



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



DEEPENING KNOWLEDGE PROJECT
Indigenous Knowledge Resurgence and Education

<https://www.oise.utoronto.ca/deepeningknowledge/>

A website that brings Indigenous-authored materials in English and French into your classrooms, schools and teaching.



DEEPENING KNOWLEDGE

Indigenous Knowledge Resurgence and Education

We acknowledge the traditional territory upon which we gather today. This land has a long and tangled (hi)story that carries the storied foot prints of the Wendat, Haudenosaunee and Anishinaabek nations who have sought to walk gently on this land.

They offered assistance to the first European travellers to this territory and shared their knowledge for survival. Tkaronto has a treaty with the Mississaugas of the Credit River First Nation, and is part of the Dish With One Spoon agreement to share the land between the anishinaabek and the Haudenosaunee nations.

We acknowledge the enduring presence of all First Nations, Métis, and the Inuit peoples.

In moving towards reconciliation, we seek to polish the silver Covenant Chain and a restoration of the relationship between the Onkwehonwe (Original) and settler peoples of this land, one based in honour and deep respect.

Land Acknowledgements continue to be sites of resistance and socio-political contestation.

This Land Acknowledgement serves as a starting point and needs to be taken beyond recitation. It requires deeper exploration and self-reflection. We challenge each of you to consider how you will take up your responsibilities for being on these lands and as beneficiaries of the treaty agreements that are foundational to Canada.



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The Deepening Knowledge Project began in 2008 and was born out of cross-departmental collaborations between Dr. Kathy Broad, then Academic Director of Initial Teacher Education, and Dr. Jean-Paul Restoule, then with the Department of Leadership, Adult and Higher Education at the Ontario Institute for Studies in Education (OISE).

The project is a part of OISE/UT, which is located on the territories of Anishinaabe, Haudenosaunee, and other nations of Onkwehonwe peoples.

Led by a group of Indigenous and non-Indigenous faculty, students and staff, DKP provides information about the history and perspectives of First Nations, Métis and Inuit and Native American cultures; information related to the issues of pressing concern to Indigenous peoples and their communities today; as well as curricula for teachers to incorporate this into teaching practice.

DKP seeks to build relationships by:

- Integrating Indigenous peoples' perspectives, histories, knowledges and pedagogies into all levels of education in Canada.
- Providing a forum where Indigenous and settler people can come into relationship with one another.
- Opening up spaces where settler Canadians can come to know their own storied connections to place and tangled relationships to Canada's colonial history.
- Calling teachers to their responsibilities in taking up Indigenous knowledges (not culture) into their classrooms and teaching practices.
- Activating understandings of what it means to be in good relationships with Land that has and continues to exist first and foremost in relationship to Indigenous peoples.



DEEPENING KNOWLEDGE

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1

I AM ...	FIRST NATIONS, MÉTIS AND INUIT	KEYWORD(S)	SORT BY TITLE (A...Z)	Q	↻
A TEACHER					
A STUDENT					
A TEACHER OR A STUDENT					

2

I AM... A TEACHER	EDUCATING...	KEYWORD(S)	SORT BY TITLE (A...Z)	Q	↻
RESOURCE TYPE	... TEACHERS				
	... STUDENTS				
	... TEACHERS AND/OR STUDENTS				

3

I AM... A TEACHER	EDUCATING... ... STUDENTS	BY GRADE	BY CURRICULA TYPE	SORT BY TITLE (A...Z)	Q	↻
RESOURCE TYPE	FIRST NATIONS, MÉTIS AND INUIT	POST SECONDARY				
		SECONDARY				
		ELEMENTARY				

4

I AM... A TEACHER	EDUCATING... ... STUDENTS	BY GRADE 1 SELECTED	BY CURRICULA TYPE	LESSONS		
RESOURCE TYPE	FIRST NATIONS, MÉTIS AND INUIT	KEYWORD(S)	LESSON PLANS			
			FIELD TRIPS			

5

I AM... A TEACHER	EDUCATING... ... STUDENTS	BY GRADE 1 SELECTED	BY CURRICULA TYPE 1 SELECTED	SORT BY TITLE (A...Z)	Q	↻
RESOURCE TYPE	FIRST NATIONS, MÉTIS AND INUIT	KEYWORD(S)				
DOCUMENT						


6

I AM... A TEACHER	EDUCATING... ... STUDENTS	BY GRADE 1 SELECTED	BY CURRICULA TYPE 1 SELECTED	SORT BY TITLE (A...Z)	Q	↻
RESOURCE TYPE 1 SELECTED	FIRST NATIONS, MÉTIS AND INUIT	KEYWORD(S)				
	* ALL *					




DEEPENING KNOWLEDGE

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ELDERS: INVITATION PROTOCOL & RESOURCES

Invitation Protocol A resource compiled by Dr. Nicole Bell: Elders are very...




