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| **LIST OF READINGS and RESOURCES** |
| **Core resources to be reviewed prior to workshop (shared as an electronic packet)** |
| Pedagogy and Framing  | * Gruenewald (2003). [Foundations of Place: A Multidisciplinary Framework for Place-Conscious Education](https://journals.sagepub.com/doi/abs/10.3102/00028312040003619).
* Kirkness & Barnhardt (2001). [The Four Rs—Respect, Relevance, Reciprocity, Responsibility.](https://www.uaf.edu/ankn/publications/collective-works-of-ray-b/Four-Rs-2nd-Ed.pdf)

· McCarty & Lee (2014). [Culturally Sustaining and Revitalizing Pedagogy.](https://nau.edu/wp-content/uploads/sites/49/2018/04/McCarty-Lee-Critical-Culturally-Sustaining-Pedagogy.pdf) · National Writers Series Video. [An Evening with Dr. Robin Wall Kimmerer (Intro to Traditional Ecological Knowledge)](https://www.youtube.com/watch?v=MvbYA6VvguQ)· Sabzalian (2019). [The Tensions between Indigenous Sovereignty and Multicultural Citizenship Education: Toward an Anticolonial Approach to Civic Education](https://www.tandfonline.com/doi/abs/10.1080/00933104.2019.1639572?journalCode=utrs20) OR [Visions of Education podcast with the author](https://visionsofed.com/2019/11/04/episode-128-an-anticolonial-approach-to-civic-education-with-leilani-sabzalian/)* Sammy L. Matsaw: “Teachings from the Land of my Ancestors: Knowing Places as a Gatherer, Hunter, Fisher and Ecologist” chapter in Place-based Learning for the Plate (pp.73-85) Springer, Cham (will be available to participants as a PDF)
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| History of Yellowstone | · Excerpts from MacDonald (2018) [*Before Yellowstone: Native American Archaeology in the National Park*](https://www.montanaliving.com/blogs/montana-matters-news-about-montana/life-before-yellowstone)· Excerpts from Black (2012). [*Empire of Shadows: The Epic Story of Yellowstone*](https://yellowstoneinsider.com/2015/08/04/yellowstone-books-empire-of-shadows/)  |
| Learning on/with Indigenous Lands | · U.S. Department of Arts and Culture [Honor Native Land Guide](https://usdac.us/nativeland) · [Restoring Bison to Tribal Lands](https://www.nwf.org/Our-Work/Wildlife-Conservation/Bison/Tribal-Lands)  |
| Buffalo/Bison Conservation and Restoration | * The Path Back short video at <http://www.fortpeckbuffalo.com/videos>
* [Chippewa Cree Tribe Welcomes Bison](https://www.montanarightnow.com/great-falls/chippewa-cree-tribe-welcomes-bison-back-to-tribal-land-and-talk-about-the-importance-of/article_595d5c26-40fc-11ec-8e99-8714d461f60b.html)

· [World Wildlife Fund Plains Bison](https://www.worldwildlife.org/species/plains-bison) page· National Park Service (2020). [*Bison Conservation Update*](https://www.nps.gov/yell/learn/management/upload/BISON-Conservation-Update-2020.pdf) |
| **Resources to be reviewed during workshop activities** |
| Multiple Days | · [IEFA Implementation Framework](https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/Framework.pdf) (excerpts to review each evening)· [Montana Tribes](https://montanatribes.org/) website  · Maps and Artwork (including current USGS and NPS maps; [ArcGIS story maps](https://storymaps.arcgis.com/stories/7d551fb07dba43b3ae9243a5c247576d); topographic maps; [YNP buffalo migration maps](https://www.nps.gov/yell/learn/nature/bison.htm); historical maps—including early [YNP maps](https://www.yellowstone.co/maps/1881.htm), [buffalo extermination](https://www.loc.gov/resource/g3301d.ct000308/?r=-1.143,-0.029,3.286,1.402,0) maps, and Indigenous maps such as [Too Né’s 1805 map](https://www.maproomblog.com/2018/05/too-nes-map-for-lewis-and-clark/); artistic maps; ledger art; Buffalo Nations Food System Initiative [map](https://sscmsu.maps.arcgis.com/apps/instant/interactivelegend/index.html?appid=e3f7080f25494bbcaf6875885b91da65) and [Native-Land.ca](https://native-land.ca/) resources)  · Primary sources (including treaties, historical accounts, winter counts, oral histories, artwork, photography, etc.)· Excerpts and images (pp. 101-123) from Blu Barnd (2017). [*Native Space: Geographic Strategies to Unsettle Settler Colonialism*](https://u1lib.org/book/3554297/033152) |
| Day 1: Sunday | · During Dinner: View and Discuss Film (27 minutes) [*Before there were Parks: Yellowstone and Glacier through Native Eyes*](https://www.pbs.org/video/montanapbs-presents-before-there-were-parks/) |
| Day 2: MondayHistorical and Geographic Literacy | · Historical Treaties and Maps, including the Fort Laramie Treaties and various maps of the region* [InterTribal Buffalo Treaty](https://www.buffalotreaty.com/treaty)
* Example Lesson: [Montana Historical Society Winter Count Lesson](https://mhs.mt.gov/education/IEFA/WinterCountK-3.pdf)

