

National Native American Boarding School Healing Coalition (NABS)

Composition Style Guide



Version 1.3

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**Point of Contact:
Vance Blackfox
Director of Communications
vblackfox@nabshc.org**

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1. Introduction

This document provides guidance for writing for the National Native American Boarding School Healing Coalition (NABS). It is a dynamic document and will change over time as language and terminology evolve. Therefore, individuals writing for NABS should ensure they are using the most recent version of the guide.

Style guides ensure accuracy and consistency across all communication, regardless of author. Accuracy and consistence are critical for NABS because they reinforce the organization's credibility with governments, other nonprofits, partner organizations, and the public. As a baseline, NABS adheres to the Chicago Manual of Style for all written products, with the exception of research and scholarly writing, which follows the American Psychological Association (APA) Publication Manual. In cases of conflict, this style guide prevails.

2. Acronyms and Abbreviations

Acronyms are pronounced like words, as in NABS and NAGPRA. Abbreviations are pronounced with letters, as in BIA and IHS.

2.1 Standard Cases

Do not use periods in acronyms or abbreviations, with the exception of some special cases (Section 2.2).

The acronym for National Native American Boarding School Healing Coalition is NABS. The possessive form of NABS is NABS's.

An organization's name (or other term with an acronym or abbreviation) is defined at first use in a standard composition. In a longer publication, use the full definition at the first reference in each chapter or major section.

The Bureau of Indian Affairs (BIA) falls under the auspices of the Department of the Interior.

2.2 Special Cases

Use periods in U.S. as an abbreviation for United States and in D.C. as an abbreviation for District of Columbia. These abbreviations are never defined.

The Bureau of Indian Affairs (BIA) falls under the auspices of the U.S. Department of the Interior in Washington, D.C.

Use periods in academic suffixes.

Aimee Hawk, M.A., will appear on Red Hoop Talk May 5.

3. Punctuation

3.1 Apostrophes

Apostrophes show possession (Aimee’s statement, the board’s decision) and create contractions (it + is = it’s, they + are = they’re).

Apostrophes are never used to pluralize words or names.

3.2 Commas and Semicolons

Use a comma to separate items in a list of three or more items. Include a comma after the penultimate item in the list before *and* or *or*.

The three states with the largest number of historic boarding schools are Oklahoma, Arizona, and Alaska.

However, when writing for publication, adhere to the publisher’s preferred style guide for comma usage.

Use a comma to separate two independent clauses (statements that can stand alone on their own) joined by a coordinating conjunction (for, and, nor, but, or, yet, and so.)

Oklahoma has seven schools still in operation today, and Arizona has 22.

When referencing the city and state of a location, use a comma after both the city and the state.

NABS offices are located in Minneapolis, Minnesota, on E. Franklin Ave.

Semicolons take the place of the comma and coordinating conjunction to join two independent clauses.

Oklahoma has seven schools still in operation today; Arizona has 22.

Semicolons connect two independent clauses joined by a conjunctive adverb (e.g., however, therefore, moreover, thus, furthermore, consequently, unfortunately). A comma is required after the adverb.

Oklahoma has seven schools still in operation today; however, Arizona has 22.

Semicolons separate lists with internal commas.

Some schools still in operation today include Anchorage, Fairbanks, Gallena, Mount Edgecumbe, Nenana, and Sheldon Jackson in Alaska; Sherman Institute in California; and Fort Lewis and Southern Ute in Colorado.

3.3 Colons

Use a colon to introduce a list of items at the end of a sentence.

This month, NABS is collecting records from three boarding schools: Asbury Manual Labor School and Mission, Choctaw Central Indian School, and St. Joseph's Indian Normal School.

Do not use a colon if the list is incorporated into the flow of the sentence.

This month, NABS is collecting records from Asbury Manual Labor School and Mission, Choctaw Central Indian School, and St. Joseph's Indian Normal School.

3.4 Hyphens and Dashes

The hyphen (-), en dash (–), and em dash (—) each serve different purposes, as outlined below.

Hyphens form compound terms and adjectives. Boarding school is not hyphenated as a compound adjective.

