Teaching Horticulture and Native American Agricultural Traditions: An Annotated Bibliography

Mary Hockenberry Meyer¹ and Anna F.G. Barker²

ADDITIONAL INDEX WORDS. curriculum, education, Indians, ethnobotany, history, agriculture

SUMMARY. A bibliography of references on Native American agricultural traditions is proposed to integrate horticulture into classroom teaching with a multidisciplinary approach. Five teaching themes are given as examples of using the references to incorporate horticultural activities across diverse disciplines such as mathematics, history, language arts, economics, and social sciences.

Horticulture has been a part of human culture from the beginning of civilization. Growing, harvesting, and saving seeds of food crops have been recorded for centuries. However, horticulture has not been mainstreamed into public education (Albrecht, 1993) even though “the historical importance of agriculture in development of the human race provides an ideal opportunity to integrate the social and natural sciences” (National Research Council, 1990). In shifting from a rural to an urban society, with more than 4% of the population involved in agricultural production (Nabhan, 1992), we have become a population out of touch with our food supply and largely out of touch with plants. As more and more children grow up in urban or suburban settings where they are removed from the farm and agriculture, they have less contact with how food is produced, the role plants have played in the lives of their ancestors, or the importance of plants in their own lives. Attempts to teach agriculture in the classroom have focused on current traditional production methods (Linder, 1993), but Eames-Sheavly (1994) has suggested a new multicultural focus to integrate horticulture across several disciplines, such as social sciences, language arts, mathematics, science, and nutrition.

Paper no. 22,370 of the scientific journal series, Univ. of Minnesota Agricultural Experiment Station.

¹Assistant professor, Department of Horticultural Science, University of Minnesota, 1970 Folwell Ave., St Paul, MN 55108.

²Education specialist for agricultural programs, Wilder Forest, 14189 Ostlund Trail North, Marine on St. Croix, MN 55047.

The cost of publishing this paper was defrayed in part by the payment of page charges. Under postal regulations, this paper therefore must be hereby marked *advertisement* solely to indicate this fact.

We believe that Native American traditions, especially those relating to agriculture and horticulture, can provide a wealth of ideas and activities in teaching how plants are an integral part of our lives. For traditional Native Americans the culture of plants is part of a larger relationship with nature and all living things. They incorporate plant culture into stories, traditions, ceremonies, and every day life (Caduto and Bruchac, 1994). These lessons on the interconnectedness of all living things and the sacredness of natural things and places are an important contribution from Native American culture that can be meaningful lessons in learning about plants and their importance in one's life.

There is, however, a lack of accurate information about Native American agricultural practices just as there is a lack of curriculum for grades kindergarten through 12 in teaching horticulture.

The objective of this paper is to compile resources for teachers that focus on curriculum and horticultural or agricultural resources specifically for grades kindergarten through eight. Bibliographies by Edwards and Rasmussen (1942) and Harvey (1979) provide more comprehensive listings of agriculture and Native Americans, while Hurt (1979) has written a general survey of American Indian agricultural history.

It is hoped that this bibliography will be useful to teachers in the formal classroom as well as to informal leaders of 4-H groups, Master Gardeners, summer camps, community programs, and outdoor learning centers.

The references are divided into four sections: **Agricultural and historical references** (17 citations), which provide information on planting plans, cultural methods, harvest, food preservation, and seed saving as well as general references that deal with early Native American life. Many have valuable photos and background information including geographic details and maps. Written by Native Americans or people who observed or lived with Native Americans, many contain first-hand accounts of horticultural traditions. **Curriculum** references (19 citations) include fictional books as well as those with lesson plans and activities written specifically for formal or informal classroom use. Entries are limited to those that contain plant culture as related to Native Americans. **Ethnobotany** (9 citations) shows the extensive use of noncultivated plants for medicinal, spiritual and household use. **Computer resources** (6 citations) are world-wide web sites with large data bases, many compiled by Native Americans. Historical seed varieties and other supplies may be purchased from the **Plant sources** (7 citations) for use in classroom projects and gardens.

Five examples or teaching themes using the bibliography are provided below to show how horticulture can provide an overall framework for activities that can incorporate diverse disciplines. References are numbered as they appear in the bibliography; disciplines are indicated in parenthesis.

THEME A. DEMONSTRATION GARDEN.

Driver (5) and Wilson (16) provide historical horticultural information while Scullen (13), Dennee (25), and Eames-Sheavly (26) show planting plans and specific garden layouts. Sources 53 and 55-57 provide authentic seeds. Activities may include garden designs, layout and spacing (mathematics), culture and maintenance (horticulture), and harvest and food preparation (horticulture and nutrition).

