

# SEA

SECULAR | ECLECTIC | ACADEMIC  
HOMESCHOOLERS

Books to Read during  
Native American  
Heritage Month

Teaching Native  
American History

Ecos: First Continent  
Game Review

Hearing  
Movement

Climate Challenge  
for November

Thoughts on  
Teaching Grammar

November 2019





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# Hello & Welcome

Letter from the Editor  
November 2019

Dear SEA Community,

November is one of our favorite months. For us, it's a month of warmth, family traditions, and sweaters for the cooling weather. It's a time where we start to turn inward, spend more time in our homes with family and friends, and focus on creating.

It seems appropriate that this month of change is also marked by a change in the SEA magazine. We want to thank Sharon Anderson for her months of wonderful service as the editor. She helped us create a substantial and beautiful publication. Moving forward, the responsibilities of editing the SEA magazine will be shared by us, Blair Lee and Samantha Matalone Cook. We already have a collaborative and dynamic working relationship, and we both care deeply about the SEA community and how we can best support secular, eclectic, academic homeschooling. We are full of ideas for coming issues!

For our first issue together, we both felt strongly about centering on Native American History month. Native American History is American History and should be included as such, not just this month, but whenever U.S. History is taught. The history of indigenous people should be approached as a central subject in world history. As you will see in the following pages, there are so many wonderful resources to use in your learning, focusing on both the past and the present. We advocate for using materials and activities that are written and/or designed by Native people, telling their own stories.

We also added a few new sections to the magazine, such as a game review and a section for advice on common homeschooling questions. As we move forward, you will see the scope of this magazine expand and grow with our plans and enthusiasm.

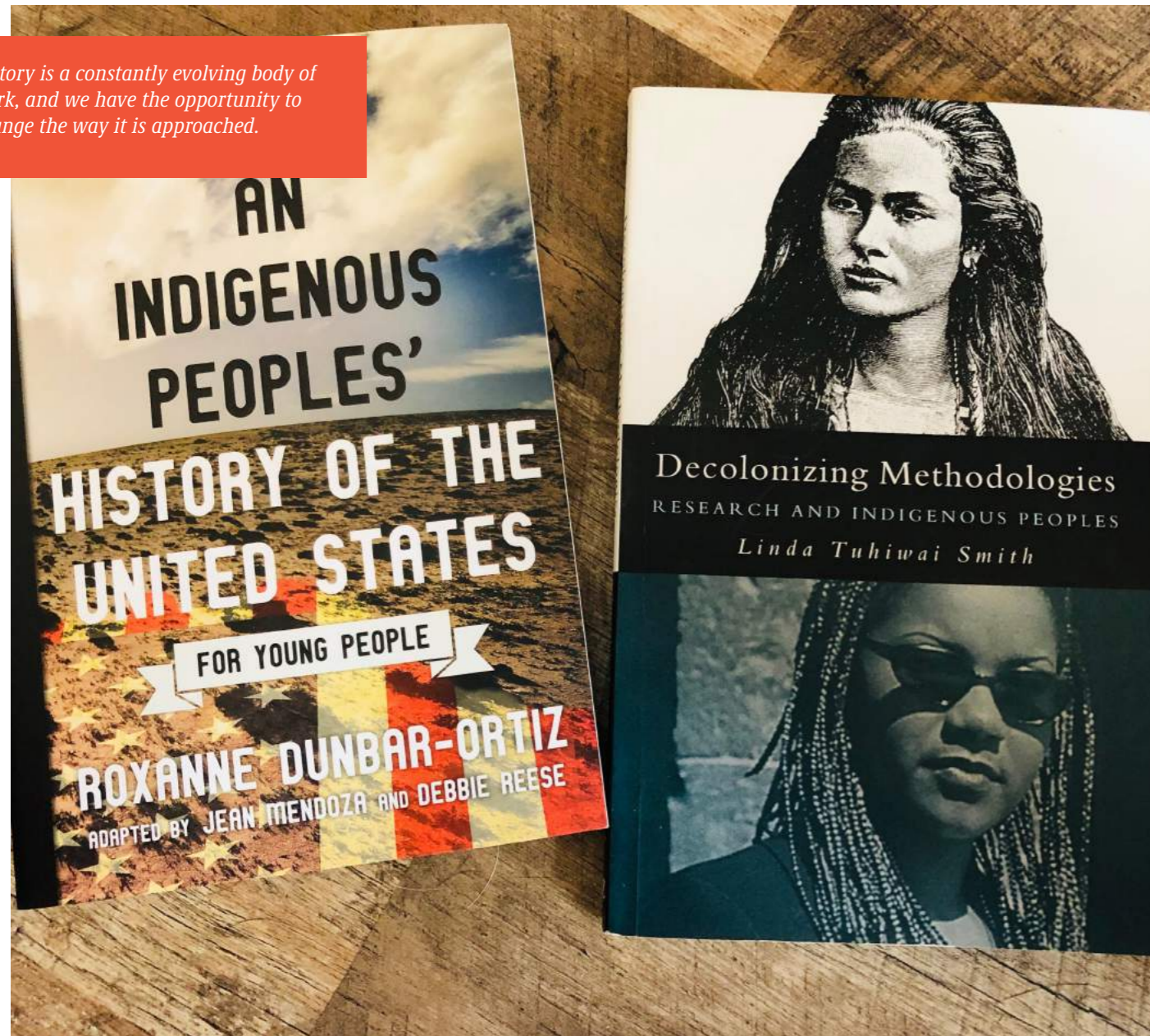
If you have any questions, comments, or an interest in writing for the SEA magazine, please contact us at [contact@seculareclecticacademic.com](mailto:contact@seculareclecticacademic.com).

Wishing you and your family a cozy transition into winter,

Samantha Matalone Cook and Blair Lee  
Editors



History is a constantly evolving body of work, and we have the opportunity to change the way it is approached.



Written by Samantha Matalone Cook, MAT

## Teaching Native American History

I had an online interaction recently with a first-year history teacher, who posted some activities for teaching Native American history that included turning First Nation people into cartoonish pop culture figurines and building tipis in the classroom. When I pointed out that these activities were culturally insensitive and appropriative, they reacted defensively and dismissively, basically stating that “the other

educators I’ve asked who have been teaching this subject for many years think it’s fine.” It’s not fine.

I’ll begin by analyzing the two activities above. First, Indigenous people have been used as characters in racist, exploitative cartoons and other pop culture mediums for hundreds of years. Creating these figurines that are cartoonish

or fantasy and exaggerated in style add to that shameful history. Creating stylized figures based on ones that people collect objectifies and fetishizes Native American cultures. Finally, this project adds nothing to a student’s understanding of Native cultures, either in the past or present.

*“It is the responsibility of every educator, and especially historians and history educators, to decolonize historiography (how history has been/is written) and how history is taught.”*

It’s also inappropriate to build and use tipis. Tipis are not just shelter; they are sacred, ceremonial centers to many First Nations. Every part of the tipi, from the design to the act of building and using one has ritual and meaning. Many Native people [have written on the commercial appropriation](#) of tipis in response to companies selling them as play tents or classroom teachers using them as reading nooks. Their assertion is clear that this not only [demeans the function of tipis](#), but adds to the objectification and fetishizing of Native American cultures. This is not a structure to be played with, nor is it appropriate to personify the lives of Indigenous people. Unless you have brought in a Native educator to oversee the project, building a tipi will lack the historical, spiritual, and communal significance that it deserves and will most likely embody the stereotypes that abound when hands-on learning for Native American history is approached in ignorance.

Unfortunately, the reaction of the educators mentioned above did not surprise me. There is an enormous deficiency in the teaching community of knowledge and cultural sensitivity around this subject. In the [Reclaiming Native Truth project](#), research found that:

*“Nearly half of Americans say that what they were taught in schools about Native Americans was inaccurate; 72 percent say it is necessary to make significant changes to the school curriculum on Native American history and culture. In focus groups with parents and teachers, both groups recognize that the school curriculum covering Native Americans is under-representative and inaccurate. Teachers rate “history of Native American peoples” and “pre-Columbian American history and culture” as two of the worst subjects in terms of coverage and accuracy.”*

*“A [study of schools in 2011–2012](#) found that nearly 87 percent of state history standards failed to cover Native American history in a post-1900 context and that 27 states did not specifically name any individual Native Americans in their standards at all. People interviewed said that they feel that what they learned – or are teaching – in school about Native culture is inaccurate, and they strongly supported the need for curriculum change. Education is vital. When non-Natives understand that Native peoples still face prejudice and discrimination, they are more likely to support Native issues.”*

*“Americans admit to genocide of Native Americans, though they significantly underappreciate the scale and force of violence that has taken place since 1492. Many believe atrocities done*

*to Native Americans ended in the 19th century and underestimate the current levels of discrimination faced by Native peoples in comparison with other racial and ethnic groups and LGBTQI people.”*

*It is our job to research and understand diverse voices and perspectives, and to respect the point of view of the people whose story we are sharing. History is a constantly evolving body of work, and we have the opportunity to change the way it is approached. By looking closely at and eliminating bias, colonial indoctrination, and the suppression of Native voices, we can teach more truthful and inclusive history. But we need to do the work. There is absolutely no excuse not to. As a non-Native who teaches Native American history in my classes and in the curriculum I develop, I am constantly learning and adjusting my perspective and practice to educate myself and my students on the rich and accurate histories and vibrant cultures of the First Nations. As Howard Rainer, a citizen of the Taos Pueblo-Creek nation, says, “Children learn from what they see. We need to set an example of truth and action.”*

The history of the Indigenous people of the United States begins long before Europeans made their way to the Americas and continues to this day. There are many ways to learn about Native American history and current events without resorting to [offensive](#)



stereotypes and cultural appropriation. As Cristine Boatman says in her article [Lessons Learned in Teaching Native](#)

**“Native American history is not complete or finished. There are currently over 5 million Native Americans in the United States.”**

*American History: “Be humble, find the gaps in your knowledge, and listen to Native voices.”*

**Here are the lessons I would add:**

Native American history is American history and therefore is essential and mandatory. Period.

