



Index

A

Aboriginal Affairs and Northern Development (AAND), 151

Aboriginal Day

sample learning strategy for planning (brainstorming), 94–95

sample service learning project, 105–106

See also service learning projects

Aboriginal history. *See* history of Aboriginal peoples

Aboriginal peoples

about the term *Aboriginal*, 10, 151

about the term *Aboriginal rights*, 152

about the term *First Nations*, 11

about the term *indigenous people*, 154

about the term *worldview*, 156

diversity and commonality of, 10–13, 58, 76

personal qualities of, 2, 41, 47

recognition in *Constitution Act, 1982*, 151, 153

self-identification of, 1, 12, 32–33

statistics on, 7, 13, 31, 153

student resources on, 9–10, 33, 53, 151

See also culture of Aboriginal peoples; First Nations; history of Aboriginal peoples; *Indian Act*; *Indian Act* terminology; Inuit people; languages, Aboriginal; Métis people; worldviews of Aboriginal peoples

Aboriginal Perspectives:

Aboriginal Studies 10, 9

Aboriginal Policy Framework (APF), 151

Aboriginal students. *See* students, Aboriginal

Aboriginal Studies 10–20–30
program of studies, 9–10, 53, 151

Aboriginal worldviews. *See* worldviews of Aboriginal peoples

absenteeism. *See* attendance, student

abuse in residential schools, 5

Act to Amend the Indian Act (Bill C-31), 6, 152

adaptive technology

for students with learning disabilities, 140–141

administrators, school. *See* school administrators

advocacy

by parents for students, 67–68, 169, 186

by students, 147–148

agencies, Aboriginal. *See* organizations and agencies, Aboriginal

Aglukark, Susan

sample learning strategy about role models (three-step interview), 97–98

Alberta, government of. *See* government of Alberta

Alberta, maps of

Métis settlements, 161

treaties, 158

Alberta Education

Aboriginal language programs, 33–34, 53

- Aboriginal Studies 10-20-30, 9–10, 53
 - diploma exams, 138
 - student resources, 9–10, 33, 53
 - teacher resources, 148–149
 - Alberta Learning**
 - Aboriginal Studies 10-20-30, 151
 - report on Aboriginal education, 19
 - Alexis Board of Education**, 33–34
 - appreciation days**
 - sample service learning project, 105–106
 - See also* service learning projects
 - art.** *See* dance, music and artistic expression
 - assessment of resources.** *See* learning resources
 - assessment of student learning**, 111–117
 - about assessment for learning, 111–112
 - about culture and, 113–117
 - clear expectations of students, 118–119
 - emphasis on strengths, 35–36
 - multiple assessments, 111–112, 117–118
 - personal qualities and, 124–125
 - research on, 112, 121
 - sample strategies for success, 116–117
 - self-evaluation, 121
 - student attendance and, 64, 113–114, 124, 125, 133
 - test-taking skills, 145
 - See also* individualized program plans (IPPs); learning disabilities; rubrics
 - assistive technology**
 - in assessment of student learning, 116
 - for students with learning disabilities, 140–141
 - attendance, student**, 64, 113–114, 124, 125, 133
 - attention and focusing**
 - accommodations for students with learning disabilities, 138–139 (*See also* learning disabilities)
 - audio recordings**
 - as assistive technology, 140–141
 - authenticity**
 - of Aboriginal resources (checklist), 164–166
 - See also* learning resources
 - autism spectrum disorders**
 - learning resources for teachers, 148–149
- B**
- bands.** *See* First Nations
 - Battiste, Marie**
 - on educational system and self-doubt, 45
 - on wait times (time before replying), 35
 - bias.** *See* racism and stereotypes
 - Bill C–31**, 6, 152
 - biographies**
 - sample learning strategy (three-step interview), 97–98
 - See also* language arts
 - Blackfoot (Siksika, Kainai, Piikani)**
 - impact of *Indian Act* on, 5–6
 - See also* Aboriginal peoples
 - Blackfoot language**
 - language groups, 12
 - statistics on language use, 33
 - student programs for, 33, 53
 - See also* languages, Aboriginal
 - Bouchard, David, *The Journal of Etienne Mercier***
 - sample learning strategy (Venn diagrams), 85–86
 - sample learning strategy (walk about), 96–97
 - brainstorming**, 94–95, 177
 - Brizinski, Peggy, *Knots in a String***, 151

- BROIL note-taking method**, 144–145
- Brownridge, William Roy**, *The Moccasin Goalie*
sample learning strategy for writing (place mat), 88, 97
- buffalo, sample learning strategies on the**
inside/outside circles, 93–94
K–W–L charts, 89, 178
think–pair–share, 92–93
- bullying**
impact on learning, 41–42
sample service learning project, 106
teacher’s role in preventing, 48
See also service learning projects
- Buzan, Tony**, **mind maps**, 90–91
- C**
- Cajete, Gregory**
on traditional Aboriginal education, 42
- Canada, government of**. *See* government of Canada
- Canadian Constitution**. *See* *Constitution Act, 1982*
- celebrations and rituals**
cultural knowledge in, 25
for seasonal changes, 17
impact of *Indian Act* on, 5–6
sample learning strategy for planning (brainstorming), 94–95
sharing circles, 50
See also Elders; prayers; spirituality
- Chamberlain, Steven B.**
on cultural perspectives, 21
- children in care**, 7, 31
- circles**
about symbolism of, 15, 18, 43, 52
circular seating, 43
in learning process cycle, 37–40
sharing and talking circles, 50–51, 72, 163
See also Learning Circles
- circles in learning strategies**
influences on decision making (graphic organizer), 187
inside/outside circles (cooperative learning), 93–94
Venn diagram (graphic organizer), 85–86, 173
- class discussions**. *See* group discussions
- classrooms**, 41–59, 65–66
accommodations for learning preferences and styles, 37–40, 43–45, 79–80
accommodations for students with learning disabilities, 137–145
art and images in, 44–45, 52, 58–59
connection to land and community, 17–18
as emotional environments, 41–43, 45–51, 65–66
as physical environments, 42–45, 65–66
rules for, 49, 92
See also cooperation and sharing; educational systems and schools; parents and extended families; students, Aboriginal; teachers
- cognitive organizers**. *See* graphic organizers
- communication styles**, 21–22, 33–35, 74
- communication with community members**. *See* liaison workers, Aboriginal
- communities**, 61–77
consensus decision making, 23, 31
protocols for events in, 71, 75–77