NABS is developing a state-of-the-art database to archive digitized boarding school records.

Do not hyphenate compound adjectives that begin with -ly adverbs, e.g., federally recognized tribe or frequently cited report.

En dashes connect a range of numbers or represent conflict, connection, or direction.

The Choctaw–Chickasaw retreat runs Friday–Sunday.

Em dashes are used to improve readability by setting off or setting up supplemental information. They can replace commas, parentheses, and colons.

The three states with the largest number of historic boarding schools—Oklahoma, Arizona, and Alaska—still have nearly 30 institutions in operation today.

Alabama had only one Indian boarding school—Asbury Manual Labor School and Mission.

Do not place spaces before or after hyphens and dashes. Do not substitute a double hyphen (--) for a dash.

3.5 Quotation Marks

Use double quotation marks to set off direct quotes.

As NABS Board Member Sarah Eagle Heart noted, “Our grandmothers are just now talking about the pain they experienced at Indian boarding schools.”

Use single quotation marks to set off quotes within quotes.

“So many of our relatives have been bearing their pain in silence. As Sarah Eagle Heart said, ‘Our grandmothers are just now talking about the pain they experienced at Indian boarding schools’.”

Place question marks, exclamation points, colons, and semicolons outside quotation marks, unless they are part of the quotation.

Did she say, “We are healing”?

Did she ask, “Are we healing?”

3.6 Parentheses and Brackets

Parentheses are used to provide additional information that is not required to convey a complete thought. Punctuation goes outside the closing parenthesis if the statement inside the parentheses is not a complete sentence.

NABS verified the school’s years of operation (1880–1925).

Punctuation goes inside the closing parenthesis if the statement inside the parentheses is a complete sentence.

NABS verified the school’s years of operation. (It opened in 1880 and closed in 1925.)

Brackets indicate clarifying information that has been added or edited in a quotation. In this example, the speaker did not mention Sarah’s last name in the original quote. It has been added here in brackets to clarify which Sarah is being quoted.

“So many of our relatives have been bearing their pain in silence. As Sarah [Eagle Heart] said, ‘Our grandmothers are just now talking about the pain they experienced at Indian boarding schools’.”

4. Spaces

Use one space after a period between sentences.

Use one space after a colon.

Do not insert a space before or after a hyphen or a dash.

5. Italics

Italicize the titles of books, movies, journals, magazines, artwork, and albums. Titles of articles, poems, and songs are placed in quotation marks.

The poem “Break My Heart” appears in Joy Harjo’s latest book of poetry, *An American Sunrise*.

Italicize words that are categorized specifically as words or terms.

She never uses the word *hate*; she prefers the term *dislike*.

Do not italicize words in Indigenous languages. Italicize words in non-Indigenous and non-English languages.

The Cherokee word for love is *adageyudi*. The Spanish word is *amor*.

Italics may be used to show emphasis, especially to replicate a speaker’s emphasis in direct quotations.

As NABS Board Member Sarah Eagle Heart noted, “Our grandmothers are *just now* talking about the pain they experienced at Indian boarding schools.”

6. Numbers

Write out numbers one through nine and use numerals for 10 onward, unless they appear at the beginning of a sentence.

There are three federally recognized tribes in Texas and 38 in Oklahoma.

Two hundred and twenty-nine federally recognized tribes are located in what the BIA calls the “Alaska Region.”

6.1 Monetary Amounts

Use numerals for monetary amounts. Abbreviate million with M (no period).

The program will be supported through a \$1M grant to be distributed in \$250,000 increments over the next four years.

6.2 Addresses and Page Numbers

Write addresses and page numbers as numerals. Spell out the word *page*.

Abbreviate directional prefixes and use a period (N., S., E., W.)

Abbreviate common street suffixes and use a period (St., Rd., and Ave.) Spell out uncommon street suffixes, such as Bluff, Heights, and Lake.

A map to the venue at 421 E. Oak Bluff is provided on page 4.

6.3 Percentages

Write percentages as numerals, unless they appear at the beginning of a sentence.

Seventy percent of conference participants are boarding school survivors, and 20 percent are direct descendants of survivors.

