[Sequencing Concepts Related to] Colonialism

created by Emma Redden www.emmaredden.com

sequencing concept inspired by the work of Bree Picower

This is made to work in concert with Sequencing Concepts Related to Race.

Tying in current events:

** Mexican border concentration camps

***Standing Rock

Name
colonialism as still hap
pening everyday
because people are still
living on land that doesn't
belong to them, and becuase
white people are taking land, clean
water, ideas, art and many other things
from indigenous peoples. ***

Name **settler colonialism** as the process of people coming to a land, taking it for themselves, and hurting or killing the people who lived there first. Explain that being brought here as enslaved people, or refugees--people coming here because they are worried they would die if they stayed home--still impacts the first people's of this land, but is very different than the European people who came here and stole land, for the purpose of getting a lot of money and control.

Name **migration:** kidnapped, forced and voluntary. Name that people move from their own homeland for different reasons.

Millions of African peoples were kidnapped, taken without asking, and brought to this land. Other people came here as a way to try to keep their body safe, to try to find a place they could be all parts of themselves, or to try to get more of their needs met. Explain this is complicated for people to come here to be safe, because a lot of people aren't always, or ever, safe here. **

Name your **ancestry** and that your family is indigenous to the land of your ancestors. This may be in the country you live currently, or to other land. Learn about your own people and their cultural and ethnic traditions.

Teach about history and cultures of the **indigenous peoples** in the place you live. Indigenous means people from a place--in the United States it means the people who have lived on this land for thousands of years, long before the land was stolen by people from Europe. Ensure teaching centers indigenous peoples alive today and resists the narrative that indigenous peoples are people only of the past. Use photographs from Project 562.

Recognize the land you live on. Acknowledge that people lived on this land before you, and still live here now. Use https://native-land.ca/ as resource to learn about the first peoples of the land.

This pyramid is intended to suggest how to sequence children's learning about concepts related to colonialism. I suggest begining at the bottom and moving up. At what age children will be able to understand these different layers will vary on the child and how often and how deeply children are engaged around these concepts. Land recognitions can be done during infancy, before children have language. The subsequent concepts can be built upon beginning when kids are toddlers. When children are ready to move up the pyramid should be determined based on comprehension, instead of age.