

**DECOLONIZATION RESOURCE EVALUATION TOOL**

*The following question guide can be applied to texts, images, films, lesson plans, or even whole curriculums. It is not comprehensive, but provides a starting point for resource and curriculum analysis. The key understandings emerged from the decolonization work and resources of Native nations--particularly Whose Land is it Anyway?: A Manual for Decolonization, by Peter McFarlane and Nicole Schabus. The key understandings have been reviewed and improved by tribal leaders from the Penobscot, Passamaquoddy, Maliseet (Wolastoqi), and Mi'kmaq Nations.*

**EXISTENCE**

**Key Understanding**

Indigenous people have continuously inhabited the Dawnland for at least 13,000 years.

**Questions**

1. Does the text/image/film give the impression Native people no longer exist? Are Native peoples referred to in the past or present tense?
2. Are the images and/or descriptions of Native peoples anachronistic? Or are there images and/or descriptions of contemporary Native peoples and nations?
3. Is there a connection to current events or contemporary struggles and/or successes of Native peoples?

**COLONIZATION AND RESISTANCE**

**Key Understanding**

Indigenous people have experienced and resisted colonization in Maine for over four hundred years and continue to today.

**Questions**

1. Does the text/image/film gloss over the horrors of colonization? Does it explicitly use the word genocide, or does it shy away from that term? Are attacks by Native people on white settlers framed in the context of colonial land theft, or do they come across as random acts of violence?

2. Does the text/image/film victimize Native peoples and/or give the impression that they were ultimately responsible for what happened to them?
3. Are there examples of Indigenous resistance to settler colonialism, genocide, and continued cultural genocide? Or could you easily connect this text/image/film to resistance efforts?

## **SOVEREIGNTY AND DIPLOMACY**

### **Key Understanding**

The Wabanaki tribes have a legacy and continued practice of self governance, self determination, and cross-nation relationship building.

### **Questions**

1. Does this text/image/film focus connect surface elements of culture (wigwams, drumming, baskets, etc) to Native lifeways, or is it all about surface elements of culture? Are tribal nations portrayed as sophisticated, complex civilizations?
2. Is there information about tribal government structures? Sovereignty? Treaties between England and/or the USA and tribal nations?
3. Are the diplomatic practices used by tribal nations to maintain peace emphasized or even mentioned?

## **SUSTAINABILITY AND RESILIENCE**

### **Key Understanding**

Maintaining ecological balance, respecting the Earth, and sharing resources are central to Wabanaki culture.

### **Questions**

1. Does this text/image/film describe the relationship between Native peoples and the Earth? If so, is it grounded in facts and examples, or is the relationship described in vague, simplistic terms?
2. Is there information about Native nations' contemporary efforts to safeguard natural resources and ecological balance?