Spell out the word *percent*, unless it appears in a table, graph, graphic, chart, or data list.

Membership Distribution 2018–2020

	Individual	Organization
2018	40%	60%
2019	44%	56%
2020	45%	55%

6.4 Ordinals

Spell out ordinal numbers.

Registration forms are due on the first of the month. Late fees will be assessed on the fifth.

6.5 Phone Numbers

Do not use parentheses around the area code in a telephone number.

612-354-7700

7. Dates and Times

7.1 Dates

Use numerals for dates and years. Do not abbreviate months in running text.

The conference is scheduled for September 5, 2021.

7.2 Times

Always use numerals for times. Do not use :00 for times on the hour. Specify time of day with a.m. or p.m., preceded by a space. Noon and midnight are acceptable for 12 p.m. and 12 a.m., respectively.

The meeting begins at 9 a.m. A comfort break is scheduled for 10:15 a.m., and the lunch buffet opens at noon.

Specify time zones with two-letter abbreviations without periods (ET, CT, MT, PT), to avoid having to adjust for Daylight Saving or Standard Times. Insert a space before the time zone.

The webinar will begin at 7 p.m. PT.

8. Pronouns

8.1 Individuals

Confirm and use individuals' pronouns (she/her/hers, he/him/his, they/them/their).

They, them, and their are used in singular form when the antecedent is a person who has selected these pronouns.

Aimee said they will join the meeting after lunch.

They, them, and their are used in singular form when the antecedent is unspecified.

Someone left their notebook in the conference room.

8.2 Organizations

The pronouns for an organization are it/its and that, not they/they're and who/whom.

NABS will host its annual conference on September 5.

NABS is a nonprofit organization that champions Truth and Healing for U.S. boarding school survivors and their descendants.

9. Titles and Degrees

Capitalize a title only when it immediately precedes the titleholder's name.

Navajo Nation President Johnathan Nez released a statement yesterday.

Jonathan Nez, president of the Navajo Nation, released a statement yesterday.

Capitalize degrees when using the full name, e.g., Bachelor of Arts or Master of Science. Do not capitalize the field of study unless it contains proper nouns.

She earned a Bachelor of Arts in English studies and a Master of Business Administration in human resources.

General references to degrees are lowercase, e.g., bachelor's degree or doctoral degree.

She is working toward a doctoral degree in geology.

10. URLs

Use live links whenever possible.

URLS are lowercase.

Visit <https://boardingschoolhealing.org> for more information.

Do not hyphenate a URL. If a line break within a URL is necessary for text flow, break the line at a logical point, such as after a slash, underscore, or existing hyphen.

<https://boardingschoolhealing.org/education/healing-voices-movement-stories/>

Omit http:// or https:// in running text if the URL begins with www. Keep http:// or https:// if the URL does not include www.

Omit the closing slash in URLs in running text.

Results of NABS's survey are outlined at <https://boardingschoolhealing.org/education/healing-voices-movement-stories>.

11. Hashtags

Capitalize the first letter of each word in a hashtag to ensure broad accessibility.

#WeAreHealing

#BoardingSchoolHealing

#BlackLivesMatter

12. Common Usage at NABS

12.1 Boarding School-Related Terminology

Capitalize proper names of boarding schools.

Carlisle Indian Industrial School operated in Carlisle, Pennsylvania, from 1879 to 1918.

When writing about boarding school policy and the boarding school era, conform to the following for capitalization:

- U.S. Indian Boarding School Policy
- Indian Boarding School Policy
- boarding school policy
- policy
- U.S. Indian Boarding School Era
- Indian Boarding School Era
- boarding school era
- era

Carlisle was the first federally funded, off-reservation boarding school established under U.S. Indian Boarding School Policy.

Capitalize proper names of churches and references to the Church as an overarching entity. Otherwise, the word *church* is lowercase.

The boarding school era was orchestrated through joint efforts by the U.S. government and the Church.

The boarding school era was orchestrated through joint efforts by the U.S. Federal Government and churches.

Always capitalize Truth and Healing when referring to the Truth and Healing Movement as a whole. Otherwise, the words *truth* and *healing* are lowercase.