- as sources of knowledge, 26–27, 61, 74–75
- in worldviews, 9, 16–18, 156
- See also* cooperation and sharing; educational systems and schools; Elders; First Nations; liaison workers, Aboriginal; parents and extended families; service learning projects; values
- computers**
 - as assistive technology, 140–141
- conflict resolution**, 22, 66–67
 - See also* talking circles
- consent, parental**
 - for assessments, 126–127, 131
- Constitution Act, 1982**, 151, 153
- Contemporary Issues: Aboriginal Studies 30**, 10
- cooperation and sharing**
 - conflict and, 22, 66–67
 - for connectedness, 16–17, 47
 - impact of *Indian Act* on, 6
 - traditional education and, 23–25, 47
 - See also* service learning projects
- cooperative learning**, 91–100
 - about cooperative learning, 91–92
 - brainstorming, 94–96, 179
 - four corners, 99–100
 - graffiti (brainstorming), 95–96
 - inside/outside circles, 93–94
 - jigsaw, 98–99
 - think–pair–share, 92–93
 - See also* group discussions
- Couture, Joe (Cree Elder)**
 - on living culture, 19
 - on traditional values, 14
- Cree people**
 - impact of *Indian Act* on, 5–6
 - sample learning strategy about role models (three-step interview), 97–98
 - See also* Aboriginal peoples; Elders
- Cree language**
 - complexity of, 34, 42
 - Cree language groups, 12
 - family model for instruction in, 50
 - preservation and influence of, 33–35, 53
 - statistics on use of, 33
- culture of Aboriginal peoples**, 13–27
 - about the term *culture*, 153
 - change and, 10–11
 - communication styles, 21–22, 33–35, 74
 - conflict and, 22, 66–67
 - cultural continuity, 18–20
 - cultural patterns, 20–25
 - decision-making styles, 23, 145–147
 - diversity and commonality in, 10–13
 - identity and, 1, 12, 32–33
 - impact of reserves and residential schools on, 3–7
 - student resources on, 9–10, 33, 52–53
 - traditional knowledge, 25, 71
 - worldviews in, 10, 13–18, 157
 - See also* Aboriginal peoples; cooperation and sharing; education, traditional Aboriginal; Elders; First Nations; history of Aboriginal peoples; *Indian Act*; languages, Aboriginal; liaison workers, Aboriginal; oral tradition; protocols; values; worldviews of Aboriginal peoples
- curriculum**
 - experiential learning in, 17, 31–32, 37, 42, 56
 - infusion of Aboriginal content, 53–59

- learning across subject areas
(as interconnectedness),
13–15, 156
 - multiple perspectives in, 56–57
 - specific Aboriginal content,
9–10, 33, 52, 53
 - customs.** *See* culture of Aboriginal
peoples; protocols
- D**
- dance, music and artistic
expression, Aboriginal**
 - art displays, 44, 62
 - assessment of Aboriginal
content, 54–56
 - circular seating for, 43
 - community involvement, 25,
63, 74–75
 - impact of *Indian Act* on
traditional forms, 5–6
 - in literature response, 58
 - in multiple assessments,
117–118
 - music in classrooms, 44
 - peer mentors and tutors, 49
 - sample learning strategy about
role models (three-step
interview), 97–98, 180
 - sample quilt-making project,
15
 - sample tipis-making project, 56
 - student resources on, 9–10, 33,
52–53
 - See also* learning resources;
service learning projects
 - Davis Inlet**
 - sample independent study, 104
 - decision making, 145–147**
 - about decision making, 23,
145–147
 - methods in sharing and talking
circles, 50–51, 72, 163
 - noninterference parenting
styles and, 31–32, 65
 - “power with” vs. “power over”
in, 18
 - rules for classrooms, 49, 92
 - sample assessment strategy, 57
 - sample decision-making circle
(graphic organizer), 147, 187
 - sample decision-making tree
(graphic organizer), 146, 186
 - sample learning strategy for
consensus and writing
(place mat), 88, 97, 175
 - See also* Learning Circles
 - demographics and population,**
13, 31
 - Dion, Joseph Francis**
 - on the Cree language, 34
 - sample learning strategy about
role models (three-step
interview), 97–98
 - diploma exams, provincial, 138**
 - See also* learning disabilities
 - disabilities, learning.** *See*
learning disabilities
 - discussions.** *See* group
discussions
 - Duval House Publishing**
 - student resources, 9
- E**
- economy, Aboriginal**
 - in culture, 10
 - educational systems and, 19
 - impact of *Indian Act* on, 6–8,
154
 - sample learning strategy about
change (jigsaw), 98–99
 - student resources on, 9–10
 - education, traditional Aboriginal**
 - approaches to knowledge,
23–25
 - assessment and, 113, 115
 - experiential learning, 17,
31–32, 37, 42, 56
 - holistic perspectives in, 10,
13–15, 20, 23–25, 56, 123
 - learning preferences and,
37–40, 43–45, 79–80
 - models and qualities of, 42–46,
61, 79, 122–123