A TREATY GUIDE FOR TORONTONIANS: TALKING TREATIES COLLECTIVE

"WHAT DOES IT MEAN TO BE A TREATY PERSON IN TORONTO? A Treaty Guide for Torontonians is..."


Resources available in English

Les ressources disponibles en français

LOUIS RIEL, DÉFENSEUR DU PEUPLE MÉTIS

Du site web: "Patriote ou traître selon les points de vue, Louis Riel a mené la..."



SI LE TEMPS LE PERMET

Du site web: "Documentaire personnel de l'artiste Élisapie Isaac. En pleine immensité..."



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ABORIGINAL STEREOTYPES: WHAT, WHY, AND HOW?

Grade 6 lesson plan



Aboriginal Stereotypes: What, Why and How

Expectations:

Use appropriate vocabulary to describe their inquiries and observations

Express their personal viewpoints, based on historical evidence, about the outcomes of early contact between First Nation peoples and early European explorers

Identify some present-day issues concerning First Nation peoples that relate to results of early contact

Equity/Diversity: Identifying Aboriginal perspectives (in relation to both historical events and current issues), Identifying personally significant culture and making connections to the importance of Aboriginal cultures

Minds On:

Class Discussion on Stereotypes

Goals: - Define *stereotype*

- Identify various stereotypes that exist in our society
- Identify the problematic nature of using cultural groups as sports mascots
- Recognize that the Aboriginal population is the only culture to be represented in such a way.

Questions to ask:


- What is a stereotype?
- Is there a stereotype that is related to your culture or identity?
- How do you feel when your culture or belief is stereotyped?
- Is there a stereotype that is related to Canada's First Nation and Aboriginal population? If so, what is it?
- What is a Mascot? What Mascots can you think of?
- Can you think of a Mascot that is not an animal? What group of people does it

Les ressources disponibles aux paliers
primaire et secondaire



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LAW SENIOR LESSON PLANS AND ADDITIONAL RESOURCES

The Tipi, The Circle Model and Governance:
Blackfoot Nation Lesson Plan (Grades 10-12;...



The Tipi, The Circle Model and Governance

Blackfoot Nation Lesson Plan (Grades 10-12; Level **Senior**) Subject Strands: Political Science, Law, Architecture.

Mikomosis and the Wetiko: A Teaching Guide for Youth, Community and Post-Secondary Educators

Indigenous Law Research Unit at the University of Victoria, 2014 This teaching guide is attached to a graphic novel that tells the story of a Cree man that was executed for obeying the laws of his people and society. The novel looks at how Canadian law and traditional Indigenous law are often in conflict with one another and how this has negatively impacted Indigenous peoples in the past and present. The teaching guide is complete with a background of the novel, lesson plans and supplemental resources.

Additional Resources

Know Your Rights - Aboriginal Rights

From CBC Radio: "We ask the question: "What is the number one issue right now when it comes to Aboriginal rights?" Not surprisingly, there is more than one 'number one' issue." (Please note that the link goes to the radio show's website, and you have to scroll down and find this episode manually.)

Resources available for both elementary and secondary panels



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If you have a noteworthy Indigenous resource that you would like to share, please submit your suggestions.

Submit Resource

Fields marked with an * are required

1. RESOURCE INFORMATION

Select the type of your Resource and how it should be displayed.

Title *



Si vous avez une ressource autochtone remarquable que vous aimeriez partager, veuillez soumettre vos suggestions.



DEEPENING KNOWLEDGE

Indigenous Knowledge Resurgence and Education

The **Centre for Indigenous Educational Research** at the Ontario Institute for Studies in Education is designed to foster Indigenous resurgence and strengthen an Indigenous presence in research practices, but more specifically within Indigenous educational research contexts.

Aligned with the Indigenous ethics of Relationality, Land and Resurgence, there are seven key objectives:

- To advance the goals of Indigenous educational research in relevant and respectful ways;
- To promote adherence to local place-specific protocols and ethics that guide the work in Indigenous and non-Indigenous educational research collaborations and the work with Indigenous communities;
- To engage in knowledge production and dissemination of educational research in ways that foster respectful and reciprocal relations;
- To develop and promote, through various types of events/workshops, appropriate and wise practices in the design and implementation of culturally appropriate educational research methods and theoretical concepts;
- To provide a safe, supportive and fully resourced space for Indigenous students and faculty to advance their work;
- To help build research capacity for emerging scholars in community-based Indigenous educational research contexts;
- To offer opportunities for networking and building international educational research collaborations.