NABS works for Truth and Healing because healing cannot begin until the truth is acknowledged.

Truth and Reconciliation is also capitalized; however, when referring to the U.S. movement; Truth and Healing is the preferred language.

12.2 Governments

When referencing specific tribes, proper names are always capitalized.

When referencing general tribal governments, tribe, tribal, nation, and government are lowercase.

The Cherokee Nation joined with other tribal governments to donate supplies for water protectors at Standing Rock.

Secretary Deb Haaland's proposal would impact a number of Native nations.

Tribal council is lowercase, except when referring to a specific tribe's council.

Most tribal councils convene monthly. This month, the Choctaw Nation Tribal Council will meet May 5.

The term *federally recognized* is lowercase and unhyphenated.

When referencing U.S. governments, state, local, and government are lowercase. Government is only capitalized when used as Federal Government.

The principal chief will meet with state lawmakers in Oklahoma City on Monday.

The principal chief will meet with attorneys from the Federal Government in Washington, D.C., on Monday.

Decision maker, decision making, policy maker, and policy making are each two words. They are unhyphenated when used as nouns and hyphenated when used as adjectives.

Policy makers voted to create a Truth and Healing commission. Additional decision-making meetings are scheduled for next week.

12.3 Nonprofit Organizations

Nonprofit is one word.

Foundation and fund are capitalized only when part of a proper name.

The plan will be supported through a \$10M grant recently awarded to NABS by the Kendeda Fund. The fund is a family foundation based in Atlanta.

Fundraising and fundraiser are each one word.

Grantmaker and grantmaking are each one word.

Grant manager, grant writer, grant writing, and grant seeker are two words.

12.4 Technology and Communication

Database is one word.

Home page is two words.

Internet is capitalized.

Website is one word, lowercase.

13. Identities and Populations

13.1 General Practices

When writing about a specific person, ask if and how they want to be identified. Never write anything about someone using information shared privately and without explicit permission.

Language that evokes pity for or victimization of non-dominant groups is avoided, as is language that connotes heroism.

No: Handicapped Natives in rural areas are an inspiration to voters everywhere; they must overcome countless obstacles to get to the polls.

Yes: Native people with disabilities face a unique set of challenges when it comes to voting in rural areas.

13.2 Indigenous/Native Peoples

The words *Indigenous* and *Native* are always capitalized when referring to Indigenous people. They are lowercase when referring to plants, animals, and non-Indigenous people.

As the Native people in this area know, sage is indigenous to South Texas.

Avoid using the word *native* to describe non-Indigenous people, e.g., do not refer to people born in Texas as native Texans.

13.2.1 Tribal Groups and Nations

When referencing a specific tribal group or nation from anywhere in the world, use the tribe or nation's self-identified proper name. Spelling complies with the tribe's own conventions, not, for example, the federal or state government's.

Acceptable general terms for tribal groups of the U.S. include Native, Native American, American Indian, Indian, Indigenous, Native or Indigenous peoples of the U.S., and Native or Indigenous peoples of Turtle Island. These terms are always capitalized using title case.

Acceptable general terms for tribal groups of Canada include First Nations, Indigenous, First Nations or Indigenous peoples of Canada, and First Nations or Indigenous peoples of Turtle Island. These terms are always capitalized using title case.

Acceptable general terms for tribal groups of Mexico include Mexican Native Americans; Native Mexicans; Indigenous peoples of Mexico; and Native, Native Mexican, or Indigenous peoples of Turtle Island. These terms are always capitalized using title case.

Tribal names rarely take an -s in the plural form, e.g., Ojibwe not Ojibwes, Cherokee not Cherokees, Diné/Navajo not Dinés/Navajos. Confirm and use the correct pluralized form. When in doubt, use the singular form followed by people or tribe, e.g., Ojibwe people, Cherokee people, Choctaw tribe.

Pan-Indian describes common philosophies, practices, and traditions that grew out of cultural sharing necessitated by colonial attempts to erase individual tribes and their cultures. The term comes from a movement to promote unity among the various Indigenous peoples of North America. It is always capitalized and hyphenated.

