

#11 Educational Resources

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All My Relations: Sharing Native Values Through the Arts. Catherine Verrall and Lenore Keeshig-Tobias (**Ojibway**), Compilers. Canada: Canadian Alliance in Solidarity with Native peoples, 1988. ISBN: 0-921425-02-3

Essential Understandings #1, #2, #3, #6

Summary:

Intended primarily for non-Native teachers of children in Kindergarten to Grade 6, this publication is an essential tool for all teachers who wish to provide their student with creative, comprehensive, and authentic lessons from the Original Peoples of this land.

Although this is out of print, it comes up on several websites if you type in the title. You may order it through Interlibrary loan from

<http://library.projectpeacemakers.peaceworks.ca/library/ResourceView/2/85>

Indian Education for All: Arlee Public Schools K-12 Literature Units. Ready-to-Go Grant Project. Helena, MT: Montana Office of Public Instruction, 2007. 312 pp.

Summary:

With literature as the basis for most of these units, there are six for grades PK-1, one for K-6, one for 1-2, one for 1-4, two for 2-4, one for 5-6, one for 6-8, one for 7-12, two for 9-12, and two for 10-12, and the collection of units concludes with Text-Based Inquiry Unit for Indian Education for All, pages 301-312.

Full Circle: A Journal for Teachers Implementing Indian Education For All: A Ready to use Lessons, Ideas, and Materials. www.fullcirclemc.org Whitefish, Montana 406-461-7252

Bauerle, Phenocia, Cindy Bell, Carrie McCleary, and Dr. Timothy McCleary, compilers and editors, Apsaalooke Writing Tribal Histories Project. ***The Apsaalooke Lesson Plans.*** Helena, MT: Montana State Office of Public Instruction **Grades K-12** Includes extensive reference list and bibliography.

Goebel, Bruce. ***Reading Native American Literature: A Teacher's Guide.*** Urbana, IL. National Council of Teachers of English, 2004. 169 pp. ISBN: 0-8141-3895-0

Essential Understandings #1, #2, #3, #4, #5, #6

Summary:

"Bruce Goebel offers innovative and practical suggestions about how to introduce students to a range of Native American works." The specific texts include early Native American poetry, James Welch's *Fools Crow*, Leslie Marmon Silko's *Ceremony*, and Sherman Alexie's *The Business of Fancydancing*. "Reproducible copies of traditional, tribally specific poems and stories are linked to the larger texts being studied. . . . In addition to a brief

annotated bibliography of resources for teaching Native American literature, the chapters also contain histories, a glossary, and teaching activities.”

Indian Reading Series Teacher's Manuals for Levels I - VI

Essential Understandings #1, #2, #3, #5, #6

Preface to Teacher's Guide Levels I, II, III: . . . The materials were authenticated by the participating tribes and field-tested with over 1,200 Indian and non-Indian children in 93 classrooms through-out the Northwest. . . . The Teacher's Manual reflects the thinking of the more than eighty teachers who were involved in the trial stages of the materials and who provided us with invaluable ideas [suggestions for teachers] which were incorporated into this manual.

The “Guide” provides Background Information, Objectives, Language and Experience, “Here's How” Program Implementation suggestions, and over 60 pages of Teaching Activities, including several for each of the following: Dramatization, Talking About, Retelling the Story, Writing Down, Making Books, and Word Study. The Level V Teacher's Manual includes an Introduction, Program Objectives, as well as explanations of Areas of Emphasis (Language Arts, Social Studies, Science, Community, and Student Information), together with an Introduction and activities using the Four Winds Activity Card for 26 stories.

Preface to Teacher's Guide Levels IV: “. . . is designed to help meet some of those particular problems which Indian students face, the series is good for everyone since it gives some insight into parts of the Indian cultures which are represented in creating the series. “ This Teachers' Manual includes a Rationale, Program Objectives, Language Experience and Native American Communication Styles, A Historical perspective, Northwest Regional map, Program Organization (Stories and The Teacher's Manual), Areas of Emphasis: Language Arts, Social Studies, Science, Community, Student Interaction, and lessons and worksheets to go with 36 level IV stories.

The Level V Teacher's Manual includes an Introduction, Program Objectives, as well as explanations of Areas of Emphasis (Language Arts, Social Studies, Science, Community, and Student Information), together with an Introduction and activities using the Four Winds Activity Card for 26 stories.

