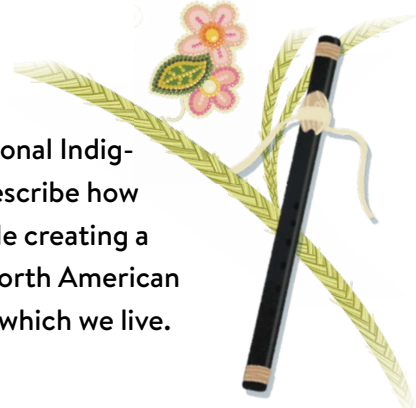


CELEBRATION suggests accomplishment, happiness, and excitement. Throughout the world, Indigenous cultures embrace celebration in many ways through story, song, dance, and intentionality in lived experience; Indigenous peoples also live in celebration of contemporary advancements in our interconnected global society. The book, *Indigenous Ingenuity: A Celebration of Traditional North American Knowledge*, presents us with highlights of celebrating everyday accomplishments and enduring achievements in the sciences, arts, technologies, and human interactions across many North American Indigenous societies. The authors explain concepts, practices, and ways of knowing that embrace “reciprocity, responsibility, and relationship” as ways to “honor our past, our present, and to build a better future” (p. xiii, A Note from the Authors). When teachers help to guide young learners through the ideas presented in this book, they actively step toward acknowledging the contemporary existence of Indigenous peoples in North America and help to facilitate the understanding of lasting impacts that Indigenous ingenuity has interwoven into the fabric of our modern-day lives beyond merely offering lists of contributions.

CELEBRATING IMPACT

After reading the book, ask students to list one thing they would like to celebrate from Traditional Indigenous North American Knowledge; they should include a brief background of the item and describe how the item selected has impacted their lives, personally. The extension of this activity can include creating a poster with an image of the item or practice, a brief history of how it represents Traditional North American Indigenous Knowledge, and their estimation of how this knowledge has changed the world in which we live.

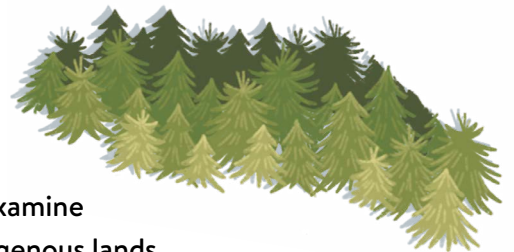


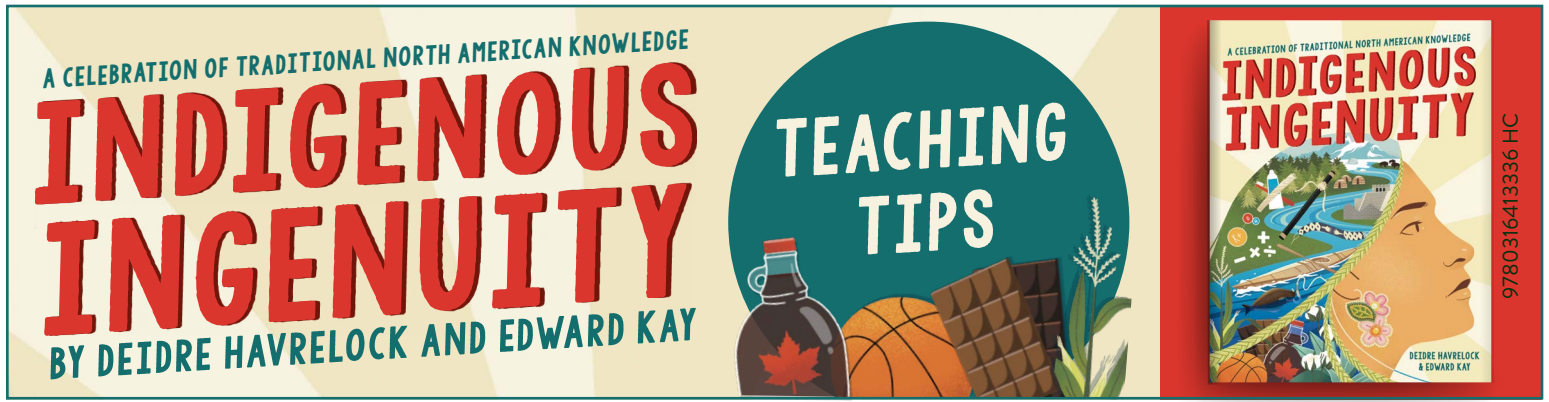
CONCEPTUALIZING TRADITIONAL INDIGENOUS KNOWLEDGE

Throughout several chapters in the book, the concept of sustainability is discussed and the authors provide examples of how Traditional Indigenous North American Knowledge embraces the philosophy and practice of sustainability. Ask students to define “sustainability” by referencing the chapters that focus on sustainability (Chapters 1 and 11); ask students to reference other chapters in the book to recall examples of sustainability that fit their definition; finally, ask students to hypothesize how sustainability connects with and supports other concepts in the book, including **INTERCONNECTEDNESS** and **ORAL TRADITIONS**. Ask students to complete a mind map in small groups and to share their work with the whole class.