Turtle Island refers to North America and is always capitalized. While it is a Pan-Indian term, it is not used by all Native peoples of North America. The term *Indian Country* is also always capitalized.

13.2.2 Individuals

Confirm and use individuals' preferred nomenclature for tribal affiliation and place it in parentheses after their name.

Aimee Hawk (Choctaw) holds a Master of Science in health communication.

Aimee Hawk (Choctaw Nation) holds a Master of Science in health communication.

Aimee Hawk (Choctaw Nation of Oklahoma) holds a Master of Science in health communication.

An exception is made when a sentence serves to communicate the individual's tribal affiliation. In these cases, the language of citizenship is preferred over membership and affiliation, as tribal identities are political by nature. However, the individual's preference prevails.

Aimee Hawk, M.S., is a citizen of the Choctaw Nation.

13.3 Race and Anti-Racism

Confirm and use individuals' preferred racial nomenclature, when race is germane. All racial identities are capitalized, e.g., Black and Brown, African American, Asian, Mexican American. White is not capitalized, i.e., white privilege or white person.

The gender-neutral term *Latinx* (pronounced Latin-ex) is used instead of Latino, Latina, Hispanic, Chicana, or Chicano, unless the individual confirms a preference for another term.

Never refer to racial groups in the plural form, e.g., Blacks or Asians. Correct usage is Black people or people of Black or African descent, Asian people or people of Asian descent.

Refer to the range of racial identities as Black, Brown, and Indigenous. People of color and women of color are also acceptable.

Anti-racism is two words, hyphenated. It can be used as a noun or an adjective.

We are studying anti-racism.

Anti-racism efforts are underway.

Anti-racist is two words, hyphenated. It is an adjective.

Anti-racist policies should be instituted to combat systemic racism.

13.4 Gender and Sexual Orientation

All terms covered in this section are adjectives and never used as nouns. For example, never refer to someone as “a transgender.” Correct usage is transgender person, transgender man, transgender woman, someone who is transgender, people who are transgender.

The abbreviation for referencing the range of genders and sexual orientations is 2SLGBTQIA+. This stands for Two Spirit, lesbian, gay, bisexual, transgender, queer, intersex, and asexual. The plus sign covers additional genders and orientations not encompassed by 2SLGBTQIA. In general, this abbreviation is not defined in running text, unless the definition is germane to the discussion or required for a specific audience.

Cisgender is one word, lowercase. It describes someone who identifies with the gender they were assigned at birth. It is *not* the normal or default way of being; therefore, it is never described or discussed as such.

Intersex is one word, lowercase.

Nonbinary is one word, lowercase and unhyphenated.

The term *Two Spirit* is two words, capitalized. It is a Pan-Indian term used to describe a separate gender that is unique to the Indigenous peoples of Turtle Island. It is not synonymous with lesbian, gay, bisexual, transgender, queer, or intersex.

Transgender is one word, lowercase.

Sexual orientation is separate from gender, and the two are never equated.

13.5 Ability

Writing about people with illnesses or disabilities focuses on their personhood and never identifies them by disability alone, e.g., the blind or the handicapped.

People with disabilities are protected against discrimination by law.

14. Active Voice and Passive Voice

Many style guides encourage, or even require, the use of active voice in all writing. While active voice is generally preferred for effect and interest, passive voice is not discouraged in this guide. Passive voice often allows the writer to treat difficult subjects with care and sensitivity, whereas active voice may sound negative or insensitive.

Active voice (negative): Native people suffer from diabetes at higher rates than other populations.

Passive voice (sensitive): Native people are more likely to develop diabetes than other populations.

Additionally, alternating between voices in a longer composition often results in better flow for the reader. Writers must use their best judgement to choose the appropriate voice for any given sentence.

15. Trigger Warnings

A trigger warning alerts audiences to specific sensitive content that may elicit a negative physical, mental, and/or spiritual response associated with direct or indirect traumas, Post-Traumatic Stress Disorder, and/or other health concerns, such as panic/anxiety attacks, depressive episodes, or self-harm ideations. Writers will use their best judgement when determining the need for a trigger warning and consult with the NABS Director of Communications for guidance.

