Infusing Fundamental Elements of First Nations Studies into the Education Curriculum: Four Pillars Reading List (An Example)

The sources of information listed here are offered to faculty involved in the Fusion plan for their consideration. There are many sources that could be included, but this is only an example of what First Nations Studies and Education faculty involved in a Fusion plan might decide to include together in each of the Four Pillars of Tribal Teaching and Learning. Our list focuses on First Nations in the western Great Lakes with an emphasis on Wisconsin in order to meet the requirements of Act 31. We expect that faculty involved in their own Fusion plan will select their own materials to reflect their region, needs, and areas of study. In Fusion, some or in many cases, only selected portions of the suggested materials are used due to time constraints. Over time FNS faculty provide additional recommendations for further self-study. The materials and resources for learning also include oral Elder teachers that are accessed through personal visits and one on one instruction. The oral teachings from Elders are not listed here. The Fusion faculty members choose their Elder oral teachers through discussion and dialogue with one another and then approached their Elder oral teachers in a traditional manner and form, asking for assistance.

This resource listing here is divided into Four Pillars of Tribal Teaching and Learning, with FNS selected resources in each category. These categories are subtitled in a way that make preliminary sense, yet sorting is dependent on the thinking and learning limits of FNS faculty. Another way of sorting the information may make sense to the total group after study and discussion, as resources could easily fit into other
History as a Pillar of Learning: Traditional, contact and contemporary periods.

Traditional Era:


Contact Era:

General Historical Reference Sources:


Ojibwe History: Thomas Peacock and Marlene Wisuri collection:


2002. Video Film Series: *Ojibwe Waasa Inaabidaa: We Look in All Directions*. (For teachers and students)
History of WI First Nations:


Contemporary: Internalized Oppression among First Nations:


Laws and Policies as Pillar of Tribal Learning

Education and Education Policy:


Mihesuah, Devon and Angela Cavendar Wilson, eds. 2004. *Indigenizing the Academy: Transforming Scholarship and Empowering Communities*. Lincoln, NE: University of Nebraska Press.


Indian Gaming:


*Wisconsin Legislative Audit bureau Report* (on Indian gaming in Wisconsin) released December 4, 2002.

Policies: Environmental Justice


**Sovereignty as Pillar of Tribal learning**

Tribal Government, Sovereignty, Democracy, Federal Policy:


**Indigenous Intellectual Thought & Philosophy as Pillar of Tribal learning**


*Black Elk series*


World View: Music:


World View: Art:


World View: Tribal Language:


Christensen, Rosemary Ackley & Norman John Clark. 1995. “Waynji Mahji Tahyung, Meenahwah Gidishitahwii ninahn, Akina gaygoowaynji Mahji Tahmahguk (The Ojibwe world view infrastructure supported by the ether of Ojibwe spirituality),” in Susan M.

**Additional General Resources for Teachers:**

American Indian Resources Available from WI DPI Publications:


Classroom Resources for Teachers: