

Indigenous Pedagogy and Perspectives: A Bibliography of Resources

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Stewart Resources Centre

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*Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

Fixico, Donald Lee

The American Indian mind in a linear world : American Indian studies and traditional knowledge

New York, NY: Routledge, 2003.

Subjects: Indian philosophy—North America. Indians of North America—Psychology. Indians of North America—Education.

191.08997 G475

Gill, Jerry H.

Native American worldviews : an introduction

Amherst, NY: Humanity Books, 2002.

Subjects: Indians of North America—Rites and ceremonies. Indian philosophy—North America. Indian cosmology—North America.

Summary: The author presents an integrated view to serve as an introduction to ways of life and perspectives on the world far different from those of the dominant Euro-American culture.

299.7138 C968

McAdam, Sylvia

Cultural teachings : First Nations protocols and methodologies

Saskatoon, SK: Saskatchewan Indian Cultural Centre, 2009.

Subjects: Indians of North America—Social life and customs. Indians of North America—Religion. Indians of North America—Rites and ceremonies. Indians of North America—Spiritual life.

Summary: This book provides introductory teachings so that readers will have an understanding of expected etiquettes when attending various ceremonies, feasts, songs, gatherings, healings, and other cultural activities. It includes information on the role of Elders.

299.78333 K69

Knight, Diane

The seven fires. Teachings of the Bear Clan as recounted by Dan Musqua : knowledge of human growth and learning practiced in the old world of the Nacowaninawuk (Saulteaux)

Muskoday, SK: Many Worlds Publishing, 2001.

Subjects: Ojibwa Indians—Religion. Ojibwa Indians—History. Spiritual life.

Summary: This book is a guide to health and well-being in the new world.

303.483 M491

Medin, Douglas L.; Bang, Megan

Who's asking? : Native science, western science, and science education

Cambridge, MA: MIT Press, 2014.

Subjects: Science—Social aspects. Indian philosophy. Ethnoscience. Indians of North America—Science. Science—Philosophy. Science—Study and teaching. Science—Political aspects.

Summary: The answers to scientific questions depend on who's asking, because the questions asked and the answers sought reflect the cultural values and orientations of the questioner. These values and orientations are most often those of Western science. In this book, the authors argue

that despite the widely held view that science is objective, value-neutral, and acultural, scientists do not shed their cultures at the laboratory or classroom door; their practices reflect their values, belief systems, and worldviews. They argue further that scientist diversity — the participation of researchers and educators with different cultural orientations — provides new perspectives and leads to more effective science and better science education. They compare Native American and European American orientations toward the natural world and apply these findings to science education.

305.897 E53

Emberley, Julia

Defamiliarizing the Aboriginal : cultural practices and decolonization in Canada

Toronto, ON: University of Toronto Press, 2007.

Subjects: Native Peoples—Canada—Social conditions—20th century. Native Peoples—Canada—Government relations. Family—Canada—History—20th century. Native Peoples—Kinship—Social aspects—Canada.

305.897 A797

Stiffarm, Lenore A.

As we see ... : Aboriginal pedagogy

Saskatoon, SK: University Extension Press, University of Saskatchewan, 1998.

Subjects: Native Peoples—Canada—Social life and customs. Native Peoples—Canada—Rites and ceremonies. Native Peoples—Education—Canada.

305.897 G751

Grande, Sandy

Red pedagogy : Native American social and political thought

Lanham, MD: Rowman & Littlefield Publishers, 2004.

Subjects: Indians of North America—Politics and government. Indians of North America—Education. Indian philosophy—United States. Self-determination, National—United States. Multicultural education—United States.

Summary: This ground-breaking text explores the intersection between dominant modes of critical educational theory and the socio-political landscape of Native American education. The proposed new red pedagogy is an insurgent but poetic vision for education, one that is dedicated to the principles of sovereignty, emancipation and equity for all human beings and the rest of nature.

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

Summary: An inspired weaving of Indigenous knowledge, plant science, and personal narrative.

306.08 R299

Battiste, Marie (Ed.)

Reclaiming Indigenous voice and vision

Vancouver, BC: UBC Press, 2000.

Subjects: Indigenous Peoples. Decolonization.

Notes: Aboriginal Resource List. Social Studies 20. History 20.

306.42 I39

Indigenous earth : praxis and transformation

Penticton, BC: Theytus Books, 2013.

