

Creating Critical Culturally Sustaining Curriculum

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Questions you asked

- ▶ How to teach history teachers to teach Native American students from the Native Americans' point of view, rather than a white person's point of view.
- ▶ I want to be more aware of the perspectives of the Native Americans in my community and understand traditions and history so that I can be culturally sensitive. What are the big ideas that are the most important?
- ▶ I know that the history lessons need to be updated to include current Native American issues. i.e.: standing rock, bears ears, etc. How can we add them?

Background on framework

- ▶ Founded on assets-based approaches that integrate students' and communities' funds of knowledge
 - ▶ Moll & Gonzalez, 1994
- ▶ Culturally-relevant pedagogies that make curriculum relevant to students from underrepresented groups
 - ▶ Ladson-Billings

Integrating indigenous ways of knowing

- ▶ Relational, interdependence
- ▶ Reciprocal
- ▶ Based in a physical place
- ▶ Articulated through community dialogue
- ▶ Built on knowledge of elders
- ▶ Multiple ways of knowing
- ▶ Shared through oral stories

Background on framework

Culturally-sustaining pedagogies

- ▶ Change purpose of schooling from assimilation to valuing that which sustains the cultural ways of being of communities of color (Paris & Alim, 2017)
- ▶ Prepares students for new power relations in society (multilingual, multiethnic future)
- ▶ Values historical cultural expressions and ways of knowing while also recognizing how culture shifts and is being enacted in new ways by youth
- ▶ Engages in critical reflection on the ways that youth cultural creations challenge existing systems of oppression and simultaneously reproduce them

Background on framework


- ▶ What does CSP look like in practice?
 - ▶ “Critical centering on dynamic community languages,
 - ▶ Valued practices and knowledge,
 - ▶ Student and community agency and input,
 - ▶ Historicized content and instruction,
 - ▶ A capacity to contend with internalized oppressions, and
 - ▶ An ability to curricularize all of this in learning settings”
(2017, p. 14)

McCarty and Lee propose the title: culturally sustaining/revitalizing pedagogy (CSR/P)

- ▶ Addresses asymmetrical power relations and aims to transform colonial legacies
- ▶ Focuses on language revitalization
- ▶ Recognizes the need for community-based accountability



Model of lesson of Standing Rock from *Zinn Education Project*



The screenshot shows the Zinn Education Project website. The browser address bar displays <https://www.zinnedproject.org>. The navigation menu includes links for ABOUT, WHY, TEACHING MATERIALS, NEWS, and SUPPORT. Social media icons for Facebook, Twitter, and Instagram are present, along with a 'Donate Now' button and a 'Login' button. A large black and white photograph of men in white shirts and hats is featured, with a red banner overlaid that reads 'TEACHING PEOPLE'S HISTORY'. Below the banner, the text 'Explore Teaching Materials' is displayed. At the bottom, there is a search bar with the placeholder text 'Search' and a magnifying glass icon, and four dropdown menus labeled 'KEYWORD', 'TIME PERIOD', 'THEME', and 'RESOURCE TYPE', each with 'ALL' selected. A yellow 'Go' button is located to the right of the dropdown menus.

ZINN EDUCATION PROJECT ABOUT WHY TEACHING MATERIALS NEWS SUPPORT

TEACHING PEOPLE'S HISTORY

Explore Teaching Materials

KEYWORD TIME PERIOD THEME RESOURCE TYPE

Search ALL ALL ALL Go

Bears Ears Curriculum

▶ Resources

- ▶ [Bears Ears Education Center & kickstarter](#)
- ▶ [Bears Ears National Monument](#)
- ▶ [Bears Ears Inter-tribal Coalition](#)
- ▶ [Utah Dine BikéYah](#)
- ▶ [Bears Ears Country](#)
- ▶ [Sutherland Institute on Bears Ears](#)
- ▶ [Forest Service Fact Sheet](#)

Example of creating critical culturally sustaining curriculum in K-12?

- ▶ **Group #1:** Name and describe roles that represent a variety of perspectives on Bears Ears.
- ▶ **Group #2:** Prepare the background for the role play including framework for lesson.
- ▶ **Group #3:** Develop a way to scaffold students in an historical analysis.
- ▶ **Group #4:** Create extension activities to apply what students have learned through the role play and analysis.

How can educators evaluate written material about and for indigenous peoples?

▶ Have you used the AICL website? For what reasons? What worked? What didn't?

▶ [American Indian Children's Literature Website](https://americanindiansinchildrensliterature.blogspot.com)



Showing posts sorted by relevance for query **#notyourprincess**. [Sort by date](#)

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Wednesday, October 04, 2017

Highly Recommended: **#NotYourPrincess: Voices of Native American Women**, edited by Lisa Charleyboy and Mary Beth Leatherdale

#NotYourPrincess: Voices of Native American Women is another outstanding collection edited by Lisa Charleyboy and Mary Beth Leatherdale. Released on September 12th, 2017 from Annick Press, it is one you'll definitely want to add to your shelves-- alongside their other two books--*Urban Tribes* and *Dreaming in Indian*.