The Centre serves to promote and support culturally aligned methodologies and theoretical approaches to Indigenous educational research. It also seeks to establish and promote place specific ethics and protocols that guide the work in Indigenous and non-Indigenous research collaborations and the ways researchers work with Indigenous communities.



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Dish Dances with Ange Loft

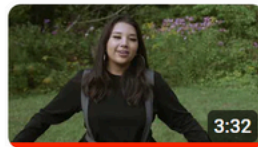
As an Artist in Residence and lead artist of *Talking Treaties*, Loft created a video series exploring the symbols, embodied gestures and land-based knowledge held in the Dish with One Spoon Agreement.

Loft is an interdisciplinary performing artist and initiator from Kahnawà:ke Kanien'kehá:ka Territory, working in Tsi Tkarón:to. She is an ardent collaborator, consultant, and facilitator working in arts based research, wearable sculpture, theatrical co-creation and Haudenosaunee history. She is a vocalist with music collective [Yamantaka//Sonic Titan](#).



Intro to Dish Dances - Movement Education

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Dish Dances - Movement Education: Video 1

CIER OISE • 768 views • 2 years ago



Dish Dances - Movement Education: Video 2

CIER OISE • 402 views • 2 years ago



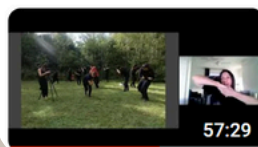
Dish Dances - Movement Education - Video 3

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Dish Dances - Movement Education: Video 4

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Dish Dances: Movement Education Workshop by Ange Loft

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Quill Conversations with Vanessa Dion Fletcher



As an Artist in Residence, Fletcher hosted a series of talks with three artists who, like her, use porcupine quills in their contemporary art practices in diverse and expansive ways.

Fletcher is a Lenape and Potawatomi neurodiverse artist. Her family is from Eelūnaapèewii Lahkèewiitt (displaced from Lenapehoking) and European settlers. She employs porcupine quills and Wampum belts to reveal the complexities of what defines a body physically and culturally.



Quill Conversations: Vanessa Dion Fletcher & Julia Rose Sutherland

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55:42



Quill Conversations Vanessa Dion Fletcher and Jean Marshall

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Quill Conversations: Vanessa Dion Fletcher and Dyani White Hawk

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59:18

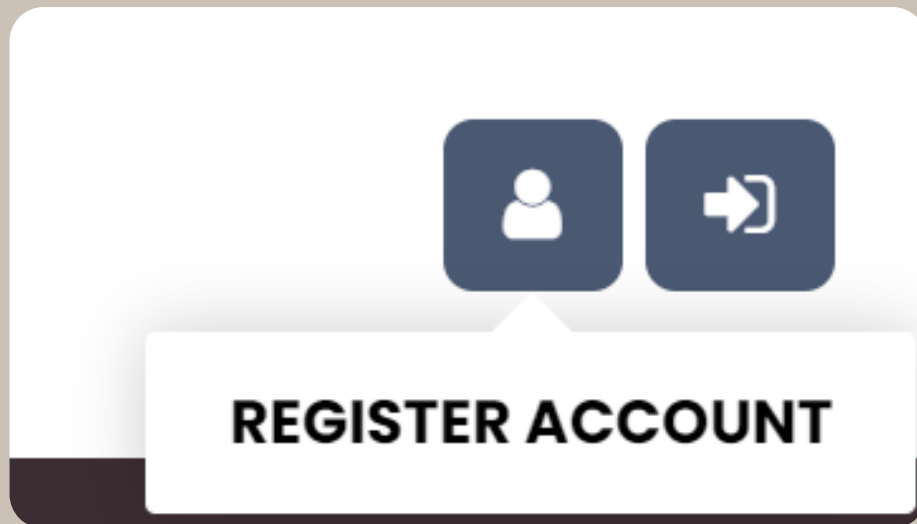




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Consider joining our community by registering for an account, which will provide you access to our professional community forum.



You can also join our mailing list by sending an email to cier.oise@utoronto.ca, where you will receive information on upcoming events organized by the Centre for Indigenous Educational Research.



@cier.oise



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