Subjects: Indigenous Peoples—Ecology. Ehtnoscience. 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, from Indigenous environmental ethics to cultural heritage and intellectual property. Essays include writers 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.

306.42 S495

Settee, Priscilla

Pimatisiwin = the good life, global Indigenous knowledge systems

Vernon, BC: JCharlton Publishing Ltd., 2013.

Subjects: Indians of North America—Research—Canada. Ethnoscience. Indigenous Peoples—Research. Ethnoscience—Canada. Knowledge, Sociology of.

323.1197 F692

For Indigenous minds only : a decolonization handbook

Santa Fe, NM: SAR Press, 2012.

Subjects: Indians of North America—Ethnic identity. Indians of North America—Politics and government. Indians of North America—Social conditions. Self-determination, National—United States. Cultural property—Protection. Decolonization. United States—Race relations. United States—Politics and government. Postcolonialism.

Summary: This book reflects an understanding that decolonizing actions must begin in the mind, and that creative, consistent decolonized thinking shapes and empowers the brain, providing a major prime for positive change. This volume covers a host of new topics and offers additional perspectives on some of the old topics. Included are discussions of global collapse, what to consider in returning to a land-based existence, demilitarization for imperial purposes and re-militarization for Indigenous purposes, survival strategies for tribal prisoners, moving beyond the nation-state model, a land-based educational model, personal decolonization, decolonization strategies for youth in custody, and decolonizing gender roles. Similar to the first volume, the authors do not intend to provide universal solutions for problems stemming from centuries of colonialism. Rather, they hope to facilitate and encourage critical thinking skills while offering recommendations for fostering community discussions and plans for purposeful community action.

342.710872 C247

Cappello, Mike

Aboriginal knowledge and perspectives : identifying, delivering and assessing best practices with middle years students : final report

Regina, SK: University of Regina, 2006.

Subjects: Action research in education. Indians of North America—Saskatchewan—Treaties—Study and teaching.

Summary: The purpose of this report is to describe and engage with the results of an action research project that looks into the use of the Office of the Treaty Commissioner's Teaching Treaties in the Classroom Kit in Saskatchewan classrooms.

342.710872 T253 OVERSIZE

Teaching treaties in the classroom, grades K-6 [kit]

Saskatoon, SK: The Office, 1991-2008.

Subjects: Indians of North America—Saskatchewan—Treaties—Study and teaching.

Summary: Book titles: *Teaching treaties in the classroom : a treaty resource guide for kindergarten to gr. 6—The learning circle : five voices of Aboriginal youth in Canada, ages 4-7, ages 8 to 11, ages 12 to 14—Treaty elders of Saskatchewan—Statement of treaty issues : treaties as a bridge to the future—People of the buffalo : how the Plains Indians lived—And they told us their stories—Treaty essential learnings : we are all treaty people—Legacy : Indian treaty relationships—DVD title: Video Library II. DVD 1: Treaties and the law (32:51 min.)—Socio-economic impact of treaties (17:48 min.)—Role of the elders (16:15 min.)—Legislature mace runner ceremony (14:02 min.)—DVD 2: Treaty implementation fulfilling the covenant lecture (64:19 min.).*

Notes: Social studies grade 1 (2010). Social studies grade 2 (2010). Social studies grade 3 (2010). Social studies grade 4 (2010). Social studies grade 5 (2010).

342.710872 T784 OVERSIZE

Teaching treaties in the classroom, grades 7-12 [kit]

Saskatoon, SK: The Office, 2002-2009.

Subjects: Indians of North America—Saskatchewan—Treaties—Study and teaching.

Summary: This kit features educational resource materials that include curriculum supplements, videos, and books about the history of treaties. The individual units show both First Nations and European perspectives about the treaty relationship. Information on treaty topics range from the pre-contact history of First Nations people, first contact issues, the relevance of the past to the contemporary situation and what is happening within the present treaty relationship. Video titles: *A solemn undertaking: the five treaties of Saskatchewan (14 min.)—As long as the sun shines (10 min.) DVD titles: Allen Sapp's art : through the eyes of the Cree and beyond—Treaty video library: A solemn undertaking (14 min.)—As long as the sun shines (10 min.)—Treaties as a bridge to the future (12 min.)—We are all part of treaty (6:34 min.)—A Wisahkecahk story (11 min.)—Building harmony (10:49 min.)—Video library II. DVD 1: Treaties and the law (32:51 min.)—Socio-economic impact of treaties (17:48 min.)—Role of the elders (16:15 min.)—Legislature mace runner ceremony (14:02 min.)—DVD 2: Treaty implementation: fulfilling the covenant lecture (64:19 min.). Booklets: Treaties 4, 5, 6, 8 and 10. Posters: Location of historical treaty boundaries in Canada—Treaties 4, 5, 6, 8, and 10.*

Notes: Social studies grade 6 (2009). Social studies grade 7 (2009). Social studies grade 8 (2009). Social studies grade 9 (2009). Native Studies 10.