- sharing circles, 50
 - student gifts (personal strengths), 46–48, 123–125
 - worldviews and, 13–18, 156
 - See also* Elders; liaison workers, Aboriginal; oral tradition; values
 - educational systems and schools**
 - Aboriginal content in, 9–10, 33, 52–56
 - acknowledging student success, 47–48
 - comparison with traditional ways, 15, 23–24
 - cultural continuity in, 18–20
 - goals for, 19, 30, 57, 62, 80
 - learning preferences and styles, 37–40, 43–45, 79–80
 - residential schools, 3–5
 - school attendance, 64, 113–114, 124, 125, 133
 - student self-concepts and culture in, 24–25, 45–51
 - values and, 76
 - as welcoming environments, 62–68, 74–75
 - worldview perspectives in, 10, 13–18, 156
 - See also* curriculum; education, traditional Aboriginal; Elders; history of Aboriginal peoples; learning strategies; liaison workers, Aboriginal; oral tradition; parents and extended families
 - Elders, 71–74**
 - about the term *Elders*, 71
 - offering tobacco to, 73
 - roles in Learning Circles, 129–131, 186
 - roles in sharing and talking circles, 50–51, 163
 - roles of, 3, 71–73, 117
 - sample learning strategy (making tipis), 56
 - traditional knowledge and, 25, 71
 - welcoming environments and protocols, 62, 71–74
 - Elders, shared wisdom**
 - on education systems, 24
 - on living culture, 19
 - on residential schools, 4
 - on traditional values, 14
 - emotions**
 - classrooms as emotional environments, 41–43, 45–51
 - “feels right” decision making, 145–147
 - in learning process cycle, 37–40
 - research on learning and, 41
 - use of talking circles to express, 50–51, 163
 - English language arts.** *See* language arts
 - environment.** *See* nature
 - evaluation of resources.** *See* learning resources
 - evaluation of student learning.** *See* assessment of student learning
 - experiential learning, 17, 31–32, 37, 42, 56**
 - sample project about tipis, 37
 - See also* curriculum; learning resources
 - extended families.** *See* parents and extended families
- F**
- families.** *See* parents and extended families
 - Federation of Métis Settlement Associations, 155**
 - feelings.** *See* emotions
 - fetal alcohol spectrum disorder (FASD)**
 - learning resources for teachers, 148–149
 - film studies**
 - assessment of Aboriginal content, 54–56, 164–166

- sample learning strategy for *Smoke Signals* (think-pair-share), 92–93
 - sample learning strategy (Venn diagrams), 85–86
 - financial support for post-secondary students**, 136–137
 - First Nations**
 - about the term *First Nations*, 11, 153, 159
 - about the term *reserve*, 6, 155, 160
 - about the terms *band* and *band membership*, 152, 159–160
 - impact of Bill C-31 on, 6, 152
 - list of First Nations and First Nations communities, 159–160
 - list of organizations and agencies, 168–170
 - map of treaty areas, 158
 - population and demographics, 13, 31
 - recognition in *Constitution Act, 1982*, 151, 153
 - student resources on, 9–10, 33, 52–53
 - See also* Aboriginal peoples; *Indian Act*; *Indian Act* terminology
 - First Nations, Métis and Inuit Curriculum Infusion Project**, 52
 - fishbone (graphic organizer)**, 83–84, 171
 - fishing**. *See* hunting, fishing and trapping
 - flexible scheduling**, 15, 63–64
 - food**
 - protocols for serving Elders, 74
 - sample learning strategies (making bannock), 55
 - four corners (learning strategy)**, 99–100
 - funding for post-secondary students**, 136–137
 - fur trade era**, 11–12
 - sample learning strategy about change (jigsaw), 98–99
 - See also* Métis people
- G**
- Garrett, Michael Tlanusta**
 - on noninterference, 32
 - on respect for choice, 122
 - geography**
 - sample learning strategy (fishbone), 83–84
 - gifted and talented students**
 - learning resources for teachers and families, 149
 - gifts (personal strengths)**
 - identification of strengths, 46–48, 124–125
 - sample learning strategy for writing about gifts (place mat), 88, 97
 - Gilliland, Hap**
 - on cultural awareness, 21
 - on self-confidence, 47
 - glossary of terms**, 151–156
 - government of Aboriginal peoples**
 - about traditional forms of, 3, 10, 23
 - impact of *Indian Act* on, 154
 - student resources on, 9–10
 - See also* First Nations; Métis people
 - government of Alberta**
 - accord on Métis settlements, 8, 155, 161
 - See also* Alberta Education, Alberta Learning
 - government of Canada**
 - and events in Aboriginal history, 2–7, 152–156
 - student resources on Aboriginal people and, 9–10
 - See also* *Indian Act*; land claims; Riel Rebellions, sample learning strategies
 - graffiti (brainstorming)**, 95–96

grandparents. See parents and extended families

graphic organizers, 81–91
 about graphic organizers, 81–82
 brainstorm, 94–95, 177
 decision-making circle for influences, 187
 decision-making tree, 186
 fishbone, 83–84, 171
 independent study planner, 101–104, 179
 K–W–L chart, 89, 176
 mind maps, 90–91, 124, 145
 place mat, 88, 97, 175
 P–M–I chart, 87, 174
 T-chart, 84–85, 172
 three-step interview, 97–98, 178