THEME B. STORIES FROM THE PAST AND PRESENT.

Reading fictional accounts of children and the role plants play in their lives such as Alik (18), Bleeker (20), Politi (27), or Thomasma (34) allow students today to compare their lives to other cultures throughout history (social sciences). Following Eames-Sheavly's suggestion of conducting an interview and using oral history to learn about an ancestor or grandparent gives students a chance to discuss early memories of plants and gardening (language arts). Students may create a family history with their own personal stories or start a journal of their own experiences with plants and gardening (writing and composition). Caduto and Bruchac (22) list many stories and legends and integrate these into other activities.

THEME C. THROUGH THE SEASONS WITH WILD RICE.

Schultz (12), Vennum (14), and Bondett, et al. (21) provide extensive year-round accounts of wild rice and its importance to the Ojibwa. Students may plan and enact the annual events surrounding the cycle of growth and development of wild rice (history, drama, and horticulture). Caduto and Bruchac's (22) unit on wild rice teaches the importance of selective harvesting (ecology and biodiversity).

THEME D. FOOD CHOICES.

Who or what makes you decide what to eat for supper? You, your parents, the grocery store, the season, the section of the world you live in? What are good and poor nutrition choices? "What Influences our Food Choices" is a topic in Growing Connections (29). Bjorklund (1), Grimm (6), and Hayes (7) provide historical information on Native American diet. Wilson's (16) extensive account of Buffalo Bird Woman's garden includes recipes and food preparation that students can replicate and contrast to their present diet. Comparison of today's diet with other cultures and those of our parents or grandparents can teach nutrition and agricultural

economics. Leonard's (9) pictorial comparison of prehistoric foods could spark students into drawing posters of current foods, where they originate, and where they are grown today (art, geography, history, and agronomy).

THEME E. PLANTS ARE MORE THAN FOOD. Growing Connections (29) lists the topic "Corn is Everywhere" and suggests that students list all the end products for which corn is a raw material. Densmore (4, 36), and Curtis (2) provide detailed accounts and many pictures of Native American use of plants beyond food. Nabhan (8) covers the importance of plant diversity, and Native American Technology (49) offers a world-wide web site showing how to make crafts of traditional Native Americans (creative arts).

These are just a few examples of using these resources to develop classroom activities and themes.

The bibliography is not meant to be a comprehensive list, rather the beginning of a collection of resources that tie together Native American traditions regarding plants, teaching, and horticulture. We hope that these resources will provide ideas and information for teaching the importance of horticulture and our life-sustaining relationship with plants and encourage the development of additional materials or curricula.

Literature cited

Albrecht, M.L. 1993. Mainstreaming horticulture into public education: Introduction to the colloquium. *HortScience* 28:86.

Caduto, M. and J. Bruchac. 1994. *Keepers of life*. Fulcrum Publishing, Golden, Calif.

Eames-Sheavly, M. 1994. Exploring horticulture in human culture: An interdisciplinary approach to youth education. *HortTechnology*. 4:77-80.

Edwards, E.E. and W.D. Rasmussen. 1942. A bibliography on the agriculture of the American Indians. USDA Misc. Publ. 447, Washington, D.C.

Harvey, C.L. 1979. Agriculture of the American Indian, a select bibliography. USDA Sci. Tech. Admin., Tech. Info. Syst., Washington, D.C.

Hurt, R. 1987. *Indian agriculture in America; Prehistoric to present*. Univ. of Kansas Press, Lawrence.

Linder, M.P. 1993. What is agriculture in the classroom? *HortScience* 28:91-92.

Nabhan, G.P. 1992. Chilies to chocolate, food the Americas gave the world, epilogue. N. Foster and L. Cordell (eds.). Univ. of Arizona Press. Tucson.

National Research Council. 1990. *Fulfilling the promise: Biology education in the nation's schools*. National Academy Press, Washington, D.C.

Annotated bibliography

Key for abbreviations:

EA = easily accessible, can be purchased in bookstores, available in libraries; **LA** = limited access, more difficult to find, limited quantities, only in certain libraries or reference collections; ****** Recommended, limited information; ******* Highly recommended, contains information specific to the scope of this bibliography.

AGRICULTURAL AND HISTORICAL REFERENCES

1. Bjorklund, Karna. *Indians of Northeastern America*. New York. Dodd Mead and Company 1969. 192 p.

****EA** Available in libraries

"Among the Iroquois, corn was the main item in the diet and was so important to these people that they call it 'our life'." Squash, beans, and corn - the three sisters, with a protective trio of spirits, watched over the food crops. Bjorklund provides good background information on planting, harvesting, usage and storage of food crops; illustrated with black and white line drawings.

