Top of Form

Welcome to my English 111 portfolio! My name is STUDENT and although I’m not a Washington native, I’m slowly learning the Seattle ins-and-outs as well as the not-so-reliant-weather of the beautiful Pacific North West. Coming into UW I had a less than optimistic mindset about my writing skills; I would avoid English classes if possible because I’d squeaked by in AP Composition and Literature in high school and surely I’d learned enough to successfully complete any essays my classes would require. Well I was wrong; extremely wrong in fact. The impending doom of writing ten-page papers and lengthy essays bore down on me my first quarter and when registration came along for winter quarter, the very first class I had on my schedule was English 111.

      This portfolio is a showcase of all of the writings we’ve done throughout the quarter, but the ones I’ve selected to address each outcome I’m especially proud of because they’re the ones that exemplify some of the skills I feel like I’ve acquired since January. One major type of learning we used throughout the quarter was analyzing different mediums such as essays, poems and novels, in order to examine the different writing techniques and strategies. This train of thought is consistent with Outcome 1, which has to do with the deliberate choices writers make and how those are used to create desired effects on the audience. I chose my Short Assignment #2 to go along with this outcome because I felt it’s representative of the work we did to examine authors’ writing strategies.

      Writing analytical essays is a task I’ve already come across a great deal in my college classes, and being able to synthesize and find reputable sources is a daunting task. The annotated bibliography I made for Short Assignment #3 is an example of how the research process begins for a major paper such as a book review. The sources I decided to use for my paper changed significantly from the time I first created my annotated bibliography to when I sat down to write my essay. Because of this I’ve chosen to include Short Assignment #3 to address Outcome 2 because it shows the how the writing process started for me and how my original ideas changed and became more solidified and backed by applicable research in my final paper.

      The fourth outcome is very similar to the second one because they both exemplify change. Outcome #4 is different though because it’s solely regarding to ability to revise and edit work, something I did a lot of for my Short Assignment #2. The short assignment was supposed to be a rhetorical examination of one or two authors' works we'd read in class, a task which I originally failed at because I analyzed Thomas King and LeAnne Howe's work using literary analysis. My editing process for this was thorough because I wanted to make sure I addressed the prompt so I wouldn't receive an incomplete for the assignment. As a result, I feel proud of my final draft because it shows how much work I put into the piece in order to address the correct prompt and still make a strong argument.

      The final outcome, Outcome #3, we learned about in class was how to create complex and persuasive arguments, and I thought my final paper was the best example of my execution of this skill. My complex claim involved mostly Miko Kings, the memoir I read, and a multitude of sources I found to aid me in my argument regarding how important today's portrayal of Native Americans is to the population as a whole. My work in Short Assignment 3 and 4 helped me begin to develop my ideas and eventually turn them into a strong argument in the piece as a whole.

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Outcome 1

Top of Form

            I decided to use my Short Assignment 2 to address the first outcome regarding “an awareness of the strategies that writers use in different writing context” because I feel like my rhetorical analysis of LeAnne and Thomas King’s pieces demonstrated an understanding for the authors’ writing strategies. The strategies used by author vary widely and sometimes have little to no commonalities, but when comparing Howe and King there are a great number of similarities in the writing strategies they use. It’s important to pay attention to the reasons behind literary styles selected by authors in order to fully comprehend their work and achieve the level of understanding they seek to teach.

            In my rhetorical analysis I discuss the writing styles each author employs specifically how “both authors utilize an educated tone, largely impart because they both have first-hand experience with Native American culture”(Russell pg.1). Both King and Howe have a goal in writing their stories and I think in order to achieve them they enlisted the help of tone, word choice and organization of their writing. Howe especially uses a complex organization in her piece, which, although confusing at times, is “in congruence with the Native American concept of time”(Russell pg.2). In my essay I give specific examples of how Howe uses this Native American timeframe in her novel, something that I believe she uses in order to further her argument of how the Native American traditions are exotic for most readers.

            My first draft of this assignment was a literary analysis rather than rhetorical, and it took me a long time to fully comprehend the difference between the two. In order to revise my first draft, I visited the CLUE writing center in order to get another person’s opinion, specifically someone that hadn’t read either of narratives I discussed. I was hoping that by having someone who was unfamiliar with the authors, they would help me to analyze my first draft and base the majority of their attention on the parts that were the wrong type of analysis. After my meeting I definitely had a better idea of the difference between the two, so when I went home and finished editing my essay, I felt like I did a much better job of paying attention to the choices the authors made and why they chose them.

