Article File Finding Aid

Number in bracket [ ] corresponds to file number.
[1]  Children's Literature - General
[3]  Native Americans in Children's Literature
[5]  Native American Education - Teaching Native Americans
[6]  Teaching about Native Americans
[8]  Native American and Racial Stereotypes
[9]  Native Authors
[10]  Native American Mascot Issue
[12]  Thanksgiving(s)
[13]  Culturally Responsive Teaching


Discusses language, labels, and racial terminology.


Discusses ALA sponsorship of prizes for diverse books. See attached responses from Andrea Davis Pinkney, Mary Clare Wickins, and others.


Lengthy critical essay written by Marlene Atleo, Naomi Caldwell, Barbara Landis, Jean Mendoza, Deborah Miranda, Debbie Reese, LaVera Rose, Beverly Slapin, and Cynthia Smith.

Review essay of My Heart is on the Ground by Ann Rinaldi, written by Marlene Atleo and others. See previous citation.


Describes the evolution of the generative curriculum model in First Nations early childhood services in British Columbia.


Brady, Phyllis. “Columbus and the Quincentennial Myths: Another Side of the Story.” Young Children 47.6 (September 1992): 4-14. [6]


   Looks at Native American stereotypes in Caddie Woodlawn, Calico Captive, and other children's fiction.


   Lesson plans for School Media Specialists.


Caldwell, Naomi, Gabriella Kaye and Lisa A. Mitten. “‘I’ is for Inclusion: The Portrayal of Native Americans in Books for Young People. Program of the ALA/OLOS Subcommittee for Library Services to American Indian People, ALA Conference, 23 June 2007. [3]


http://digitalcommons.unl.edu/greatplainsquarterly/19


   Discusses Four Directions model for school-museum partnerships for virtual museums as classroom learning projects.


   Ten questions that can be used to judge inadequacies in resources about Native Americans.


www.civilrightsproject.ucla.edu [5]


Survey of preservice teachers about the importance of multicultural literature in the classroom. Discussion of importance of children seeing people like themselves in books.


Selected books and videos, chosen by Concord Museum staff, for teaching about Native Americans.


Addresses stereotypical illustrations.


Examines inappropriate terminology used to refer to Native Americans.


Looks at stereotypes in the media.


Essay about his childhood and adult feelings about the Little House on the Prairie books.


Examines students’ perceptions of historical fiction—what is real and what is a myth.

Education Alliance. “Culturally Responsive Teaching.” Teaching Diverse Learners. 2006 The Education Alliance at Brown University, www.alliance.brown.edu/tdl


Seven essential understandings or statements of facts about Montana Native Nations.


This was adapted from a much longer article on the Oyate website at [www.oyate.org](http://www.oyate.org).


Reviews of novels for ages 8 to 12. Looks at only one Native author, Virginia Driving Hawk Sneve, and reviews her works negatively.


Discussion about how much of the information about American Indians comes from popular culture, books, and Hollywood and how educators can counter that in their classrooms.


Critical survey shows the lack of books about non-white children in educator instructional materials.


Interviews with and recommendations from urban American Indian family caregivers about working with children with chronic conditions.


[www.historycooperative.org/journals/heq/45.1/gere.html](http://www.historycooperative.org/journals/heq/45.1/gere.html).


Documents the experiences of a diverse ninth grade class as they read and discuss N. Scott Momaday’s *The Way to Rainy Mountain*.


Ideas for creating inclusive elementary classrooms.


Brief examination of cradleboards exhibit put together by the Haffenreffer Museum of Anthropology.


Study of coverage of Native Americans in seven U.S. History text books, published since 2001.


Examines using source notes to set stories in "their cultural context".


[http://digitalcommons.unl.edu/greatplainsquarterly/22](http://digitalcommons.unl.edu/greatplainsquarterly/22)


Houser, Neil O. "Multicultural Literature, Equity Education, and the Social Studies."


"Examines multicultural literature as a means of promoting social development for the greater good of society."


Suggestions for activities and discussions to be used to introduce educators to multicultural issues.


Newspaper article on a class that was asked not to dress as “Pilgrims and Indians” for Thanksgiving.


Critical review of book profiling picture books used in BIA schools.
Warns about New Age Movement’s use of Native spiritual beliefs and rituals for economic gains.