370.1 I39

Indigenous philosophies and critical education : a reader

New York, NY: Peter Lang, 2011.

Subjects: Education—Philosophy. Ethnophilosophy. Indigenous Peoples—Education.

Summary: This book offers an opportunity for the critical thinker to continue on a de-colonial/anti-colonial intellectual journey in ways informed by Indigenous theorizing. It engages Indigenous knowledge as far more than a contest of the marginal, thereby challenging the way oppositional knowledge is positioned, particularly in the Western academy.

370.117 C968

Paris, Django (Ed.)

Culturally sustaining pedagogies : teaching and learning for justice in a changing world

New York, NY: Teachers College Press, 2017.

Subjects: Culturally relevant pedagogy. Critical pedagogy.

Summary: Prominent educators and researchers propose that schooling should be a site for sustaining cultural practices rather than eradicating them. Chapters present theoretically grounded examples of how schools can support Black, Indigenous, Latinx, Asian/Pacific Islander, South African, and immigrant students as part of a collective movement towards educational justice in a changing world.

370.117 I39

Indigenous education : language, culture and identity

Dordrecht, Netherlands: Springer, 2015.

Subjects: Indigenous Peoples—Education.

Summary: Indigenous Education is a compilation of conceptual chapters and national case studies that includes empirical research based on a series of data collection methods. The book provides up-to-date scholarly research on global trends on three issues of paramount importance to Indigenous education: language, culture, and identity. It also offers a strategic comparative and international education policy statement on recent shifts in Indigenous education, and new approaches to explore, develop, and improve comparative education and policy research globally. Contributing authors examine several social justice issues related to Indigenous education. In addition to case perspectives from 12 countries and global regions, the volume includes five conceptual chapters on topics that influence Indigenous education, including policy debates, the media, the United Nations, formal and informal education systems, and higher education.

370.78 D637 2009

McKay-Carriere, Lily

Elders and teachers are Cree-ative collaborators!

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2010.

Subjects: Native Peoples—Education—Saskatchewan. Action research in education—Saskatchewan. Elders (Native Peoples)—Saskatchewan. Community and school—Saskatchewan. Cree language—Study and teaching.

Summary: The goal of the project was to develop and broaden the field of Aboriginal language education for students while insisting on the integration of Aboriginal Elders' knowledge as a distinct way for learning and teaching Cree. Project #186.

370.78 D637 2010

Ochapan : perspectives of Elders and students on the Elders in Residence Program

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2010.

Subjects: Native Peoples—Education—Saskatchewan. Action research in education—Saskatchewan. Elders (Native Peoples)—Saskatchewan.

Summary: This research project is an examination of the impact Elders have on students in an Elder in Residence Program. The word 'ochapan' comes from the Cree language and is often used to refer to both a great-grandparent and/or a great-grandchild. Project #196.

370.78 D637 2017

Fortier-Fréçon, Naomi; Laing, Leia

The impact of the Treaty4Project on students and teachers : learning from our experience

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2017.

Subjects: Action research in education—Saskatchewan. Indians of North America—Saskatchewan—Treaties. Education—Research. Indians of North America—Education—Saskatchewan. Citizenship—Canada.

Summary: This year-long initiative included a focus on Treaty 4 and Indigenous issues in the classroom. The main goal was for students to explore the idea of treaty citizenship so they could better understand their generation's relationship with Treaty 4 in Saskatchewan, both today and in the future.

370.8997 J17

Jacobs, Donald Trent

Teaching truly : a curriculum to Indigenize mainstream education

New York, NY: Peter Lang, 2013.

Subjects: Curriculum change. Native language and education. Indians of North America—Education.

Summary: This book offers K-16 teachers course-specific guidelines for Indigenizing mainstream education. It aims to facilitate greater educational integrity and relevance in the classroom now, without waiting for more reforms to policy, standards or curricula in general.

