

## **Curriculum resources and materials:**

**[Acorns All Around Us](#)** Redbud Resource Group-created lesson plans and activities introducing young children (K-2) to traditional ecological knowledge from a Konkow Maidu lens.

**[Healthy Ecosystems Feed Healthy Communities](#)** Redbud Resource Group-created lesson plans and activities emphasizing the importance of healthy, biodiverse ecosystems and how our well-being depends on having access to healthy, traditional Native foods. Designed for grades 6-9.

**[Native STEM Maker Program](#)** The California Indian Museum and Cultural Center Native STEM Maker Program demonstrates how Science, Technology, Engineering, and Mathematics are used in traditional lifeways, TEK application, and how they are incorporated in contemporary methods.

**[My Sisters, Book and Curriculum](#)**: A children's book and matching curriculum focusing on the importance of female relationships, and the benefits of basket weaving. This website is also host to other great curriculum ideas.

**[American Indian History Timeline](#)**: A very detailed timeline which includes major laws, legislation, policy, and events that have impacted Native peoples since the initial invasion of what is now known as the United States.

**[Lessons of Our Land](#)** An innovative curriculum that enables Pre-K through grade 12 teachers to easily incorporate Native American stories, lessons and games into regular classroom instruction.

**[Native Knowledge 360 \(Smithsonian\)](#)** Created in collaboration with Native communities themselves, NMAI resources bring the Native voice directly into the classroom. NK360° offers teachers and students of various grade levels a rich selection of geographically and culturally diverse resources.

**[Run4Salmon Curriculum](#)** The Winnemem Wintu Tribe and the Sacred Land Film Project offer this lesson guide for the *Run4Salmon*, tailored to a 4th grade learning level.

## Resources.



[Advocacy and Water Protection Curriculum](#) A high school curriculum that addresses threats to salmon in California rivers, community and environmental history, food sovereignty, connections between health and the environment, and ongoing community and youth activism.

[ZinnedProject Keystone Pipeline](#) A role play activity aimed to teach students about the environmental and social injustices caused by oil extraction.

[ZinnedProject Indigenous Peoples' Global Summit](#) A role play activity aimed to address the very real and life-threatening ways that climate change is affecting Indigenous peoples.

[Water Protectors](#) A wealth of resources for teaching about Native activism and resistance in the protection of water lifeways from an Anishinaabe point of view.

[We Are Water Protectors](#) by Carol Lindstrom Lesson ideas and [Activity Kit](#)

[First Nations Development Institute](#) A closer look at the film "Gather" with a wealth of supporting resources.

[Illuminatives](#) Working to amplify a new narrative about Native peoples in media, pop culture, k-12 education, and other critical sectors. Respectful and authentic lesson plans.

[Grassroots.org](#) An introductory food sovereignty curriculum with lessons and background information.

**Reorienting Perspective exercise:** compare/contrast these two videos

[\*American Territorial Expansion Mapped by The Daily Conversation\*](#)

[\*Invasion of America by Claudio Saunt\*](#)

[Homeland](#), full poem by Karenne Wood, a poet from the Monacan Indian nation (from the book "[Enough Good People](#)")

**Honoring Tribal Legacies** [Website](#) and [Curriculum](#)

**California Genocide:**

**California Genocide** [California's Act for the Governance and Protection of Indians](#)

## Resources.



**Forced Physical Removal:** [Nome Cult Walk](#)

[An American Genocide](#) by Benjamin Madley Essential reading for California teachers who teach about Western Expansion or the Gold Rush. This book covers the political efforts of the California government to decimate the Native community through state sanctioned genocide.

### **Boarding Schools and Family Separation:**

Boarding School History and Legacy: [Boarding Schools and Family Separation](#)

### **Unethical Research:**

Forced sterilization: [TIME Article](#)

Havasupai v Arizona State University: [Research Article](#)

### **Teacher Development/Education:**

[The Time is Now: Taking Initiative for Indigenous Studies in Elementary Curriculum](#): A peer-reviewed article by Leilani Sabzalian, Rina Miyamoto-Sundahl & Robin Fong. Introduces an ideological framework for non-Native educators responsible for teaching Native content in elementary schools.

[Critical Orientations for Indigenous Studies Curriculum](#) by Leilani Sabzalian

[CIMCC Food Sovereignty and Community Collaboration Toolkit](#) Background information on the importance of traditional foods from a Pomo and Miwok perspective.

[Critical Indigenous Literacies: Selecting and Using Children's Books about Indigenous Peoples](#) by Debbie Reese: This article focuses on unlearning stereotypical representations of Indigenous peoples and replacing harmful narratives with accurate information and understandings.