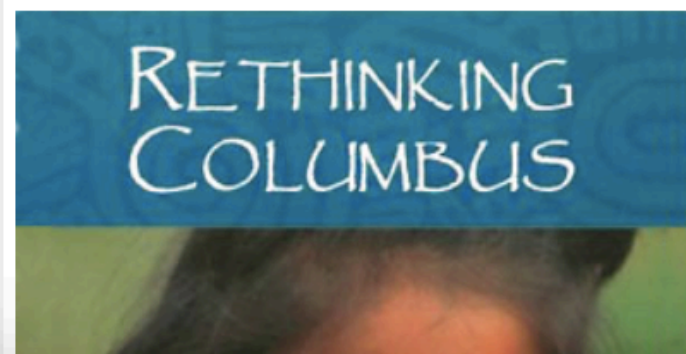


BILL BIGELOW

On January 13, 2012, Bill Below [wrote on the Rethinking Schools blog](#):

Rethinking Schools learned today that for the first time in its more-than-20-year history, our book *Rethinking Columbus* was banned by a school district: Tucson, Arizona. [...] What's to fear? *Rethinking Columbus* offers teaching strategies and readings that teachers can use to help students consider perspectives that are too often silenced in the traditional curriculum.

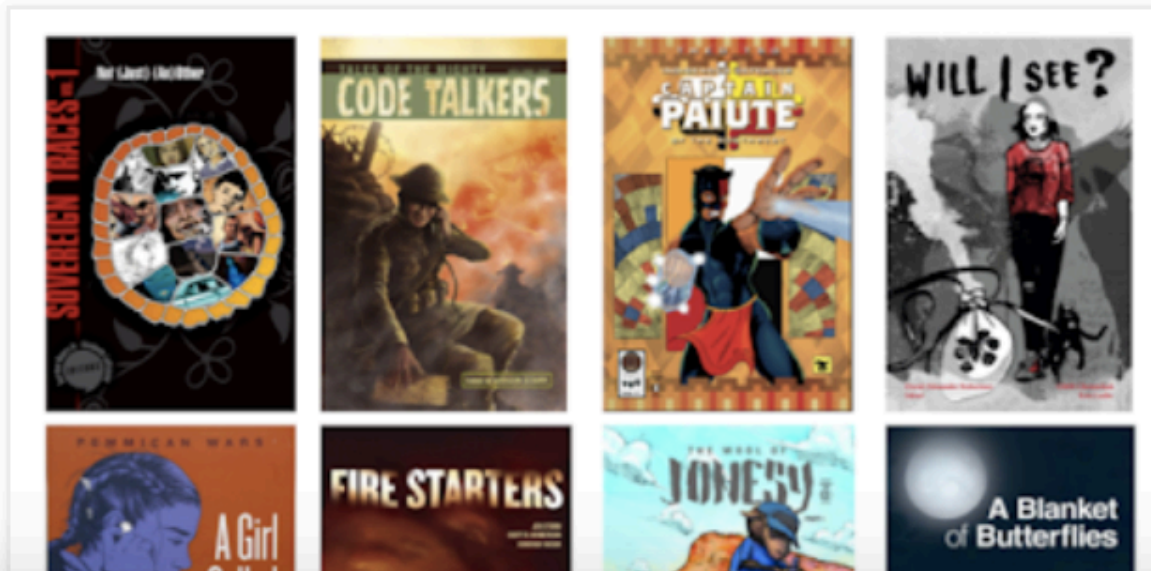
Teachers who taught in the Mexican American Studies program that was shut down last week are no longer allowed to teach *Rethinking Columbus*, a book he edited that includes essays, poems, and prose by American Indian writers.



Thursday, August 30, 2018

Best Graphic Novels by Native Writers

This morning, I read [Diversity in Graphic Novels](#) at the NCTE (National Council of Teachers of English) website. I hoped it would include graphic novels by Native writers, and I was disappointed. [Note: this blog post is being added to the article. Thanks, NCTE!] I clicked through a few of the links and saw that Laura Jimenez's list of [Graphic Novels to Keep](#) includes *Trickster*, edited by Matt Dembicki. But there's so much more than that, NCTE! There's anthologies, super heroes, historical and realistic stories... See?



Friday, November 24, 2017

AICL's Best Books of 2017

I'm starting AICL's "Best Books of 2017" today--November 24--and will update it as we read other books published in 2017.

Please share this page with teachers, librarians, parents--anyone, really--who is interested in books about Native peoples. As we come across additional books published in 2017, we will add them to this list. If you know of ones we might want to consider, please let us know!

BY NATIVE WRITERS OR ILLUSTRATORS

Comics and Graphic Novels

- Nicholson, Hope. (Ed.) (2017). *Moonshot: The Indigenous Comics Collection, Volume 2*. Alternative History Comics, Canada.
- Robertson, David. (2017). *Will I See?* Portage and Main Press. Canada.
- Storm, Jen. (2017). *Fire Starters*. Highwater Press. Canada.
- Vermette, Katherena. (2017). *A Girl Called Echo*. HighWater Press. Canada.

Board Books

- Flett, Julie. (2017). *Black Bear, Red Fox: Colours in Cree*. Native Explore. Canada.

We Can Do Better by Debbie Reese

4 considerations for choosing material

1. Choose books that are tribally specific.
2. Use present tense to talk about Native Nations.
3. Choose books by Native writers.
4. Use books by Native writers all year round.

In small groups discuss why this is an important guideline. Also, what experience do you have with your assigned consideration?