2. Curtis, Edward F. *In A Sacred Manner We Live*. Barre, MA. Barre Publishers 1972. 149 p.

****EA** Available in libraries

A photographic history with text shows the use of agricultural or native materials as components of baskets, boats, a variety of houses and accessories, including threshing wheat with horses.

3. Davis, Mary B. Editor. *Native America In The Twentieth Century: An Encyclopedia*. of particular interest is the section: Agriculture 1900-1950 and 1950-1993. New York. Garland Publishing. 1994. p. 2-6.

****LA** Available in libraries

These two articles give an excellent overview of what has happened to the Native American farmer from the periods of 1900-1950 and 1950-1993. The articles portray the role government policies have played and give a clear picture of why the Native American farmer never succeeded. A short further reading list is provided.

4. Densmore, Frances. *Chippewa Customs*. St. Paul, Minnesota. Minnesota Historical Society Press 1979. 202 p.

*****EA** Available in libraries

A wealth of information is provided by Frances Densmore. She dedicated her life to the preservation of Native American culture (1867-1957) and recorded in minute detail the aspects of daily life. This primary source document covers the gather-

ing of food, its preparation and use. Contains many plates of artifacts used in agricultural and food gathering pursuits. A glossary of Chippewa words is included.

5. Driver, Harold and Wilhelmine Driver. *Indian Farmers of North America*. Chicago. Rand McNally and Company 1967. 64 p.

**LA Available in libraries and the Minnesota Historical Society Collection

This small volume contains a great deal of basic information on actual planting, harvesting and agricultural methods used by the Native American of North America. The book is organized geographically and by tribes. It explains methods of clearing forests, preparing soil, planting, tending and harvesting agriforest materials.

6. Grimm, William Carey. *Indian Harvests*. New York. McGraw-Hill Book Company 1973. 127 p.

***EA Available in libraries

Contains descriptions of forty major native plant families used for food by Native Americans. Each entry is accompanied by a high quality detailed line drawing of the plant described. Type of use, season of harvest and method of preparation are included.

7. Hays, Wilma Pitchford. *Foods the Indians Gave Us*. New York. I. Washburn. 1973. 113 p.

**EA Available in libraries

Organized by plant or food, including potato, peanut, beans, tomato, pineapple corn, maple sugar, peppers, wild rice, squash and pumpkin and others. Preparation and recipes are included. "Eighty percent of our present foods were unknown to Europe prior to 1492." Covers North and South America.

8. Nabhan, Gary Paul. *Enduring Seeds: Native American Agriculture and Wild Plant Conservation*. San Francisco, North Point Press. 1989. 225 p.

***EA Available in libraries and bookstores.

A collection of essays that speak of the necessity of caring for and helping maintain the natural diversity of plants that existed for centuries in native people's care. The author exemplifies the care and vigilance the native peoples used to maintain diversity in their agricultural practices. The tone of the book is one of urgency. If we don't begin now to learn ways to sustain seed diversity as practiced by Native Americans, many species of plants that have been beneficial will be lost.

9. Leonard, Jonathan Norton. *The First Farmers*. New York. Time Life Books. 1973. 160 p.

*EA Available in libraries

An historical account of man's transition from a hunter and gatherer to a settled farmer. Traces the origin of farming on a world wide basis from the

Near East or Fertile Crescent. Interesting pictorial comparison of prehistory, Near East and New World foodstuffs.

10. Pond, Samuel. *The Dakota or Sioux In Minnesota as They Were In 1834*. St. Paul, Minnesota Historical Society Press 1986. 192 p.

**EA Available in bookstores and libraries

This book offers a detailed description of corn planting and a variety of wild harvests. It notes that "of these native food plants the most important were the psincha, the psinchincha, the mdo, the wild turnip or pomme de tere, the water lily and wild rice." Agricultural practices of each important plant is examined.

11. Ritzenthaler, Robert E. and Ritzenthaler, Pat. *Woodland Indians of the Western Great Lakes*. Garden City, NY Natural History Press 1970. 178 p.

**EA Available in libraries

Woodland Indians of the forest and prairie are detailed with regard to the quest for food, life cycles, social organizations, religious and ceremonial life, and folklore. Good illustrations dealing with forest and botanical products include a birch bark moose call and wooden deer call. Details of everyday life are included such as the washing of newborns in a warm solution of aromatic spices and charred pieces of wood from a tree that had been hit by lightning.

