

Land-based and Place-based Learning: A Bibliography of Resources

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Please note: Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

304.2 O69

Nelson, Melissa K. (Ed.)

Original instructions : Indigenous teachings for a sustainable future

Rochester, VT: Bear & Company, 2008.

Subjects: Human ecology—Philosophy. Indigenous Peoples—Ecology. Philosophy of nature.

Summary: Indigenous leaders and other visionaries suggest solutions to today's global crisis.

305.897 K49

Kimmerer, Robin Wall

Braiding sweetgrass : Indigenous wisdom, scientific knowledge, and the teachings of plants

Minneapolis, MN: Milkweed Editions, 2013.

Subjects: Botany—Philosophy. Human ecology—Philosophy. Human-plant relationships. Indian philosophy. Indians of North America—Ecology. Nature—Effect of human beings on.

Philosophy of nature.

Summary: This book features an inspired weaving of Indigenous knowledge, plant science, and personal narrative.

306.42 I39

Indigenous Earth : praxis and transformation

Penticton, BC: Theytus Books, 2013.

Subjects: Ethnoscience. Indians of North America—Science. Indigenous Peoples—Ecology. Sustainable development.

Summary: This book is a collection of essays that bring together voices from a diverse range of academics and practitioners in environmental and social concerns. Topics vary in range from practice in conservation biology to sustainable natural resource management. It also features the research and development of theory ranging from Indigenous environmental ethics to critical issues in cultural heritage and intellectual property. Contributing essays include voices from Peru, Bolivia, Philippines, Norway, United States, and Canada. To preserve the integrity of the variety of disciplines of the contributors, the editor decided to maintain the variety of styles featured in the separate essays.

306.43 L253

McCoy, Kate

Land education : rethinking pedagogies of place from Indigenous, postcolonial, and decolonizing perspectives

Abingdon, Oxon, England: Routledge, 2016.

Subjects: Colonization. Indigenous Peoples. Place-based education.

Summary: This important book on Land Education offers critical analysis of the paths forward for education on Indigenous land. This analysis discusses the necessity of centering historical and current contexts of colonization in education on and in relation to land. In addition,

contributors explore the intersections of environmentalism and Indigenous rights, in part inspired by the realization that the specifics of geography and community matter for how environmental education can be engaged.

333.707 C761

Contemporary studies in environmental and Indigenous pedagogies : a curricula of stories and place

Rotterdam, Netherlands: Sense Publishers, 2013.

Subjects: Environmental education—Curricula. Indigenous Peoples—Ecology. Traditional ecological knowledge.

Summary: This book provides an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and Indigenous curriculum figures into the experiences of curricular theories and practices. It brings together theorists who inform a cultural ecological analysis of the environmental crisis by exploring the ways in which language informs ways of knowing and being as they outline how metaphor plays a major role in human relationships with natural and reconstructed environments.

333.707 S677

Sobel, David

Place-based education : connecting classrooms and communities

Great Barrington, MA: Orion Society, 2004.

Subjects: Environmental education. Environmental sciences—Study and teaching. Nature study. Outdoor education.

Summary: Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens.

363.8 P419

A people's ecology : explorations in sustainable living

Santa Fe, NM: Clear Light Publishers, 1999.

Subjects: Human ecology—Southwest, New. Pueblo Indians—Agriculture. Pueblo Indians—Food. Sustainable agriculture—Southwest, New. Sustainable development—Southwest, New.

Summary: This book presents a tapestry of perspectives related to the interplay of health, diet, cultural ecology, and environment that creates the fabric and foundation of all sustainable living. The writers examine the underlying ecology of food, agriculture, health care, and sustainable living rooted in the historical traditions, environmental practices, and sense of place among Indigenous Peoples, describing the impact that disruption of this way of life continues to have on health, well-being, and communal identity. Drawing on an Indigenous paradigm of healthy environment, healthy culture, healthy people, this book pulls together inspirational ideas and practical approaches to applying the principles of sustainable living in both Native and non-Native communities.

370.115 A549

Anderson, Sarah K.

Bringing school to life : place-based education across the curriculum

Lanham, MD: Rowman & Littlefield, 2017.

Subjects: Interdisciplinary approach in education. Place-based education.