The Level VI Teacher's Manual provides background information, complete texts of stories, types of theatrical productions, art activities, and specific activities for 19 stories.

Kuipers, Barbara J. ***American Indian Reference Books for Children and Young***

Adults. Englewood, CO: Libraries Unlimited, Inc., 1991. 176 pp. ISBN: 0-87287-745-0

Landon, Rocky (**Ojibway** in Northwestern Ontario) with David MacDonald. ***A Native American Thought of It: Amazing Inventions and Innovations.*** Buffalo, NY: Annick Press, 2008. 44 pp.

ISBN: 978-1-55451-154-9

Grade Level: 4 and up

Summary:

Dedicated to the children of residential school survivors.

Table of Contents:

Map of Traditional Territories of Native Americans Named in this Book, Shelters of Different Tribes, Hunting tools, Fishing--methods and tools, Food, Clothing, Medicine and Healing, Transportation, Native American Fun, War and Peace, Native Americans Today.

Miller, Donna and Dorothea M. Susag. ***Commitment to Relatives and To Community: A Nine-Week Thematic Unit for Grade Nine***. Featuring *Runner in the Sun* by D'Arcy McNickle, *Waterlily* by Ella Deloria, and "Perma Red," a short story by Debra Earling, as well as selected poetry.

Materials to Use in a Dialogue Group Format for Fools Crow by James Welch.

Compiled by Christine Lencioni, M.S.Ed, 9-12 Reading Coach, Skyline Alternative High School and Great Falls High School. 2005

McCluskey, Murton (Blackfeet) Ed.D. ***Your Guide to Understanding and Enjoying Powwows***. Helena, MT: Montana Office of Public Instruction, 2002. www.opi.mt.gov/indianed Click on Teachers then Background Knowledge

Montana Office of Public Instruction Resources, such as: ***Guide to Understanding PowWows, From Boarding School to Self-Determination, A Curriculum Guide to Learning About American Indians, Essential Understandings Regarding Montana Indians, Native American Literature***

Reyner, John, ed. ***Teaching American Indian Students***. Norman: University of Oklahoma Press, 1992. 328 pp. ISBN: 0-8061-2449-0 (*Roots and Branches* 118)

Seale, Doris and Beverly Slapin, eds. ***A Broken Flute: The Native Experience in Books for Children***. Berkeley, CA: Oyate Press, 2005. 463 pages. ISBN: 0-7591-0778-5

Summary:

An addition and extension of *Through Indian Eyes*, this comprehensive resource includes new essays, book reviews of not-recommended books, poetry, children's art and writing, arts and crafts, photography, coyote, any many more in the 250 page section "Authors A to Z." Several indexes make it easy to locate any name or text whatever your purpose.

Slapin, Beverly, Doris Seale and Rosemary Gonzales. ***How to Tell the Difference: A Guide to Evaluating Children's Books for Anti-Indian Bias***. Berkeley, CA: Oyate, 2000. ISBN: 0-9625175-5-0

Slapin, Beverly, and Doris Seale (**Santee/Cree**), eds. ***Through Indian Eyes: The Native Experience in Books for Children***. Philadelphia: New Society, 1992. 312 pp. ISBN: 0-86571-213-1 (*Roots and Branches* 118 - 119)

Stott, Jon C. ***Native Americans in Children's Literature***. With a foreword by Joseph Bruchac. Phoenix, AZ: Oryx Press, 1995. 239 pp. ISBN: 0-89774-782-8

Supahan, Sarah. ***Points of View vs. Historical Bias: Recognizing Bias in Texts about Native Americans – An Integrated Thematic Unit***. Klamath-Trinity Joint Unified School District's Indian Education Program, Indians of Northwest California. Available through www.oyate.org

Susag, Dorothea M. ***Roots and Branches: A Resource of Native American Literature Themes, Lessons, and Bibliographies***. Urbana, IL: NCTE, 1998. 310 pp. ISBN:0-8141-4195-1 **Essential**

Swan, J. Malcolm. ***Montana: Let There Be Lit! A Resource Book for Teachers of Montana Literature*** Christa McAuliffe Fellowship project - 1988

Teacher Handbook for Educators of the Blackfeet Nation. Browning, MT: Blackfeet Community College, Rural Systemic Initiative.

To Learn A New Way. Helena, MT: Montana Historical Society Education Office, 2005. 80 pp. A curriculum guide for the Indian Boarding School Footlocker, Montana Historical Society.