# Authentic First Peoples Resources

For Use in K-7 Classrooms



updated July, 2012





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This resource guide has been developed by the First Nations Education Steering Committee (FNESC) with assistance from the British Columbia Ministry of Education and support from the Education Partnerships Program of Indian and Northern Affairs Canada. FNESC appreciates the support of both the Province and the Government of Canada for this very important undertaking and would like to thank all who participated in the process of developing this document.

#### **Resource Evaluation Team**

Karmen Smith-Brillon (Gitxsan)	project manager First Nations Education Steering Committee
Camille Callison (Tahltan Nation)	Canadian Library Association
Debra Hooper (St'at'imc Nation — T'it'qet Banc	School District No. 83 (North Okanangan-Shuswap) 1)
Anne Horse (Thunderchild Nation)	Head of the Lake School — Skatin First Nation (First Nations Schools Association)
Joanne Moiese (Secwepemc)	Stone Band School — Yunesit'in ?Esgul
Chelsea Nyeste Prince (Mohawk — Bay of Quinte)	School District No. 83 (North Okanangan-Shuswap)
Trena Lynn Sutton (T'Sou-ke Nation)	School District No. 61 (Victoria)

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The past three decades have seen a dramatic increase in the number of resources with a First Peoples theme or focus aimed at young people. This guide has been created to help you, the BC elementary school teacher, make appropriate decisions about which of these resources might be appropriate for use with your students. The annotated listings provided in this guide identify currently available **authentic First Peoples texts** that your students can work with to meet provincial standards related to literacy as well as a variety of specific subject areas.

In creating this guide, the First Nations Education Steering Committee (FNESC) is hoping to help you incorporate student material that will make your classroom more reflective of the realities of First Peoples in this province. This undertaking is based on the belief that by bringing content, perspectives, and teaching approaches associated with First Peoples into your classroom, you will

- support all your students in developing a better sense of the significant place of First Peoples within the historical and contemporary fabric of this province
- help your Aboriginal students in particular to feel more comfortable within the classroom and more motivated to participate and focus — thus becoming able to learn more effectively and experience increased academic success.

As a first attempt to compile an educationally useful list of authentic texts, this guide lists

# What Are Authentic First Peoples Texts?

Authentic First Peoples texts are historical or contemporary texts that

- present authentic First Peoples voices (i.e., are created by First Peoples or through the substantial contributions of First Peoples)
- depict themes and issues that are important within First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).

only print resources (fiction and non-fiction) written for a **student** audience. It is recognized that a rich learning experience for students includes opportunities to work with oral, visual, and audiovisual texts as well as written texts; as circumstances permit, therefore, future editions of this guide may be produced to include additional media, as well as teacher resources and new print titles.

# The Resource Evaluation Process

The annotated resource list provided in this guide has been developed by teachers who, like you, are practising educators in BC. As part of the process,

- a professional librarian conducted research into existing North American work on criteria for evaluation and selection of First Peoples materials and developed a draft resource evaluation tool to guide the compilation of this list
- ▶ FNESC issued a call for resources to known BC publishers and distributors of authentic First Peoples texts aimed at a K-7 audience, and received a strong response, indicative of the high level of activity in this area
- ▶ FNESC convened a team of five teachers (four elementary and one secondary teacher) to discuss and refine the evaluation tool and then use it to evaluate the learning resources received from publishers and distributors.





An exemplar of the resource evaluation tool used by the evaluation team is supplied in the **Appendix** at the end of this guide. Although the primary criterion for deciding whether to include a particular resource in this guide is whether or not it is an authentic First Peoples text, other selection criteria were also considered, including province-wide availability and appropriateness for use in a school setting. Each evaluation was carried out by one member of the evaluation team, who consulted other members regarding decisions on an asneeded basis.

# Choosing and Using Resources Listed in this Guide

The resource annotations provided in this guide have been compiled using the information captured on the FNESC resource

# **Resource Use Approvals**

The resources listed in this guide were reviewed under the auspices of FNESC, not the Ministry of Education, and consequently do not necessarily carry provincial "recommended" status. Teachers in the K-12 public school system are reminded that resources used in the classroom must be either

- provincially recommended resources OR
- resources that have been evaluated through a local, board/authority-approved process.

