

1. Record Nr.	UNISA996397104303316
Titolo	A declaration of the Committee of Estates of the Parliament of Scotland, in vindication of their proceedings from the aspersions of a scandalous pamphlet, published by that excommunicate traytor James Grahame, under the title of a Declaration of James Marques of Montrosse, &c. Printed in the year, 1649 [[electronic resource]] : together with a declaration and warning unto all the members of this kirk and kingdom, in answer to a paper intituled and reputed, the Declaration of James Grahame, by the Commission of the Generall Assembly of the Kirk of Scotland
Pubbl/distr/stampa	Edinburgh, : printed by Evan Tyler, printer to the Kings most Excellent Majesty, 1650
Descrizione fisica	[2], 22 p. ; ; 19 cm
Soggetti	Great Britain History Civil War, 1642-1649 Sources Scotland History Charles I, 1625-1649 Sources
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	A reply to: A declaration of the Right Honourable, James, Marquesse and Earle of Montrosse, Lord Greem and Mugdock, Captaine Generall of all His Majesties forces raised, and to be raised for his service in his kingdomes of Great Britaine. P. 2 wrongly numbered p. 3. Reproduction of original in: William Andrews Clark Memorial Library, University of California, Los Angeles.
Sommario/riassunto	eebo-0189

2. Record Nr.	UNINA9910792187403321
Titolo	Voices of Native American educators [[electronic resource]] : integrating history, culture, and language to improve learning outcomes for Native American students / / edited by Sheila T. Gregory
Pubbl/distr/stampa	Lanham, Md., : Lexington Books, c2012
ISBN	1-299-31617-4 0-7391-7193-3
Descrizione fisica	1 online resource (263 p.)
Altri autori (Persone)	GregorySheila T
Disciplina	371.82997073
Soggetti	Indians of North America - Education Indian students - United States Indian students - United States - Social conditions Academic achievement - United States Indian teachers - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	VOICES OF NATIVE AMERICAN EDUCATORS; Contents; Acknowledgments; Preface; THE HISTORY AND STATUS OF NATIVE AMERICAN EDUCATION; American Indian Education: A History of Resilience and Self-Determination; The Dynamics of Native American Women and their Experiences: Identifying Ideologies and Theories that Help Explain Oppression; Navajo College Students' Perceptions of the Impact of Western Education on the Retention; Adolescent Drug Use and its Impact on Schools in Indian Country; CULTURALLY RELEVANT PEDAGOGY Ah neen dush: Harnessing Collective Wisdom to Create Culturally Relevant Science Experiences in Pre-K ClassroomsCollapsing the Fear of Mathematics: A Study of The Effects of Navajo Culture on Navajo Student Performance In Mathematics; Generosity, Fortitude, Respect, Wisdom: Using Popular Culture To Teach Traditional Culture; TEACHING MODELS OF CULTURAL COMPETENCE AND CONTEXT; When Numbers Dance for Mathematics Students: Culturally Responsive Mathematics Instruction for Native Youth; 'Olu'olu i ka pa a ke Kaiaulu: Community

and Place as a Textbook for Learning

EDUCATIONAL STRATEGIES FROM NATIVE AMERICAN

EDUCATORSPreparing American Indian Youth for the Transition from High School to College; Closing the Mathematics Achievement Gap of Native American Students Identified as Learning Disabled; Subject Index; About the Editor; About the Contributors

Sommario/riassunto

Voices of Native American Indian Educators: Integrating History, Culture, and Language to Improve Learning Outcomes for Native American Indian Students, edited by Sheila T. Gregory, provides vivid, comprehensive portraits, as well as scholarly quantitative and qualitative research, on the best practices that offer new and practical strategies for teachers to improve the academic performance of Native American Indian students. All of the contributors are Native American Indian educators who have exerc