[The Gift of Education: How Indigenous Knowledges Can Transform the Future of Public Education](#) by Jacob, Sabzalian, et.al. This article argues that Indigenous Knowledges offer an important resource for educating all students responsibly and improving relationships within and across communities.

## **Center for Humans and Nature: Questions for a Resilient Future**

- [How can we live respectfully with the land and one another?](#)
- [What stories does the land hold?](#)
- [What kind of ancestor do you want to be?](#)

**[Native-Land Teacher's Guide](#)** Detailed instructions on how to use Native Land, as well as exercises for use by teachers of different levels, from kids to adults.

**[Teaching Critically about Lewis and Clark](#)** by Alison Schmitke, Leilani Sabzalian, and Jeff Edmundson. This book challenges dominant narratives and packaged curriculum about Lewis and Clark to support more responsible social studies instruction.

**[Lying to Children About the California Missions and the Indians](#)**: An article detailing the issues surrounding the current CA mission curriculum present in many schools.

**[Experiences Of Microaggressions Among American Indian And Alaska Native Students In Two Post-secondary Contexts](#)**: A peer-reviewed research article detailing the methods and results of a survey delivered to Native college students to assess their experiences of harassment and erasure throughout their academic careers.

**[Narrowing the Achievement Gap for Native American Students](#)**: Paying the Educational Debt, Edited by Peggy McCradle and Virginia Berninger

**[Becoming Visible: A Landscape Analysis of State Efforts to Provide Native American Education for All](#)**: An in-depth report, produced by the National Congress of American Indians, about the current statistics surrounding the representation of Native histories, culture, and knowledge in K-12 classrooms.

**[Native Knowledge 360](#)**: A Smithsonian Museum of the American Indian teacher resource page, featuring science and history lessons that are tribally focused.

## **Ecocide/Ecological Destruction and Repatriation:**

**[Upstream: Trust Lands and Power on the Feather River](#)** by Beth Rose Middleton Manning

State Water Project/Lake Oroville's Impact on Native Communities:

- a. [Scholarly analysis](#)
- b. [Newspaper Article](#)

**KCET:** KCET is a broadcasting channel that produces content focused on California culture and history. KCET has ample high quality resources for teaching about contemporary California Native culture. Here are a few highlights:

1. [Tending Nature Docuseries](#)- Highlighting cultural revitalization and political efforts.
2. [Tending the Wild Docuseries](#)- Based on the book by Kat Anderson (highly recommended!).

## **Native Literature**

[How A Mountain Was Made](#) by Greg Sarris

[Braiding Sweetgrass](#) by Robin Wall Kimmerer and new Young Adult [version](#)

[An Indigenous Peoples' History of the United States for Young People](#) by Roxanne Dunbar-Ortiz, adapted by Jean Mendoza and Debbie Reese.

## **Children's books:**

[Berry Song](#) by Michaela Goade

[We Are Water Protectors](#) by Carol Lindstrom

[We Are Still Here!](#) By Traci Sorrell

[We Are Grateful](#) by Traci Sorrell

[Waa'aka: The Bird Who Fell in Love with the Sun](#) by Cindi M. Alvitre

[Encounter](#) by Brittney Luby

## **General Resources:**

**Native Lands:** An interactive GIS map that shows viewers the names of general traditional territory of Indigenous peoples. Note that this is a living resource that changes as more information about Indigenous history, territory, and nomenclature is acquired by the organization.

**All The Real Indians Died Off: And 20 Other Myths About Native Americans** : Book by Roxanne Bunbar Ortiz and Dina Gilio-Whitaker. A great overview into common

## Resources.



misconceptions surrounding Native identity. This is essential beginning reading for non-Native educators.

### [8 Contemporary Native American Artists Challenging the Way We Look at American](#)

[History](#): Magazine article listing the details, stories, and artistic projects of 8 influential contemporary Native Artists.

[American Indian Stories](#): Book by Zitkala-Sa (*Dakota*). A groundbreaking Dakota author and activist, Zitkala-Sa, chronicles her refusal to assimilate into nineteenth-century white society and her mission to preserve her culture.

[The State of the Native Nations: Conditions under U.S. Policies of Self-Determination](#): This book chronicles the efforts, obstacles, and accomplishments that are shaping Indian Country under contemporary federal policies and responsive tribal strategies of self-determination.

[US Department of the Interior: Indian Affairs](#) Brief history of the Federal-CA Indian relationship - Treaty of Guadalupe Hidalgo, Land Claims Act, General Allotment Act, Indian Reorganization Act

[Social Justice Books](#): Approved list of children's books with Native-themed content

[Birchbark Books](#): A Native-owned and operated bookstore that sells young adult books written by Native authors.

[Heydey Books](#): A Bay Area-based publisher that publishes many books written by and about Native peoples.