Teachers may consequently need to check that the resources they wish to use meet one or other of these requirements. Ministry of Education policies concerning **Learning Resources** can be found on the ministry's web site:

www.bced.gov.bc.ca/policy/policies/

evaluation forms. The annotations are presented in alphabetical order (by title). When interpreting the annotations, please keep the following points in mind:

- The "reading level" identified within each annotation is based on the professional opinion of the evaluating teacher, rather than on any quantitative readability analysis tools. You are accordingly encouraged to treat these "reading level" designations as guidelines only, recognizing that resources can also be used as read-aloud texts with younger grades, or for various other teaching purposes with older grades.
- ▶ The "subject area" designation provided for each annotation is a guideline only, identifying the most obvious curriculum connections to the book's content. You may find additional curricular applications for many of these resources (e.g., illustrations in picture books can be studied from a visual arts perspective, stories can be used as readers' theatre or other drama forms in drama classes, bilingual books can be used in Aboriginal languages classes).
- Although inclusion of a resource in this guide is an indication that it meets criteria for designation as an authentic First Peoples text, there may be caveats associated with using it in the classroom. Accordingly, where aspects of the text might make it unsuitable for certain purposes or require you to help interpret, explain, or qualify content issues for students, this has been indicated by means of "Caution" notes provided as part of the annotation.





The following pages contain detailed information about all of the First Nations resources evaluated and approved by FNESC for use in K-7 classrooms.

For an at-a-glance listing of all resources, see the next section of this guide, **Index of Resources**.

Publisher contact information for ordering specific resources can be found in the **Publishers and Distributors** section later in this guide.

The Adventures of Txamsm ser Txamsm Brings Light to the W <u>G</u> oy'pa Da Ha'lidzoox)		it Txamsm
Author, Editor, or Compiler	Rea	<b>ding Level:</b> 4 – 5
narrative by J. Bradley, retold in Sm'algyax by Mildred Wilson, <i>Tsimshian</i>	Curriculum Areas:	
by midied wilson, isinsitian	<ul> <li>English Language Arts</li> </ul>	
<b>Illustrator</b> Bill Helin, <i>Tsimshian</i>	Health and Career Education	n
	Themes & Topics:	
	traditional knowledge, trickster,	ways of learning
<b>Publisher</b> Tsimshian Nation and School District No. 52 (Prince Rupert)	<b>Pub. Date:</b> 1996	<b>Pages:</b> 16

#### Description

Txamsm is the Tsimshian transformer and trickster character. Numerous tales of Txamsm's adventures are told throughout the Tsimshian Nation. Some are origin stories, telling how he brought light, or the tides, or the stars, to humans. Others are tales of his voraciousness, his foolishness, and his greed. Still others relate his many adventures as he travelled about the world.

In this famous narrative, Txamsm is in his transformer mode. He changes form at will and helps bring order to the world by bringing light to the people of the world. The short episode at the end, in which we learn how the labret originated, shows how this narrative is part of a much longer cycle of stories.

- text is in both English and Sm'algyax
- ▶ a Teacher Guide for the entire Adventures of Txamsm Series is also available





# The Adventures of Txamsm series

Txamsm and Chief Kingfisher (Txamsm Dit Sm'ooygit Ts'iyoolk)

# Author, Editor, or Compiler

narrative by Henry Tate, retold in Sm'algyax by Verna Helin, *Tsimshian / Sm'algyax* 

**Illustrator** Joanne Thomson, *Tsimshian* 

#### **Curriculum Areas:**

- English Language Arts
- ▶ Health and Career Education

#### Themes & Topics:

traditional knowledge, trickster, ways of learning

#### Publisher

Tsimshian Nation and School District No. 52 (Prince Rupert) **Pub. Date:** 1996

**Pages:** 16

**Reading Level:** 4 – 5

#### Description

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This story teaches a lesson about greed and truth. Txamsm tries very hard to be a good host, but he bungles it. Chief Kingfisher treats him to a wonderful feast using magic, but when Txamsm attempts to copy him, he fails.