Before I teach a lesson or design an activity, I do extensive research, looking primarily at Native writing, videos, and interviews on the subject. I also have all my writing and projects peer-reviewed by someone who is not only an expert in

Native American history, but identifies as such culturally. Or I use lessons and projects that were specifically designed by a Native educator or organization.

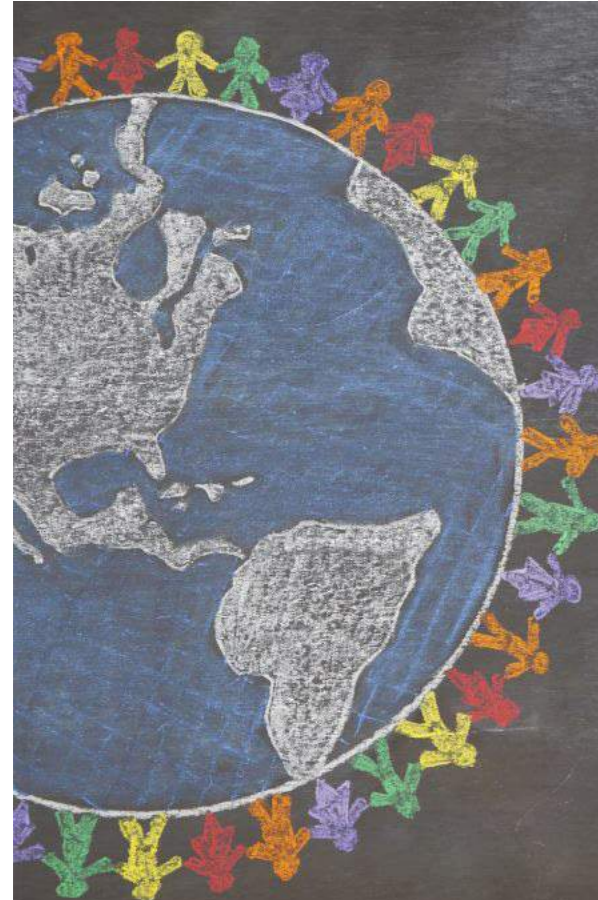
You should know whose stolen land you are living on and make learning about those Native groups a priority. Check out [Native Land](#) for an awesome map, complete with a teacher’s guide, on this subject. You should also learn about what local Native issues you can incorporate into your teaching and support with community action. For example, when I was living in Berkeley, CA, my students and I got involved in the effort to preserve the [West Berkeley Shellmound](#) site. Now that I’m in Colorado, I’m learning about land use issues and corporations causing environmental contamination on First Nation land. If you do get involved, make sure that you are respectful and listen to what Native leaders need and want in terms of community action.

When I have been unable to find the information I am looking for, I contact a First Nation national organization like the NIEA or AIM. Note that local

chapters of national organizations often have more ability to respond to questions. I prefer, however, to be in contact with an organization that was founded and is run by a specific First Nation to build lessons and projects that are distinct and identified with that group. There are 573 First Nations in the United States alone, all with their own identities, traditions, perspectives, preferences, and boundaries. Treating all Native Americans as one group is inappropriate, disingenuous, and unscholarly.

Native American history is not complete or finished. There are currently over 5 million Native Americans in the United States, comprising a substantial part of our community. Making connections between the history we are studying and current First Nation locations, activities, and issues is important and relevant.

Native Americans do not need non-Native people to speak for them. They can and do speak for themselves. Our



**SEA Homeschoolers**

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3 Membership Levels: The First Level is FREE

**All Levels Include**

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- Templates to make student and educator ID cards

[SEAHomeschoolers.com/membership-group/](http://SEAHomeschoolers.com/membership-group/)

What does it mean to be well-educated when facts are available at the touch of a button?

How can we come to a deeper understanding of our world amid the modern, massive stream of incoming information?

## **WE NEED A PARADIGM SHIFT FOR HOW WE APPROACH TEACHING AND LEARNING.**

What if you could make education profound and meaningful through captivating projects? What if both theoretical and practical skills could be engaged through collaboration and personal interest?

What if your students can learn history by making paper airplanes, gain social networking skills through historical research, creatively approach the art of storytelling, explore the significance of graphic design by studying politics, and more?

Project-based learning is a dynamic approach to education in which students apply academic and vocational skills in a personal, hands-on way with real-world experiences. This learning method has the potential to revolutionize the role of education by promoting a deep, nuanced understanding where students gain ownership over skills and information on the path to becoming lifelong learners.

*Project-Based Learning: Creating a Modern Education of Curiosity, Innovation, and Impact* has everything educators need to create a partnership with students as they journey through the process of learning, presenting tangible outcomes for personal and social impact. Research on how learning happens, practical how-to guides for designing projects, eight ready-made projects, and educator and student workbooks are included to enable teachers, administrators, and parents to understand and craft empowering learning experiences for their students.

**“SAMANTHA AND BLAIR HAVE DONE A GREAT JOB OF DEFINING HOW EDUCATION CAN CHANGE THE TRAJECTORY OF HOW HUMANS EVOLVE.”**

- Somya R. Munjal, CPA, MBA, MAS; Founder of Youthful Savings and Managing Partner of CPA for the People LLP

**“PROJECT BASED LEARNING IS A BOOK THAT DESERVES A PERMANENT PLACE ON MY SHELF.”**

- David Ruiz, Teacher at Vista Innovation & Design Academy, VUSD

**“THE AUTHORS DON’T JUST TELL READERS THE HOW OF ENACTING PROJECT-BASED LEARNING; THEY EXPLAIN THE WHY. YOU’LL END THE BOOK KNOWING HOW PROJECT-BASED LEARNING IMPACTS INDIVIDUAL LEARNERS, CLASSROOM POWER DYNAMICS, TEACHING APPROACHES, AND - ULTIMATELY - CONCEPTIONS OF WHAT LEARNING IS AND SHOULD BE.”**

- Michelle Parrinello-Cason, PhD, Dayla Learning

**“BLAIR AND SAMANTHA’S BOOK IS AN EXCELLENT BLEND OF THEORY BEHIND PBL, NUTS AND BOLTS OF IMPLEMENTING PBL, AND PRACTICAL PROJECT IDEAS. IF YOU’RE GOING TO GET ONE RESOURCE ON PBL THIS BOOK IS ALL YOU NEED!”**

- Rick Schertle, Educator, Innovator, Co-Founder of Air Rocket Works

**E-Book is on Sale Now at SEA Books & More.**

**Print copy Available for Pre-Order.**

job as allied educators and historians is to listen and then help amplify Native voices telling their own stories.

To quote Maya Angelou, “when you know better, do better.” Being defensive or dismissive because of lessons or projects you have done in the past gets you nowhere. Admitting you can do better and then striving for more thoughtful, accurate teaching now and in the future will contribute to your own growth, the more holistic education of your students, and a shift in the larger educational community around historiography and curriculum development.

Here is a starter list of resources for teaching Native American History. Many of the resources in this list were approved or contributed by Kelly Tudor, a citizen of the Lipan Apache, Native American educator and consultant, and AIM co-chair.

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*“It is important to learn about Native peoples from actual Natives. We tell our stories best. Try to use Native authors and resources as much as possible. Also be sure to teach about modern Native peoples, not just our past!” Kelly Tudor*

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#### **Books for Educators:**

**Rethinking Schools:** [Unlearning ‘Indian’ Stereotypes](#) (DVD) and [Rethinking Columbus, The Next 500 Years](#) (Book)

[Pulling Together: A Guide for Indigenization of Post-Secondary Institutions](#) by Asma-na-hi Antione, Rachel Mason, Roberta Mason, Sophia Palahicky, and Carmen Rodriguez de France

[Decolonizing Methodologies: Research and Indigenous Peoples](#) by Linda Tuhiwai Smith

#### **Books for Educators and Students:**

[Lessons From Turtle Island:](#) Native Curriculum in Early Childhood Years – by Guy Jones and Sally Moomaw

[A Kid’s Guide to Native American History](#) by Yvonne Wakim Dennis

[An Indigenous People’s History of the United States](#) by Roxanne Dunbar-Ortiz

[An Indigenous People’s History of the United States for Young People](#) by Roxanne Dunbar-Ortiz, adapted by Jean Mendoza and Debbie Reese

[American Indian Contributions to the World](#) (5 books) by Emory

Dean Keoke  
(Medicine and Health; Food, Farming and Hunting; Trade, Transportation, and Warfare; Science and Technology; Buildings, Clothing and Art)

#### **Online Resources for Native-authored Books, Recommendations, and Resources:**

[Oyate.org](#) (Native-authored resources and books)

[Strong Nations](#) (Native-authored books)

[Birchbark Books](#) (Native-authored books and resources)

[Eaglespeaker Publishing](#) (Native-authored books)

#### **Online Resources for Teaching:**

[National Indian Education Association](#) (NIEA)

[American Indian Movement](#) (AIM)

[Reclaiming Native Truth](#)

[Cradleboard Teaching Project](#)

[Native Teaching Aids](#)

[Native 360:](#) Transforming Teaching and Learning about Native Americans (from the Smithsonian National Museum of the American Indian)

Understanding Prejudice: [Teaching About Native American Issues](#)

[Decolonizing Thanksgiving:](#) A Toolkit for Combatting Racism in Schools

[Teaching Respect for Native Peoples](#)

More on teaching about Native American History [in Pre-school and Kindergarten](#)

[American Indians in Children’s Literature](#) (Native perspective and analysis)

[Teaching Tolerance](#) (this website has several relevant articles, lesson plans, and activities)

[Infusing Indigenous Perspectives in K-12 Teaching](#) (University of Toronto)

[Illuminatives/Native Now](#) (lesson plans and resources)

#### **More Online Resources for Educators and Students:**

[First Nations directory](#)

[An Indigenous History of North America](#) (blog)

[Native Languages and Resources](#)

[Information on Powwows](#) (including etiquette, dances, and drum styles)

[Indian Country Today](#) (news source for current events, teaching resources)

[Indigenizing the News](#) (current events, art and poetry, reviews)

Video Game: [When Rivers were Trails](#)

Video Game: [Never Alone](#)

I want to express my gratitude to Kelly Tudor for her collaboration on this article. If you are interested in working with her as a consultant on Native American history and cultures, you can reach her at [ktudor15@gmail.com](mailto:ktudor15@gmail.com). I’d also like to thank Roxanne Dunbar-Ortiz for her inspiring, rich, and thought-and action-provoking writing and lectures, from which I have learned so much.