Bottom of Form

## Outcome 2

Top of Form

       I chose Short Assignment 3 to address Outcome #2 because I feel like my first draft compared to my final one shows evidence of a greater comprehension of my ability to “read, analyze and synthesize complex texts and incorporate multiple kinds of evidence.” I interpreted this to mean my ability to choose sources that were relevant and trustworthy, and then my ability to synthesize them and find the evidence that would most benefit my essay. The first time I did this assignment I hadn’t begun writing my essay yet, and my selection of sources reflected that, because as I started writing I found that one source in particular was quite irrelevant and didn’t align with the focus of my writing. My initial source I chose to exclude was regarding inter-racial Native American couples because I thought a main point of my essay would be how Miranda’s parent’s differing cultures played a role in her upbringing, which I later found to be quite inapplicable to my main point regarding her own ties to the Esselen culture.

      I believe the ability to find and incorporate relevant sources is an essential skill to have when writing academic papers because it not only makes you more credible, but it also is a way for the reader to see how your points appear in real life. If I wrote my entire essay simply making claims or summarizing events in my text, for all reader knows, what I could be saying is complete hearsay with no credibility or truth to it. Giving credit where it’s due is not only trustworthy but also makes the reader much more likely to grasp and believe your main takeaway.

      I chose my sources based on what I assumed would be the most helpful in furthering my essays, and since I know the Missions can be an alien concept for those who aren’t from California, I chose multiple sources that gave a historical examination of the missions including their purpose and what was like for the people living in them. The final source I chose, which used to replace the article on interracial couples, was the Esselen tribe’s website which ended up being on of my most useful sources. I was able to learn the tribe’s main values and beliefs straight from them, which means it was by far the most reliable information I would be able to find on the tribe. An example of this is in the first part of my essay when I describe the Esselen tribe’s legal standing. “As the Esselen tribe describes it on their website, “[they] are often cited, incorrectly, as the first California Indian group to become culturally extinct,” something Miranda regards as “careless record keeping” (Miranda, 68).” I am particularly proud of this sentence because I was able directly address the source with evidence from the memoir itself.

      My first and second draft of my Short Assignment #3 show a change of material, and although I changed the subject matter of my essay, as I started writing I was able to decipher which sources would be applicable which is something that can be unavoidable. In the future I will keep an open mind about choosing my sources before I’ve come up with a concrete argument for my essay. But all in all I am proud of the end result of my annotated bibliography because it showed progress in my analytical thinking and research abilities.

Bottom of Form

## Outcome 3

Top of Form

      In order to demonstrate an understanding of how to create “complex, analytic, persuasive arguments that matter in academic contexts” I chose my final paper, a book review of the novel Bad Indians. This was the only essay from the quarter with a complex claim and also the essay I put the most effort into producing. Both Short Assignment 3 and 4 were part of my writing process, starting first with the research, which was one of the most important aspects. In order to make my argument about the importance of the memoir in academic contexts I put a lot of effort into building my credibility as an author because that is essential if my work is going to be considered important.

      One struggle I faced when writing my essay was determining what the people’s general understanding of the missions is, and after peer review I learned that most people knew very little about them, so I made a point of including sources that helped define them for those who didn’t learn about them in elementary school. An example of this is in my second paragraph where I utilize online resources to give a definition for the reader: “The California missions were establishments built by the Spaniards to “[help] Christianize the natives, [making] them Catholic converts, or neophytes, for the Catholic Church and citizens of the crown of Spain” (CA Missions- Resource Website).” I feel like this helped put my argument in perspective for those without any previous knowledge of the topic, otherwise the majority of my paper wouldn’t make much sense for them.

      I think all the different steps it took to complete this paper taught me a lot about the writing process as a whole and the critical aspects, such as research and evidence, in order to make a successful persuasive paper. I now feel much more comfortable for when I have to write similar papers in the future because the task becomes much less daunting when broken down into smaller steps.

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## Outcome 4

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       I chose to exemplify my revision and editing progress by comparing my first and second draft of my Short Assignment 2 because I had to do the most revisions for that assignment. My first draft didn’t correctly address the prompt; I used literary analysis instead of rhetorical analysis. Reflecting on this mistake, I think it was definitely an accurate representation of how little practice I’d had for writing using rhetorical analysis, so when I received feedback telling me that my paper didn’t address the prompt my first instinct was to learn what exactly rhetorical analysis was compared to the literary analysis I’d been taught in high school. In order to get some guidance in my revisions I attended a CLUE session in their writing center, and although my ultimate goal was to be able to perform corrections myself without the help of a tutor, I thought this was my best option considering I wasn’t completely sure what aspects of my original paper had been the wrong type of analysis.