Features

- text is in both English and Sm'algyax
- a Teacher Guide for the entire Adventures of Txamsm Series is also available

# The Adventures of Txamsm series

Txamsm and the Children (Txamsm Dit Kabałguułk)

# Author, Editor, or Compiler

Vernon Brown, Tsimshian

narrative by Henry Tate, retold in Sm'algyax by Pauline Dudoward, *Tsimshian* 

# Curriculum Areas:

- English Language Arts
- Health and Career Education

#### Themes & Topics:

traditional knowledge, trickster, ways of learning

#### Publisher

Illustrator

School District No. 73 (Kamloops/Thompson)

**Pub. Date:** 1996

**Pages:** 16

**Reading Level:** 3 – 4





Txamsm is the Tsimshian transformer and trickster character. Numerous tales of Txamsm's adventures are told throughout the Tsimshian Nation. Some are origin stories, telling how he brought light, or the tides, or the stars, to humans. Others are tales of his voraciousness, his foolishness, and his greed. Still others relate his many adventures as he travelled about the world.

In this story, Txamsm shows his greedy nature, and it gets him into trouble. He wants an easy way to get some food, but he fails again.

Features

- ▶ text is in both English and Sm'algyax
- ▶ a Teacher Guide for the entire Adventures of Txamsm Series is also available

# The Adventures of Txamsm series Txamsm Visits Chief Echo (Ts'ilaykdis Txamsm Sm'oogit Dildaalt)

Author, Editor, or Compiler	<b>Reading Level:</b> 3 – 4
narrative by Henry Tate, retold in Sm'algyax by Biatrice Robinson, <i>Tsimshian</i>	Curriculum Areas: ► English Language Arts
<b>Illustrator</b> Bill Helin, <i>Tsimshian</i>	<ul> <li>Health and Career Education</li> </ul>
	<b>Themes &amp; Topics:</b> traditional knowledge, trickster, ways of learning
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	Pub. Date: 1996         Pages: 16

# Description

Txamsm is the Tsimshian transformer and trickster character. Numerous tales of Txamsm's adventures are told throughout the Tsimshian Nation. Some are origin stories, telling how he brought light, or the tides, or the stars, to humans. Others are tales of his voraciousness, his foolishness, and his greed. Still others relate his many adventures as he travelled about the world.

In this story, Txamsm shows again his greedy nature. He thinks he can take the highly-prized goat fat without being seen, but the invisible women in Chief Echo's house spoil his scheme.

- ▶ text is in both English and Sm'algyax
- a Teacher Guide for the entire Adventures of Txamsm Series is also available



		THIST PEUPLES
After School		
Author and Illustrator	Readi	<b>ng Level:</b> K – 1
Noreen Pankewich, <i>Stó:lō</i>		
· · · · · · · · · · · · · · · · · · ·	Curriculum Areas:	
	<ul> <li>English Language Arts</li> </ul>	
	<ul> <li>Health and Career Education</li> </ul>	
	Themes & Topics:	
	school, friendship, fun	
Publisher		<b>D</b>
School District No. 73 (Kamloops/Thompson)	<b>Pub. Date:</b> 2006	<b>Pages:</b> 19

Two friends attend an after-school club where they have fun with other children, making crafts and playing. The book emphasizes friendship and positive experiences.

Alego		
Author, Editor, or Compiler	Readin	ng Level: 2 – 3
Ningeokuluk Teevee, Nunavut	Curriculum Areas:	
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Ningeokuluk Teevee, Nunavut	Health and Career Education	
Additional Contributor	<ul> <li>Science</li> </ul>	
Translated by Nina Manning-Toonoo	<b>Themes &amp; Topics:</b> relationship to the natural world, f traditions	amily,
<b>Publisher</b> Groundwood Books	<b>Pub. Date:</b> 2009	<b>Pages:</b> 21

# Description

Alego is a beautifully simple story about a young Inuit girl who goes to the shore with her grandmother to collect clams for supper. Along the way she discovers tide pools brimming with life — a bright orange starfish, a creepy-crawly thing with many legs called an *ugjunnaq*, a horn-shaped sea snail, and a sculpin. Before the tide comes in Alego and her grandmother return home with their catch. This is an enchanting and utterly authentic introduction to the life of an Inuit child and her world.