370.8997071 T161

Tanaka, Michele T.D.

Learning and teaching together: weaving Indigenous ways of knowing into education

Vancouver, BC: UBC Press, 2016.

Subjects: Critical pedagogy—Canada. Teaching—Canada. Indigenous Peoples—Education—Canada. Multicultural education—Canada. Indians of North America—Education—Canada. Indians of North America—Social life and customs—Study and teaching—Canada.

Summary: Across Canada, teachers unfamiliar with Aboriginal approaches to learning are seeking ways to weave Aboriginal content respectfully into their lessons. This book introduces an Indigenist approach to education. It recounts how pre-service teachers immersed in a cross-

cultural course in British Columbia began to practise Indigenous ways of knowing. Working alongside Indigenous wisdom keepers, they transformed earth fibres into a mural and, in the process, their own ideas about learning and teaching. By revealing how these students worked to integrate Indigenous ways of knowing into their practice, this book opens a path for teachers to nurture Indigenous cross-cultural understanding in their classrooms.

371.102 G698

Goulet, Linda; Goulet, Keith

Teaching each other : Nehinuw concepts and Indigenous pedagogies

Vancouver, BC: UBC Press, 2014.

Subjects: Indians of North America—Education—Canada—Saskatchewan. Native Peoples—Education—Canada—Saskatchewan. Teaching. Teacher-student relationships.

Summary: This book provides an alternative framework for teachers working with Indigenous students—one that moves beyond merely acknowledging Indigenous culture to one that actually strengthens Indigenous identity.

371.82997 B336

Battiste, Marie

Decolonizing education : nourishing the learning spirit

Saskatoon, SK: Purich Publishing Ltd., 2013.

Subjects: Native Peoples—Education—Canada. Native Peoples—Canada—Intellectual life. Native Peoples—Education—Government policy—Canada.

Summary: The author documents the nature of Eurocentric models of education, and their devastating impacts on Indigenous knowledge. Chronicling the negative consequences of forced assimilation and the failure of current educational policies to bolster the social and economic conditions of Aboriginal populations, the author proposes a new model of education. She argues that the preservation of Aboriginal knowledge is an Aboriginal right and a right preserved by the many treaties with First Nations. Education reform must reject the racism inherent in colonial systems of education, and reposition Indigenous humanities, sciences, and languages as vital fields of knowledge.

371.82997 G458

Coulter, Rebecca (Ed.)

The gifts within : carrying each other forward in Aboriginal education

Ottawa, ON: Canadian Centre for Policy Alternatives, 2009.

Subjects: Native Peoples—Canada—Languages—Revival. Native Peoples—Education—Canada. Indians of North America—Education—Canada. Aboriginal Canadian teachers—Biography.

371.82997 I39

Developing a culturally responsive school division : final report

Miscellaneous, 2008.

Subjects: Native children—Education—Saskatchewan.

Summary: This study included two action research sites: Pleasant Hill Community School and Mount Royal Collegiate. It also included networking with the Alaskan Native Knowledge Network and the Alaskan Dept. of Education.

371.82997 I39

Nee-Benham, Maenette K. P. (Ed.)

Indigenous educational models for contemporary practice : in our mother's voice

Mahwah, NJ: Lawrence Erlbaum Associates, 2000.

Subjects: Native language and education—Case studies. Indigenous Peoples—Education.

371.82997 K96

Kumar, Malreddy Pavan

Seeing ourselves in the mirror : giving life to learning : executive summary and highlights

Saskatoon, SK: Canadian Council on Learning. Aboriginal Learning, 2008.

Subjects: Native Peoples—Education—Canada. Indians of North America—Education—Canada. Inuit—Education—Canada.

Summary: This document is a summary report of the Aboriginal Learning Knowledge Centre's second national conference in partnership with the First Nations Education Steering Committee, Vancouver, British Columbia, Feb. 28-Mar. 2, 2008.

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

Summary: Printed from internet.

371.82997 S452

Seeking their voices : improving Indigenous student learning outcomes

Regina, SK: University of Regina, 2014.

Subjects: Native students—Education—Canada. Native Peoples—Education—Canada. Indians of North America—Education—Canada—Research.

Summary: Printed from the internet.

371.82997 T723

Toulouse, Pamela Rose

Beyond shadows : First Nations, Métis and Inuit student success

Ottawa, ON: Canadian Teachers' Federation, 2013..