Venn diagram, 85–86, 173
 See also learning strategies

group discussions

circular seating, 43
 communication styles, 21–22, 33–35, 74
 culture and participation in, 34–35, 80, 115
 talking circles, 50–51, 163
 tips for organizing, 92
 wait times (time before replying), 35
 See also cooperative learning

guardians. See parents and extended families

***A Guide to Aboriginal Organizations in Alberta*, 170**

H

Hill, Diane

on holistic learning, 38–39

history of Aboriginal peoples, 2–10

assessment of resources, 165
 change and, 10–11
 children in care, 7, 31
 importance for students, 1–2

independent study projects, 101–104, 179

reserves system, 6, 155, 160

residential schools, 3–5

student resources on, 9–10

voting rights, 7

war veterans' status, 7

See also culture of Aboriginal peoples; Elders; First Nations; *Indian Act*; Inuit people; land claims; Métis people; women, Aboriginal

history of Aboriginal peoples, sample learning strategies

on the buffalo (inside/outside circles), 93–94

on the buffalo (K–W–L charts), 89

on the buffalo (think–pair–share), 92–93

on change (jigsaw), 98–99

on relationship to the land (fishbone), 83–84

See also Riel Rebellions, sample learning strategies

holistic perspectives. See

worldviews of Aboriginal peoples

humility as Aboriginal value, 76

humour, Aboriginal, 34

hunting, fishing and trapping

about Aboriginal rights, 152

impact of reserves on, 6

sample learning strategy about change (jigsaw), 98–99

See also buffalo, sample learning strategies on

I

independent study, 101–104, 179

***Indian Act*, 2–8**

about the legislation, 2–3, 154

amendment by Bill C-31, 6, 152

cultural and political

restrictions under, 3–6

Métis people and, 8, 154

- reserve system under, 6, 155, 160
 - residential schools under, 3–5
 - student resources on, 9–10
 - veterans' status under, 7
 - Indian Act terminology**
 - band, 152, 159–160
 - Indian, 11, 153
 - non-status Indian, 153, 155
 - reserve, 6, 155, 160
 - status Indian, 153, 156
 - treaty Indian, 156
 - Indian and Northern Affairs Canada (INAC), 151**
 - support for post-secondary education from, 136–137
 - indigenous peoples**
 - about the term *indigenous*, 154
 - student resources on, 10
 - See also* Aboriginal peoples
 - individualized program plans (IPPs), 128–137**
 - about IPPs, 128–129
 - accommodations and supports, 137–145
 - Learning Circle formation, 129–131
 - Learning Circle roles, 132–137
 - learning resources for, 148–149
 - parental consent, 126–127, 131
 - parental involvement, 129–131
 - parental involvement (tipsheet), 184
 - stages in development of, 132–137
 - transition planning, 129, 134–137
 - transition planning (checklist), 185
 - See also* learning disabilities
 - inservices, 27**
 - See also* teachers
 - inside/outside circles (cooperative learning), 93–94**
 - instructional resources.** *See* learning resources
 - instructional strategies.** *See* learning strategies
 - interconnectedness.** *See* worldviews of Aboriginal peoples
 - interviews, three-step (learning strategy), 97–98, 178**
 - intuition**
 - in learning process cycle, 37–40
 - Inuit people**
 - about the terms *Inuit* and *Inuk*, 11, 154
 - protocols for gifts, 76
 - recognition in *Constitution Act, 1982*, 151
 - residential schools, 3–5
 - sample learning strategy about role models (three-step interview), 97–98
 - support for post-secondary students, 136
 - See also* Aboriginal peoples; Elders
 - Inuktitut language, 11, 154**
 - IPPs.** *See* individualized program plans (IPPs)
- J**
- jigsaw (cooperative learning strategy), 98–99**
 - Journal of Etienne Mercier (Bouchard)**
 - sample learning strategy (Venn diagrams), 85–86
 - sample learning strategy (walk about), 96–97
- K**
- Kainai Board of Education, 9–10, 33**
 - key visuals.** *See* graphic organizers
 - kinesthetic learning preferences.** *See* movement
 - Knots in a String (Brizinski), 151**
 - knowledge, traditional**
 - about the term *traditional knowledge*, 25, 71

See also culture of Aboriginal peoples; education, traditional Aboriginal; Elders; spirituality
K-W-L chart (graphic organizer), 89, 176