*As a historian and an educator, I am dedicated to the truthful, inclusive evolution of historiography. For questions or discussions, please use the contact page on this website or message me through social media. If you’d like more information on my work, you can visit [Pandia Press](#) for my upcoming History Odyssey series (Level 2- Middle School/High School), [SEA Publishing](#) for my new co-authored book on Project-Based Learning, which contains several pre-planned history projects, or follow me here and on social media for some new history releases this spring.*



## Ask SEA Homeschoolers

*Can you help please?!? I found an online class that sounded like a perfect fit for my child. I emailed the teacher, school, or co-op to ask if it was secular and they assured me it was. After my child started taking the class, I realized there was a problem with it. What should I do?*

Our Advice,

The problem can take many forms, and we have heard them all.

The materials are not secular and the teacher doesn't seem to realize it. (Yes, this happens.)

The materials are secular but the teacher is not, and because of it the class isn't secular.

Neither the materials nor the teacher are secular.

The class and materials are both secular, but there is a heavy political bias from the teacher's assistant, teacher, or both.

You paid good money for these, you do not want to have to find another class to fit this requirement on short notice, what should you do?

It's normal to feel frustrated or annoyed when you realize that a class you thought was perfect is not secular or is inappropriately biased. Resources are hard enough to find, especially ones that fit the needs and learning style of your child. It's also well within your rights to address the issue. Even if you are someone who is uncomfortable with confrontation, advocating for your child's experience is important and models how to handle conflict for your learner.

The first step is to decide what you would like the outcome to be. Do you want your money back? Or would you like to see if the problem can be fixed? Once you have decided this contact the teacher. Do it via email, even if you plan on speaking in person, so that you have documentation. Be clear about the issue and why it is a problem for your child and you.

If you want your money back, ask for a refund in this email. If they have not been upfront about it being non-secular or about a political bias, they do owe you a refund. If your reason for asking for the refund is any of the above, try not to accept less than what you paid for the class. It is the teacher's responsibility to vet and evaluate their materials, and a school or co-op's responsibility to vet and evaluate the teachers teaching their classes. If they were vague in their language about the extent of bias, you may have to be persistent should they reject your request, noting that their description was misleading. In either case, if they are resisting your request, you might have to warn them you will be sharing about this

online and in your community. If they still do not grant your request, we urge you to follow through on sharing your experience with others. Even if you never get a refund, which we hope you do because you should, you will helping others to avoid the same fate.

If you want to them to fix the problem so your child can stay in the class, your first email should be more open ended. Make sure to give concrete examples of what the issues are, so that they can be addressed. You may also need to give suggestions on how the issues could be handled, since in our experience, if they were not upfront in the beginning about their bias they usually don't have solutions at the ready to deal with those who are bothered by it. You should be prepared, however, to not get the resolution you are hoping for. If that happens, you should always be prepared to ask for a refund.

For future classes, so that this doesn't happen again, make sure you ask pointed questions about the class and teacher before signing up, with specific questions on bias and secular content. This way, you are more likely to avoid these issues, or if they do show up, you have a strong case. Again, make sure to document all communication. Also, make sure you are familiar with the refund policy of the class ahead of time. Many programs do offer refunds on a sliding scale depending on when you ask for it. In the end, while experiencing this situation is not ideal, approaching it with confidence and determination will increase your chance of present and future success and serve as a positive example for your learner on how to manage the unexpected.

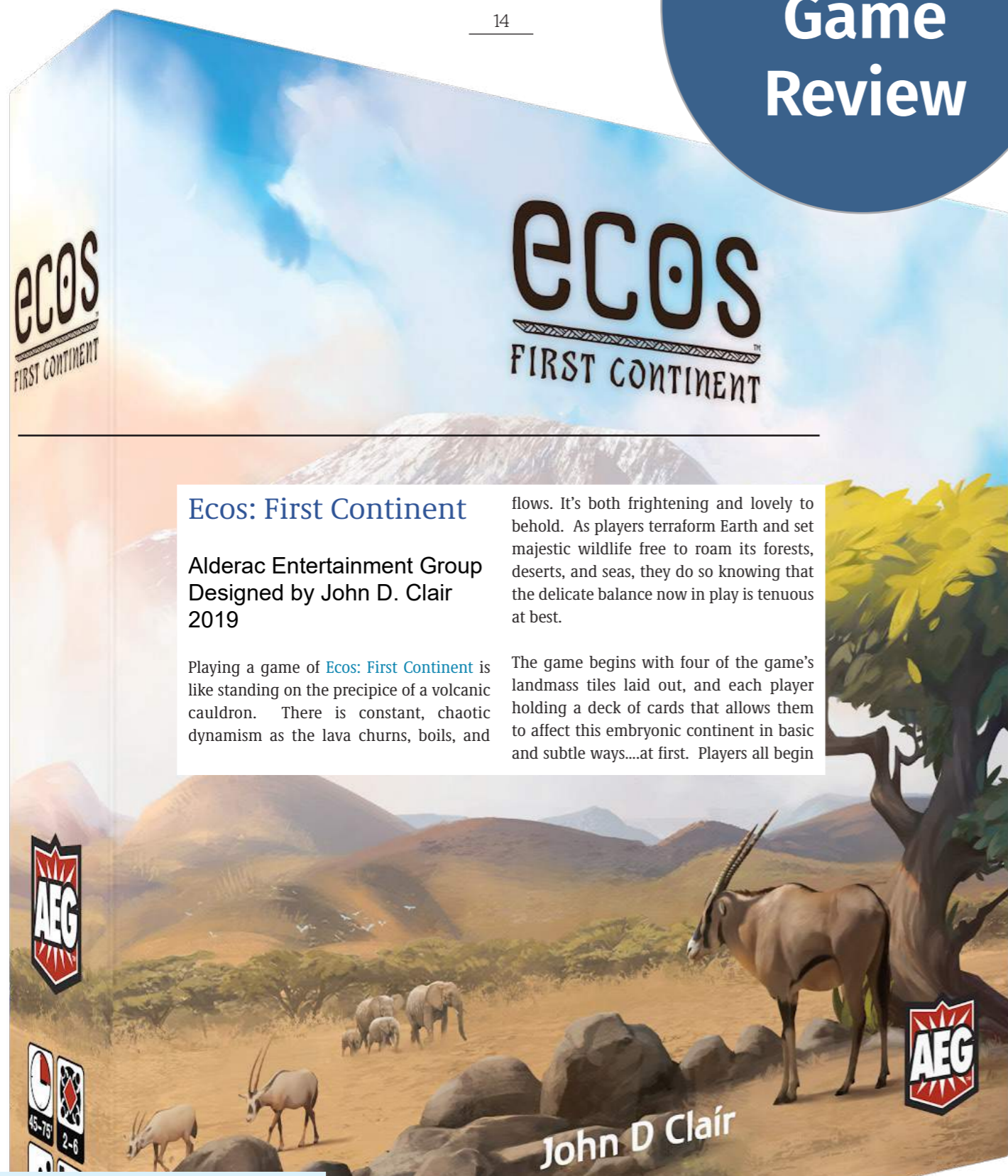
## The Weaver

*From the Andes Mountains Civilization Unit in [History Quest: Early Times Study Guide](#).*



Find this coloring page depicting a weaver from the Andes Mountains along with many more hands-on history activities in [History Quest: Early Times Study Guide](#), the companion to History Quest: Early Times. History Quest: Early Times is a new read-aloud book for elementary-aged children, for older kids to read independently, or for storytime with the entire family.

# Game Review



## Ecos: First Continent

Alderac Entertainment Group  
Designed by John D. Clair  
2019

Playing a game of *Ecos: First Continent* is like standing on the precipice of a volcanic cauldron. There is constant, chaotic dynamism as the lava churns, boils, and

flows. It's both frightening and lovely to behold. As players terraform Earth and set majestic wildlife free to roam its forests, deserts, and seas, they do so knowing that the delicate balance now in play is tenuous at best.

The game begins with four of the game's landmass tiles laid out, and each player holding a deck of cards that allows them to affect this embryonic continent in basic and subtle ways....at first. Players all begin

*My favorite aspect of this game is how it discourages players from becoming too invested in what they've created. Everything is constantly changing. Those majestic rhinos you spent the first part of the game setting free to roam in the first part of the game might just be the food your cheetah needs to eat to score you big points later. Embrace the ever-evolving nature that is Ecos.*

Written by Edward Stafford.

Edward likes to give discarded items new lives as something fantastic and otherworldly. He looks at printer ink cartridges and bubble gum containers and sees spaceships. Give him an old squirt gun and contact lens containers and he'll turn it into a Flash Gordon laser pistol. Edward is an avid model maker, painter, and board gamer. He enjoys spending time with his family and friends, making music, and hiking in the woods. His wife encourages his mad scientist tendencies, and his three children are quite happy to be the recipients of the weapons from his workshop. Visit Edward online at [www.gamerunner.com](http://www.gamerunner.com), where he serves as the Lead Board Game Ambassador.

on even ground with seven "energy" cubes that are used to activate the cards in play. And here is where the fun begins. Play in Ecos happens simultaneously.