12. Schultz, Bruno, editor. *The Wild Ricer's Guide*. Berkeley, California. Appleseed Press 1979. 171 p.

**EA Available in libraries

This practical handbook describes wild rice and its habitat through detailed descriptions. Indian practices in sowing, stalktying, gathering, curing, threshing, winnowing and food preparation are included. Locations of ricing areas are identified by state along with modern ricing practices.

13. Scullin, Michael. *American Indians and Their Gardens; Corn, Bean, Squash, and Sunflowers; Gardening Tools; American Indian Agriculture Demonstration*. A collection of papers available from Mankato State University. Anthropology Department. 1976-1996.

***LA Mankato State University, Mankato, MN

American Indians and Their Gardens provides basic background information about the size of gardens and crops grown. The planting of corn, beans and squash is detailed, with some data for sunflowers and pumpkins. A sample layout of a typical garden is included.

In *Corn, Beans, Squash & Sunflowers* the history of corn, the many varieties grown, multiple uses preparation and storage are examined. Beans, squash and sunflower methods are indicated. The short paper *Gardening Tools* explains the most common tools needed in the garden and details

how the Native American devised these implements. An acre for each adult was standard. *American Indian Agriculture Demonstration*. Started in 1976, an authentic Hidatsa garden located on the campus of Mankato State University has provided a demonstration site for traditional crops.

14. Vennum, Thomas, Jr. *Wild Rice and the Ojibway People*. St. Paul, MN. Minnesota Historical Society Press 1988. 357 p.

****EA** Available in libraries and bookstores

Through careful collection and presentation of data, the author has prepared detailed agricultural information encompassing planting, harvesting and processing. Sources for this document are "travelers narratives, historical and ethnological accounts, scientific data, historical and contemporary photographs and sketches ... (as well as) his own field work and the words of Indian people."

15. Weatherford, Jack. *Indian Givers—How the Indians of the Americas Transformed the World*. NY. Crown Pub. 1988. 272 p.

****EA** Available in libraries

A classic study of Native American achievement in many fields. Influence Indians had through their agricultural products is examined. Native products were adopted into different European countries and diets, especially spices and vegetables. Contributions to government, medicine, agriculture, economics, ecology and architecture are reviewed.

16. Wilson, Gilbert L. *Buffalo Bird Woman's Garden—Agriculture of the Hidatsa Indians*. St. Paul, Minnesota. Minnesota Historical Society. 1987. 129 p.

*****EA** Available in libraries and bookstores.

Buffalo Bird Woman's Garden is a primary source book for creating native gardens. Gilbert Wilson, an anthropologist, has recorded the words of Buffalo Bird Woman to describe field care and preparation, planting, harvesting, processing, and storing vegetables. There are many illustrations of garden plans, planting techniques, tools, methods of drying, food containers for storing, and winter storage pits. Includes photographs depicting the gardens and showing the tools being used by Buffalo Bird Woman and Owl Woman. There are traditional recipes on how to prepare and cook the food raised. Original Native American words are included in the descriptions. A very complete guide to Native American gardening based on century old techniques.

17. Wittstock, Waterman Laura. *Ininatig's Gift of Sugar. Traditional Native Sugarmaking*. Minneapolis, MN. Lerner Publications Company 1993. 48 p.

*****EA** Available in libraries and bookstores.

Focusing on an Anishinabe family headed by Porky

White, the book gives a new technical description of sugarmaking. The basic steps to making maple syrup and sugar are described through one sugarbush camp by Lake Independence in Maple Plain, Minnesota. Photographs, a word list and further reading list are included.

CURRICULUM

18. Alik. *Corn is Maize; a gift of the Indians*. New York. Thomas Y. Crowell Company. 1976. 33 p.

****EA** Available in libraries

Juvenile picture book that traces the history of corn, how a corn plant grows, uses of corn, and how the Indians grew, harvested and celebrated the crop. A Let's Read and Find Out Science book.

19. *Back To Basics*. Pleasantville, NY. The Reader's Digest Association, Inc. 1981. 456 p.

****EA** Available in libraries and bookstores

This book is a basic "how to" manual covering hundreds of useful skills from the past 300 years in North America. Selections included remedies such as mint teas Indian tribes drank for indigestion, crushing the leaves and stems of jewelweed to relieve skin irritation caused by poison ivy, etc.

20. Bleeker, Sonja. *The Chippewa Indians Rice Gatherers Of The Great Lakes*. New York. William Marlowe and Company. 1955. 157 p.

****EA** Available in libraries

Utilizes a fictional Native American family to guide the reader factually throughout the year by following the seasons and activities such as food gathering, preservation and storage. Ideal reading for older elementary students. The information is valuable for all ages.