Subjects: Native Peoples—Education—Canada.

371.82997 T725

Toulouse, Pamela Rose

Achieving Aboriginal student success : a guide for K to 8 classrooms

Winnipeg, MB: Portage & Main Press, 2011.

Subjects: Education, Elementary. Native children—Education—Canada. Native Peoples—Study and teaching (Elementary)—Canada.

Summary: This book is for all teachers of kindergarten to grade 8 who have Aboriginal students in their classrooms or who are looking for ways to infuse an Aboriginal worldview into their

curriculum. The strategies and information in this resource are about building bridges between cultures that foster respect, appreciation, and understanding.

371.82997 T725

Toulouse, Pamela Rose

What matters in Indigenous education : implementing a vision committed to holism, diversity and engagement

Toronto, ON: Measuring What Matters, People for Education, 2016.

Subjects: Indians of North America—Education—Canada. Native Peoples—Education—Canada.

371.82997 W359

Ways of knowing : Native knowledge and Western science

Portland, OR: Northwest Regional Educational Laboratory, 2003.

Subjects: Indian philosophy. Indians of North America—Education.

Summary: This book provides valuable resources to teachers who are looking for ways to make academically sound and culturally meaningful connections between Native culture and language and core subjects such as math, science, social studies, history, and literacy.

371.82997 W938

Woven words for Indigenous education

Ottawa, ON: Canadian Centre for Policy Alternatives, 2013.

Subjects: Social change. Education—Canada. Educational change—Canada.

Summary: The chapters in this book are the culminating projects of 12 students who completed their University of Western Ontario Master's of Education program in Leadership in Aboriginal Education. The book is divided into 3 sections: The Past in the Present; From Early Childhood to College: Working In/With Settler Institutions; and Teaching and Learning in First Nation Schools.

371.82997071 O82

Oski-pimohtahtamwak otayisiniwaw = they are into their new journey to knowledge

Fort Qu'Appelle, SK: Bert Fox Community High School, 2017.

Subjects: Indigenous Peoples—Education—Canada—Periodicals. Native Peoples—Education—Canada—Periodicals.

Summary: Contents: September 2016 Volume 1, issue 1 — October 2016 (Dinsmore special edition) Volume 1, issue 2 — October 2016 Volume 1, issue 3 — November 2016 Volume 1, issue 4 — January 2017 Volume 1, issue 6 — February 2017 Volume 1, issue 7.

371.82997071 T725

Toulouse, Pamela Rose

Achieving Indigenous student success : a guide for secondary classrooms

Winnipeg, MB: Portage & Main Press, 2016.

Subjects: Indians of North America—Education—Canada. Education, Secondary—Activity programs. Classroom management—Canada.

Summary: This book provides strategies, lessons, and hands-on activities that support both Indigenous and non-Indigenous learners in the secondary classroom. While the author's primary

focus is the needs of Indigenous students, this book is for all teachers of grades 9-12 who are looking for ways to infuse Indigenous world-views into their courses.

371.82999442 B622

Bishop, Russell; Berryman, Mere

Te kōtahitanga. Towards effective education reform for Indigenous and other minoritised students

Wellington, NZ: NZCER Press, 2014.

Subjects: Academic achievement—New Zealand. Educational change—New Zealand. Teacher-student relationships—New Zealand. Maori (New Zealand people)—Education.

Summary: This book considers how the educational experiences and achievement of Māori students in a number of mainstream secondary schools have been improved through a process of theory based, school-wide reform that began in Te Kotahitanga with the implementation of a culturally responsive pedagogy of relations in classrooms.

372.35 G786

White, Kelli

Knowledge sharing fair : an inquiry approach to integrating Indigenous knowledge

Saskatoon, SK: Greater Saskatoon Catholic Schools, 2010.

Subjects: Science—Study and teaching (Elementary)—Saskatchewan. Science projects. Indians of North America—Study and teaching (Elementary)—Saskatchewan. Native Peoples—Study and teaching (Elementary)—Saskatchewan.

373.182999442 T267

Te kōtahitanga. Phase 3, Whānaungatanga : establishing a culturally responsive pedagogy of relations in mainstream secondary school classrooms

Wellington, NZ: Ministry of Education, Research Division, 2007.

Subjects: High school students—New Zealand—Attitudes. Classroom environment—New Zealand. Underachievers—Education (Secondary)—New Zealand. Maori (New Zealand people)—Education (Secondary).

