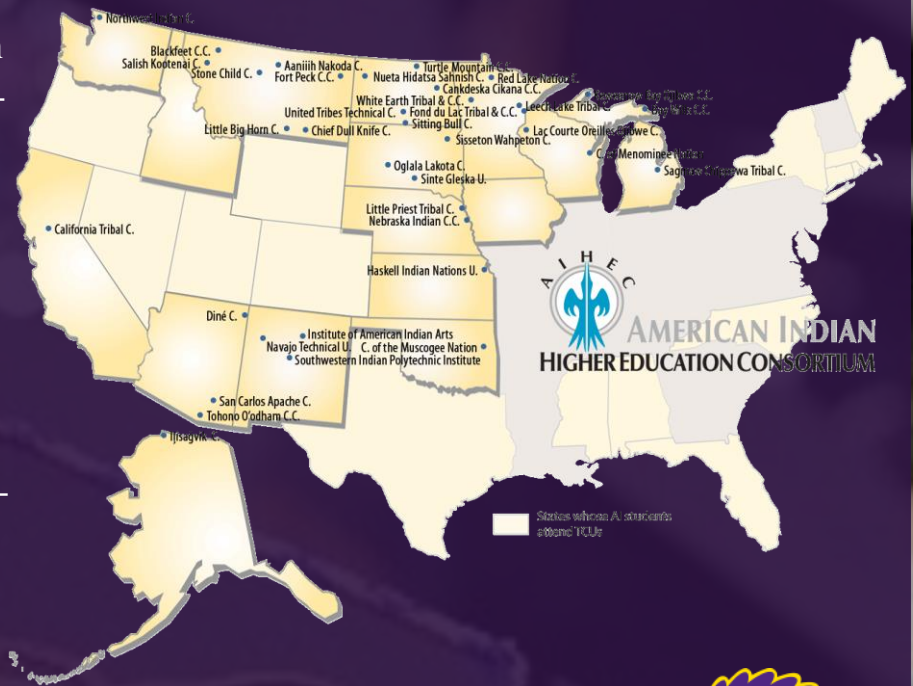


### Directions

In a large soup pot over medium-low heat, add butter, onion, garlic, and thyme; sauté until soft. Add flour, salt, and pepper, stirring constantly until well blended. Gradually add milk, stirring constantly until sauce comes to a boil and thickens. Add cooked wild rice and salmon; simmer 5 minutes until salmon is heated/or cooked. Season to taste with Tabasco, and additional salt and pepper if needed. Remove from heat and serve.

# Tribal Colleges and University

Tribal colleges and universities provide dynamic higher education opportunities, most on or near reservations, throughout Indian Country. These accredited institutions offer vocational, degree and cultural learning opportunities – offering remarkable programs, culturally supportive classes, and familial student care. Whether your goal is to advance in your career, attain an advanced degree or just give back to your community – tribal colleges are the start of your journey.



## Benefits of Haskell Indian Nations University



### Contact & Info

Haskell Indian Nations University  
Attn: Admissions  
155 Indian Ave  
Box #5031  
Lawrence, KS  
66046-4800  
PH: 785-749-8454  
Fax: 785-749-8429

### More Info:

The Office of Admissions is located in: Navarre Hall, Rm #112A

### Office Hours:

9AM – 4PM | M-F

- Founded in 1884, Haskell is now home to approximately 800 students each semester.
- Lawrence, Kansas is located west of Kansas City, Missouri. One of the top 50 college towns in America by Best College Reviews.
- On average, there are over 150 federally recognized sovereign nations from 38 states represented, making Haskell a truly intertribal university.
- The Haskell Cultural Center houses and exhibits archival records and artifact collections from 1884 to present.
- TUITION FREE! Students pay fees only; \$715 per semester
- Average student to teacher ratio; 24 to 1.
- Eighty percent (80%) of Haskell students live in residential halls on a beautiful 350-acre campus.
- Semester terms; spring and fall sessions.
- Haskell intercollegiate athletic programs compete in the National Association of Intercollegiate Athletics (NAIA).

Haskell is accredited by the Higher Learning Commission (hyperlink [hlcommission.org](http://hlcommission.org))