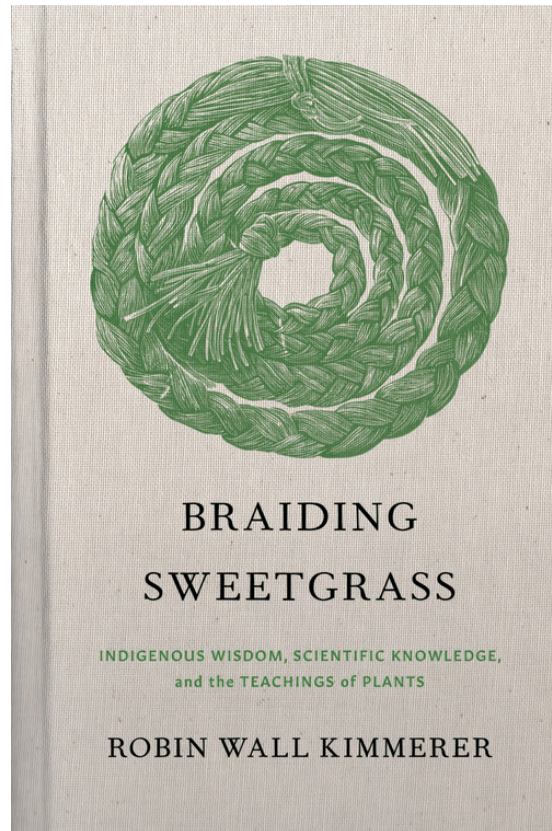


**You are invited to the SMC Community  
Read of *Braiding Sweetgrass: Indigenous  
Wisdom, Scientific Knowledge, and the  
Teachings of Plants***



We are so excited to be reading Robin Wall Kimmerer's *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* as a community! It is a gentle introduction to how decolonizing happens in our classes, our lives, and our minds. We'll be reading the book in small sections so that we have time to make meaningful connections to our work as a committee, as educators, and members of the SMC community.

**Every other Wednesday, from 2:45-3:45 via Zoom.**

Our discussion aims to make space for as many voices as possible. Toward that end:

- Come ready to *share* and to *listen*;
- Be mindful of how much space you are taking up in the meeting;

- If you're more comfortable with the written word, feel free to use the chat function or message me before the meeting;
- In the event that you can't read everything (or anything) you are still invited to the discussion, but come ready to *listen* more than *share*.

The prompts are meant to prompt your thinking, but they don't have to determine the content of our discussions. If they don't resonate with you, bring the things that do to our discussion.

## Schedule of Readings

### Wednesday, September 9th

Preface and "Skywoman Falling," pp. ix-10



Skywoman - used with the kind permission of the artist, Bruce King (Oneida)

**Prompt:** Bring a Golden Line, a sentence or passage that is relevant to you.

What is the role of storytelling in your learning? In your teaching?

### Wednesday, September 23rd (My birthday! So have some cake on hand!)

"The Council of Pecans" and "The Gift of Strawberries," pp. 11-32

**Prompt:** Kimmerer describes the continued mystery of "mast fruiting" for forest ecologists. As a teacher, how do you deal with unresolved questions in your field?

How does what Kimmerer calls the "commodity economy" manifest in your teaching experience? This can be in the classroom or institutionally.

### Wednesday, October 7th

“Asters and Goldenrod,” pp. 39-47 & “The Sound of Silverbells,” pp. 216-223

**Prompt:** Have you ever had an experience with a teacher like the one Kimmerer describes in “Asters and Goldenrod”?

Have you ever had an experience as a teacher like the one Kimmerer describes in “The Sounds of Silverbells”?

### **Wednesday, October 21st**

“Learning the Grammar of Animacy,” pp. 48-59 and “Mishkos Kenomagwen: The Teaching of Grass,” pp. 156-166

**Prompt:** Both of these chapters deal with language, and how fluency in certain languages is used to determine as an indicator of student success. What does fluency look like in your field? Are there languages, practices, or fluencies that it excludes?

### **Wednesday, November 4th**

“Allegiance to Gratitude,” pp. 105-117 and “The Sacred and the Super Fund,” pp. 310-340

**Prompt:** Kimmerer asks in “The Sacred and the Super Fund,” “How do we live our responsibility for healing?” As an educator and member of the SMC community what is your responsibility? What is your gift?

**Links to some of the groups she mentions:**

**Society for Ecological Restoration**

**Onondaga Nation’s Vision for a Clean Onondaga Lake**

**Definition of The Great Turning from the Center for Ecoliteracy**

### **Wednesday, November 18th**

“The Three Sisters,” pp. 128-140

**Prompt:** What would it mean to treat knowledge as a polyculture?

Kimmerer writes, “We are all a part of our worldviews.” Can you identify your worldview?

### **Wednesday, December 2nd**

“The Honorable Harvest,” pp. 175-201 & “Sitting in a Circle,” pp. 223-240

**Prompt:** What would it look like for you to incorporate the “canon of the Honorable Harvest” in your curriculum?

Kimmerer writes, “This is our work, to discover what we can give. Isn’t this the purpose of education, to learn the nature of your own gifts and how to use them for good in the world” (239). Do you agree?