Summary: In this book, the author offers insights into how to build a program across the K-8 grades. Anderson addresses key elements such as mapping, local history, citizen science, integrated curricula, and more. Additionally, she suggests strategies for building community partnerships and implementation for primary grades. This book goes beyond theory to give concrete examples and advice in how to make place-based education a real educational option in any school.

370.78 D637 2016

Carrière, Renée; Jardine, Tim

The Wuchusk or Muskrat Project

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2016.

Subjects: Action research in education—Saskatchewan. Indians—Science. Science projects—Research. Science—Study and teaching.

Summary: What are the challenges and opportunities of engaging students and the community to the science curriculum through land-/place-based education? Project #265 ; October 2016.

370.78 D637 2019

Carrière, Renée

Musk rats and fire

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2019.

Subjects: Action research in education—Saskatchewan. Indians of North America—Social life and customs—Canada. Indigenous Peoples in Canada. Oral traditions. Wildfires—Canada—Research.

Summary: This is a story of a delta, lakes within the delta, muskrats, fire practices and land-based knowledge

371.384 J93

Judson, Gillian

A walking curriculum : walking, wonder, and sense of place (K-12)

Middletown, DE : Publisher not identified, 2018.

Subjects: Nature study. Outdoor education. Science—Study and teaching.

Summary: The author is a member of the Faculty of Education at Simon Fraser University in British Columbia and a leader in the Imaginative Ecological Education movement. This book offers 60 walking-based activities for K-12 students.

371. 82997 L253

Land-based learning : a case study report for educators tasked with integrating Indigenous worldviews into classrooms

Toronto, ON: Canadian Education Association, 2017.

Subjects: Education—Canada. Indian children—Education—Canada. Indians of North America—Education—Canada.

Summary: Printed from the internet.

371.8299707124 L253

Land based education : a teacher resource guide for schools in Saskatchewan

Saskatoon, SK : Saskatchewan Indigenous Cultural Centre, 2017.

Subjects: Indians of North America—Education—Saskatchewan. Indians of North America—Saskatchewan—Ethnic identity. Indigenous Peoples in Canada.

Notes: Physical education 20 (2019). Physical education 30 (2019).

372.35 B991

Buxton, Cory A.

Place-based science teaching and learning : 40 activities for K-8 classrooms

Thousand Oaks, CA : Sage Publications, 2012.

Subjects: Science—Study and teaching (Elementary).

Summary: This text provides elementary and middle school teachers with 40 place-based activities that will help them to make science learning relevant to their students. It provides teachers with both a rationale and a set of strategies and activities for teaching science in a local context to help students engage with science learning and come to understand the importance of science in their everyday lives.

372.35 F544

Fitch, Alexis

Everything is connected

North Battleford, SK: Living Sky School Division, 2011.

Subjects: Ethnoscience. Indian philosophy—Study and teaching (Middle school). Indigenous Peoples in Canada. Medicinal plants—Study and teaching (Middle school). Traditional medicine—Study and teaching (Middle school).

Summary: Grade 7 Science. Ecosystems and Indigenous knowledge: "healing garden".

372.35 W361

Boreham, Brenda

The Earth, our home

Nanaimo, BC: Strong Nations Publishing Inc., 2017.

Subjects: Biodiversity—Juvenile literature. Biotic communities—Juvenile literature. Earth (Planet)—Juvenile literature. Ecosystems—Juvenile literature. Ethnoscience.

372.35 W361

Boreham, Brenda

The Earth, we share

Nanaimo, BC: Strong Nations Publishing Inc., 2017.

Subjects: Earth (Planet)—Juvenile literature. Ethnoscience. Life (Biology)—Juvenile literature. Organisms—Juvenile literature.

500.8997 A291

Aikenhead, Glen; Michell, Herman

Bridging cultures : scientific and Indigenous ways of knowing nature

Toronto, ON: Pearson, 2011.

Subjects: Ethnoscience. Indian philosophy. Native Peoples—Education—Canada. Science—Study and teaching.

Summary: The recognition of Indigenous knowledge as an important, legitimate source of understanding of the physical world is increasing within education jurisdictions worldwide. This book provides science educators with knowledgeable perspectives on scientific and Indigenous content.

