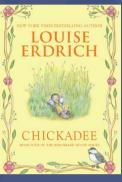
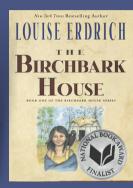
Native Ways of Knowing BOOKLIST

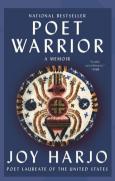
Decolonizing and Indigenizing Classrooms and Libraries







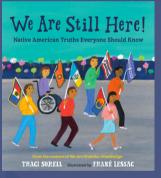


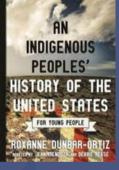














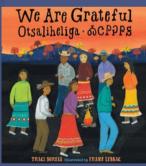


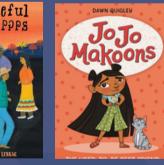


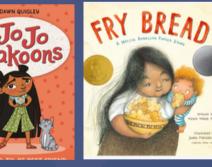






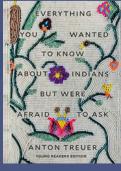


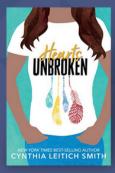


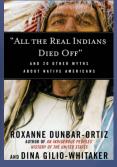


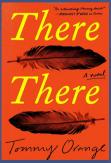
































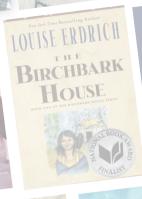












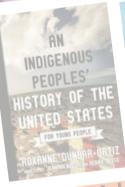














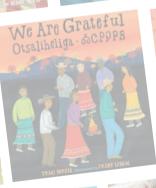












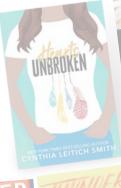




























Native Ways of Knowing BOOKLIST

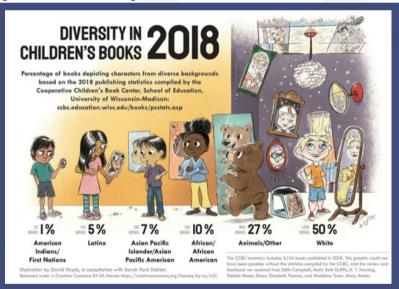
Decolonizing and Indigenizing Classrooms and Libraries

https://bit.ly/NativeWaysofKnowingBooks

Does your classroom and library include Indigenous authored books? How do you choose children's books about Native peoples? According to statistics compiled by the Cooperative Children's Book Center, only 1% of children's books published in the United States in 2018 depict characters from American Indian and First Nation populations; and some of those books contain stereotypes. Traditionally, most individuals are socialized and incorrectly educated to think of Native peoples in only narrow and biased ways. All too often, children's books unfortunately depict stories and characters with stereotypes, tokenism, and misrepresentations of Native Americans. Historically these books, images, and stories are deeply flawed and detrimentally impact American Indian students. Many children's books present Native Americans exclusively as historical figures, ignoring the presence and resilience of the 574 federally recognized and sovereign Native Nations in the United States

today.

Regardless of intention, these depictions often reinforce inaccuracies and stereotypes and fail to include the diversity of Native peoples who have lived on this continent since time immemorial. Too often, particularly with older books, Native Americans are presented in the past tense as a generic group of people rather than as thriving communities with sovereign political status, self-governance, histories, languages, and stories. It's important for children to see themselves portrayed authentically in stories and for kids of all races to gain an authentic view of other cultures.



As educators, we should select books and other materials that feature accurate and tribally specific portrayals of Native people, both past and present. To help educators and parents choose high-quality materials, the San Diego County Office of Education (SDCOE) and California Indian Education (CIEFA) have designed this Native Ways of Knowing Book List: Decolonizing and Indigenizing Classrooms and Libraries. These books have been vetted by Native American scholars, CIEFA, and SDCOE. Please consider adding these insightful and vibrant Indigenous authored books to your school, classroom, or home library. Adding these books to your classroom will help teach young readers empathy, courage, resilience, sovereignty, and Native Ways of Knowing. These suggested Indigenous authors and illustrators utilize Indigenous storytelling and convey the breadth of Native cultures and sovereignty.