Summary: The overall aim of this project has been to investigate how to improve the educational achievement of Māori students in mainstream secondary school classrooms.

378.017 G775

Graveline, Fyre Jean

Circle works : transforming Eurocentric consciousness

Halifax, NS: Fernwood, 1998.

Subjects: Native Peoples—Education (Higher)—Canada. Eurocentrism—Canada. Native Peoples—Canada.

Notes: Aboriginal Resource List. Native Studies 10.

398.208997 A673

Archibald, Jo-ann

Indigenous storywork : educating the heart, mind, body, and spirit

Vancouver, BC: UBC Press, 2008.

Subjects: Storytelling—Canada. Indians of North America—Education—Canada. Elders (Native Peoples)—British Columbia. Oral tradition—British Columbia. Indians of North America—British Columbia—Folklore. Indians of North America—Canada—Folklore.

Summary: This book demonstrates how stories have the power to educate and heal the heart, mind, body, and spirit. It builds on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy that form a framework for understanding the characteristics of stories, appreciating the process of storytelling, establishing a receptive learning context, and engaging in holistic meaning-making.

398.208997 M368

Marshall, Joseph

The Lakota way : stories and lessons for living

New York, NY: Penguin Compass, 2001.

Subjects: Teton Indians—Folklore. Values—Great Plains. Tales—Great Plains.

Summary: Humility—Perseverance—Respect—Honor—Love—Sacrifice—Truth—Compassion—Bravery—Fortitude—Generosity—Wisdom.

398.20978 M368

Marshall, Joseph

Returning to the Lakota way : old values to save a modern world

Carlsbad, CA: Hay House, Inc., 2013.

Subjects: Tales—Great Plains. Teton Indians—Folklore.

Summary: The teaching stories found in each chapter provide lessons that open our eyes to universal qualities and practices passed down over many generations. From the hunting adventures of the raven and the wolf, we discover the importance of tolerance; the actions of the grasshopper highlight the value of patience; and the experiences of a young man named Walks Alone show us the benefit of silence and turning within.

497.323 M165

McLeod, Neal; Wolvengrey, Arok

100 days of Cree

Regina, SK: University of Regina Press, 2016.

Subjects: Cree language—Vocabulary.

Summary: Based on a series of Facebook posts, the 100 short chapters or “days” in this book present chains of related words, some dealing with the traditional—the buffalo hunt, the seasons—and others cheekily capturing the detritus of modern life—from internet slang to Johnny Cash songs to Viagra.

500.8997 A291

Aikenhead, Glen

Bridging cultures : scientific and Indigenous ways of knowing nature

Toronto, ON: Pearson, 2011.

Subjects: Ethnoscience. Native Peoples—Education—Canada. Indian philosophy. 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).

500.8997 L438

Michell, Herman

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

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

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

Summary: The overall goal of the 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.

704.0397 L253

The land we are : artists and writers unsettle the politics of reconciliation

Winnipeg, MB: ARP Books, 2015.

Subjects: Native art—Canada. Canada—Race relations. Art, Canadian—21st century. Indian art—Canada.

Summary: Using visual, poetic, and theoretical language, the contributors approach reconciliation as a problematic narrative about Indigenous-settler relations, but also as a site where conversations about a just future must occur. The result of a four-year collaboration between artists and scholars engaged in resurgence and decolonization, this book is a moving dialogue that blurs the boundaries between activism, research, and the arts.

970.00497 G575

Goble, Paul

All our relatives : traditional Native American thoughts about nature

Bloomington, IN: World Wisdom, 2005.

Subjects: Indian philosophy. Philosophy of nature. Indigenous Peoples—Ecology.

Summary: Through stories from the olden days and art that meticulously reflects traditional designs and colors, the author provides wonderful insights into the spiritual life of the Plains Indians. His intimate knowledge of their world transports the reader into a vision of the sacred beauty and wisdom that defined traditional Native America.

970.41 G781

Gray, Lynda

First Nations 101 : tons of stuff you need to know about First Nations people

Vancouver, BC: Adaawx Pub., 2011.

Subjects: Indians of North America—Canada. Native Peoples—Canada. Indigenous Peoples—Canada.