21. Bondett, Mary Lynne, Jeff Johnson, Wayne Barron and Bill Morgenstern. *Ojibwe Harmony with Nature: an Intermediate Unit*. undated, unpagged. Fort Francis-Rainy River Board of Education, 522 Second St. E., Fort Frances, Ontario, Canada P9A 1N4

****LA**

Focuses on the concept of inter-connectedness in nature and its importance to native peoples. Activities include teaching about the natural environment, respect for interconnectedness, interpreting data, predicting the balance of nature. 4 lessons for upper elementary grades.

22. Caduto, Michael J. and Joseph Bruchac. *Keepers Of Life*. Golden, Colorado. Fulcrum Publishing 1994. 265 p.

*****EA** Available in libraries and bookstores

Keepers Of life, Discovering Plants Through Native American Stories and Earth Activities for Children is an excellent curriculum. The book is divided

into two parts. Part one includes suggestions for facilitating the use of stories by the following methods: storytelling, guided fantasies, puppet shows and activities. Part two is comprised of Native American stories used as introductions to subjects explored in the activities. Each story is followed by a "discussion" section that provides background information on topics the story introduces. Discussion sections are compilations of essays that enhance understanding of the native North American context of stories. They cover natural history and environmental issues related to every major group of native American plants. Relevant questions offer further help in bridging the story activities. Chapters end with the section, "Extending the Experience." Excellent resource for working with children and young adults. Brings Native American stories into present day real life through activities and procedures. This is the third book of a series; *Keepers Of The Earth*, and *Keepers Of The Animals* are the previous volumes by the same authors.

23. Caduto, Michael J. and Joseph Bruchac. *Keepers Of Life Teacher's Guide*. Golden, Colorado. Fulcrum Publishing. 1995. 58 p.

***EA Available in libraries and bookstores

Provides valuable background information and expands the educational philosophy behind linking the retelling of native North American stories with experiential environmental activities. Further description about the stories and insight into the native world of creation. Extension further reading lists for children and teachers.

24. Densmore, Frances. *Dakota and Ojibwe People in Minnesota*. Vol. 5. #2 & 3. 1989. 38 pages. *Roots*. A magazine published by the Minnesota Historical Society, St. Paul, MN.

** EA Available from the Minnesota Historical Society

Densmore's notes, photos and first hand observations from these tribes. A special issue of the magazine written for children by the Minnesota Historical Society.

25. Dennee, Joanne. *The Three Sisters Garden, Native American Stories and Seasonal Activities For the Curious Child*. Montpelier, VT. Common Roots Press. 1995. 373 p.

***EA Available in libraries and bookstores

The Three Sisters Garden is a two year journey for grades one and two in which students explore seasonal hands-on outdoor and indoor activities around Native American ways. Highlights include practical gardening methods, cooking and baking activities, native arts and skills, stories, myths, history and traditions, and seasonal celebrations.

26. Eames-Sheavly, Marcia. *The Three Sisters, Exploring an Iroquois Garden*. Cornell Cooperative Extension. 1993. 21 p. AG3 142LM15. Cornell

University Resource Center, 7BTP, Ithaca, NY 14850.

***EA Available from Cornell Cooperative Extension.

Written as a 4-H leader's guide that can be used for education of all ages whether formal and informal classroom settings. Explores food, customs, and the stories that evolved from the planting of corn, beans, and squash. Covers diverse activities from garden planting designs, history, uses and types of corn. Topics of plant diversity and how to conduct an oral interview are offered as activities to incorporate horticulture across disciplines.

27. Eames-Sheavly, Marcia. *The Great American Peanut*. Cornell Cooperative Extension. 1994. 20 p. 142LM16. Cornell University Resource Center, 7BTP, Ithaca, NY 14850.

***EA Available from Cornell Cooperative Extension.

Developed as a 4-H leader's guide, this publication can fit interdisciplinary curriculum in a formal classroom. Eight activities in social studies, botany, science and literature are provided. Includes maps, botanical diagrams, recipes, references, and a fictional story of an escaped slave and his use and culture of peanuts. Recommended for ages 8-14, but can be adapted for other ages.

28. Eames-Sheavly, Marcia and Tracy Farrell. *The Humble Potato, Underground Gold*. Cornell Cooperative Extension. 1995. 40 p. 142LM17. Cornell University Resource Center, 7BTP, Ithaca, NY 14850.

***EA Available from Cornell Cooperative Extension.

The third of a series of 4-H leader's guides to help children explore potatoes from the perspectives of science and socioculture, specifically to "1) develop an interest in and enthusiasm for horticulture and nutritional science, and 2) to appreciate the social influences of a food crop and 3) enjoy the project experiments". Includes ten suggested activities for children 9-12, but easily adapted to other ages. Explores potatoes through the eyes of three imaginary children: one in the year 1300 in South America, another during the potato famine in Ireland and a third in present day Long Island. Includes data collection sheets for activities about potato varieties, potato products and nutritional comparisons; recipes and references.