· Example Lessons and Educators’ Resource Guide from Cajune/MT OPI (2013). [Montana Tribal Histories](https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Social%20Studies/K-12%20Resources/Tribal%20Histories%20Companion%20DVD.pdf).* IEFA (Ferguson) packet: [Finding Our Roots: Indigenous Foods and the Food Sovereignty Movement in the United States](https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Health%20Enhancement/Finding_Our_Roots_Indigenous_Foods_Sovereignty.pdf?ver=2019-11-19-084538-687)
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| Day 3: TuesdayEcological Literacy | * Example Lesson: [Bison Restoration Lesson (Remote Learning Lesson)](https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Social%20Studies/K-12%20Resources/BisonRestorartionLesson-G6-12.pdf?ver=2020-03-30-163425-697)
* Example Lessons from MT Teacher of the Year’s Website: <https://wmstockton.wixsite.com/iefa-ngss/examples-of-integrated-lessons>
* During Dinner: View and Discuss Video (29 minutes): [In the Spirit of Atatice](https://www.youtube.com/watch?v=S1WvkSN8zDQ&t=1s)
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| Day 4: WednesdayPolitical/Economic literacy | · Example Lesson from Shear, Sabzalian, & Buchanan (2018). [Affirming Indigenous Sovereignty: A Civics Inquiry](https://www.socialstudies.org/system/files/publications/articles/yl_3101012.pdf).· Example Lessons from Scmitke, Sabzalian, & Edmunson (2020). [*Teaching Critically about Lewis and Clark*](https://www.tcpress.com/teaching-critically-about-lewis-and-clark-9780807763704) |
| Day 5: ThursdaySocial and Cultural literacy | · [Maslow’s Hierarchy and Blackfoot Knowledge Systems](https://www.resilience.org/stories/2021-06-18/the-blackfoot-wisdom-that-inspired-maslows-hierarchy/) · Curricular Resources to Explore while developing curriculum maps and lessons:* [Honouring the Buffalo Teaching Guide](https://judithsilverthorne.files.wordpress.com/2016/06/htb-resource-guide.pdf)
* [Tracking the Buffalo](https://americanhistory.si.edu/buffalo/index.html) (Smithsonian Institute)
* Simulation: [Mission U.S. A Cheyenne Odyssey](https://www.mission-us.org/)
* [Native Knowledge 360 Interactive Teaching Resources](https://americanindian.si.edu/nk360) (National Museum of the American Indian)
* [Truth and Healing Curriculum](https://boardingschoolhealing.org/curriculum/)
* PBS [Circle of Stories](https://www.pbs.org/circleofstories/index.html)
* [Project Archaeology Lessons and Resources](https://projectarchaeology.org/)
* Indigenous education curricular resources from various state initiatives ([MT](https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Education-Featured-Resources), [WY](https://edu.wyoming.gov/educators/native-american/), [WA](https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state), [OR](https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx))
* Montana Team Nutrition Buffalo [Harvest of the Month](https://www.montana.edu/mtharvestofthemonth/) teacher packets
* Excerpts from Ruyle, Child, & Dome (with Cummins) (2021). [*The School Wellness Wheel: A Framework Addressing Trauma, Culture, and Mastery to Raise Student Achievement*](https://www.marzanoresources.com/the-school-wellness-wheel.html)
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| Day 6: FridayReciprocity |  |
| **Resources to be reviewed on own time (before or after daily scheduled activities or during transitions)** |
| Transitions to place-based learning sites | Podcast Episodes (various options, including The Red Nation: [Our History is the Future](https://soundcloud.com/therednationpod/nativereads-ep-11-our-history) and [American Indian Boarding Schools](https://soundcloud.com/therednationpod/american-indian-boarding), The Henceforward: [Defenders of the Water School](http://www.thehenceforward.com/episodes/2020/4/21/episode-27-defenders-of-the-water-school-an-interview-with-alayna-eagle-shield), This Land: [Various Episodes](https://crooked.com/podcast-series/this-land/#all-episodes), All My Relations: [Food Sovereignty](https://www.allmyrelationspodcast.com/podcast/episode/32c173eb/food-sovereignty-a-growing-movement), Point of Origin: [Indigenous Foodways](https://www.whetstonemagazine.com/podcast-blog/episode-20)) |
| Before start of Day 2 (Monday) | Sobo, Lambert, & Lambert (2021). [Land acknowledgements meant to honor Indigenous people too often do the opposite](https://iowacapitaldispatch.com/2021/10/11/land-acknowledgments-meant-to-honor-indigenous-people-too-often-do-the-opposite/). |
| Before start of Day 3 (Tuesday) (Choose 1) | TEK readings/resources (e.g., [Berkes, Colding, & Folk](https://www.jstor.org/stable/2641280); [Geremia, et al.](https://www.pnas.org/content/116/51/25707), [Newberry & Trujillo](https://www.taylorfrancis.com/chapters/edit/10.4324/9780429505010-14/decolonizing-education-transdisciplinary-approaches-climate-change-education-teresa-newberry-octaviana-trujillo); [NPS resources](https://www.nps.gov/subjects/tek/tek-vs-western-science.htm); [excerpts from and reading guides for Kimmerer, 2013](https://longwoodgardens.org/sites/default/files/wysiwyg/Discussion_And_Question_Guide_Braiding_Sweetgrass.pdf)). |
| Before start of Day 4 (Wednesday) (assigned sections only) | [Yellowstone Bison: Conserving an American Icon](https://www.nps.gov/yell/learn/nature/upload/Yellowstone_Bison_ForWeb.pdf)    |
| Before start of Day 5 (Thursday) | Treuer (2021). [Return the National Parks to the Tribes](https://www.theatlantic.com/magazine/archive/2021/05/return-the-national-parks-to-the-tribes/618395/). |
| Before start of Day 6 (Friday) | Garcia, Shirley, Windchief, & San Pedro Pedagogy of Solidarity chapterIn Eagle Shield, D. Paris, R. Paris, & San Pedro (Eds.) (2020). [*Education in Movement Spaces: Standing Rock to Chicago Freedom Square*](https://www.routledge.com/Education-in-Movement-Spaces-Standing-Rock-to-Chicago-Freedom-Square/Shield-Paris-Paris-Pedro/p/book/9780367344597). |