

## Questions to Ask While Evaluating Resources Featuring Indigenous, POC and/or LGBTQ+ People and Communities

### Descriptions of People (Words and Vocabulary)

- Are people (Indigenous, POC, LGBTQ+) being referred to in the past tense?
- How does this resource develop a stronger understanding for you and your students, on the Indigenous, POC, or LGBTQ+ issues it is discussing?
- Does the author refer to clothing as a costume rather than regalia or traditional clothing?
  - Does this resource contain multiple languages? E.g. In an Indigenous context, think about why the integration of these languages is important towards reconciliation and language revitalization. How does the use of multiple languages support language learning and cultural understanding?

### Specificity and Relationships:

- Is the author Indigenous, POC, or identify as LGTBQ+?
- If the author does not identify as any of the above, what is their relationship to these groups?
- Is a culture or community described with specificity?
  - E.g. Indigenous peoples are named as belonging within a particular nation, and are not just referred to as 'Indigenous;' particular nationalities or ethnic groups are named (e.g., Lebanese, Palestinian) instead of broad general terms (e.g., Arab, Middle Eastern); language like 'some cultures, other cultures,' etc. is not used.
  - Example:  
[https://www.un.org/esa/socdev/unpfii/documents/5session\\_factsheet1.pdf](https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf)
- Does the author go into detail to specify and define the boundaries around a culture or community?
- Does the author and the resource follow the established protocols of the community that they seek to describe?
  - E.g. In Indigenous communities, it is important to acknowledge where you come from, what clan you belong to or sit with, and what traditional land you are from or situated on.
  - Respecting Protocols:  
<https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/respecting-protocols/>
- How might people who belong to these communities/groups react to the resource?
  - Here is a link to a twitter thread showing the positive impact/reaction that the children's story 'Nibi's Water Song' can have:
    - <https://twitter.com/bethany26/status/1187172093798031362>
- Do the characters reinforce stereotypes?
- Were knowledge keepers of a community involved in sharing Indigenous worldviews and knowledges (if applicable)?
- Were members of the community depicted involved in creating the resource?

This resource was adapted from Outreach Librarian (University of Toronto) Desmond Wong's *Vetting Resources* presentation at the *Symposium on The Importance of Indigenous Education in Ontario Classrooms* (2018) and Dr. Gutierrez-Gomez *Tips for Choosing Culturally Appropriate Books and Resources About Native Americans* (2017).

- Does the author give credit to any contributors who may have helped on creating the resource?

#### Relationship to and Descriptions of the Land

- How are Lands being described?
- Is the land being described as ‘free’ or ‘unoccupied’?
- How is the relationship to the Land being described?
  - E.g. Indigenous peoples see their connection to the Land as a sacred part of their identity whereas non-Indigenous people may consider it as only a commodity to be owned/purchased and to profit from.

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## Choosing Indigenous Resources

WHAT TO LOOK FOR	WHAT TO AVOID
<p><b>Authenticity:</b> Accurate and respectful information and images about tribes, customs, and people.</p>	<p><b>Inaccurate or Misleading Information:</b> images or stories that mix different tribes' customs together or lack of historical basis.</p>
<p><b>People of Today &amp; Yesterday:</b> a balance of historic and modern depictions with real life events and daily activities.</p>	<p><b>Stereotypes:</b> the wild Hollywood Indian; stories where children or animals “play Indian”; stories about children dressing up as Indians for Halloween or Thanksgiving.</p>
<p><b>Diversity:</b> books that reflect the diversity of North America’s many different tribes.</p>	<p><b>Generic Terms:</b> books, worksheets, or colouring pages about “the Indian” that provide no context or detail.</p>
<p><b>Respectful Language:</b> language that conveys respect for Indigenous people and their traditions.</p>	<p><b>Loaded Language:</b> expressions such as “sit Indian style”, “walk in Indian file”, “bunch of wild Indians”, or songs that depict stereotypes.</p>
<p><b>Positive Images:</b> Indigenous role models.</p>	<p><b>Negative Images:</b> Indigenous people who are sneaky, violent, or participating in stereotypical activities.</p>
<p><b>Relevance:</b> books and meaningful activities connected to an educational context, such as local Indigenous people in the community or a particular tribe or custom.</p>	<p><b>Isolated Activities:</b> making a head dress, a drum, or outfit without any connection to a particular context or Elder support.</p>

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## References

- Antoine, A.-na-hi, Mason, R., Mason, R., Palahicky, S., & France, C. R. de. (2018, September 5). *Respecting Protocols*.  
<https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/respecting-protocols/>.
- Dr. Gutierrez-Gomez, C. (2017, November 13). Tips for Choosing Culturally Appropriate Books & Resources About Native Americans. [https://www.colorincolorado.org/article/tips-choosing-culturally-appropriate-books-resources-about-native-americans?fbclid=IwAR0ZHFgNJNERCM3ySyYxhx\\_Jt0zVSsRnzTnH6cZ4zz6OzCNgJwBAY9esLXY](https://www.colorincolorado.org/article/tips-choosing-culturally-appropriate-books-resources-about-native-americans?fbclid=IwAR0ZHFgNJNERCM3ySyYxhx_Jt0zVSsRnzTnH6cZ4zz6OzCNgJwBAY9esLXY).
- Library, B. from the. (2019, October 24). @HERBRAIDS @chief ladybird I read your book to my first graders today. They loved it/were shocked by it. One of my boys, a very tiny boy who lived his first 5 years in a refugee camp in the Congo- WHO HARDLY EVER SPEAKS- started bopping up and down as I was reading.  
<https://twitter.com/bethany26/status/1187172093798031362>.
- United Nations. (OAD). *Who are Indigenous Peoples?* Indigenous Peoples, Indigenous Voices Factsheet. [https://www.un.org/esa/socdev/unpfii/documents/5session\\_factsheet1.pdf](https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf).

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