Notes: Science grade 1 (2010). Science grade 2 (2010). Science grade 3 (2010). Science grade 4 (2010). Science grade 5 (2010). Science grade 6 (2009). Science grade 7 (2009). Science grade 8 (2009). Science grade 9 (2009). Science 10 (2014). Biology 30 (2016). Chemistry 30 (2016). Physics 30 (2016). Environmental science 20 (2016). Health science 20 (2016). Physical science 20 (2016). Earth science 30 (2018).

500.8997 A291

Aikenhead, Glen; Brokofsky, Jennifer

Enhancing school science with Indigenous knowledge : what we know from teachers and research

Saskatoon, SK: Saskatoon Public Schools, 2014.

Subjects: Ethnoscience. Indian philosophy. Native Peoples—Education—Canada. Science—Study and teaching.

Summary: This handbook, published by the Saskatoon Public School Division, presents the experiences and perspectives of teachers and Elders as they work toward enhancing scientific knowledge with Indigenous knowledge in the curriculum. Chapter topics include: Combining Indigenous Knowledge and Science, Challenges Faces by Teachers and Culturally Valid Assessment.

Notes: Science grade 1 (2010). Science grade 2 (2010). Science grade 3 (2010). Science grade 4 (2010). Science grade 5 (2010). Science grade 6 (2009). Science grade 7 (2009). Science grade 8 (2009). Science grade 9 (2009). Science 10 (2014). Environmental Science 20. Health Science 20. Physical Science 20. Chemistry 30. Earth Science 30. Physics 30.

500.8997 L438

Michell, Herman (Ed.)

Learning Indigenous science from place : research study examining Indigenous-based science perspectives in Saskatchewan First Nations and Metis Community Contexts

Saskatoon, SK: Aboriginal Education Research Centre, University of Saskatchewan, 2008.

Subjects: Native Peoples—Education—Saskatchewan. Science—Study and teaching.

Summary: The overall goal of this project was to investigate the inclusion of First Nations and Métis perspectives in the Saskatchewan school science curriculum as a way to improve the achievement levels of Aboriginal students.

510.7 S839

Sterenbergl, Gladys

Learning Indigenous, Western, and personal mathematics from place

Ottawa, ON: Canadian Council on Learning, 2010.

Subjects: Mathematics—Study and teaching. Native Peoples—Canada—Education.

Summary: Learning from place recognizes the intimate relationship that Indigenous people have with the land. This paper is a preliminary exploration of one student's experiences of learning mathematics from place. Two research questions were investigated: (1) What are one student's previous experiences of learning mathematics? (2) What are one student's experiences of learning Indigenous, Western, and personal mathematics from place?

577.44 P714

Plants growing along the river = lii plante kaa shaakikihki oborr la rivyayr : a learning guide for reconciliation through land, plants and Métis culture

Saskatoon, SK: Gabriel Dumont Institute, 2019.

Subjects: Métis—Saskatchewan. Plants—Saskatchewan.

Summary: This guide shares 23 plants that are found at, and near, Batoche, a Métis community by the South Saskatchewan River. The guide is intended to help us understand the ways in which the Métis traditionally relate to the natural world and the interaction between plants, memory, place, and language. Reconnecting with this worldview is an act of reconciliation. It is a response to the Truth and Reconciliation Commission's Principles of Reconciliation. Principle Eight tells us that "supporting Aboriginal Peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential."

581.63 L529

Leighton, Anna L.

A guide to 20 plants and their uses by the Cree

Lac La Ronge, SK: Lac La Ronge Indian Band, 2004.

Subjects: Cree Indians—Food. Cree Indians—Social life and customs. Ethnobotany—Saskatchewan. Wild plants, Edible—Saskatchewan.

581.634 S228

Sanoffsky, Caroline

Muskgege : Carol's traditional medicines

Winnipeg, MB : Manitoba First Nations Education Resource Centre, 2017.

Subjects: Indians of North America—Ethnobotany. Medicinal plants—Identification. Traditional ecological knowledge.

Summary: Muskgege is a written record of traditional knowledge, passed down through the generations. It features descriptions and illustrations of 36 wild plants that can be used to make medicines. It is a beautiful and compelling reminder of the important role nature plays in First Nations culture.

615.321 B427 OVERSIZE

Belcourt, Christi

Medicines to help us : traditional Métis plant use : study prints and resource guide

Saskatoon, SK: Gabriel Dumont Institute, 2007.

Subjects: Medicinal plants—Pictorial works. Medicinal plants. Métis—Ethnobotany. Métis—Medicine. Traditional medicine.