INTERCONNECTEDNESS

One way to think about how we are interconnected in our world today is to use maps. There are several locations across North America highlighted throughout the book where traditional homelands of Indigenous peoples are identified. Ask students to select a region described in any chapter from the book to examine the current and historical inhabitants of the region using contemporary maps, Indigenous lands





maps (native-land.ca Native Land Digital), and other historical maps from various time periods. Wherever possible, ask students to find out where the original Indigenous peoples who inhabited the lands are located now, if the original inhabitants moved, ask students to find out why they moved (i.e., climate, warfare, etc.). To extend this activity, ask students to hypothesize how the history of land inhabitation and movement of peoples makes us interconnected in terms of human geography (communities, cultures, economies, populations, environmental interactions).

STEM INGENUITY

Using information presented in the book, ask students to work in teams to evaluate and justify the most impactful example of “Indigenous Ingenuity” to represent each STEM knowledge category: science, technology, engineering, and mathematics. To extend this activity, ask students to relate the items selected to indicate how one could not exist without the ingenuity of each of the others.



TIME IMMEMORIAL

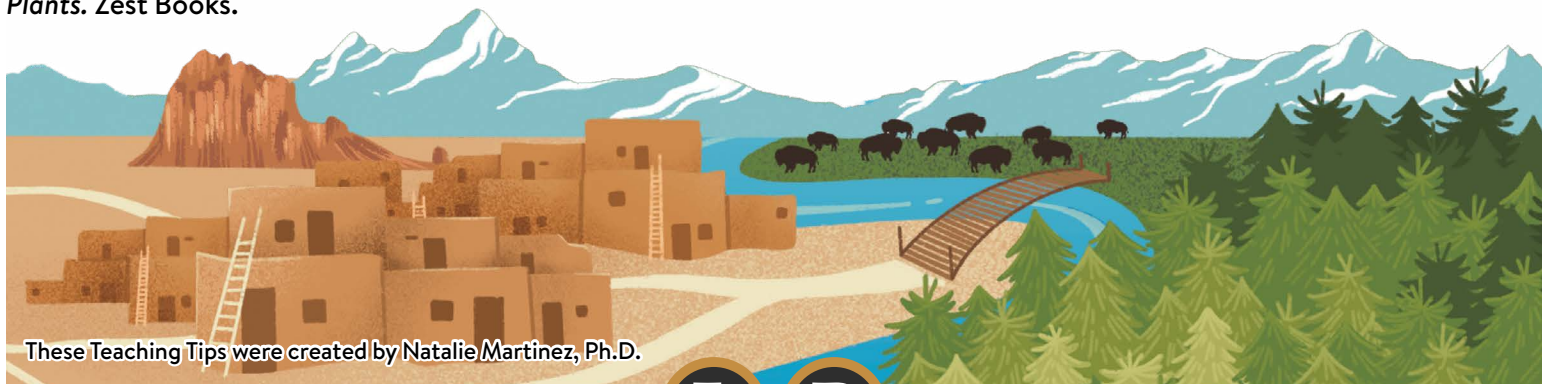
Using examples from the book, come up with lists of ways that we can estimate the length of time that Indigenous peoples have inhabited lands in North America. Why does the description, “time immemorial” make sense when considering the length of time that Indigenous peoples have continued to live in North America today and in the past?

ADDITIONAL RESOURCES

Teachers may find these resources useful in preparation for leading the learning activities and extensions of learning based on the book:

Thoughts on the current practice of Indigenous “land acknowledgements” in public spaces at native-land.ca/resources/territory-acknowledgement/

Further reading about ecology and global sustainability for students in grades 7-12 using the book, Kimmerer, R. W. & Smith, G. M. (2022). *Braiding Sweetgrass for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Zest Books.



These Teaching Tips were created by Natalie Martinez, Ph.D.