       After my session with the tutor I had a much better understanding of the difference between the two types of analysis. In my first essay I focused more on the words and writing rather than why the author might’ve chosen to use them or employ a certain tone. An example of how I used literary analysis in my first essay is when I describe how King “uses the story of creation from two varying perspectives, that of the Natives, which is filled with chaos and moves towards harmony, and that of Genesis, which begins in harmony that becomes disorder and unrest”(Initial SA 4). This examination focused solely on the plot and less on what King’s purpose was in writing it that way, so in my revisions I changed that line to: “King chose these stories because they exemplify how stories told in different ways can have varying impacts on listeners”(Final SA 4). This instead focused more on the mindset of King as he wrote the novel and what his purpose was for including such stories.

       I believe the changes I made to the assignment, such as the one above, shows how I was able to incorporate input from my teacher and tutor and review my paper, paying head to the points the made, and change it accordingly. Reading my paper aloud while doing this helped me spot errors, both grammatical and analysis-related, and test out different ways in which I could revise them. These edits are evidence of how I was flexible in my writing and open to criticism, something I know I’ve struggled with a bit in the past. Heading into future college classes, I’m confident I am equipped with the skills necessary to edit my papers, and if for some reason I’m not able to, I’m now more comfortable seeking help using resources such as CLUE.

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## Conclusion

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            I enrolled in this class assuming it was just a basic English class focused on fine-tuning writing skills, so when I received the first welcome email I was a bit confused. I thought I might’ve enrolled in the wrong class, but I knew even if I had it was too late to change so I would make the best of it regardless. My first day definitely assuaged part of my fears because it was most definitely a writing course and I’d always been interested in learning about the Native American culture ever since I visited the California missions in elementary school. I’m glad I stuck with it because I’ve been introduced to novels I don’t think I would’ve ever come across had it not been for the course material and even more than that; books that I genuinely liked.

            Analyzing books such as Miko Kings was not only interesting but also extremely helpful in learning how to collect evidence and examine author’s intentions and forms of execution. I now feel confident in my ability to form an eloquent analytical paper, especially ones that focus on subjects that might be initially unfamiliar to me. Examining a culture different from my own made me very aware of how easy it is to jump to conclusions and make assumptions not knowing the full story. Before the class I knew about the California missions from what I was taught in fourth grade, and then I knew Native Americans owned many casinos. That was pretty much my extent of knowledge on the subject, so when we started reading pieces depicting the horrific conditions and history of racism Native Americans have faced.

            This course has increased my level of confidence in my writing ability, which I know will be greatly beneficial for my future college classes that require writing. I also know and feel comfortable using the resources available to me here at UW, such as CLUE, which is good to have in case I have a similar experience to my confusion regarding Short Assignment 2. I also have a much better understanding of MLA formatting, which is something I know I will need for the majority of my writing in the future. I’ve enjoyed this class immensely and couldn’t have asked for a better literary and writing experience.

Bottom of Form

STUDENT

ENGL 111

Heberling

SA #2: Synthesis and Analyzing Rhetorical Choices

The struggles faced by Native Americans are hard to imagine for those of us without older generations to recount the horrors but authors LeAnne Howe and Thomas King sculpt tales to raise awareness for the injustices experienced and emphasize the importance of continuing the traditions of storytelling. LeAnne Howe’s novel, *Miko Kings,* tells the harrowing tale of a baseball team seeking popularity during a time when Native Americans were brushed to the side by settlers thirsty for land and resources. Her narrative exemplifies some of the main ideals presented by Thomas King in his essay, ”You’ll Never Believe What Happened” especially his ideas that: “once a story is told, it cannot be called back.” (King p.10) and that stories have the power to create change. Both authors utilize an educated tone, largely impart because they both have first-hand experience with Native American culture. Although Howe’s piece isn’t a personal narrative like King’s, she still exemplifies her knowledge on the subject by using a complex timeline and a multitude of intricate characters in order to make the story seem as realistic as possible for the readers.