https://www.sdcoe.net/mega

https://caindianeducationforall.com

Native Ways of Knowing BOOKLIST

San Diego County Office of Education



The **San Diego County Office of Education** (SDCOE) champions and directly supports California American Indian students and populations. These efforts include featuring information in the **SDCOE Equity Blueprint for Action** that addresses how socially conscious educators and leaders can support Native American communities and students. The SDCOE Multilingual Education and Global Education department facilitates communities of practices to support cradle to career innovative practices to create conditions for Native American students and families to thrive. Using Liberatory Design, Native Ways of Knowing, and the Essential Understandings of California Indian Culture and History educational leadership teams work with Native American communities to create conditions for curb-cut innovations and community-responsive programs that support Native American youth and family agency and voice..

To support American Indian student success, SDCOE provides:

- Native Ways of Knowing professional learning offerings and resources that foster culturally responsive teaching,
- California Native American Studies Model Curriculum development and professional learning.
- Tools to help schools develop successful research-based American Indian Educational programs,
- Technical support to help schools/districts design conditions to encourage Native American students, family, and tribal community agency and voice,
- Collaboration and networking opportunities for tribal education agencies, educators, and administrators to share best practices to support AI/AN students, and
- Resources that create safe spaces for listening, healing, and relationship-building with tribal communities and Title VI committees.

Asynchronous Indigenized Professional Learning

https://bit.ly/NativeWaysofKnowing

Champion student learning while teaching the diverse histories, cultures and contributions of California Native

Native Ways of Knowing Training and Micro-courses - American Indian Education Talking Circle Culturally and Linguistically Responsive Teaching - Title VI Coaching and Networks Native Scholars Pathway - Indigenous Language Preservation and Revitalization Cultural Competency Coaching - California Native American Studies Model Curriculum



Staci Block, Ed.D. (Cherokee)
Executive Leadership Coach, MEGA
Native American Studies Model Curriculum Lead
San Diego County Office of Education
staci.block@sdcoe.net 858-298-2139



Receive Community Updates featuring new events and resources from San Diego County Office of Education and California Indian Education for All.

https://bit.ly/CIEFA-Update

Native Ways of Knowing BOOK LIST

California Indian Education for All



The San Diego County Office of Education, California Indian Museum and Cultural Center, and California Indian Culture and Sovereignty Center partnered with Native American scholars and cultural bearers to create **California Indian Education for All** (CIEFA). The **CIEFA Board of Directors** provide guidance on new culturally responsive resources and Native American Studies curriculum. CIEFA helps teachers, tribal education staff, and schools educate children and youth about the diverse histories, cultures and contributions of California Native peoples.

CIEFA creates culturally responsive indigenized resources and place-based Native American Studies curricula that improves representations and classroom climates for teaching and learning about California's First peoples. Teachers have access to open source lesson plans, primary source documents, and professional learning activities. Resources and professional learnings are designed to help teachers and schools educate children and youth about the diverse histories, cultures and contributions of California Native peoples. SDCOE leads efforts to co-design culturally responsive Native Ways of Knowing tribal curriculum, professional learning, and micro-courses.

These resources are designed to support educators' professional learning, collaboration efforts, and instruction. There are a variety of digital resources, networks, and professional learnings that were intentionally designed by SDCOE and California Indian Education for All partners to support best practices to honor Native Ways of Knowing and champion California Native youth academic and social emotional success. SDCOE and CIEFA offer Native Ways of Knowing professional learning series, asynchronous micro-courses, and indigenized K-12 educational curriculum. Explore these resources at https://caindianeducationforall.com









Continue Learning How to Decolonize and Indigenize Classrooms and Libraries

We Can Do Better: Rethinking Native Stories in Classrooms

CHOOSE BOOKS THAT ARE TRIBALLY SPECIFIC.
USE PRESENT TENSE VERBS TO TALK ABOUT
NATIVE NATIONS.

CHOOSE BOOKS BY NATIVE WRITERS.
USE BOOKS BY NATIVE WRITERS ALL YEAR ROUND.

—from Debbie Reese's article "Critical Indigenous Literacies: Selecting and Using Children's Books about Indigenous Peoples"

American Indians in Children's Literature Blog

https://americanindiansinchildrensliterature.blogspot.com

Dr. Debbie Reese, founder of American Indians in Children's Literature, offers additional resources and incredible knowledge on selecting authentic literature of Native Americans. Her wisdom and research provides educators an opportunity to move beyond what they've been taught to a place where they're able to identify great books about Indigenous people of the lands currently known as the United States of America.