One person will act as the ominously-named "harbinger" who will draw delightfully tactile wooden tiles out of a bag, each one bearing a symbol that might match one of the cards in play. In "BINGO" fashion, all players get to place an energy cube on one of their cards if the symbol matches. One of the nice mechanisms about Ecos is, even if harbinger draws a symbol a player can't use, there is an alternative action that can be taken which is *always* helpful. Once a player has filled the required symbols on the card, they will, BINGO-style, exclaim "Eco!" bringing that tile drawing phase to a halt.

The cards can affect any number of things in the game, from growing the continent by placing more tiles to adding trees, mountains, or animals. Playing cards also allows players to score points, gain new cards, gain energy cubes, and place cubes on cards in play. Every card does something a little different and it's always surprising. Sometimes those surprises can be a little infuriating, but changes happen so quickly and players have so many choices that the fury fades quickly.

This is due in part to the player's set of cards also being in a state of flux. Every time someone declares "Eco!" they must rotate that card after taking the action to show that the card's effect has been used. Each card can be activated only a certain number of times before it must be discarded. So that effect that you really liked? Yeah, you can only do it a few times before it goes away. Even worse? Someone else might be able to scoop it up out of the discard pile and play it.

The game is a race to 80 points, and like all good engine builders, players start with bupkis and gradually tune their engines so that by mid-game, every declaration of "Eco!" sees activated cards cascading into combos that will rocket players up the point ladder. No game feels like a slog, in part thanks to the simultaneous play. In fact, the last game I played, the player who took forever to even get on the scoreboard and who seemed to be lagging behind the entire game was, in fact, building a pretty

*Ecos: First Continent* is easily a contender for game of the year. From the beautiful art to the elegant, always-something-to-do mechanics, there's a lot to like.



fantastic engine that, to everyone's surprise, catapulted him across the finish line. AEG and designer John D. Clair hit it out of the park with Ecos. With unique game mechanics and lovely artwork evocative of a wildlife park, the game should appeal to casual and avid gamers alike. There is a lot to wrap your head around at first, but the design is intuitive and the iconography is easy to understand. It's one of those games that seems more complex than it actually is. It should also be noted that handy containers for all the animal tokens and energy cubes are included in the cardboard punch-outs, which is a very nice touch.

The downsides are few, but should be acknowledged. Paying attention to everything that's going on is difficult given

the simultaneous play, but it's important. If two players "Eco!" at the same time and both are going to place a tree, for example, and there's only one spot to place the tree, only the player closest to the harbinger clockwise will be able to do so. The other player will not be able to do anything, meaning all that spent energy is for naught. This can be especially difficult in a six-player game. There is a lot to pay attention to in general. Did you rotate that card when you were supposed to? Can you place that manatee now that the last player just turned that ocean into a desert?

*This article contains affiliate links.*



## GAMERUNNER PRESENTS:



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January 31-February 2 2020  
Sonesta Irvine-OC Airport Hotel



### Tabletop Games

- Borrow games from GameSchoolCon's extensive Board Game Library!
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- Play new games with game designers
- RPGs running all weekend long
- Visit the Exhibit Hall and bring home your new favorite games

### Video Games

- Minecraft server running all weekend
- Console games running all weekend
- Virtual Reality games
- Esports Tournaments

### Kinetic Games

- Hot Wheels Speedometry
- Giant Jenga
- Kendama
- K'nex



### More Fun & Games

- Engaging Speaker Panels
- Quidditch with the Long Beach Funky Quaffles
- Nerf battles
- LARP
- Candyland Dance Party
- Fabulous Exhibit Hall
- Homegrown Artists Alley and Used Game Sale
- Lego Pit
- Bionicle Building Zone
- Raffle



### Games are for Everyone

Games are a great way for people of all ages to learn, connect, relax, socialize, and grow! Gaming can help us practice patience, reasoning skills, and an appreciation of diverse skillsets. And playing games creates opportunities to learn about boundaries, fair play, and other social skills. To learn more about the benefits of gaming, visit [www.GameSchoolCon.com](http://www.GameSchoolCon.com).

## Books to Read during Native American Heritage Month

Written by Blair Lee

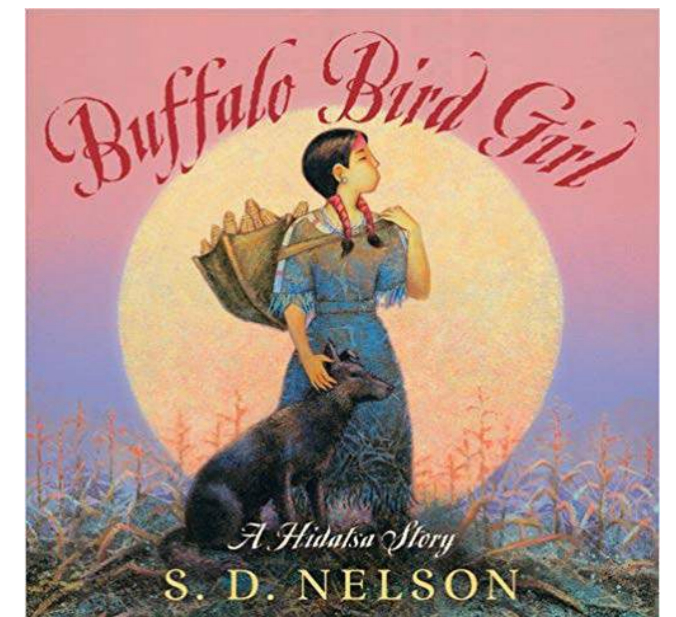
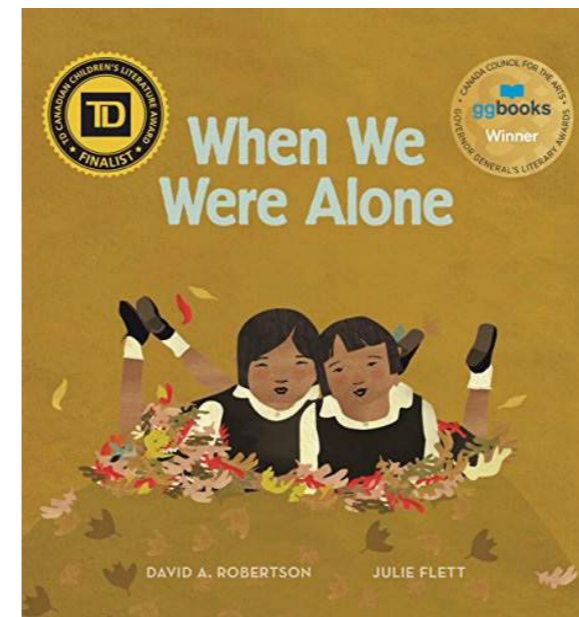
*November is Native American Heritage Month, why not include some books that tell real stories about this history? The recommendations below are more authentic than many of the Thanksgiving focused books Americans read in November. These reads look at factual history and bring to life the protagonists' life stories and those of their people.*

**Grade School:** [When We Were Alone](#) by David A. Robertson paired with [Buffalo Girl](#) by S.D. Nelson

In *When We Were Alone*, Robertson tells the story of the [boarding school system](#). I can still remember the exact moment I learned that this traumatizing system ended in the 1980's. I was taking a tour on the Pine Ridge Reservation as a part of a service project. This is history that every American should know about.

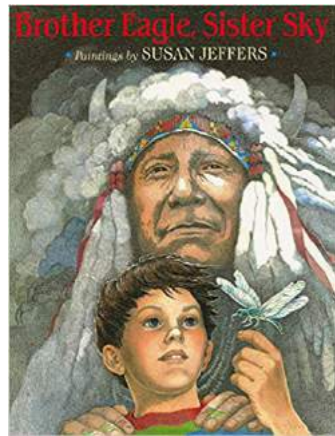
*When We Were Alone* is a picture book, so you might think this is a book for early elementary. Why I think this book deserves a place on your book shelf is that the topic is one for all ages. The moving story celebrates indigenous culture, educates about a terrible injustice that ended recently, and focuses on empowerment and family as the grandmother, Nokom, answers her granddaughter's questions. Because this is a picture book, it also allows for further research at whatever level your kids are ready for. The book alone might work for your 5 year old, but with your 10 year old you might decide to research and learn more about the boarding school system. *When We Were Alone* is poignant and eloquent. It will keep adults thinking long after reading it.

I recommend pairing *When We Were Alone* with *Buffalo Bird Girl: A Hidatsa Story*. This biography focuses on life as a part of a Native American community. In *Buffalo Bird Girl: A Hidatsa Story*, Nelson uses a nostalgic and yet joyous voice throughout the story. Pairing both books gives the opportunity to discuss what it would mean to be torn away from your family, culture, and homeland. It also gives you the opportunity to discuss the rich, meaningful culture and family life of the Native American community.



**Grade School:** [Giving Thanks: A Native American Good Morning Message](#) by Chief Jake Swamp paired with [Brother Eagle, Sister Sky](#) a book by Susan Jeffers that adapted a speech given by Chief Seattle

[Giving Thanks: A Native American Good Morning Message](#) is the perfect read-aloud for Thanksgiving. The text comes from a traditional Iroquis ceremony focused on giving thanks. This is coupled with beautiful illustrations that make this a favorite in our house. I first read this to my son when he was 7 and now read it to my grandchildren.