Howe’s novel is told from the point of view of Lena, whose distant relatives were part of the Native American Baseball team that played against the settlers in the league finals; a feat that gained attention for their race who’d been pushed from their homes during the time of allotments and given an unjustified reputation. Howe intentionally doesn’t allude to changes in time and character, which means the reader isn’t given any alert to a change of scenery or topic as most American narratives provide. An example of this is when Hope is describing a baseball game and immediately, without warning, is in a hospital bed getting his pressure taken (Howe 86). Howe creates these abrupt transitions in congruence with the Native American concept of time, which doesn’t follow the typical linear timeline most commonly used in American literature and literary mediums. “I turn away and close my eyes knowing that I am a moving body in Choctaw space, as she is, and that miraculously we must both disappear… for a time. Such is the mission of celestial knowledge”(Howe p.221). This quote is one of the final lines of the novel and encapsulates what Howe believes is the importance of the novel as a whole. To her the novel is a vessel for stories to create change and empower readers to be aware of the Native American history that’s so different from the one portrayed in textbooks and media.

Thomas King’s essay is less of a narrative, although he includes a few short stories, and more of a personal appeal to gain attention for a truth he believes isn’t as well known as it should be − the truth about the impact stories have when relayed orally. As King puts it, “the conversational voice tends to highlight the exuberance of the story but diminishes its authority” (King p. 22). This quote is in response to the two different creation stories he recites: the Christian one known by most - Adam and Eve, and another less commonly known one called ‘the Woman Who Fell from the Sky.’ King chose these stories because they exemplify how stories told in different ways can have varying impacts on listeners. He chose the story of Adam and Eve because the majority of readers are familiar with it and can draw connections to the points he’s making regarding the narrative style. When relayed in a manner that is filled with vivid imagery and repetition, the story is more likely to be recounted by the listeners, furthering the story and continuing it’s prevalence in the modern day.

Howe uses her conversational and descriptive language to impact the reader in the way that King describes oral stories being told. King also uses his expertise, as shown through his familiar and unfamiliar examples, tone, diction and language to make his argument influential for the reader. Although very different ways to rally change, both author’s stories achieve their goal of creating stories that stick with the reader. In doing so they arm their readers with new stories that will hopefully be spread and retold time and time again.

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* Howe, LeAnne. *Miko Kings: An Indian Baseball Story*. San Francisco: Aunt Lute, 2007. Print.

STUDENT

Heberling

ENGL 111

*Bad Indians* Essay Annotated Bibliography

1. "California Indians Before, During and After the Mission Era." *California Missions*

*Foundation*. N.p., n.d. Web. Feb. 2017.

This website is funded by an organization called “California Missions Foundation” with the goal of preserving the California missions to ensure that the history lives on. This particular article is about the Native Americans experience before, during and after the missions, specifically an examination of history through the eyes of a non-native author. The piece is applicable to the memoir I read because Miranda doesn’t have her own first-person accounts of what life was like in the missions since her ancestors experienced the hardships first hand. The website describes Native Americans being in the missions on their own accord which is a very different story than the one told by Miranda in her memoir. The intended audience for the website is people interested in learning more about California’s history as well as Californian fourth graders doing their Mission unit.

 This source is useful to me because it offers an alternative perspective than the one I read about in my novel. With two differing views of the story it might be easier to better understand the ideology behind the priests and settlers as well as the Natives. I hope to use some points from this website in my essay, such as the historical perspective regarding how the missions were started. The novel I read didn’t talk much about the founding of missions and how they came about, something the website addresses and traces back to the days when the Spanish first started settling in America, starting where Mexico is today and working North. The source will act as a great counter-argument for my essay as well help me put the stories in the book into historical context.

2. Boxer, Andrew. "Native Americans and the Federal Government." *History Today*

(2009): n. pag. Web. Feb. 2017.

This article gives a break down of the history between Native Americans and the Federal Government, which is important when analyzing *Bad Indians* because Miranda tells stories that allude to laws put in place that affected her ancestors, but she doesn’t always explicitly mention which laws they were. This source starts off general with an overview of Native American and Government relations and then delves deeper into each individual law and the impacts it had on Native American life. The article doesn’t side with either the Native population or the government but instead has an educated, unbiased tone throughout that aids in painting an accurate picture of the legal history.

The intended audience of the article is most likely anyone interested in the subject, especially if they don’t already have a detailed understanding of the legal rights of Native Americans. This is evident in the amount of detail the author goes into as well as the level of explanation he uses when describing each law. His tone implies that the author doesn’t assume any previous knowledge on the subject. This source will be interesting to compare to my other ones because it is a more legal take on the issue rather than a personal narrative.