Native Ways of Knowing





K-3 BOOKS



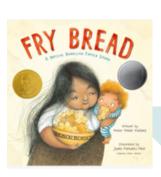
WE ARE WATER PROTECTORS

By Carole Lindstrom and Michaela Goade



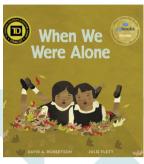
BERRY SONG

By Michaela Goade



FRY BREAD

By Kevin Noble Maillard



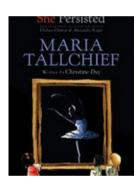
WHEN WE WERE ALONE

Bv David Robertson and Julie Flett



SPIRIT RANGERS

By Karissa Valencia



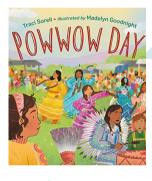
MARIA **TALLCHIEF**

By Christine Day



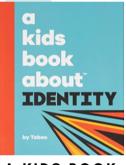
ON THE TRAPLINE

By David Robertson



POWWOW DAY

By Traci Sorell and Madelyn Goodnight



A KIDS BOOK **ABOUT IDENTITY**

By Taboo



WHEN WE ARE KIND

By Monique Gray Smith and Nicole Neidhardt



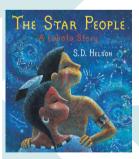
WE ALL PLAY

By Julie Flett



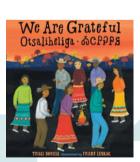
SHARICE'S BIG VOICE

By Sharice Davids



STAR PEOPLE: A LAKOTA STORY

By S.D. Nelson



WE ARE GRATEFUL

By Traci Sorell



BOWWOW POWWOW

By Brenda Child and Jonathan Thunder





Native Ways of Knowing



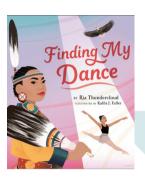
JO JO MAKOONS: **USED TO-BE BEST FRIEND**

By Dawn Quigley



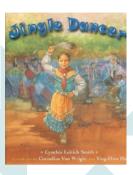
JO JO **MAKOONS: FANCY PANTS**

By Dawn Quigley



FINDING MY DANCE

By Ria Thundercloud



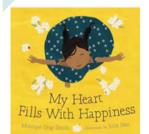
JINGLE DANCER

By Cynthia Leitich Smith



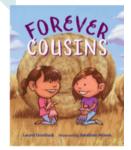
STILL THIS LOVE GOES ON

By Buffy Sainte-Marie and Julie Flett



MY HEART FILLS WITH HAPPINESS

By Monique Gray Smith and Julie Flett



FOREVER COUSINS

By Laurel Goodluck



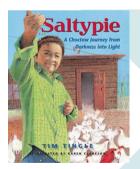
BIRDSONG

By Julie Flett



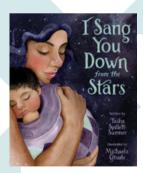
LOOK, GRANDMA! NI, ELISI!

By Art Coulson and Madelyn Goodnight



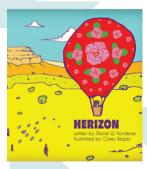
SALTYPIE: A CHOCTAW JOURNEY

By Tim Tingle



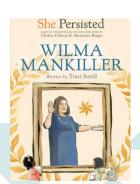
I SANG YOU DOWN FROM THE STARS

By Tasha Spillett-Sumner and Michaela Goade



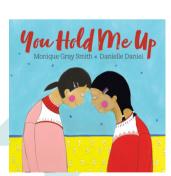
HERIZON

By Daniel Vandever



SHE PERSISTED: WILMA MANKILLER

By Traci Sorell



YOU HOLD ME UP

By Monique Gray Smith and Danielle Daniel









AT THE MOUNTAIN'S BASE

By Traci Sorell



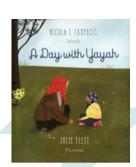
HOME TO MEDICINE MOUNTAIN

By Chiori Santiago and Judith Lowry



WE SANG YOU HOME By Richard Van

Camp and Julie Flett



A DAY WITH YAYAH

By Nicola I. Campbell and Julie Flett



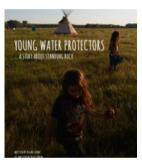
CLASSIFIED: THE SECRET CAREER OF MARY GOLDA ROSS