- written in Inuktitut and English
- ▶ includes an illustrated glossary of sea creatures as well as a pictorial map of Baffin Island



B Is for Basketball: An Alphab	et Book	
Author, Editor, or Compiler		Reading Level: 2 – 3
Teachers and Students of School District No. 50 (Haida Gwaii)	Curriculum Areas: ▶ English Language Arts	
<b>Illustrator</b> Judy Hilgemann	<ul> <li>Physical Education</li> </ul>	
<b>Additional Contributor</b> foreword by Robert Davidson, <i>Haida</i>	<b>Themes &amp; Topics:</b> sports, community, collabo respect	ration & co-operation,
<b>Publisher</b> McKellar & Martin	<b>Pub. Date:</b> 2010	<b>Pages:</b> 32

*B* is for *Basketball* is a narrative told in the form of an alphabet book.

This is the official book of the 2011 All Native Basketball Tournament. These games have been held in Prince Rupert, British Columbia for over 50 years. Since its inception, the Tournament has become an important cultural gathering.

Beaver Steals Fire		
<b>Author, Editor, or Compiler</b> Confederated Salish and Kootenai Tribes, <i>Salish</i>	Curriculum Areas:	<b>Level:</b> 2 – 3
<b>Illustrator</b> Sam Sandoval, <i>Salish</i>	<ul> <li>Health and Career Education</li> <li>Science</li> <li>Social Studies</li> </ul>	
<b>Additional Contributor</b> story told by Johnny Arlee, <i>Salish</i>	<b>Themes &amp; Topics:</b> traditional knowledge, relationships, collaboration & co-operation	
<b>Publisher</b> University of Nebraska Press	<b>Pub. Date:</b> 2008	<b>Pages:</b> 64

# Description

A long time ago, fire belonged only to the animals in the land above, not to those on the earth below. Curlew, keeper of the sky world, guarded fire and kept it from earth. Coyote, however, devised a clever plan to steal fire, aided by Grizzly Bear, Wren, Snake, Frog, Eagle, and Beaver. These brave and resourceful animal beings raided the land above and risked all to steal fire from Curlew.





A Salish Coyote story, *Beaver Steals Fire* recounts how the animals worked together to obtain fire and help prepare the world for habitation by humans. *Beaver Steals Fire* is an ancient and powerful tale springing from the hearts and experiences of the Salish people of Montana. Steeped in the rich and culturally vital storytelling tradition of the tribe, this beautifully illustrated tale teaches both respect for fire and awareness of its significance, themes particularly relevant today.

#### Features

- A note to the reader at the beginning asks those who use *Beaver Steals Fire* in the classroom or others who read it aloud to tell or discuss the story only in winter, when snow is on the ground, as this is a strongly ingrained part of tribal seasonal tradition.
- ▶ includes a Brief Guide to Written Salish and the International Phonetic Alphabet

Byron through the Seasons		P
Author, Editor, or Compiler Dene Children of La Loche and Friends Illustrator students of Ducharme Elementary, <i>Dene</i>	Reading Curriculum Areas: English Language Arts Science Social Studies	<b>g Level:</b> 2 – 3
	<b>Themes &amp; Topics:</b> seasonal cycle, seasonal activities	
<b>Publisher</b> University of Nebraska Press	<b>Pub. Date:</b> 1990	<b>Pages:</b> 44

# Description

*Byron through the Seasons* is a story told by Grandfather Jonas and imagined by his grandson, Byron. The balloon diagram in each picture represents the symbolic journey taken by Byron as he listens to stories of what Dene life is like during the four seasons of the year.

This Dene-English story book was produced by the students and teachers of Ducharme Elementary School in La Loche, Saskatchewan, with assistance from local advisors and elders. Together, they wrote the story, translated it, and worked on the pictures. Their goal was to highlight some aspects of Dene culture that were vital in the past and are still important today. They wanted to show the continuity of a genuine and successful way of life, and emphasize culturally significant events and attitudes.