1. “Esselen Tribe of Monterey County.” *Esselen Tribe of Monterey County*,

www.esselen.com/. Accessed Feb. 2017.

This source became the most useful when putting Miranda’s own personal accounts and historical artifacts in context because it's the most trustworthy source on the tribe: their own description of their beliefs and practices. The Esselen tribe’s website is most likely intended for varied audiences but especially those with Esselen blood in their veins in search of more information on their heritage and ways to get involved. The website has a page on upcoming events and makes it easy to access for viewers that are interested. I think Miranda might’ve used this source had it been available when she started researching her tribe-ties in her adulthood. This source would’ve made making connections very easy for her, even though she did so without it.

This source will aid in putting my other sources in context because the others are broader and relate to a general Native American audience, which is helpful in learning certain historical facts such as the missions, but the Esselen people specifically are the main focus of Miranda’s book. I’ll incorporate this website into my essay by collecting quotes from a direct source instead of another website summarizing the tribe’s information. If I take other website’s information and accept it I could be relaying hearsay instead of first-person narratives of the tribe’s history and presence in California today.

STUDENT

ENGL 111

Heberling

Major Paper: *Bad Indians* Book Review

Miranda, Deborah A. *Bad Indians: A Tribal Memoir*. Berkeley, CA: Heyday, 2013. Print.

 Deborah A. Miranda is an esteemed poet and author whose works often reflect her ties to the Ohlone-Costanoan Esselen Nation of California. The daughter of Esselen/Chumash father and French-descendent mother, Miranda grew up in Washington and was mostly raised by her mother while her father was in jail. Because of this, Miranda was never especially close with her father, but as she puts it, “it is [her] father whose body is the source of the most precious part of [her] identity, and the most damning legacies of [her] future” (Miranda, 172). Miranda’s poetry shows proof of her strong tribal connection but it is her tribal memoir that fully encapsulates all of her beliefs and provides introspection into her people and their rich history.

Deborah Miranda’s tribal memoir *Bad Indians* criticizes the negative stigma society has placed on Native Americans displaced by the missions using a multitude of sources ranging from her own upbringing, to poems by Native American authors and legal documents. Miranda does so in order to bring attention to the beliefs people foster as a result of the current portrayal of the California Missions as something other than an establishment that stripped the Native Americans of their culture and languages, in contrast to the lessons taught in the state’s fourth grade curriculum.

 The California missions were establishments built by the Spaniards to “[help] Christianize the natives, [making] them Catholic converts, or neophytes, for the Catholic Church and citizens of the crown of Spain” (*CA Missions- Resource Website*). The Spanish explorers created the missions after their “discovery” of America and after they’d already started colonizing what is now Mexico. The Indigenous people both in California and now-Mexico were forced to live in the compounds of the missions and learn Spanish and convert to Christianity; their previous cultural beliefs or languages were seen by the Spaniards as inferior and disadvantageous. The Spaniards believed that implementing their own lifestyle and religion for the Native Americans was an act of kindness, something Miranda acknowledges in the first part of her book. One particular account Miranda includes is that of a doctor whose tone is evidence of the less-than-positive feeling the Spaniards had toward the Natives. He describes a visit with one of them and how “[he] took it upon [himself] to take care of this Indian as he has been very sorely neglected. [He] immediately began to photograph and X-ray him in order to get some records for comparative studies before he should die” (Miranda, 102). This doctor wasn’t as interested in the well being of the patient, but rather the medical benefits he would gain from recording his condition, which is proof of how the mental and physical conditions of the Natives weren’t a high priority for the Spaniards.

 The memoir is split up into four sections: The End of the World: Missionization; Bridges: Post-Secularization; The Light from the Carrisa Plains: Reinvention; and Teheyapami Achiska: Home. The first three sections make up a little over half of the book and are a historical examination of the life faced by her ancestors especially in connection to the missions. Using legal documents such as birth certificates, photographs, poems and letters she depicts the culture-stripping effect the missions had on her ancestors, paying close attention to the Esselen people and how they legally vanished as a California Native American tribe. As the Esselen tribe describes it on their website, “[they] are often cited, *incorrectly,* as the first California Indian group to become culturally extinct,” something Miranda regards as “careless record keeping” (Miranda, 68). Miranda takes on a relatively distant mindset as she analyzes the events that took place, making the first half of the memoir feel less like a memoir and more like a textbook with scattered narratives woven throughout.