By Traci Sorell



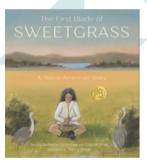
WHAT YOUR RIBBON SKIRT

MEANS TO ME By Alexis Bunten



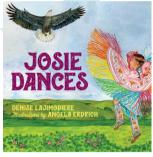
YOUNG WATER **PROTECTORS**

By Asian Tudor



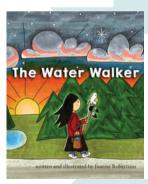
THE FIRST STRAND OF SWEETGRASS

By Suzanne Greenlaw



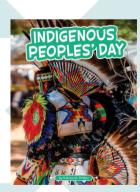
JOSIE DANCES

By Denise Lajimodiere and Angela Erdrich



THE WATER WALKER

By Joanne Robertson



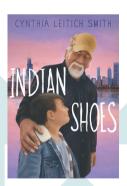
INDIGENOUS PEOPLES' DAY

By Katrina M. Phillips



SKYSISTERS

By Jan Bourdeau



INDIAN SHOES

By Cynthia Leitich Smith



INDIAN NO MORE

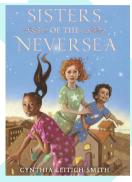
By Charlene Willing McManis and Traci Sorell



Native Ways of Knowing 3-6 BOOKS

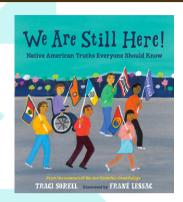






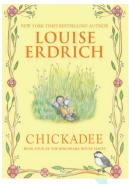
SISTERS OF THE NEVERSEA

By Cynthia Leitich Smith



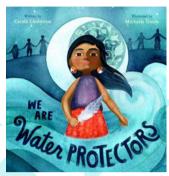
WE ARE STILL HERE!

By Traci Sorell



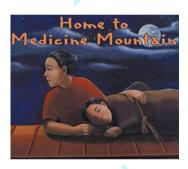
CHICKADEE

By Louise Érdrich



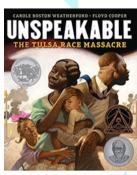
WE ARE WATER **PROTECTORS**

By Carole Lindstrom and Michaela Goade



HOME TO MEDICINE MOUNTAIN

By Chiori Santiago and Judith Lowry



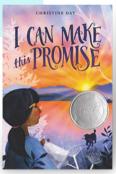
UNSPEAKABLE: THE TULSA RACE MASSACRE

By Carole Boston Weatherford and Floyd Cooper



THE SEA IN **WINTER**

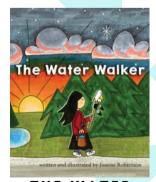
By Christine Day



I CAN MAKE THIS PROMISE By Christine Day

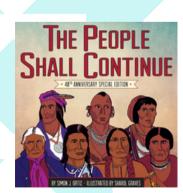
HERIZON

By Daniel Vandever



THE WATER WALKER

By Joanne Robertson



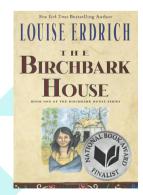
THE PEOPLE SHALL CONTINUE

By Simon J. Ortiz



HEALER OF THE WATER MONSTER

By Brian Young



THE BIRCHBARK HOUSE

By Louise Erdrich











TREATY WORDS: FOR AS LONG AS THE RIVERS FLOW

By Aimee Craft



THE BARREN GROUNDS

By David Robertson.



THE GREAT BEAR

By David Robertson.



STONE CHILD

By David Robertson.