29. Growing Connections. *To Sow and Grow*. P.O. Box 30332, Tucson, AZ 85751-0332. 1987, revised 1996. 437 p.

**EA Available from the address listed

A curriculum guide of gardening, nutrition and environmental activities for grades K through 6. A hands-on curriculum that emphasizes children's ownership of gardening and cover "essential skills in math, science and language arts, and provide activities in drama, art, social science and other

areas." Activities and lessons are planned and outlined for an entire year. Numerous appendices provide reference material on nutrition and horticulture. The section on environment includes topics such as, Corn is Everywhere; Save that Soil, and Web of Life.

30. Hawke, Sherryl D. and James E. Davis. *Seeds of Change; The Story of Cultural Exchange after 1492*. New York. Addison-Wesley. 1992. 119 p.

**LA Available in some libraries and bookstores

Written as a student's guide, this book includes a chapter on each of the following exchanges between the Old and New World: horses, potatoes, corn, sugar cane, and human diseases. It is one of the few references written for upper elementary and junior high grades. Each chapter includes several suggested informal activities. The result of a joint project between the National Museum of Natural History, Smithsonian Institution and the National Council for the Social Studies.

31. Minnesota Historical Society. *Early Indian People*. Vol. 7 #2. 1983. 31 p. *Roots*. A magazine published by the Minnesota Historical Society, St Paul, MN.

**EA Available from the Minnesota Historical Society

Provides a brief history of early Indian people in Minnesota with maps and illustrations of early life. This is one issue of the children's magazine published by the Minnesota Historical Society.

32. Politi, Leo. *Three Stalks of Corn*. Aladdin Books. New York. 1994. unpagged.

**EA Available from libraries and bookstores.

A children's fiction book about a Mexican American child, Angelica, whose grandmother explains the legends and uses of corn. The three stalks in the garden take on a new significance.

33. Runyon, Linda. *Wild Cards: Identification of Wild Foods*. Wild Foods Co., Inc., (East) P.O. Box 450 Warrensburg, NY 12885. (West) Wild Foods Co., Inc., 3531 Glendale Ave. Suite 369 Phoenix, AZ 86051.

***LA

Useful information concerning wild edibles is printed on playing cards. These cards detail the name, background, location, characteristics, uses, and a photograph for identification of wild edibles.

34. Thomasma, Kenneth. *Naya Nuki, Girl Who Ran*. Jackson, Wyoming. Grandview Publishing Company 1983. 131 pp.

**EA Available in libraries and bookstores

This fictional account is based upon an entry from Captain Lewis' journal of 1805. Naya Nuki, an

eleven year old Shoshoni girl was captured by the Minnetares along with her friend Sacajawea. Naya Nuki escapes after a forced march from western Montana to central North Dakota and returns alone to her people. Information is shared during the book regarding many Indian customs and use of horticultural materials. Four years later Sacajawea arrives back at the Shoshoni camp with the Lewis and Clark expedition and the young women are reunited.

35. Wyler, Rose. *Science Fun with Peanuts and Popcorn*. New York. Julian Messner. 1986. 48 p.

**EA Available in libraries

"There is something alive in every kernel. It stays there, sometimes for years and years. But you can make it come out anytime you wish." Fifteen activities for elementary age children involving peanut and popcorn seeds. Large print text with numerous graphics, written for children to read and use on their own.

ETHNOBOTANY

36. Densmore, Frances. *How Indians Use Wild Plants for Food, Medicine and Crafts*. New York. Dover Publications, Inc. 1928. originally entitled "Uses of Plants By The Chippewa Indians". U. S. Bur. Amer. Ethnol. Ann. Rpt. (1926-27) 44:274-397. US Govt. Printing Office. 122 p.

**EA Available in libraries and bookstores

Most of the monograph is devoted to plants used as food and medicine, plants used as dyes, plants used as charms, and plants used in useful and decorative arts. First hand information collected by Frances Desmore from Chippewa in Minnesota, Wisconsin and Ontario, Canada; thirty-three plates.