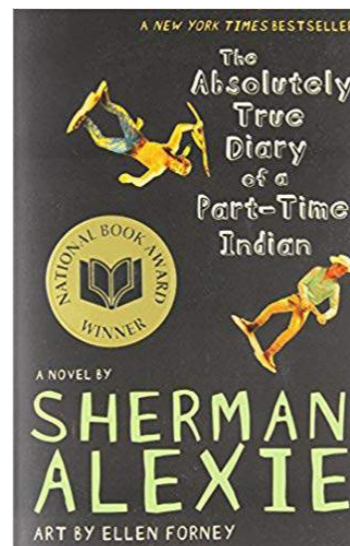


The text in [Brother Eagle, Sister Sky](#) is an adapted version of the speech given by Chief Seattle at treaty negotiations in the 1850's. This speech is a powerful statement about caring for the Earth. The first two lines of the speech are "How can you buy the sky? How can you own the rain and wind? Thus begins one of the most concise and powerful talks you will find anywhere focused on conservation. It gave me chills the first time I read it. The speech seems precient considering the current environmental crisis. I often wonder what the world would be like if Chief Seattle's message had changed the behavior of people when he gave it going forward to today.

**Middle School:** [The Absolutely True Story of the Part-Time Indian](#) by Sherman Alexie.

[The Absolutely True Story of the Part-Time Indian](#) is a first-person narrative written as a diary. This book has both comedic and darkly poignant elements woven through it. One of the things that make Alexie's writing so powerful is the humor and compassion he uses when discussing serious issues. The story compares and contrasts elements from the Spokane Indian and white culture. Alexie uses mixed media, simple line drawings and words, to convey the story enriching the story by making his point with two mediums.

Alexie uses a technique I think of as "unpacking" when he discusses serious social issues. He unpacks some issues more fully than others. Some boxes he opens, showing readers a glimpse of what's inside, and closes the box without unpacking it. This is what Alexie does with the topic of boarding schools. The issues of poverty and alcoholism Alexie unpacks much more fully. This is an honest and humane book about many of the issues Native Americans are dealing with at this time. I recommend reading this book with your kids. Every single chapter has layers. There is so much to talk about.



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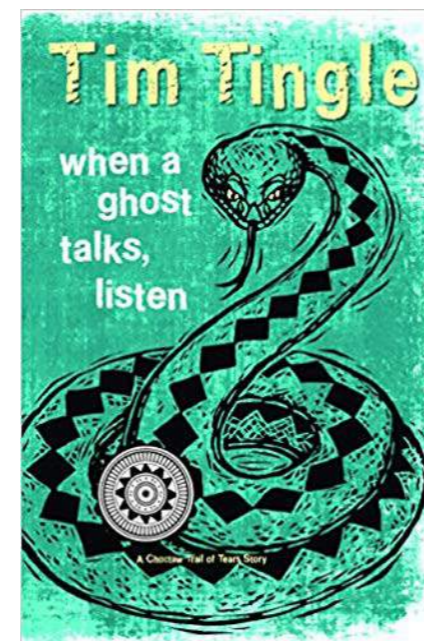
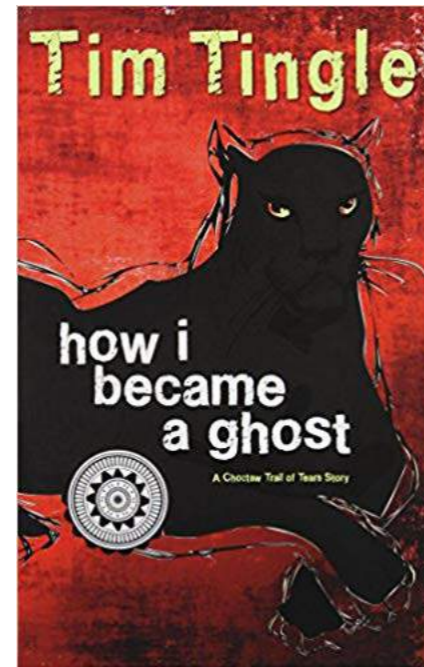
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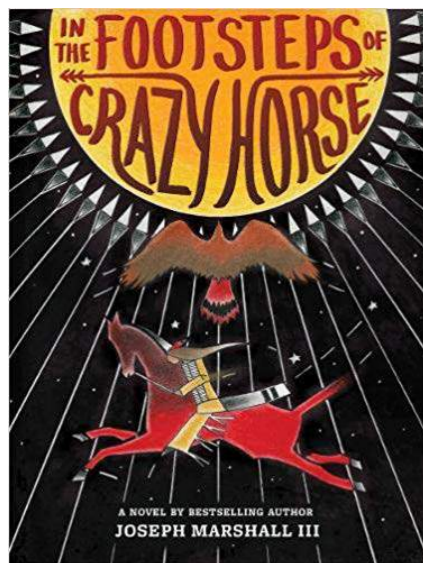
The first two books in the [How I Became a Ghost Trilogy](#): [How I Became a Ghost – A Choctaw Trail of Tears Story](#) and [When a Ghost Talks, Listen](#) by Tim Tingle

The How I Became a Ghost trilogy (only two books have been published to date) is historical fiction at its best. Tingle has done a masterful job of weaving history throughout in a way that is engaging and educational. The history is honest, humane, and tragic. *How I Became a Ghost - A Choctaw Trail of Tears Story* introduces us to Isaac, a 10-year-old Choctaw boy, who along with the rest of his tribe, are forced from their homelands in the Deep South and relocated west of the Mississippi. Many in the group, including Isaac, die as they deal with harsh weather, starvation, enslavement, smallpox infested blankets. In book 2, *When a Ghost talks, Listen*, Isaac, now a ghost, finished the trek with the rest of his tribe to Oklahoma. Isaac and three cohorts then realize they can time travel. They group travels back to 1824 to witness the Choctaw Chief Pushmata meeting with Andrew Jackson. It is a masterful way to introduce this history. I look forward to reading the third book in this series. This is a series that should be included in every middle school American history course.



[In the Footsteps of Crazy Horse](#) by Joseph Marshall III

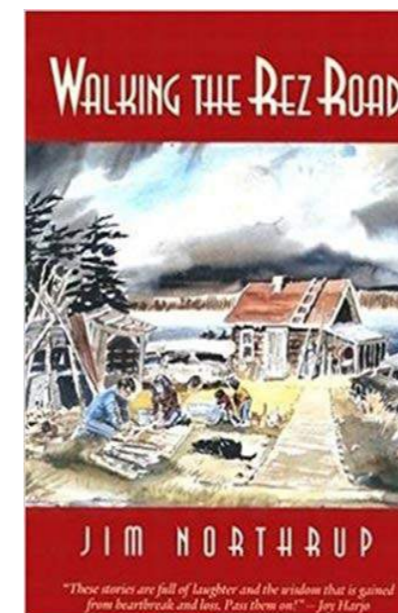
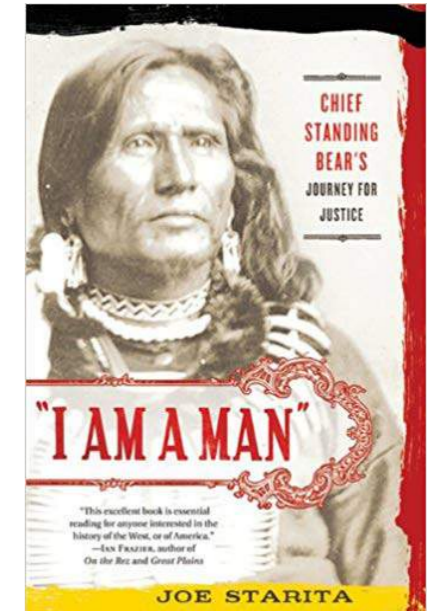
*In the Footsteps of Crazy Horse* weaves the history of Crazy horse with a modern story of Jimmy, a Lakota boy from the Rosebud Reservation in South Dakota. Jimmy is 3/4's Lakota but looks white. Because of this, he is being teased at school. Jimmy's grandfather tells Jimmy he is going to help with the bullying. Jimmy thinks his grandfather is going to beat up the bullies. Instead he takes him on a road trip as he teaches Jimmy about one of the most heroic men in Lakota history, Tashunka Witko, called Crazy Horse in English. The story weaves historical fiction and geography into a coming of age tale as Jimmy comes to understand what it means to be brave and heroic while learning about his heritage.



**High School and Adult:** [I Am a Man, Chief Standing Bear's Journey for Justice](#) by Joe Starita, [Walking the Rez Road](#) by Jim Northrup and [Genocide of the Mind: New Native American Writing](#) a collection of short essays curated by Marijo Moore

*I Am a Man* by Joe Starita is a book my son and I think should be required reading for all Americans. The book examines the injustices set down by the U.S. Government through unfair laws, land swaps, and broken treaties. It is the factual account of Chief Standing Bear and his Ponca Indian Tribe during their 1877 removal from their Nebraska homeland to Oklahoma. The book tells the story of the events that occurred when Standing Bear embarked on a 600 mile walk to return the body of his son to their ancestral burial grounds after the tribe was forcibly relocated to a reservation. While returning his son's body, Standing Bear and 30 other members of the Ponca Tribe left Indian Territory without permission from the U.S. Government. They were arrested for this. This led to a legal battle that concluded with the U.S. Government establishing legal personhood for American Indians (in 1879 - almost 100 years after the ratification of the Constitution!)

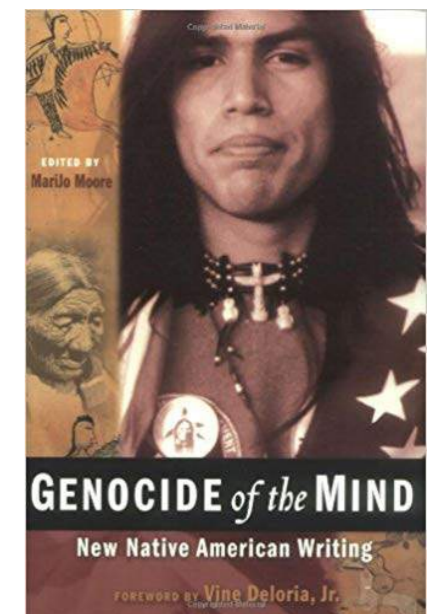
While reading about the suffering, hardships, and persecution of the Ponca, you will probably cry. You will wish you could go back in time and fix what happened. More importantly, however, you will finish with a better understanding of Native American history. This book is important and unforgettable.