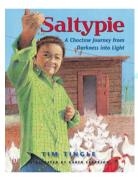


JO JO MAKOONS: **USED TO-BE BEST FRIEND**

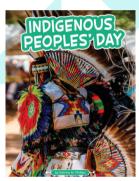
By Dawn Quigley



JO JO MAKOONS: **FANCY PANTS** By Dawn Quigley

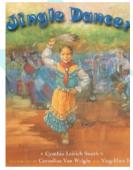


SALTYPIE: A CHOCTAW JOURNEY By Tim Tingle



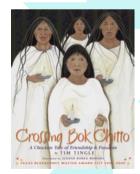
INDIGENOUS PEOPLES' DAY

By Katrina M. Phillips



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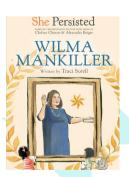
CROSSING **BOK CHITO**

By Tim Tingle



MOUNTAIN'S BASE

By Traci Sorell



SHE PERSISTED: WILMA MANKILLER

By Traci Sorell



DEB HAALAND: FIRST NATIVE AMERICAN CABINET SECRETARY

By Matthew J. Martinez and Jill Doerfler





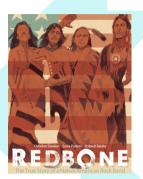






THE REZ DETECTIVES: JUSTICE SERVED COLD

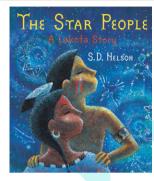
By Steven Paul Judd, Tvli Jacob, et al.



REDBONE By Christian Staebler, Sonia Paoloni, et al.

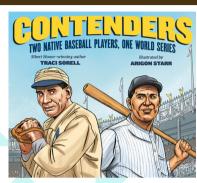


THIS LAND IS MY LAND By George Littlechild



STAR PEOPLE: A LAKOTA STORY

By S.D. Nelson

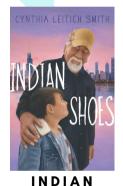


CONTENDERS: TWO NATIVE BASEBALL PLAYERS, ONE WORLD SERIES

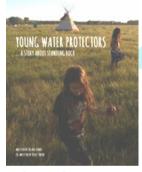
By Traci Sorell and Arigon Starr



FALL IN LINE, HOLDEN! By Daniel Vandever

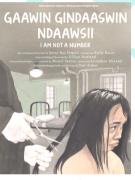


SHOES By Cynthia Leitich Smith



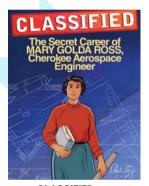
YOUNG WATER **PROTECTORS**

By Asian Tudor



I AM NOT A NUMBER

By Jenny Kay Dupuis & Kathy Kacer



CLASSIFIED: THE SECRET CAREER OF MARY GOLDA ROSS By Traci Sorell

Graphic Novels



TALES OF THE MIGHTY **CODE TALKERS VOLUME 1**

By Arigon Starr, Roy Boney Jr., et al



SUPER INDIAN VOLUME 1

By Arigon Starr



SUPER INDIAN **VOLUME 2**

By Arigon Starr



THUNDEROUS

By M.L. Smoker

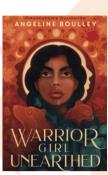
Native Ways of Knowing Was



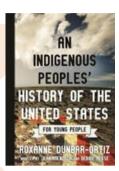




FIRE KEEPER'S DAUGHTER By Angeline Boulley



WARRIOR GIRL UNEARTHED By Angeline Boulley



AN INDIGENOUS PEOPLES' HISTORY OF THE UNITED STATES

By Jean Mendoza and Debbie Reese



EVERYTHING YOU WANTED TO KNOW ABOUT INDIANS BUT WERE AFRAID TO ASK

By Anton Treuer

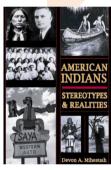


APPLEIN THE MIDDLE

By Dawn Quigley



THE MARROW THIEVES By Cherie Dimaline



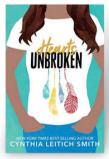
AMERICAN INDIANS: STEREOTYPES & **REALITIES**

By Devon A. Mihesuah



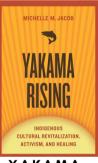
#NOTYOUR PRINCESS

Edited By Lisa Charleyboy and Mary Beth Leatherdale



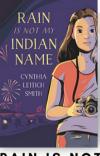
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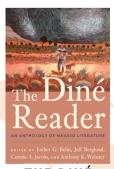
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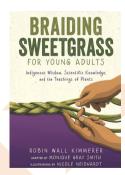
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BRAIDING SWEETGRASS FOR YOUNG ADULTS