L

Lacombe, Father Albert, 7

land

about Aboriginal rights, 152
 sample learning strategy (fishbone), 83–84
 and worldviews, 16–17, 156

land claims

about Aboriginal rights, 152
 about the term *treaty rights*, 156
 political restrictions under *Indian Act*, 6
 sample learning strategy (four corners), 100
 sample multiple assessments, 117–118
 settlements for Métis people, 7–8, 155, 161
 student resources on, 9–10

language arts

accommodations for students with learning disabilities, 137–145
 assessment of Aboriginal content, 54–56
 assessment of Aboriginal content (checklist), 164–166
 assessment of Aboriginal images in, 58–59
 assistive technology for, 141
 communication styles, 21–22, 33–35, 74
 infusion of Aboriginal content, 53–59
 literacy, 32, 40, 125, 141
 novels list (Web site), 58
 sample multiple assessments, 117–118
See also languages, Aboriginal; oral tradition

language arts, sample learning strategies for

response to biographies (three-step interview), 97–98
 response to novels (graffiti), 96
 response to novels (Venn diagrams), 85–86
 response to novels (walk about), 96–97
 response to poetry (think-pair-share), 92–93
 sample back planning calendar for book report, 144
 writing (place mat), 88, 97

languages, Aboriginal

about language groups, 12
 impact of residential schools on, 3–5
 list of appropriate names for, 162
 preservation and influence of, 33–35, 74
 programs of study for, 33–34, 52–53
 qualities of, 18, 20, 25
 sample learning strategy on why learn languages (P-M-I chart), 87
 statistics on use, 33

late assignments, 113–115**leadership skills**

identification of, 48
 in sharing and talking circles, 50–51, 163

See also service learning projects

Learning Circles

forming a Learning Circle, 129–131
 role in IPP process, 132–137
 tipsheet for parental involvement, 68, 167
 tipsheet on parents' rights, 184

learning disabilities, students with, 123–149

about disabilities as strengths, 123–124
 accommodations for, 137–145

- assessment of, 123–128, 132–133
 - assistive technology for, 140–141
 - how to support, 130
 - learning resources for, 148–149
 - parental consent for
 - assessment of, 126–127, 131
 - time management skills for, 142–145
 - See also* individualized program plans (IPPs)
 - learning preferences and styles**, 37–40, 43–45, 79–80
 - learning process cycle**, 37–40
 - learning resources**
 - evaluation of, 54–56, 164–166
 - evaluation of (checklist), 164–166
 - evaluation of Aboriginal images, 52, 58–59
 - for non-Aboriginal teachers, 54
 - list of Alberta Learning publications, 148–149
 - list of novels, 58
 - program of study (Aboriginal Studies 10–20–30), 9–10, 53, 151
 - program of study for
 - languages and culture, 53
 - in school libraries, 58
 - in social studies, 53
 - support from communities for
 - cultural knowledge, 26–27, 54–55, 61–68, 74–75
 - See also* communities; Elders; liaison workers, Aboriginal; parents and extended families; racism and stereotypes
 - learning strategies**, 79–109
 - about learning strategies, 79–80
 - about preferences and styles, 37–40, 43–45, 79–80
 - accommodations for students with learning disabilities, 137–145
 - brainstorming, 94–96, 177
 - experiential learning, 17, 31–32, 37, 42, 56
 - graffiti (brainstorming), 95–96
 - interviews (three-step), 97–98, 178
 - in sharing and talking circles, 50–51, 163
 - worldviews and, 14–15, 156
 - See also* circles in learning strategies; cooperative learning; graphic organizers; independent study; rubrics; service learning projects
 - liaison workers, Aboriginal**
 - in Learning Circles, 129–131
 - parent advocacy with, 67–68, 167, 184
 - roles of, 67, 69–70, 72, 77, 126–127
 - stories from liaison workers, 64, 72
 - libraries, school.** *See* school libraries
 - light in classrooms, natural**, 44
 - linguistic groups.** *See* languages, Aboriginal
 - literacy.** *See* language arts
 - literature.** *See* language arts
 - Littlechild, George**
 - sample experiential learning strategy on, 56
 - sample learning strategy about role models (three-step interview), 97–98
 - logic and reason**
 - in learning process cycle, 37–40
- M**
- Manitoba**
 - Métis people in, 11–12
 - manners.** *See* protocols
 - maps**
 - of Métis settlements and regional zones, 161
 - of treaty areas, 158

- mathematics**
 assistive technology for, 141
 sample quilt-making project, 15, 56
- memory skills**
 accommodations for students with learning disabilities, 139
- mental illness**
 learning resources for teachers, 148–149
- mentors, peer, 49–50**
- metacognition**
 strategies for student learning, 36–40
- Métis people**
 about the term *Métis*, 7, 11–12, 154–155
 about Métis settlements, 8, 155, 161
 education of, 4, 137
 history of, 7–9
Indian Act and, 8, 154
 map of settlements, 161
 recognition in *Constitution Act, 1982*, 151, 154
 resources for students on, 9–10
 sample independent study project, 101–103, 179
See also Aboriginal peoples; Elders
- Métis people, sample learning strategies on**
 about role models (three-step interview), 97–98
 response to a novel (Venn diagrams), 85–86
 response to a novel (walk about), 96–97
 response to Scofield’s poetry (think–pair–share), 92–93
See also Riel Rebellions, sample learning strategies
- Métis Association of Alberta**
 role of Joseph Dion, 98
- Métis Nation of Alberta Association**
 contact information, 170
- map of Métis settlements and regional zones, 163
 student resources, 9
 support for post-secondary students, 137
- Métis Settlements Accord 1989**, 155
- mind maps (graphic organizer)**, 90–91, 124, 145
- Moccasin Goalie (Brownridge)**
 sample learning strategy for writing (place mat), 88, 97
- moose**
 sample learning strategy about moose sounds (T-chart), 84–85
- motor skills, fine and gross**
 accommodations for students with learning disabilities, 139
- movement**
 in learning process cycle, 37–40
 in learning strategies (four corners), 99–100
 in learning strategies (walk about), 96–97
See also classrooms
- movies.** *See* film studies
- multiple assessments**, 117–118
- multiple perspectives**
 development of, 56–57
- music.** *See* dance, music and artistic expression
- My Name is Seepetza (Sterling)**
 sample learning strategy about a novel (graffiti), 96
- N**
- Nakoda (Stoney) language group**, 34
- names of students**, 48
- Nations, First.** *See* First Nations
- nature**
 celebrations of, 17
 interconnectedness in worldviews, 10, 13–17, 156
 natural light in classrooms, 44
 sample colour unit (Gr. 1), 14