37. Doane, Nancy Locke. *Indian Doctor*. Charlotte, North Carolina. Nancy Locke Doane 1980. 55 p.

***LA Available in some libraries and distributed by Aerial Photography Services, Inc. 2511 S. Tryon, St. Charlotte, NC 28203

"Nature's method of curing and preventing disease according to the Indians." This very informative book is presented in three sections. Poisons and Treatment; Receipts; and Botanic Garden of Herbs. Poisons are identified along with symptoms and remedies. 204 common alimets are listed with instructions for gathering, preparing and administering remedies. "For Rickets: Drink a strong tea of sage, and sweet fern, and sleep on a bed made of the same until well, wash often in saleratus and strong cider or vinegar." The Botanic Garden of Herbs portion contains forty suggested plants, their uses, and aids in identification.

38. Duke, James A. and Foster, Steven. *Medicinal Plants—Eastern/Central*. A Peterson Field Guide. New York. Houghton Mifflin Co. 1990. 366 p.

****EA** Available in libraries and bookstores

Covers plants used for medicinal purposes throughout Eastern and Central North America. Color plates, drawings, historical information and plant uses are included and make this a valuable reference book. The index to plants contains both common and botanical names while the medical topics index guides to specific ailments and plant treatments.

39. Gilmore, Melvin R. *Uses of Plants by the Indians of the Missouri River Region*. Lincoln and London. University of Nebraska Press. First Enlarged Edition 1991. 125 p.

*****EA** Available in libraries and bookstores.

This book is a revised edition of the 1914 publication. An excellent resource which describes the uses and methods of preparation of the wild fruits and herbs used by the native peoples of the Missouri River region and gives translations of their Native American names. The text explains how the Native American culture evolved in close harmony with the environment and how the people incorporated into their lives the wild plants they collected. Through descriptions from Native Americans (translated into English), methods to gather and cultivate food, clothing, medicine and ornamentation are detailed. The information is presented in alphabetical order with the Latin name first, the common name followed by one or several native names. The descriptions reference the tribes(s) and how individual tribes prepared the use the plant. In many entries, culturally related information such as rituals are given with the text. Other references include specific roles of members of the tribe for managing and distributing the plant and its uses. Many black and white photographs are included (not the best quality reproductions), showing the native peoples in their gardens or performing some the tasks associated with food preparation. After the main text are selected illustrations followed by an excellent glossary of plant names which includes the scientific, common, Dakota, Omaha, Winnebago and Pawnee names, includes a bibliography and index.

40. Kindscher, Kelly. *Medicinal Wild Plants of the Prairie. An Ethnobotanical Guide*. Lawrence, Kansas. University Press of Kansas, 1992. 340 p.

*****EA** Available in libraries and bookstores

"This book documents the medicinal use of 203 native prairie plants by the Plains Indians. Ethnobotanist Kelly Kindscher describes plant-based treatments for ailments ranging from hyperactivity to sore throat, from arthritis to worms." All of the plant entries include an illustration of the plant, a map showing in which regions of the United States the wild plants can be found, plus the description, habitat, parts used, Indian and Anglo folk use, medical history, scientific research and harvesting and cultivation techniques. The book is user friendly, having all the plants listed with page referrals in the table of contents. There is also a glossary of terms followed by an index with cross references. The author includes a disclaimer that

"this book is not an herbal remedy guide and should not be read as promoting experimental use by individuals...this book contains descriptions, not prescriptions."

41. Meeker, James E., Joan Elias and John A. Heim. *Plants Used by the Great Lakes Ojibwa*. Great Lakes Indian Fish and Wildlife Commission. 1993. 440 p.

*****LA** Available from the Commission, P.O. Box 9, Odanah, WI 54861

Descriptions and line drawings of 384 species of plants used by the Great Lakes Ojibwa. Originally conceived as an aid for ethnobotanists, but was expanded to include the Anishinabe name or names for each species. Brief but valuable introduction explains the Anishinabe knowledge of how to use plants and whom was taught this knowledge. Organized by plant habitat with glossaries and several cross reference tables.

42. Scully, Virginia. *A Treasury of American Indian Herbs: Their lore and their use for food, drugs, and medicine*. New York. Crown Publishing 1970. 306 p.

***EA** Available in libraries

The introduction includes the author's understanding of why Native Americans are reluctant to share secrets about native wilderness plants and their use. The author explains that learning the knowledge effectively requires living for at least one year with the one who has the knowledge. The book is divided in two parts. The first part, titled Food and Drink presents in alphabetical order many herbs used in cooking and in teas. The second part, titled Maladies and Medicine categorizes illnesses and the herbal remedies along with herbs that fall within the alphabetical category. Marigold and measles, for example are listed on the same page. Includes a bibliography and index.