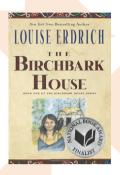
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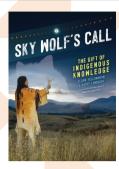






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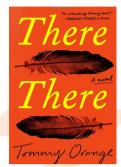
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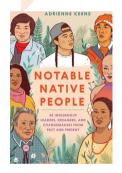
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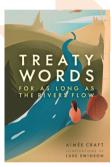
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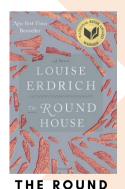
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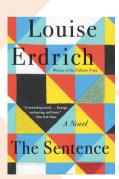
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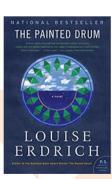
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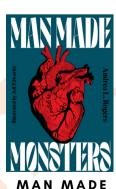
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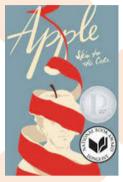
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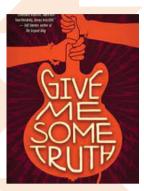




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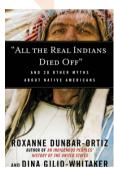


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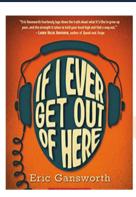
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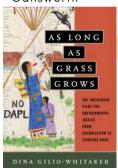
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By Roxanne Dunbar-Ortiz and Dina Gilio-Whitaker



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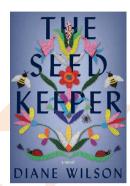
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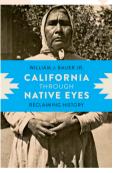
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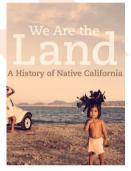
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CALIFORNIA THROUGH **NATIVE EYES**

By William Bauer Jr.



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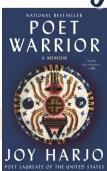
Poetry



AN AMERICAN SUNRISE By Joy Harjo

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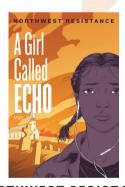
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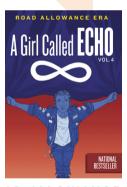
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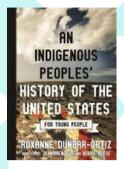
SOLDIERS UNKNOWN

By Chag Lowry and Rahsan Ekedal

Native Ways of Knowing EDUCATOR BOOK

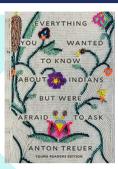






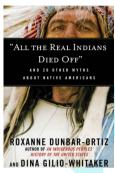
AN INDIGENOUS PEOPLES' HISTORY OF THE UNITED STATES

By Jean Mendoza and Debbie Reese



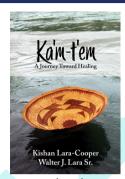
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By Anton Treuer



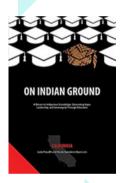
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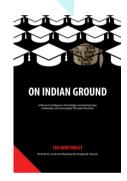
KA'M-T'EM: A JOURNEY TOWARD HEALING

By Kishan Lara-Cooper and Walter J. Lara Sr.



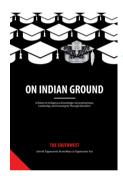
ON INDIAN GROUND: CALIFORNIA

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ON INDIAN GROUND: THE NORTHWEST

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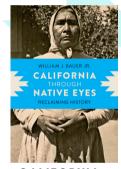
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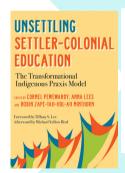
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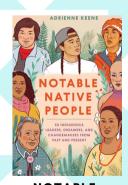
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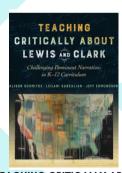
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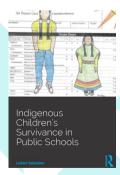
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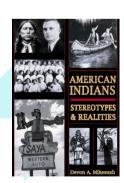
TEACHING CRITICALLY ABOUT LEWIS AND CLARK: CHALLENGING DOMINANT NARRATIVES IN K-12 CURRICULUM

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INDIGENOUS CHILDREN'S SURVIVANCE IN PUBLIC SCHOOLS

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