- sample learning strategy about moose sounds (T-chart), 84–85
 - in traditional Aboriginal education, 42
 - See also* buffalo, sample learning strategies on the; land
 - non-Aboriginal students**
 - benefits of Aboriginal content for, 53–54
 - non-status Indians**
 - about the term, 153, 155
 - See also* *Indian Act* terminology
 - noninterference parenting styles**, 31–32, 65
 - See also* parents and extended families; values
 - Northland School Division**, 9
 - note-taking strategies**, 144–145
 - novels**. *See* language arts
- O**
- oral tradition**
 - cultural knowledge in, 25, 32
 - print literacy and, 125
 - sample learning strategy with story telling (fishbone), 83–84
 - storytellers as school guests, 74–75
 - storytelling, 57
 - student resources on, 9–10
 - values and, 76
 - organizations and agencies, Aboriginal**
 - list of, 168–170
 - See also* communities
- P**
- parents and extended families**, 61–77
 - about parents and extended families, 9, 31–32, 62
 - advocacy for students, 67–68, 167, 184
 - children in care, 7, 31
 - consensus decision making, 23
 - Elder’s parenting circle, 72
 - impact of reserves and residential schools on, 3–6
 - Learning Circles and, 129–131, 184
 - liaison workers and, 67, 69–70, 126–127
 - need for trust, 23
 - noninterference parenting styles, 31–32, 65
 - parental involvement, 50, 62–68, 167, 184
 - “power with” vs. “power over” relationships with, 18, 64, 130
 - research on parental involvement, 61
 - scheduling participation of, 15, 63–64, 130
 - school attendance support from, 64, 113–114, 124, 125, 133
 - as sources of cultural knowledge, 26–27, 63
 - tipsheet from Aboriginal parents for, 68, 167
 - tipsheet on parents’ rights, 184
 - See also* communities; cooperation and sharing; culture of Aboriginal peoples; service learning projects; values
 - pause times (wait times)**, 35
 - peer mentors and tutors**, 49–50
 - Peoples and Cultural Change: Aboriginal Studies 20***, 9
 - physical education**
 - family model for instruction in, 50
 - sample curriculum crossover, 56
 - physical environment**. *See* classrooms; nature
 - place mat (graphic organizer)**, 88, 97, 175

- P–M–I chart (graphic organizer)**
as learning strategy, 87, 174
- poetry**
sample learning strategy
(think–pair–share), 92–93
See also language arts
- Poitras, Liz (Cree Elder)**
on residential schools, 4
- political activity**
restrictions under *Indian Act*, 6
sample learning strategy about
role models (three-step
interview), 97–98
- population and demographics,**
13, 31
- Positive Youth Development
approach,** 35–36
- post-secondary education**
financial support for students,
136–137
transition to (checklist), 187
- potlatch,** 5–6
- Potskin, Albert (Sawridge Band),**
4
- power**
“power with” vs. “power
over,” 18, 64, 130
symbolism of (circles vs.
hierarchies), 18, 52
- prayers**
in protocols, 75–76
in sharing circles, 50
in talking circles, 163
See also spirituality
- principals.** *See* school
administrators
- professional development for
teachers,** 27
- protocols**
about the term *protocol*, 75–76
community variation in, 22,
75–76
Elders’ roles in teaching, 71
for ceremonies, 25
for offering gifts, 74, 75, 76
for offering tobacco, 73
for support for students with
learning disabilities, 130
for visiting an Aboriginal
community, 75–77
for welcoming Elders, 71–76
values and, 76
- provincial achievement tests and
diploma exams**
accommodations for students
with learning disabilities,
137–145
- psychologists**
and assessments of students
with learning disabilities,
123–124, 126
- R**
- racism and stereotypes**
assessment of instructional
resources, 58–59, 164–166
impact on Aboriginal children,
1, 12, 32–33, 41–42
infusion of Aboriginal content
to dispel, 32, 53–54
in residential school system,
3–5
See also bullying
- reading.** *See* language arts
- reason and rationality**
in learning process cycle, 37–40
- reciprocity principle.** *See*
cooperation and sharing
- regional zones, Métis (map),** 161
- registered Indian**
definition, 153
See also *Indian Act* terminology
- reserves**
history of, 6, 155, 160
list of First Nations and First
Nations communities,
159–160
See also First Nations
- residential schools**
history of, 3–5
sample learning strategy on
(multiple perspectives), 56
- resources for instruction.** *See*
learning resources
- respect as Aboriginal value,** 76