Mascot issue.


Examine how to teach, or the "critical pedagogy" of books that contain stereotypes and oppressive perspectives.

Discusses the difference between “need for accuracy” in children’s books and censorship and examines *The Indian in the Cupboard.*


Piece about the struggle for cultural identity faced by Indian children and the misunderstandings that cultural differences can cause in the mainstream classroom.


Critical review of California Gold Rush titles.


Lindsay, Nina. “‘I’ Still Isn’t for Indian: A Look at Recent Publishing about Native Americans.” *School Library Journal* 49.11 (November 2003): 42-43. [3]


Outlines possible causes and solutions to low number of American Indians in library schools.


Discussion about the impact of translations and interpretations of Longfellow’s poem.


After examining school materials in 1971, the author concludes “…the American Indian educational materials of this elementary school are in large part ethnocentric, inaccurate, distorted, and denigrative.”


“Abenaki storyteller Marge Bruchac speaks the simple truth: contrary to popular myth, New England’s original people have not disappeared.”


Briefly discusses culture and picture books and the authenticity of text and illustrations.


Features the Fort Washakie School/Community Library and Technology Center on the Wind River Indian Reservation in Wyoming, co-winner of 2007 SLJ/Thomson Gale Giant Step Award.


Discussion of how American history is “unofficially taught” through American Girl products.


Tips for addressing multicultural teaching concerns and reading list on multicultural education.


McCarty, Teresa L. “What’s Wrong with Ten Little Rabbits?” The New Advocate 8.2 (Spring 1995) 97-98. [3]

Discusses problems with the counting book, Ten Little Rabbits by Sylvia Long.

McCulloch, Linda. “Evaluating American Indian Textbooks and Other Materials for the Classroom.” Montana Office of Public Instruction, nd. [3]

Information, suggestions and guidelines about selecting and using materials about Native people in Montana classrooms.


Analysis of twenty Scholastic Book Club order forms (2004-2005) for titles by African American, Asian American, Latin American, Native American, and European American authors and illustrators.


“Native Americans.” *Wyoming Library Roundup*. Fall 2007. This issue is devoted to American Indians and includes articles on Ft. Washakie Library, John Washakie, Buffalo Bill Historical center’s Powwow, and other topics. [7]


Recommends Bierhorst, Goble, O'Dell, and Speare.


www.hanksville.org/storytellers/pewe/writing/Fluff.html

Addresses common issues and errors made by teachers about American Indian cultures, histories and values.


Lesson plan.


List of books written by Native people for elementary, middle and high school students.


Uses the "Five Great Values" created by non-Native G. Reiten to examine 20 books by Native and non-Native authors published from 1964 to 1997. Does not factor perspective into results.


"Using the example of Native American music, Natalie Sarrazin suggests ways of introducing the music of other cultures into the classroom."

Examines the role of school library media specialists and teachers in selecting materials for students. Teachers are thought to view books as mediated materials, and therefore are less concerned with quality. Librarians and teachers must work more closely together.


Shaffer, Denise D. “Making Native American Lessons Meaningful.” *Childhood Education* 69.4 (Summer 1993): 201-203. [6]


Brief reviews of books, websites, videos, etc. that provide checklists and guidelines for critical evaluation of materials.


Discussion of Gerald McDermott’s *Arrow to the Sun*.


Brief essay about effects of US education system on American Indian children.


Summary of many articles about American Indian mascots.


Discusses American Indian and non-Indian perspectives in children’s literature with a focus on Lynne Reid Banks’s works.


Discusses Native American stereotypes in popular culture and fiction. Gives suggestions for teaching about Native Americans.


Examines selected books about Native people focusing on “perils-on-the-frontier” and “captive” stories. Also looks critically at book reviews and reviewers.


Lesson plan.


Thoughtful lesson about substituting “Mississippi Plantation” or “Concentration Camp” for “California Mission,” makes the problems with the “CA Mission” projects become apparent.


  Discusses differences between “retold” tales and original stories.

Wilson, Samuel M. “Pilgrims’ Paradox: Thanksgiving is in the eye of the beholder.” *Natural History* 100.11 (November 1991): 22-26. [12]


