Science Curriculum:


Twenty-four stories in this book provide a program of study in Native North American Indian culture. The stories introduce the concepts of wildlife ecology and environmental and stewardship issues concerning animals, habitat, and natural history. The field-tested activities encourage creative thinking and synthesis of knowledge and experience by involving children, ages 5 through 12, in creative arts, theater, reading, writing, science, social studies, mathematics, and sensory awareness. A discussion section provides background information on the topics it introduces and questioning techniques that bridge stories and activities. This book also offers a glossary and pronunciation key for Native American languages used within the stories.


The teacher’s guide offers further background by discussing the nature of Native North American stories and cultures from which these particular stories come. It also considers the educational philosophies and approaches upon which the book is based. This guide includes educational terms and specific needs of Native American students which both aid in the teaching process while using the set. A section in the teacher’s guide provides lists of books for learning about Native North Americans, animals and earth, as well as guides to environmental and
outdoor education, to values education and to facilitating storytelling. There is also a section in the teacher's guide that lists resources for further inquiry for both children and adults covering the Native North American group(s) from which the story(ies) in each chapter come, and the animals and other environmental topics addressed in each chapter.


This curriculum provides a program of study in Native North American Indian culture. When children are allowed to experience stories and activities that help them to care for, and take care of other people and the Earth, they develop a conservation ethic. A selection of traditional tales from various Indian peoples, each accompanied by instructions for related activities dealing with aspects of the environment helps promote understanding and appreciation of, empathy for, and responsible action toward the Earth and its people. Each story is followed by a section that summarizes the story and a discussion section that provides background information on the topics it introduces. Relevant questions bridge the stories and activities. Chapters end with suggestions for extending the experience. Each activity is keyed by its objectives and the location for the activity. Topics considered include: (1) "Creation"; (2) "Fire"; (3) "Earth"; (4) "Wind and Weather"; (5) "Water"; (6) "Sky"; (7) "Seasons"; (8) "Plants and Animals"; (9) "Life, Death, Spirit"; and (10) "Unity of Earth." This book also offers a glossary and pronunciation key for Native American languages used within the stories.

The accompanying Teacher’s Guide expands, in chapter 1, on the educational philosophy, linking the telling of Native American stories with experiential environmental activities. This guide includes educational terms and specific needs of Native American students which both aid in the teaching process while using the set. The tenets of environmental education and their synthesis with the study of native cultures, teaching positive social and environmental skills, and a look at several ongoing programs that use this approach are discussed. In chapter 2, traditional stories are placed in the context of their Native American cultures, past and present. How the stories are used for teaching, entertaining, disciplining, and praying is described in a discussion which focuses on traditional story-telling techniques. Suggested readings are included for each of the chapters in the book with separate recommendations for children and for adults.


This is a curriculum designed for upper elementary students and can be used as a supplement basic concepts taught in either social studies or science classes. This provides an opportunity to for students to gain an understanding of how plants are classified and how culture influences the way in which plants, animals, and humans are seen in relation to another.

This is a teachers guide that provides Teacher Information, Learner Outcomes, Student Worksheets, and Student Activities to be used with the book, *Plants and Their Uses* by the Chippewa Indian People. This is a curriculum designed for upper elementary students and can be used to supplement basic concepts taught in either social studies or science classes. This provides an opportunity for students to gain an understanding of how plants are classified and how culture influences the way in which plants, animals, and humans are seen in relation to one another.


This book offers insight into the sacred medicines and plants traditionally used by the Ojibwe people. It provides a brief history explaining the Ojibwe people and the major habitat changes which occurred over time. The book is divided into habitat regions, including all plants within those regions, to make it easier for the reader to locate plants. It includes definitions for those who know little about plant life, as well as medical definitions for those who need to know what exactly they are treating. The book also provides Ojibwe words for each plant on the same page as the English information. There is an index for all plants including the scientific names, the regions in which they are located and the page number. There is a separate index that includes plant names in the Ojibwe language.


This guide attempts to help teachers of American Indian students in grades 9-12 provide a culturally relevant education that takes place in the regular classroom, includes content related to Indian students' lives, makes students proud, expands to other experiences, and enhances learning. The approach presented here coordinates the teaching of various subject areas and reinforces classroom instruction with language and cultural activities by using American Indian literature as a basis for instruction. Materials and activities are aligned with challenging content standards. This guide outlines 8 Science thematic units, which include background information, relevant Indian literature, objectives, activities, evaluation methods, and content standards. Eight science-based units cover geology and fuel resources, care of land and animals, keeping the water supply safe, caring for water resources, caring for health, use of healing plants, abuse of alcohol and drugs, and Indian art. A final section lists additional resources and sources for books.

ISD # 318 Indian Education Program & Blandin Foundation. *Gifts from trees*. (ND). Grand Rapids, MN.
This is an integrated lesson using science, social studies, and the Ojibwe language. It discusses the importance of trees to the Anishinaabe people, the many uses of trees, the gifts they give us, the many different kinds of trees, and the value of respecting trees of all kinds. This lesson packet also includes the corresponding worksheets.


This is an informational publication on the environmental issues surrounding the Great Lakes, inland waters, and other reservation areas. The topics included in this booklet are wildlife rescue, wild plants, water and air pollution, hatcheries, mining and planning, and Lake Superior.


This report is a study of the northern Wisconsin’s fishery resources in regards to treaty rights. This report provides the history of ceded territory and treaty rights. The report also thoroughly explains fish stocking, habitat enhancement, all
species of fish found in the waters of Wisconsin with facts and charts about each, tribal harvest activities, current management programs, enforcement on the lakes, and what the future holds.


This is a teacher’s resource guide to grades 2, 3, and 6 using the Ojibwe language and each grade has one unit which include many hand drawn pictures and visual aids to go along with each topic. There are a variety of worksheets and activities for each unit such as matching, fill in the blank, and crosswords. For grade two the unit is on “long ago and now” and focuses on the how different the Anishinaabe people’s everyday life is compared to today. The unit for grade three is on “growing things” such as plants and focuses on colors, numbers, kitchen items, and discussion questions. There are three units for grade six entitled “Kinds of Trees,” “Birds and Insects,” and “Plants.” All three units are advanced in the vocabulary by using all the separate names for the trees, adds on the diminutives for the animals, and uses more vocabulary such as locatives and participles, to discuss the locations of items and places.


The Circle of Flight program was first funded in 1991 and has since distributed 5.5 million dollars to 26 reservations and three inter-tribal organizations for waterfowl and wetland enhancement projects. This publication contains 26 tribal
and inter-tribal success stories. Projects within this publication range from wild rice restoration to wetland seeding and mowing. This includes all reservations and areas located in Michigan, Wisconsin and Minnesota.