*Genocide of the Mind: New Native American Writing* is a collection of 40 essays. One of the things I love about this book is that it has 35 essays from authors representing 25 tribal nations. It is important to recognize there are many different tribal nations with different histories which can lead to different issues being important to each of them. The book is divided into five sections with short stories from multiple authors in each section: life off the reservation; the need for young American Indians to reclaim their identity, the importance of preserving Native languages; the issues of Indians as mascots; the importance of accurately depicting Native cultures, histories, and present-day struggles.

When learning about Native American Heritage, the focus is often on the past. *Walking the Rez Road* and *Genocide of the Mind: New Native American Writing* both focus on the the history of native peoples that is happening today and in the recent past, something critically important to include in your studies.

*Walking the Rez Road* is a work of fiction. In it Northrup uses poetry and short stories told with humor and unflinching honesty to tell the story of Luke Warmwater, a Vietnam veteran who has returned to the Fond du Lac reservation. Many of the stories come across as autobiographical. In addition to telling stories about life on the reservation it tells the story of Warmwater getting help for his PTSD, something today's veterans are also dealing with. Northrup is really funny in a way that doesn't make fun. His with, though, is part of what makes this book one you will be thinking about a long time after reading it.

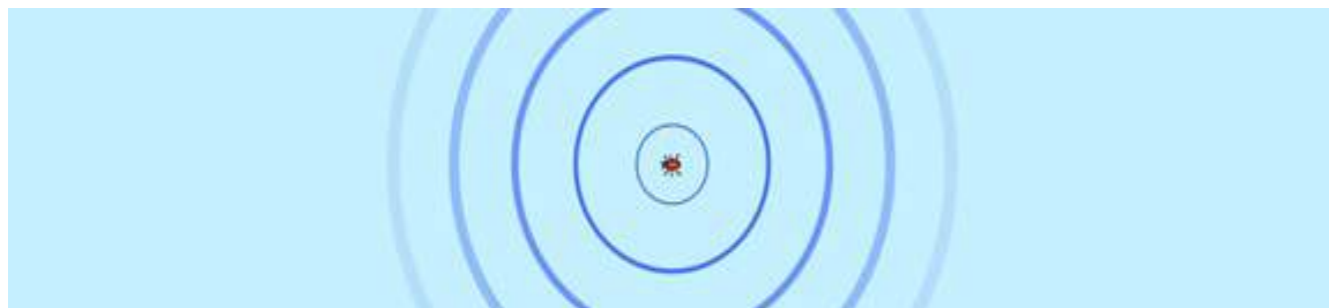


## Hearing Movement

Tools Needed: Monotone sound source, such as from a smart phone

We see movement with our eyes, but our ears can also provide a sense of when things are moving. How so? Through a phenomenon known as the Doppler Effect, first identified by the early 19th century physicist Christian Doppler, that's how.

The Doppler Effect works with any type of wave, which can include water waves, sound waves, or even light waves. The effect is observed when there is relative motion of the wave source. Consider a bug bobbing rhythmically on a quiet pond. When bobbing in place, the water waves move away from the bug uniformly, like this:



But when the bug is moving across the pond, the waves get closer together ahead of the bug's movement, while they grow farther apart behind the bug's movement, like this:



As the wave intervals get shorter ahead of the bug, this also means the wave frequency gets higher. Wave frequency is a measure of how often the waves are hitting you. A fish ahead of the bug would sense this higher frequency, and thus conclude that the bug was traveling toward it. Dinner on is on its way!

[To see this in action, watch this video.](#)

Dolphins generate ultra-high sound waves that they emit into their surroundings. They then detect the reflections of these sound waves, which gives them a mental picture of what's out there, even when the water is murky. This includes their next potential meal, whose relative motion they can also sense because of the Doppler Effect.



Police radar uses the Doppler Effect to gauge the speed of moving vehicles. Medical ultrasounds and echocardiograms create images of inside the body based upon the flow of bodily fluids, such as blood. With robotics and automated cars, the Doppler Effect allows for computerized navigation. Astronomers use the Doppler Effect to study the motion of stars and galaxies. The Doppler Effect has many remarkable applications.



**Activity:** Download a free frequency generator app to your smart phone. Point the phone speaker to someone with their eyes shut a couple yards away.

Play an audible frequency from 50 Hz to 2000 Hz. Hold the phone still so the person hears a smooth tone. Ask them to raise their hand when they hear your moving the phone back and forth. How sensitive are they to your motion? Does the pattern of your motion make a difference? Does their sensitivity to motion change when you set the tone to a much higher frequency, such as 8000 Hz? How does the "Leslie" of a Hammond organ work? Why does a siren sound different when it's approaching versus receding away from you? Can you hear the Doppler Effect when cruising along a busy two lane highway with your window open?

Till next time, good science to you!

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# Thoughts on Teaching Grammar

*When people find out I'm an English teacher, they often groan.*



They'll start telling tales of sentence diagramming and getting back graded papers bleeding red ink in slashes across their "incorrect" choices. Much like math anxiety, many people have true educational blocks (even trauma) when it comes to their own experience with writing instruction. Writing instruction is a reminder of errors rather than a celebration of ideas. It's brick walls around the narrow channel of what they're "allowed" to do with their own thoughts rather than an exploration of a full range of human expression.

That's never what writing was to me. Long before anyone taught me what a noun or a past participle was, writing was a way to explore ideas, make an argument, build a new world. Writing was how I worked through problems, entertained myself (and eventually others), and reflected on the world around me and my place in it. Getting my ideas on the page where I could rearrange and examine them was one of the most freeing and exhilarating experiences I had.

## Why I Teach Writing

I did not become a writing instructor to slash through errant commas or hem and haw about split infinitives. I became a writing instructor to help other people find what I had found: the chance to use writing as a key to unlock hidden worlds within themselves and share what they found with others.

Whether it is the chance to write a firmly-worded letter to cut through bureaucratic red tape, create words of comfort to wrap

around a grieving friend, script out a play that puts one's most personal story on display for the world to see, participate in democracy through imploring elected officials to act in accordance with one's wishes, or clearly map out an important scientific discovery, writing changes lives.

Intuitively, people know this, and that's why they want so desperately for their children to have "good" writing skills. They wring their hands over making sure that they have given them a strong foundation in writing because they want to give them the power to call upon words when they need them. They want sentences that march across the page with intention, demanding attention.

This is where things can go awry. If you have ever been ready to pull your hair out because of the run-on sentences, the lack of punctuation, or the inability to grasp subject-verb agreement, take a deep breath. If you have given drill after drill on placing a comma after a subordinate introductory clause until your learner gets perfect marks only to see the same error in their next paper, exhale. If you have worried that you yourself cannot teach writing because you can't tell a gerund from a conjunction and have no idea what a dangling modifier is, relax.

## Writing is Communication

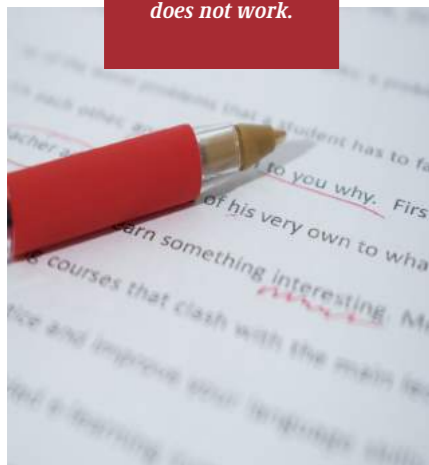
Before I say another thing, I want you to remember this: Writing is communication. It's so important I'm going to say it again. Writing is communication.

Before we worry about perfecting a sentence or placing a punctuation mark, we must concern ourselves with what it is we have to say. We should focus on getting ideas on the page, arranging them in a way that makes sense, and making sure they're supported. We should focus on choosing powerful words that get the point across and letting little glimpses of our personalities and quirks shine through to make it our own.

The greatest foundation in writing you can give a learner is letting them know that

*Written by Michelle Parrinello-Cason*

**Teaching grammar does not work.**



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what they have to say matters. I say that with complete conviction and fifteen years of teaching experience to back it up.

If a writer does not believe that what they say matters, it makes no difference where they put the commas.

On the flip side, if a writer truly believes in what they have to say and cares about sharing it, they'll figure out how to say it well.

That's because, above all, writing is communication.

## What to Do About Grammar

Teaching grammar doesn't work.

Alright, alright. I know I need to unpack that loaded claim, but I'm not the only one saying it. In fact, among the writing instructor profession, it's a pretty open secret that all those grammar drills and memorization of the terms for parts of speech don't really do a whole lot.

A [meta-analysis of 115 studies](#) on writing instruction explored what writing methods were effective for elementary instruction. There are lots and lots of ways to help students learn to write well. The "explicit teaching" strategies coded for this meta-analysis include strategy instruction (teaching planning and drafting strategies), self-regulation (goal setting and self-assessment), text structure (teaching the structure of stories, persuasive writing, expository writing, etc.), creativity/imagery (instruction on how to be more creative in writing), transcription (handwriting, spelling, and key-boarding), and grammar (focusing on isolated grammar "rules.")

Every single one of those approaches produced positive results . . . except one. The researchers found that "[t]eaching grammar did not statistically influence writing quality." In fact, "half

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*If a writer does not believe that what they say matters, it makes no difference where they put the commas.*



of the effects were negative."

Drilling students on isolated grammar rules (and here, I'm using "grammar" as a catch-all for punctuation conventions, capitalization, usage, sentence structure, etc.) does not produce better writing. Time and time again, we see that even students who are able to "master" these concepts on worksheets and quizzes struggle to transfer them into their writing. The flipside can also be true. Students who write masterfully can struggle to perform on worksheets and quizzes where the rules are taken out of the context of a complete piece of writing.