A trigger warning is placed at the beginning of the communication product it references to allow audiences to decide whether or not to engage with sensitive content. Samples include:

Trigger warning: child neglect and abuse

Trigger warning: physical and mental abuse

Trigger warning: sexual assault

16. Press Releases

NABS press releases conform to the sample in Attachment 1.

17. Common Mistakes

17.1 Affect and Effect

Affect is a verb, and effect is a noun.

Boarding School policy still affects many Native communities.

Many Native communities still feel the effects of Boarding School policy.

The psychology term *affect* is a noun, but it pronounced differently than the verb, with accent on the first syllable: \ 'a- fekt\.

17.2 Comma Splices

A comma splice is created by placing a comma between two independent clauses (complete thoughts that can be standalone sentences).

Comma splice:

NABS was formed in 2011, it was incorporated as a 501(c)3 nonprofit in 2012.
independent clause *independent clause*

There are three primary ways to correct a comma splice: 1) make each independent clause a separate sentence, 2) insert a coordinating conjunction (but, or, yet, for, and, nor, so) after the comma, or 3) change the comma to a semicolon.

NABS was formed in 2011. It was incorporated at a 501(c)3 nonprofit in 2012.

NABS was formed in 2011, and it was incorporated at a 501(c)3 nonprofit in 2012.

NABS was formed in 2011; it was incorporated at a 501(c)3 nonprofit in 2012.

17.3 E.g. and I.e.

E.g. is an abbreviation for the Latin term *exempli gratia* and means “for example.” I.e. is the abbreviation for *id est* and means “in other words.”

Under the U.S. colonial project, Indigenous peoples have been subjected to a number of targeted erasure efforts, e.g., forced removal, boarding schools, and urban relocation.

Boarding School policy separated children from their tribal identities, cultures, and languages to assimilate and to “civilize” them, i.e., “Kill the Indian...and save the man.”

17.4 Its and It's

Its indicates possession; it's is a contraction of it is.

NABS remains steadfast in its mission.

It's critical to promote Truth and Healing.

17.5 Possession with *of*

Possession is shown with either the word *of* or 's.

I am a friend of Aimee, or I am Aimee's friend.

I am a friend of Aimee's is incorrect because it includes both *of* and 's.

17.6 Plural and Possessive with 's

Never use an 's to make a noun plural.

Singular nouns use 's to show possession.

The organization's first conference was a success.

Plural nouns use s' to show possession.

The organizations' first joint conference was a success.

Exceptions are made for plural nouns that take a singular form, e.g., women, men, children, people, and ladies.

The men's group planned games and activities for the children's fair.

Years and decades follow the same rules for plurals and possessives.

Policies aimed at assimilating Native Americans proliferated in the 1800s, from the Indian Civilization Act Fund of 1819 to the Peace Policy of 1869.

17.7 That and Which

That introduces a restrictive clause—a clause that is necessary to understand the noun of sentence. Which introduces a non-restrictive clause—a clause that is *not* necessary to understand the noun of sentence.

Treaties that were made between tribes and the U.S. are binding compacts between sovereign nations. *The clause is necessary to know what "treaties" the sentence is discussing.*

The Treaty of Dancing Rabbit Creek, which was the first treaty to be executed under the Indian Removal Act, ceded large swaths of Choctaw land to the U.S. *The clause is not necessary to know that the sentence is discussing the Treaty of Dancing Rabbit Creek.*

17.8 Their, They're, and There

Their indicates possession. They're is a contraction of they are, and there notes location.

Their conference is scheduled for May.

They're planning the conference now.

I'll meet you there.

17.9 Titled and Entitled

Titled refers to the title of a work. Entitled describes an entity with rights to something.

Joy Harjo's latest book of poetry, titled *An American Sunrise*, is available now.

Based on an 1824 treaty with the U.S. government, the tribe is entitled to broad land and water rights.

17.10 Who and Whom

Who functions as a subject, and whom functions as an object. Here is a simple way to remember whether to use who or whom: If you can replace the word with he, she, or they use *who*. If you can replace it with him, her, or them, use *whom*.

The publisher chose a person who is good at writing.