Summary: Overview of the diverse and complex lives of First Nations people with subjects including veterans, youth, urbanization, child welfare, appropriate questions to ask a First Nations person, feminism, the medicine wheel, Two-spirit (LGBTQ), residential schools, the

land bridge theory, and language preservation. The author endeavours to leave readers with a better understanding of the shared history of First Nations and non-First Nations people, and ultimately calls upon all of us – individuals, communities, and governments – to play active roles in bringing about true reconciliation between First Nations and non-First Nations people.

971.00497 F527

First Nations, first thoughts : the impact of Indigenous thought in Canada

Vancouver, BC: UBC Press, 2009.

Subjects: Canada—Civilization—Indian influences. Native Peoples — Canada — Politics and government. Native Peoples — Canada — History. Native Peoples — Canada — Intellectual life.

Summary: A comprehensive argument for decolonization, focusing specifically on the reconciliation of Indigenous thought with a transformed discourse of the Canadian state and with many of the institutions of Canadian society.

971.00497 T763

Traditional teachings : a journey from young child to young adult [DVD]

Saskatoon, SK: Saskatchewan Prevention Institute, 2012.

Subjects: Indians of North America—Family relationships—Saskatchewan. Indians of North America—Canada—Social life and customs. Young adults—Conduct of life. Indians of North America—Ethnic identity—Saskatchewan.

Summary: This set of two DVDs and a booklet captures the sacred knowledge, worldviews, and stories of seven elders, a knowledge keeper and two storytellers who are members of Saskatchewan's Plains Cree, Dakota, Dene, Nakota, and Saulteaux First Nations. Each elder and knowledge keeper, in his or her own way, describes the most important teachings, values, and laws to help guide a young boy or girl in the transition to a young man or woman, and to the ultimate responsibility of parenthood. The DVD was created as a resource for educators, health care providers, family and community members, and others as they support children and youth to make positive lifestyle choices for their sexual and reproductive health. It is the hope that in hearing these shared stories and lessons, young people will be supported to connect or reconnect with their own First Nation's traditional values and cultural practices surrounding their sexual maturation.

971.00497 T784

Treaty essential learnings : we are all treaty people

Saskatoon, SK: Office of the Treaty Commissioner, 2008.

Subjects: Native Peoples—Study and teaching—Canada. Native Peoples—Treaties—Study and teaching—Canada.

Summary: This document outlines six treaty essential learnings (TELs): treaties, historical context of the treaties, treaty relationship, First Nations and their worldview, symbolism in treaty making, and vision for the new millennium: contemporary treaty issues. The TELs were developed as a guide to understanding Teaching Treaties in the Classroom and to assist in increasing knowledge of the treaties in Saskatchewan.

Notes: English language arts grade 6 (2009). Field test draft.

971.00497 V974

Vowel, Chelsea

Indigenous writes : a guide to First Nations, Métis and Inuit issues in Canada

Winnipeg, MB: Highwater Press, 2016.

Subjects: Canada—Race relations. Indians of North America—Canada. Métis—Canada. Inuit—Canada.

Summary: This book's thirty-one essays discuss various issues related to the Indigenous experience in Canada from the time of first contact to the present.

971.004973 G138

Gaikezheyongai, Sally

The story of the seven fires. Teaching manual

Owen Sound, ON: Ningwakwe Learning Press, 2002.

Subjects: Readers (Adult). Indians of North America—Canada. Ojibwa Indians—Study and teaching. Readers for new literates. Indians of North America—Canada—Study and teaching. Ojibwa Indians.

Summary: This resource presents a historical perspective on the evolution of relationships between First Nations and Canadian communities and includes a DVD.

971.049713 S979

Switzer, Maurice

We are all ... treaty people

North Bay, ON: Union of Ontario Indians, 2011.

Subjects: Anishinabek Nation—History. Indians of North America—Canada—Treaties. Ojibwa Indians—Canada—History.

Summary: This book explains the history of the Anishinaabeg, or Anishinabek nations. The nations of Ojibwa, Chippewa, Odawa, Mississauga, Potawatomi, Algonquin, and Delaware peoples are described. This book gives the history of the culture, values, co-existence, Seven Years War, treaties, Oka, and present day events. First Nations, Inuit and Métis content and perspectives are included. This resource supports the "Teaching of Treaties in the classroom."

971.200497 F517

Fiola, Chantal

Rekindling the sacred fire : Métis ancestry and Anishinaabe spirituality

Winnipeg, MB: University of Manitoba Press, 2015.

