INDIGENOUS FUTURISM –
A STEPPING STONE TO BC’S NEW CURRICULUM

BC’s new curriculum language presents teachers with a daunting task: the expectation that along with assessment and subject specific changes, teachers will also have expertise in providing students with Indigenous perspectives in their classroom. For many, especially teachers who might not have much historical grounding in this area, this is an intimidating expectation. It is my intention to provide high school English teachers with a theoretical framework through which they can engage their students in both Indigenous literature and perspectives. The genre through which I will provide this framework is called Indigenous futurism or more broadly generalized as Indigenous science fiction. This framework will help both students and teachers access three broad understandings of Indigenous perspectives, such as the notion that Indigenous cultures are very much a thriving, contemporary thing, not just practices that live only in historical context. Using these three broad understandings, readers will be lead through an exploration of three texts – the graphic short stories “Ue-Pucase: The Water Master” by Arigon Starr and “Ayanisach” by Todd Houseman, and the short animated film Biidaaban directed by Amanda Strong based on several pieces of writing by Leanne Betasamosake Simpson – with the hope that teachers will be able to use these specific pieces of literature in their classes, as well as seeing how this framework could be applied to other pieces of Indigenous literary art.