"She is good at writing" makes sense; "her is good at writing" does not.

Whom should we invite to speak at the conference?

"We should invite her to the conference" makes sense; "we should invite she" does not.

17.11 Your and You're

Your indicates possession. You're is a contraction of you are.

Your essay highlighted several important points.

You're an excellent writer.

Attachment 1: NABS Press Release Template and Sample

1" margins around
Calibri font, 12 pt

SAMPLE



**The National Native American
Boarding School Healing Coalition**

Logo in header, right justified

Left justified
Point of contact
Hyperlinked email address
Phone number

Vance Blackfox, National Native American Boarding School Healing Coalition
vblackfox@nabshc.org
210-667-7510

November 2, 2020 Long form date

FOR IMMEDIATE RELEASE Bold, all caps

Headline centered, all caps, text color R: 79 G: 129 B: 189

SURVIVORS OF INDIAN BOARDING SCHOOLS AND THEIR DESCENDANTS WILL RECEIVE ELDER CARE PACKAGES FROM THE NATIONAL NATIVE AMERICAN BOARDING SCHOOL HEALING COALITION

City all caps, state long abbreviation, period, space, en dash, space; default MINNEAPOLIS, Minn.

MINNEAPOLIS, Minn. – The National Native American Boarding School Healing Coalition (NABS) is sending 1,000 care packages to Native elders who are boarding school survivors or their direct descendants. The *We Love You!* Elder Care Packages, which are being carefully arranged by volunteers from the Tulalip community in Washington state, are filled with items that were created or produced by Indigenous artists, healers, entrepreneurs, companies, and friends from across Turtle Island.

Every survivor of an Indian boarding school or a direct descendant over 60 years old is eligible to receive a care package. Family members are also encouraged to request a care package for a relative if they satisfy the requirements. The *We Love You!* Elder Care Packages are first come first serve and can be requested through the NABS [website](#).

“Our elders carry irreplaceable wisdom, ancestral teachings and traditional languages from their homelands, and we are thankful for all their presence and patience among us,” said Christine Diindiisi McCleave (Turtle Mountain Ojibwe), CEO of NABS. “Right now, during the COVID-19 pandemic, all of us are working hard to stay safe and healthy, including isolating from many of our loved ones to protect one another. We want to show our elders how important they are to us and we hope these care packages bring both joy and healing for them.”

Part of NABS’s mission is to build a better understanding of the scope, scale and impacts of Indian Boarding Schools across the country. As part of this mission the organization is looking forward to getting to know survivors better and hearing their stories. The Elder Care Package Request Form provides opportunities for survivors and descendants to share something about their experiences related to boarding schools.

SAMPLE



The National Native American Boarding School Healing Coalition

In George McCauley’s (Omaha) experience, boarding school shaped his understanding of love, giving and receiving. “In my boarding school days, one of the lessons I learned was not to expect anything from anybody. If I needed or wanted something, I convinced myself that I can get it myself,” said McCauley. “This package of love represents something that many boarding school survivors are not used to – an expression of love for no other reason than you are thought of and you deserve this.”

He encourages other survivors and descendants to embrace the healing power that can be found in the *We Love You!* Elder Care Packages. “Accept this well-deserved gift of recognition from NABS and their partners in this effort. Let it symbolize the many gifts we didn’t receive when we were children. May you feel the love and healing to your spirit.”

Those interested in sponsoring one or more packages, or partnering with NABS, can do so on their [sponsorship page](#). NABS also encourages interested parties to share this information widely to ensure the opportunity is presented to the maximum number of elders, survivors and descendants.

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Boilerplate NABS info

About National Native American Boarding School Healing Coalition

The mission of the National Native American Boarding School Healing Coalition (NABS) is to lead in the pursuit of understanding and addressing the ongoing trauma created by the United States Indian boarding school policy. The National Native American Boarding School Healing Coalition is a 501(c)(3) non-profit, incorporated in June 2012 under the laws of the Navajo Nation.

<https://boardingschoolhealing.org/>

To Request

<https://boardingschoolhealing.org/elder-care-packages/>

To Sponsor

<https://boardingschoolhealing.org/weloveyou/>