43. Stark, Raymond. *Guide to Indian Herbs*. Canada and the United States. Hancock House 1992. 44 p.

*****EA** Available in libraries and bookstores.

The introduction contains information on the role and function of the "medicine man" and an explanation of the Ojibway four classifications of medicine people. A glossary is included, giving definitions to words commonly used in the text. The herbs are listed alphabetically. Most pages have one herb listed with the common name first followed by the Latin name and description. The color photographs are very good and some pages have two photos showing different aspects of the plant. The descriptions are brief and generalized. Specific information on how to prepare and use the herb is not provided. Includes a good bibliography.

44. Weiner, Micheal A. *Earth Medicine, Earth Food. The classic guide to herbal remedies and the wild plants of the North American Indians*. New York, New York. Fawcett Columbine 1991. 230 p.

***EA Available in libraries and bookstores.

A resource providing specific information on herbal remedies and food derived from the wild plants used by native peoples. The book is divided in two parts: Earth Medicine and Earth Food. Earth Medicine is an alphabetized listing by ailment, each condition has an explanation of which plants were used, how to identify the plants in the wild and how to prepare them for use. Detailed illustrations help to identify the parts of the plants used. The second section, Earth Food, begins with an introduction containing information on the influences of food in medical treatment, food sources, and nutritional value. Alphabetized food groupings i.e. "Acorns and Other Nuts" give information on specific fruits, vegetables, nuts, and berries within these broad categories. There is a list of references, two plant indexes, and a general index.

COMPUTER RESOURCES

World Wide Web Sites:

45. Native American Resources on the Internet. Address: <http://hanksville.plast.umass.edu/misc/NAresources.html>.

46. Native American Resources: including culture, education, art, science, history, Native sources. Contains a large database of eleven sections including Native foods and a main menu which contains herbal knowledge and native traditional food.

Address: <http://indy4.fdl.cc.mn.us/~isk>.

47. Curriculum resources written by Native sources, many Canadian.

Address: <http://indy4fdl.cc.mn.us/~isk/books/cultcurr.html>.

48. Native Americans and the Environment. Includes environmental issues and bibliographies, discussion groups.

Address: http://pantheon.cis.yale.edu/~lisamc/native_env.html.

49. Native American Technology, resources on crafts, uses of plants, other cultural information, includes many photos and additional resources. Address: <http://www.lib.uconn.edu/ArchNet/Tropical/Ethno/NativeTech/NativeTech>.

50. Native American links on to other Internet sources.

Address: <http://www.lib.uconn.edu/NativeTech/links/>.

PLANT SOURCES

51. Botanical Dimensions, Kathleen Harrison,

5000 Bohemian Highway, Occidental, CA 95465; (707) 874-1531. This organization supports ethnobotanical gardening worldwide in an effort to preserve sacred plants for native peoples. A publication is available called *Plantwise*.

52. Companion Plants, 7247 North Coolville Ridge Road, Athens, OH 45701; (614) 592-4643.

Catalog, \$2 or free with call. One of the widest selection of herbs and seeds available in the country. The seeds and plants included are: aromatic, ceremonial herbs, culinary, dye plants, everlasting, medicinal, ornamental, and traditional.

53. CORNS, Carl Barnes, Route 1, Box 32, Turpin, OK 73950, (405) 778-3615

CORNS is a living seed bank started in 1942, which collects heirloom corn and other seeds and distributes them to schools and the general public.

54. Medicine Eagle, Brooks. *Buffalo Woman Comes Singing* New York, Ballantine 1991. 495 p.

*EA Available in libraries and bookstores

This book has a glossary of resources and ordering information for seeds, herbal products, Indian incense, smudge tobacco, aroma therapy, music organizations, publications, textiles, tools, and art supplies.

55. Native Seeds/SEARCH, 2509 N. Campbell Ave. #325, Tucson, AZ 85719; (520) 327-9123.

This Organization works to preserve the traditional crops, seeds, and farming methods that have sustained Native peoples throughout the U.S. Southwest and Northern Mexico. It publishes an annual catalog for \$1 which offers seeds from 300 varieties of corn, beans, squash, chilies, and dozens of other crops. Members (\$30/year, \$12 for students, low income) also receive a quarterly newsletter, the *Seedhead News*.

56. Seeds of Change, P.O. Box 15700, Santa Fe, NM 87506-5700, (505) 438-8080; Fax: (505) 438-7052. Issues an annual seed catalog, with photos of the many varieties of vegetables, fruits, and herbs they offer; lists of public gardens across the country; books; references; and seed suppliers. The seeds are 100 percent organically grown and open-pollinated, meaning they can be saved and used the following year.

57. Seeds Savers Exchange, Rural Route 3, Box 239, Decorah, IA 52101; (319) 382-5990; Fax: (319) 382-5872. The oldest and very reliable network dedicated to preserving and cataloging rare and older nonhybrid vegetable seeds.