Summary: This decorative folder includes a resource guide and 30 study prints, each of which represents part of an original painting by Christi Belcourt, and is 21.5 by 28 cm in size. The 30 study prints can be assembled to create a 152.4 cm replica of Belcourt's painting, which is rendered in dots to emulate traditional Métis beadwork. The colourfully detailed study prints depict 27 plants that have medicinal properties. These medicinal properties are explained in the resource guide and on the back of the prints, along with maps indicating where in Canada the plants grow, how to use them, cautions, colour photographs of the plants and the names of the plants in English, Michif, Cree and Ojibway. This resource combines contemporary Métis artwork and the floral motif within traditional Métis beadwork with Métis traditional knowledge regarding the medicinal properties of plants. The resource guide offers an essay by Elder Rose Richardson regarding her personal experience in using medicinal plants. It includes a table of contents, a glossary and lists of print resources and websites that could be useful for further study of medicinal plants.

Notes: Health education grade 3 (2010). Health education grade 4 (2010). Treaty Education grade 3.

641.5997 K21

Kavasch, E. Barrie

Native harvests : American Indian wild foods and recipes

Mineola, NY: Dover Publications , 2005.

Subjects: Ethnobotany—North America. Indian cookery. Indians of North America—Ethnobotany. Indians of North America—Food.

The following Unit Plans can be found on the Emma Stewart Resources Centre web page, in the Unit Plans sections:

<https://www.stf.sk.ca/professional-resources/emma-stewart-resources-centre/unit-plans>

TMC S106.21

View, Ted

Natural chemical changes and common everyday reactions : a lesson to support Science 10

Saskatoon, SK: Saskatchewan Teachers' Federation, 2008.

Subjects: Chemical reactions—Study and teaching (Secondary). Ethnoscience. Science—Study and teaching (Secondary).

Summary: The activities and lab in this resource incorporate objectives from the unit entitled Physical change: chemical reactions in the Science 10 Curriculum Guide. The activities look at chemical change in a First Nations and Métis context. A lab is included, but the lab is not intended as a substitute for a chemical change lab - it can act as a supplement to the usual lab. Includes Elders in the classroom, by Anna-Leah King.

Notes: Science 10.

TMC S106.24

Klein, Marcia

Walking with the earth – Pimohtiwin : lessons to support Science 10

Saskatoon, SK: Saskatchewan Teachers' Federation, 2008.

Subjects: Biotic communities—Study and teaching (Secondary). Indians of North America—Canada—Social life and customs. Science—Study and teaching (Secondary).

Summary: These lessons incorporate objectives from the unit entitled Life science: sustainability of ecosystems in the Science 10 Curriculum Guide. Students experience a walk in nature that could take place in any community, or could also be a field trip to an environmental centre. The material is based on experiences at Brightwater Science and Environment Centre with Saskatoon Public Schools, an outdoor education centre located near Saskatoon. In these visits, students are accompanied by an Elder or a traditional knowledge keeper. A PowerPoint presentation has been created to accompany these lessons and can be downloaded separately. Includes Elders in the classroom, by Anna-Leah King.

Notes: Science 10.

TMC S106.3

Wright, John

Indigenous knowledge and cultural weather perspectives : lessons to support Science 10

Saskatoon, SK: Saskatchewan Teachers' Federation, 2007.

Subjects: Ethnoscience. Science—Study and teaching (Secondary). Weather—Study and teaching (Secondary).

Summary: This series of lessons incorporates four of the foundational objectives from the unit entitled Earth and Space Science: Weather Dynamics in the Science 10 Curriculum Guide. These lessons examine cultural perspectives on weather and weather predictions, and are designed to be an introduction to the topic of weather.

Notes: Science 10.

TMC S106.4

Johnson, Duane

Chemical reactions : background information for Science 10

Saskatoon, SK : Saskatchewan Teachers' Federation, 2007.

Subjects: Chemical reactions—Study and teaching (Secondary). Indians of North America—Ethnobotany. Science—Study and teaching (Secondary).

Summary: This material provides background knowledge, from a First Nations and Métis perspective, for the unit entitled Physical Science: Chemical Reactions in the Science 10 Curriculum Guide. No lesson is included. Includes Elders in the classroom, by Anna-Leah King.