- Riel, Louis, sample learning strategies**
 inside/outside circles, 93–94
 mind maps, 90–91
 think–pair–share, 92–93
- rights, Aboriginal**
 about the term *Aboriginal rights*, 152
 about the term *treaty rights*, 156
 tipsheet on parents’ rights, 184
 voting rights, 7
See also hunting, fishing and trapping; land claims; Learning Circles
- rituals.** *See* celebrations and rituals
- road allowance people**
 origin of term, 8
See also Métis people
- role models**
 sample learning strategy (three-step interview), 97–98
- rubrics**
 sample assessment (Venn diagram), 120
 sample use for independent study, 104
 template, 183
 use in assessment, 57, 119–120
- rules for classrooms**, 49, 92
- S**
- sacred relationships.** *See* spirituality
- Saskatchewan**
 residential schools in, 3
- schedules.** *See* time and schedules
- Scholarships, Bursaries and Awards for Aboriginal Students**, 137
- school administrators**
 in Learning Circles, 129–131, 184
 resources for, 148–149
 stories from principals, 69–70, 72
 support from Elders, 72
 support from liaison workers, 69–70, 126–127
See also educational systems and schools
- school libraries**
 evaluation of resources in, 58, 164–166
- schools.** *See* educational systems and schools
- science**
 sample colour unit (spirituality), 14
 sample curriculum crossover, 56
 sample learning strategy about moose sounds (T-chart), 84–85
- Scott, Duncan Campbell**, 4
- self-advocacy skills**, 147–148
- self-concepts of students.** *See* students, Aboriginal
- self-evaluation**, 121–122
- self-government and self-determination.** *See* government of Aboriginal peoples
- service learning projects**, 104–109, 180–182
 about service learning, 104–105
 sample projects, 106
 steps in implementing, 106–109, 180–182
- settlements, Métis.** *See* Métis people
- sexual abuse in residential schools**, 5
- sharing and cooperation.** *See* cooperation and sharing
- sharing circles and talking circles**, 50–51, 163
- Smoke Signals**, learning strategy on (think–pair–share), 92–93
- social services**
 statistics on children in care, 7, 31
- social skills**
 modelling and reinforcing of, 48

- peer mentors, 49
- See also* cooperation and sharing; service learning projects
- social studies**
 - Aboriginal content in, 26, 53
 - independent study projects, 101–104, 179
 - multiple perspectives in, 56–57
- social studies, sample learning strategies**
 - on change (jigsaw), 98–99
 - on relationship to land (fishbone), 83–84
 - on residential schools (multiple perspectives), 56
 - on restorative justice (Aboriginal guest), 56
 - See also* buffalo, sample learning strategies on; land claims; Riel Rebellions, sample learning strategies
- social traditions.** *See* protocols
- special needs.** *See* learning disabilities
- spelling**
 - assistive technology for, 141
 - See also* language arts
- spirituality**
 - about the term *spiritual advice*, 71
 - cultural knowledge and, 25
 - holistic perspectives in, 13–15, 23–25
 - interconnectedness in worldviews, 13–17, 156
 - learning and, 79
 - in learning process cycle, 37–40
 - noninterference and, 32
 - nonjudgemental stances and, 127
 - recapturing wholeness through, 20
 - sample colour unit (Gr. 1 science), 14
 - sample learning strategy about land (fishbone), 83–84
 - sharing circles, 50
 - symbolism of circles and, 15, 43, 52
 - See also* celebrations and rituals; Elders; prayers
- St. Paul des Métis Settlement, 7**
- statistics**
 - on Aboriginal languages, 33
 - on Aboriginal people, 7, 13, 31, 153
- status Indians**
 - about the term *non-status Indian*, 155
 - about the term *status Indian*, 156
 - band membership and, 152, 159
 - impact of Bill C-31, 6, 152, 155
 - status of children in care, 7, 31
 - support for post-secondary students, 136–137
 - veterans' benefits for, 7
- Steinhauer, Evelyn**
 - on web of life, 16
- step-by-step decision making**
 - decision-making tree (graphic organizer), 186
 - process for, 146
- stereotypes.** *See* racism and stereotypes
- Sterling, Shirley, *My Name is Seepeetza***
 - sample learning strategy about (graffiti), 96
- Stoney/Nakoda language programs, 34**
- storytelling.** *See* oral tradition
- students, Aboriginal, 29–40**
 - attendance at school, 32, 64, 113–114, 124, 125, 133
 - classroom rules, 49, 92
 - financial support for post-secondary education, 136–137
 - goals for, 19, 30, 57, 62, 80
 - language and culture of, 33–35, 79–80
 - learning preferences and styles, 37–40, 43–45, 79–80

- liaison workers and, 69–70
 - metacognition and, 36–40
 - names of, 48
 - as peer mentors and tutors, 49–50
 - personalities of, 115–116, 125
 - self-advocacy skills, 147–148
 - self-concepts and Aboriginal culture, 24–25, 45–51
 - self-identification of, 1, 12, 32–33
 - in sharing and talking circles, 50–51, 163
 - as sources of cultural knowledge, 26–27
 - strategies for learning about, 29–35
 - strengths and gifts of, 24–25, 29–30, 46–48, 125
 - welcoming school environments for, 65–66, 79–80
 - See also* assessment of student learning; classrooms; cooperation and sharing; education, traditional Aboriginal; educational systems and schools; individualized program plans (IPPs); learning disabilities; learning strategies; parents and extended families; service learning projects
 - students with learning disabilities.** *See* learning disabilities
 - study skills,** 145
 - Sundance, Blackfoot,** 5–6
 - Swanson, Sharon,** 40
- T**
- T-chart (graphic organizer),** 84–85, 172
 - Tafoya, Terry**
 - on recapturing wholeness, 20
 - talking circles**
 - guidelines for, 165
 - uses for, 50–51, 72
 - tape recorders**
 - as assistive technology, 140–141
 - task completion**
 - attitudes toward, 22
 - tawanawa dance,** 5–6
 - teachers**
 - about the roles of, 79–80
 - how to learn about students and culture, 26–36
 - how to nurture students, 46–48
 - non-Aboriginal teachers and cultural knowledge, 20–25, 54
 - resources for, 148–149
 - See also* classrooms; curriculum; educational systems and schools; learning disabilities
 - teachers' stories**
 - on the classroom as a meeting place, 65–66
 - on classroom rules, 49
 - on disabilities as gifts, 124
 - on exploring Aboriginal perspectives of the land, 83
 - on family model of learning, 50
 - on learning by watching, 37
 - on living as a community, 41
 - on meeting students halfway (late assignments), 115
 - on one big circle (seating), 43
 - on setting up an independent study, 104
 - on shared teachings, 75
 - on sharing gifts (personal strengths), 49
 - on the sound of a moose, 84
 - on supporting transition to senior high, 136
 - on time, 33
 - on time to learn about the printed word, 125
 - on using a jigsaw, 99