Subjects: Prairie Provinces—Ethnic relations. Ojibwa Indians—Colonization—Prairie Provinces. Ojibwa Indians—Prairie Provinces—Religion. Métis—Colonization—Prairie Provinces. Métis—Prairie Provinces—Ethnic identity. Métis—Prairie Provinces—Religion. Métis—Prairie Provinces—Rites and ceremonies.

Summary: Why don't more Métis people go to traditional ceremonies? How does going to ceremonies impact Métis identity? In this book, the author investigates the relationship between Red River Métis ancestry, Anishinaabe spirituality, and identity, bringing into focus the ongoing historical impacts of colonization upon Métis relationships with spirituality on the Canadian prairies. Using a methodology rooted in an Indigenous world view, the author interviews eighteen people with Métis ancestry, or a historic familial connection to the Red River Métis, who participate in Anishinaabe ceremonies, sharing stories about family history, self-

identification, and their relationships with Aboriginal and Euro-Canadian cultures and spiritualities.

971.300497 W586

White, Louellyn

Free to be Mohawk : Indigenous education at the Akwesasne Freedom School

Norman, OK: University of Oklahoma Press, 2015.

Subjects: Akwesasne Freedom School. Mohawk Indians—Ethnic identity. Mohawk language—Study and teaching—Case studies. Indians of North America—Education. Mohawk Indians—Education—Akwesasne Indian Reserve (Québec and Ont.). Mohawk Indians—Education—New York—Saint Regis Mohawk Indian Reservation.

Summary: Akwesasne territory straddles the U.S.-Canada border in upstate New York, Ontario, and Quebec. In 1979, in the midst of a major conflict regarding self-governance, local traditional Mohawks asserted their sovereign rights to self-education. Concern over the loss of language and culture and clashes with the public school system over who had the right to educate their children sparked the birth of the Akwesasne Freedom School (AFS) and its grassroots, community-based approach. This book traces the history of the AFS, a tribally controlled school operated without direct federal, state, or provincial funding, and explores factors contributing to its longevity and its impact on alumni, students, teachers, parents, and staff.

971.82997 T253

Teaching Indigenous students : honoring place, community, and culture

Norman, OK: University of Oklahoma Press, 2015.

Subjects: Indigenous Peoples—Education. Indians of North America—Education—Social aspects. Indians of North America—Education.

Summary: This book puts culturally based education squarely into practice. The book brings together new and dynamic research from established and emerging voices in the field of American Indian and Indigenous education. All of the contributions show how the quality of education for Indigenous students can be improved through the promotion of culturally and linguistically appropriate schooling.

FR 398.208997 L814

Locke, Kevin

L'envol de l'aube : un récit Lakota

Victoria, BC: Medicine Wheel Education Inc., 2016.

Subjects: French language materials. Indians of North America—Folklore—Juvenile fiction. Lakota Indians—Folklore—Juvenile fiction. Eagles—Juvenile fiction.

Summary: Long ago, when a great flood cleansed the land of unhappiness, the Grandfather sent Wanjblí the eagle to save one virtuous member of the human race and teach her how to live a good life. The eagle is a powerful symbol of courage, wisdom, and strength. In this book the author shares an inspiring vision of unity and hope for a new generation teaching children to recognize the eagle in themselves and others and always to soar above the darkness into the light.

THESES DEB

Debray, Andrew Joseph

Pahkesewin pedagogy

Miscellaneous, 2000.

Subjects: Ethnoscience. Native children — Canada — Education.

Summary: Project (Master of Education in Education Foundations—Indian and Northern Education Program)—University of Saskatchewan, 2005.

THESES GIL

Gilchrist, Brenda

Integrating Aboriginal content and perspectives :

Miscellaneous, 2005.

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

Summary: Project (Master of Education in Curriculum Studies) — University of Saskatchewan, 2005.

On order:

Archibald, Jo-ann; Hare, Jan; Xiiem, Q'um Q'um (Eds.)

Learning, knowing, sharing: celebrating successes in K-12 Aboriginal education in British Columbia

Vancouver, BC: Office of Indigenous Education/Indigenous Education Institute of Canada, Faculty of Education, UBC and the BC Principals' & Vice-Principals' Association, 2017.

Information File

Indigenizing Curriculum

Indigenous Education

Indigenous Knowledge

Integrating Aboriginal Content and Perspectives into Curriculum

Land-Based Education

Place-Based Education

Worldview