 By including such a detailed history, the book essentially becomes a timeline of her tribe, the Esselen people, rather than just her own life. In doing so she furthers her argument of how large a role her tribal heritage had in her upbringing because she can’t tell her story without including all of the tribal history as well. Miranda’s childhood was very tough, especially the years after her father reentered her life, after being released from jail. Miranda had lived with her grandparents in their cabin in the mountains for a few years prior when her mother ran away, her father was in jail and her siblings were in foster care, and she reflects on those years fondly, because, as she describes it, “the world outside the mountain was a tar pit, a black hole, and my entire family had been swallowed up in it” (Miranda, 121). When Al Miranda, her father, reentered her life, Miranda was expected to do the work of an adult, even though she was only 12; she took on the role of cleaning, cooking and doing everything in her power to talk down her father when he came home drunk trying to beat her step-brother. Although she didn’t grow up with the Esselen culture surrounding her and sculpting her lifestyle, the Esselen blood in her veins ties her to a part of history Miranda seeks to examine. She does so by studying the stories and accounts of the Native Americans whose relatives were in the missions, such as Isabel Meadows, who shared the stories passed down to her from her ancestors (Miranda, 28).

 One of Miranda’s main points is that although it may seem like her tribe’s culture has been completely eradicated, her own attempt to regain the native language and find others in her same position as descendents of the disappearing culture is proof of hope for her tribe and others like it. Miranda’s memoir is a call to action for other descendents and proof that there is hope for Native American people who feel there is no longer a culture for them to identify with. By including her own experience of connecting with her half-sister and searching links to their heritage, Miranda proves to readers and potentially other descendents of Native American heritage that there is information out there, it just has to be sought out.

 The Native Americans that were subjected to the disease and secularization of the missions deserve to have their land and culture. It’s important to address the way California Native Americans are perceived and treated by society because they have the same rights. All people, under our laws deserve the right to freedom of speech and religion. Miranda asserts that although Native American culture will never go back to the way it was before the Spaniards arrived, that doesn’t mean there shouldn’t be a push to still protect what is left of it. The Esselen tribe is especially important to analyze because there is a very prominent distinction in the way the tribe used to be and what it has become and how the repercussions (lack of land ownership and reputation for gambling and drinking) are being perpetuated by each generation.

It’s hard to argue that the missions didn’t inflict more harm than good to the Native Americans and their culture, and yet the consequences and aftermath of the missions isn’t taught in the fourth grade curriculum. By not including this part of history, children as well as their parents are hearing and making judgments based on only one side of the events that unfolded. They hear the series of events as if the Spaniards, with their Christian ideals, were discovering and laying claim to new land, which forgets to mention that an entire race of people who had lived in that place for hundreds of years. If students were taught the full story of what happened, how many cultures were nearly eradicated, how “out of an estimated one million Indigenous inhabitants, only twenty thousand survived the missionization era”(Miranda, 76), and how those that remained were completely abandoned once the missionaries left, then hopefully people would know that the stereotypes assigned to displaced Native Americans doesn’t take into account the horrors they and their families have faced. Native Americans are displayed as mascots for national sports teams, strongly associated with casinos and have a reputation for gabbling and drinking, all of which are sustained by people passing along the belief that Native American’s are “savage” or “greedy and corrupt”(Red Face).

The mission unit paints the picture of how “from the church’s perspective (and for individual missionaries) the most important objective of the missions was to convert the natives”(California Missions Resource Center). This is true, but what isn’t addressed is how long the Native Americans had lived on the very land the Spaniards claimed to “discover” and then claim as their own. The Native Americans were treated less as people with rights, and more as animals living off the land that needed to be domesticated to the “proper” Christian lifestyle. This mindset is the unconscious one learners adopt that causes the stereotype of Native Americans to be portrayed not as victims but as resistors.

Deborah Miranda’s tribal memoir brings to question aspects of an entire state’s mentality towards a race of people who’s ancestors were the original owners of the very land that has developed a society so rooted in superiority. The Esselen tribe is by no means extinct and the fact that it could be deemed as such reflects poorly on the system with which we rely on, even if latently, to make judgments. Miranda’s memoir does more than just assert the claim that society views Native Americans incorrectly; she uses her own life as a means to implore her ancestry and all of the bravery and courage she has running through her veins.Works Cited

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4. “Redface! - The History of Racist American Indian Stereotypes.” *Red Face*, red-face.us/index.htm.