- on using a walk about, 97
- on using four corners, 100
- on using graffiti for brainstorming, 96
- on using inside/outside circles, 94
- on using interviews, 97
- on using K–W–L charts, 89
- on using mind maps, 90
- on using service learning, 105
- on using think–pair–share, 93
- on using Venn diagrams, 86
- terminology**
 - assessment of appropriate use of, 165
 - for language groups (list), 162
 - glossary of terms, 151–156
 - See also *Indian Act* terminology; and *specific terms*
- tests**
 - accommodations in diploma exams, 138
 - test-taking skills, 145
 - See also assessment of student learning
- think–pair–share**, 92–93
- three-step interview (learning strategy)**, 97–98, 178
- time and schedules**
 - accommodations for students with learning disabilities, 137–145
 - assessment of student learning and, 112–117
 - attitudes toward task completion, 22
 - home responsibilities and, 32
 - interconnectedness in worldviews, 10, 13–17, 25, 156
 - schedules for families, 15, 63–64, 130
 - time management skills, 142–145
- tipis**
 - construction as cultural learning, 56
- tobacco**
 - protocols for offering, 73, 76
- traditional knowledge**
 - about the term *traditional knowledge*, 25, 71
 - See also culture of Aboriginal peoples; education, traditional Aboriginal; Elders; government of Aboriginal peoples
- transitions**
 - learning resources for, 148–149
 - planning for post-secondary education, 129, 135–137
 - planning for post-secondary education (checklist), 185
- trapping**. See hunting, fishing and trapping
- treaties and treaty status**
 - about the term *treaty Indian*, 156
 - about the term *treaty rights*, 156
 - history of reserves, 6, 156, 160
 - map of treaty areas, 158
 - sample learning strategy about treaties (inside/outside circles), 93–94
 - student resources on, 9–10
 - veterans' status under, 7
 - women's status under, 6
- Treaty 6**
 - list of educational organizations and agencies, 169
 - list of First Nations and First Nations communities, 159–160
 - map of area, 158
- Treaty 7**
 - list of communities, 159
 - list of education authorities, 168
 - list of First Nations and First Nations communities, 159–160
 - map of area, 158

Treaty 8

- list of communities, 160
- list of educational organizations and agencies, 168
- list of First Nations and First Nations communities, 159–160
- map of area, 158

tree for decision-making (graphic organizer), 188**Tribal Chiefs Institute of Treaty Six**

- student resources, 9

tribes. *See* First Nations**tutors, peer,** 49–50**V****values**

- in decision making, 23, 146–147
- list of significant values, 76
- noninterference parenting styles, 31–32, 65
- traditional education and, 23–25
- worldviews and, 13–14, 23–25, 156
- See also* cooperation and sharing; protocols; worldviews of Aboriginal peoples

Venn diagram (graphic organizer)

- sample assessment of (rubric), 120
- uses for, 85–86, 175

verbal abuse. *See* bullying**veterans, war,** 7**violence.** *See* bullying**visits to Aboriginal communities**

- how to arrange, 77

voting rights, 7**W****wait times,** 35**walk about (learning strategy),** 96–97**war veterans,** 7**Waskahat, Peter (Cree Elder), Frog Lake First Nation**
on education systems, 24**WCP.** *See* Western Canadian Protocol for Collaboration in Basic Education**webs (graphic organizer),** 90–91**Western Canadian Protocol for Collaboration in Basic Education,** 151**Wilson, Stan**

- on importance of relationships, 29

- on learning, 79

women, Aboriginal

- consensus model of decision making, 23
- impact of Bill C-31 on, 6, 152
- impact of *Indian Act* on roles of, 3
- leadership roles of, 3, 23
- sample learning strategy about role models (three-step interview), 97–98

worldviews of Aboriginal peoples, 13–18

- about the term *worldview*, 10, 13, 156
- communities and land in, 16–17, 83–84
- dynamic nature of world, 17–18
- holistic perspectives in, 10, 13–15, 20, 23–25, 30, 56, 123
- importance in education, 1–2
- interconnectedness in, 10, 13–17, 25, 156
- “power with” strengths, 18, 64, 130
- sample colour unit (Gr. 1), 14

student resources on, 9–10, 33,
53

See also culture of Aboriginal
peoples; oral tradition

writing

assistive technology for, 141

sample learning strategy (place
mat), 88, 97

See also language arts

Y

Young-Ing, Greg

on oral tradition, 25