At best, teaching grammar rules without the context of actual writing is useless. At worst, it creates confusion, resentment, and frustration that goes against the real goal of helping learners produce better writing.

## What Should We Do Instead?

What should we have learners do instead of isolated grammar instruction? Read a lot and write a lot.

That answer sounds so simple as to be almost flippant, but I offer it in complete sincerity. This is not an excuse to simply avoid one of the more frustrating parts of writing instruction. This does not mean that you never discuss the impact of a misspelled word on a job application or the way that a well-placed comma provides clarity. This does not mean that subjects and verbs can go bouncing around without finding their match or that sentence fragments can be dropped into paragraphs like land mines.

What it does mean is that most writers learn

## *What should we have learners do instead of isolated grammar instruction?*

### *Read a lot and write a lot.*

how to write well by reading things that are well-written. Just like they learned to talk by listening to others talk, they'll learn to write by seeing how others write.

In "[The Wrong Way to Teach Grammar](#)," Michelle Navarre Cleary had this to say:

Just as we teach children how to ride bikes by putting them on a bicycle, we need to teach students how to write grammatically by letting them write. Once students get ideas they care about onto the page, are

they ready for instruction – including grammar instruction – that will help communicate those ideas. We know that grammar instruction that works includes teaching students strategies for revising and editing, providing targeted lessons on problems that students immediately apply to their own writing, and having students play with sentences like Legos, combining basic sentences into more complex ones. Often, surprisingly little formal grammar instruction is needed. Researcher Marcia Hurlow has shown that many errors "disappear" from student writing when students focus on their ideas and stop "trying to 'sound correct.'"

#### 1. Read All the Time

The very best thing you can do as someone who wants your learner to write well is give them great things to read. Let them see how authors play with language. Let them discover how a well-written sentence flows. Let them read above their "reading level." Let them

read below it. Read aloud to them . . . even after they're certainly old enough to read themselves. Let them see you reading. Leave books in inviting stacks on coffee tables and kitchen counters and in the back seats of cars. Wear your library card out. Get another one.

#### 2. Write All the Time

The next very best thing you can do is give them something to write. Give them small reasons to write. Give them big reasons to write. Assign reflective journaling that no one (not even you) will ever read. Assign them real-life rhetorical situations where they have to send their work off to an actual audience. Have them write for peers and for fun and for adults and for persuasion and for younger kids and for entertainment.

#### 3. Make Sentence-Level Edits with Purpose

When the situation calls for it (and only when the situation calls for it), discuss sentence-level editing strategies. This should not be on every assignment or for every writing situation. Their private reflective journaling does not need perfect adherence to capitalization rules. The text message to their friend does not need perfect comma placement. Teach them how to decide what warrants extra attention and what does not. Help them set priorities and goals.

When you do discuss grammar, discuss it in terms of clarity and communication. How will your letter to the governor be received if it is full of run-on sentences and misspelled words? Does that impact your ability to get your point across? If you are planning to post this story about your vacation on your public blog where anyone might see it, does it need to be polished and clear?

#### 4. Play with Language

Let writers play with language. Show them that the same sentence can be written five different ways and ask them to choose which one they like best. Then ask them why. Explore how different sentence options fit in different contexts. Let them find their own preferences. Just like the person wearing the bold and colorful bowtie and the person wearing the muted gray one can both be dressed appropriately for a formal situation, writers can have their own style without being "wrong."



Above all, remember the real goal of writing: to communicate. Don't let a fear of "bad" writing cloud the way you interact with your writer's ideas. If writers learn that they can only write when they can do so perfectly, they'll lose a lot of great ideas and the chance to express themselves. Teach them to get their ideas on the page and then figure out how to fix them up when (and if) the situation calls for it.

Michelle Parrinello-Cason has a Ph.D. in English and has taught as a home educator and college professor. She homeschools two delightfully energetic children and runs [Dayla Learning](http://Dayla Learning), a site dedicated to "homeschooling the humanities with humanity" that provides full-semester high school writing classes. She focuses on reaching learners where they are and giving them the foundational tools to learn well no matter what the future holds.



*If you can minimize any of these, you will shrink your carbon footprint. You will have made a difference!*



## Climate Challenge for November

### How did the climate challenge go this month?

At my house, we did a pretty good job of only eating food I made. (We ate out 3 times this month.)

Other things we did: I kept the focus on the carbon footprint of our food and how it is packaged.

- For about a year now I have been using recycled bags when I get produce (bags I collected previously, or anything that comes in a bag, like bread - I save the bag to put produce in). I extended this to bulk coffee. This means I gave up my favorite coffee (sniff, Pete's Big Bang) & now use coffee from the bulk dispenser at the store where we shop & I used recycled bags too for that.

- I made sure to use the food in the bulk dispensers (where you scoop

out what you want) whenever possible.

- I looked at the labels for all produce to see where it was grown. I only bought fruits and veggies that were grown within a 100-mile radius. Now I live in California, so that is easier for me to do than for many people. We do have a lot of apples, melons, squash, greens, and asparagus because of this though.

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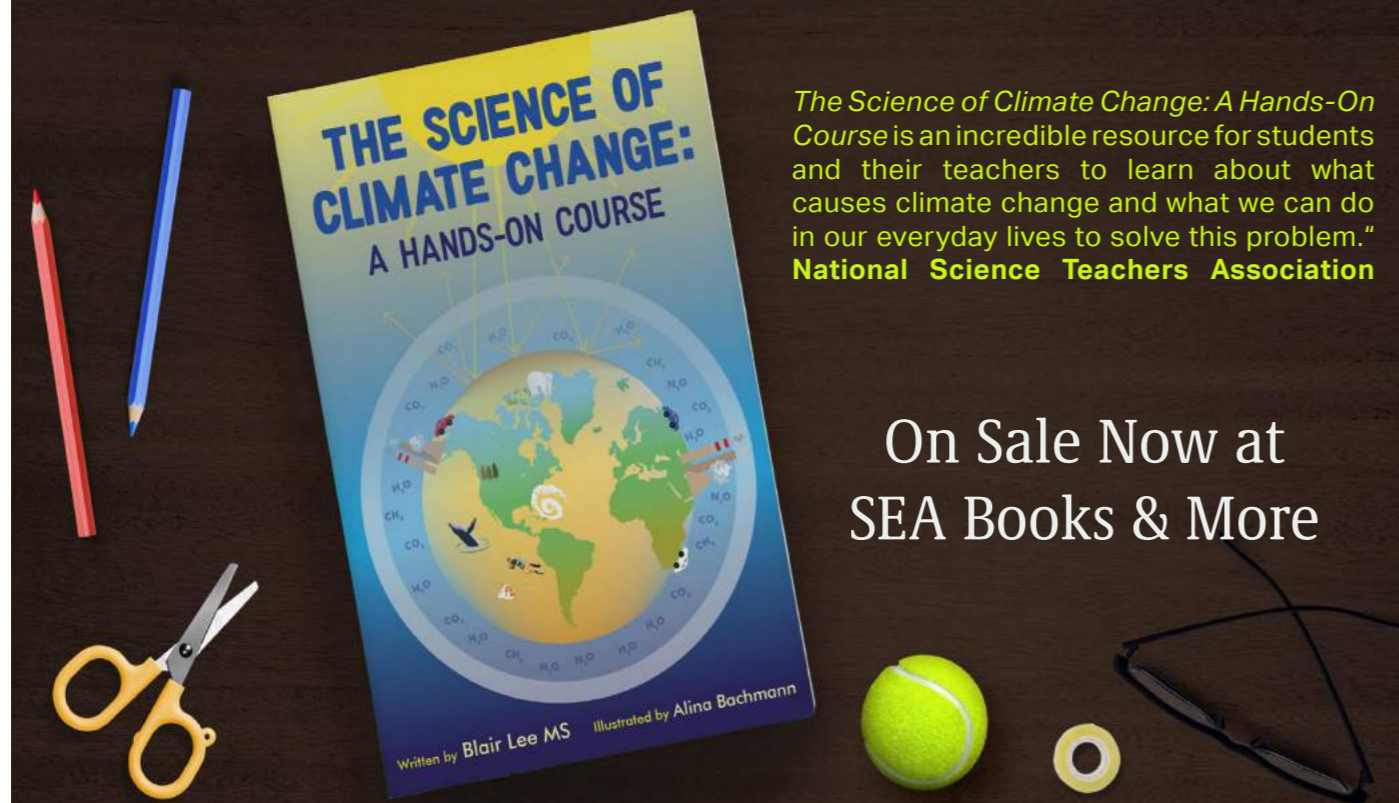
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### Ideas from the SEA Homeschoolers Climate Activists Group

- I don't put any of my produce into any bag at all. I just lay it directly in my cart. It gets washed well before being eaten anyways, so I don't even worry about it! It just goes into my regular reusable bags at checkout. - *Pepe Freude*

- I made "go kits" to keep in the car - reusable Tupperware, plates, sporks, napkins, straws, a wet bag to keep them in. Now leftovers from restaurants go in there, no disposable stuff from places that don't use real dishes. I made a set for my parents too. - *Leigh-Ann Draheim*

- In October, we used our laundry racks instead of our dryer 90% of the time! We do at least one load of laundry per day, so that was a big shift for us. It took more time, but, honestly, since I need the racks the next day, a huge bonus was that the laundry actually got washed, dried, folded, and put away in one day! Usually. The exception was sheets. I don't have enough rack real estate to dry sheets, and I don't have an actual clothes line to hang them on. Maybe once we move I can come up with a solution for that. - *Emily Grey*

- I meant to do one thing a month, but it's been more a hodgepodge of little things in November: Getting beeswax wrap to cut down on Saran wrap, trying various non-dairy milks (oat milk has been a big success so far and is starting to replace some dairy in our house), and paying closer attention to food waste (making sure leftovers actually get eaten instead of getting pushed to the back of the fridge and forgotten, checking produce more often to catch things before they start going bad etc.). I've also started saving plastic

packaging from things like tortillas to re-use as sandwich bags when on the go. - *Martina Panzer*

- Our family has stopped eating meat except for occasional dining out. - *Katy Remmes*

- Some things we have done in the past few weeks: Cut down on pre-packaged breakfast items to only once a week (when we need to get out of the door fast on that day). The other days of the week, we favor whole-grain options such as old-fashioned oatmeal or steel-cut oats with a variety of fruits in them. As an added bonus, these options are healthier for us.

Three of our family members (we are a family of five) have completely given up eating beef (none of us eat pork either), replacing it with eggs, beans, or vegetarian patties. The other two family members (including my son who has Aspergers and is very very picky) have cut down their beef consumption to once a week (as it is the only source of protein he will eat besides chicken nuggets and cottage cheese). - *Audrey Segaud*

- So my small steps include recommitting to my reusables: straws, napkins, plus the occasional take out containers and silverware after our cross country move for my husband's

job. I have also started experimenting with plastic films that I just can't seem avoid: the military will not stop delivery of the free on base paper delivery in plastic bags so I'm trying to repurpose. My crocheting skills are lacking but I'm hoping to make something out of plarn soon. - *Melissa Sampson*

- We are getting rid of a lot of things as we prepare to move into a smaller home in a city (donating, not throwing away). My hope is to keep as little as possible. I've found that as my kids have gotten rid of things, their desire to acquire more has also significantly decreased. That's also been true for me but I was not sure it would have the same impact on my kids! They get an allowance and used to check the allowance app every few days as they saved up for their next desired thing. Now they haven't checked it in at least a month if not longer. - *Erin Daniels*

- Bought more reusable food storage bags so we aren't tossing any. Also bought flossers made from cornstarch instead of plastic. Small things but trying to eliminate what I can. Using drying rack instead of dryer for clothes more often. - *Jennifer Siders*

- We cut back driving mileage (essential trips only or trip chaining if needed).

Everyone in the family also converted to reusable bags instead of only me. We also reduced the amount of food we usually purchase which was quite impressive because I only went grocery shopping twice for staples and then it was bulk (except I cannot buy bulk flours because of

contamination).

We have fresh produce delivered weekly (which is totally not a small footprint but I live in Alaska so fresh and local is not always available). I can buy tomatoes, potatoes, carrots locally year round and we do. The packaging for my produce delivery is cardboard boxes that are reused each week in the delivery.

Mostly, the mileage cutting resulted in LESS consumption of everything all month.

- *Rachel Cunningham Durand*

- We actually bought a new car. I was driving the kids around in an old Tahoe with terrible gas mileage. I hated how much gas it wasted so we bought a Subaru Forester. I know it's still not the best but it fits our needs (I need something that can fit our 2 giant dogs, their massive amounts

of food, and my Costco trips) and gets WAY better gas mileage. My husband will also be getting a "new" daily driver in a few months that gets better gas mileage than his truck. - *Jessica Weeks*

**For November:** We will keep doing all of the above. The action I planned has to be dropped to February. I HAVE to get my writing projects finished!!!

This month my husband and I have agreed to be thoughtful about every purchase we make. We are focusing on packaging and the accumulation of stuff. And we are going to work to be responsible for less packaging and to accumulate nothing that is not essential.

**Much Love, Blair Lee**  
Founder of SEA Homeschoolers  
Author of *The Science of Climate Change*



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SERVINGS 8 ONE-CUP  
COOKING TIME 45 MINUTES

## Vegan Rice Pudding with Pineapple Chunks & Candied Pistachios

*The waitress at the Sampson Inn along the Hadrian's Wall walk said, "This is the best rice pudding I have ever tasted, and I am not even vegan." I was glad I tried it and glad that the chef shared this recipe for our magazine. It is the best rice pudding ever! Perfect for holiday gatherings or when you want something sweet on a cold winter night.*

### RICE PUDDING

- Crush cardamom pods with mortar and pestle until split and seeds come out.
- Place in a pan, add coconut milk and cardamom, & warm gently for approximately 5 mins to infuse cardamom and melt coconut.
- Strain infused milk through a sieve to remove cardamom husks and seeds then place back in to the pan with vanilla and rice and cook slowly, stirring occasionally for approximately 15 - 20 mins to make sure it's not sticking.
- Once rice is tender remove from heat and stir in sugar.
- The mix may still be a little liquid but the rice will absorb it as it cools.

### INGREDIENTS

1 3/4 cup Short grain rice  
1 can Coconut milk (not the light version)  
2/3 cup Sugar  
1 t Vanilla extract  
8 Cardamom pods

### TANGY PINEAPPLE CHUNKS

- Strain pineapple juice into a saute pan, add cider vinegar and set aside.
- Cut the pineapple slices into equal pieces and place in saute pan with brown sugar. Turn heat on high and keep stirring until sugar has melted and pineapple takes on a bit of caramelization then remove from heat.
- Bring the pineapple juice and vinegar mixture to a boil then add sugar jam and simmer until reduced by one third.
- Combine the pineapple and the syrup together and set aside to cool.

### INGREDIENTS

14 oz can Pineapple slices  
4 t Light brown sugar  
2 1/4 T Cider vinegar  
8 t Sugar



*It is the best rice pudding ever!*

*Perfect for holiday gatherings or when you want something sweet on a cold winter night.*

### CANDIED PISTACHIOS

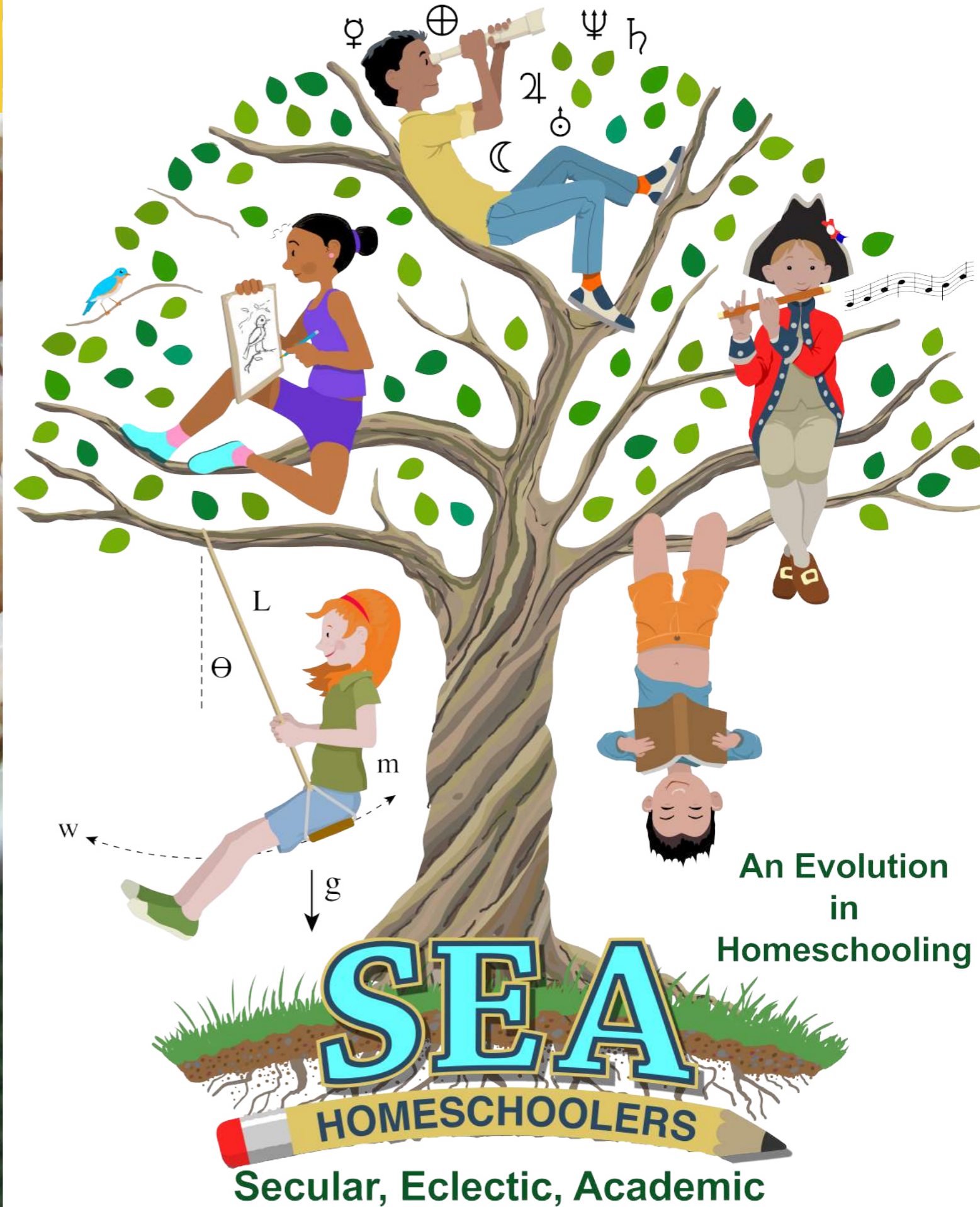
- Chop the nuts with the salt until coarse but not too fine or powdered.
- Melt the sugar in a sauté pan very slowly until it is just dissolved and remove from heat straight away. The residual heat from pan will continue to it melt off the heat source.
- Mix with the salted nuts.
- This will cool straight away and form a ball which needs to be chopped soon after before it gets too hard!

### INGREDIENTS

- 3/4 cup Pineapple slices
- 1 3/4 cup Light brown sugar
- 3 t Salt

### PUTTING IT TOGETHER

- Mix the pineapple chunks with the rice pudding.
- Put this into 8 oven-safe dishes. Heat in an oven for 5 minutes at 350 degrees F.
- Sprinkle pistachios on top and heat for an additional 1 -2 minutes, until the pudding is heated through.
- Serve.



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