- ▶ text is in both Dene and English
- written and illustrated by students



The Canoe He Called Loo T	aas	
Author, Editor, or Compiler Amanda Reid-Stevens, <i>Haida</i>		<b>ading Level:</b> 2 – 3
	Curriculum Areas:	
Illustrator	English Language Arts	
Michael Nicoll Yahgulanaas, Haida	<ul> <li>Science</li> </ul>	
	<b>Themes &amp; Topics:</b> traditional technologies (canoes	s)
<b>Publisher</b> Benjamin Brown Books	<b>Pub. Date:</b> 2010	<b>Pages:</b> 32

Loo Taas is the amazing 50-foot canoe designed by legendary artist Bill Reid and carved by members of the Haida community. Her name means "Wave Eater." This picture book, told through the eyes of the designer's daughter, tells the story of how the canoe came to be.

Caring for Me series: Eat, Run, and Live Healthy		
Author, Editor, or Compiler	Readi	<b>ng Level:</b> 2 – 3
Karen W. Olson, Cree Anishnabe (Peguis First Nation)	<ul><li>Curriculum Areas:</li><li>English Language Arts</li></ul>	
<b>Illustrator</b> Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	<ul> <li>Health and Career Education</li> </ul>	
,,	<b>Themes &amp; Topics:</b> well-being, nutrition, exercise, hyd sleep	ration, rest,
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2009 rev	<b>Pages:</b> 20

# Description

A school or public health nurse visits a class and she and the teacher discuss with students the importance of nutrition, exercise, and rest/sleep.

- key health considerations identified (nutrition, exercise, rest/sleep) and their importance is explained
- diabetes an issue of growing concern in many northern and First Nations communities is mentioned
- one of 6 health-oriented books in the "Caring for Me" series



Caring for Me series: Eyes, Ears, Nose, and Mouth		
Author, Editor, or Compiler	Read	<b>ling Level:</b> 2 – 3
Karen W. Olson, Cree Anishnabe (Peguis First	Curriculum Areas:	
Nation)	<ul> <li>English Language Arts</li> </ul>	
Illustrator	Health and Career Education	
Leonard George, Thompson First Nation,		
Lytton	Themes & Topics:	
	well-being, personal hygiene, ora	l health
Publisher	<b>Pub. Date:</b> 2009 rev	Bages: 20
Theytus Books	<b>FUD. Date.</b> 2009 IEV	<b>Pages:</b> 20

A mother takes her son to see the doctor, when he accidentally pushes a bead up into his nose. The doctor takes the opportunity to conduct a check-up, and she and the boy discuss appropriate self-care practices to ensure continued good health of eyes, ears, nose, and mouth.

Features

- doctor portrayed as friendly, approachable
- ▶ a good platform for discussion of personal hygiene with preschoolers
- one of 6 health-oriented books in the "Caring for Me" series

Caring for Me series: Healthy Choices, Healthy Lives		٦
Author, Editor, or Compiler Karen W. Olson, <i>Cree Anishnabe (Peguis First</i> <i>Nation)</i> Illustrator Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	<ul> <li>Reading Level: 2 – 3</li> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Education</li> <li>Physical Education</li> <li>Science</li> </ul>	
<b>Publisher</b> Theytus Books	Themes & Topics: well-being, healthy choices Pub. Date: 2009 rev	<b>Pages:</b> 20

# Description

A child asks his mother about alcohol and cigarette use and she welcomes his questions, explaining the choices adults make. Topics covered include avoiding the use of alcohol and tobacco during pregnancy.





Features

- ▶ topic is particularly important for children who are exposed to alcohol and cigarette use
- one of 6 health-oriented books in the "Caring for Me" series

Caring for Me series: Living Safe, Playing Safe	P
Author, Editor, or Compiler Karen W. Olson, Cree Anishnabe (Peguis First Nation) Illustrator Leonard George, Thompson First Nation, Lytton	<ul> <li>Reading Level: 2 - 3</li> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Education</li> <li>Themes &amp; Topics:</li> </ul>
Publisher	well-being, accident & injury prevention, passenger safety
Theytus Books	Pub. Date: 2009 rev         Pages: 20

# Description

Three episodes featuring different characters focus on Safety at School, Safety in the Kitchen, and Safety on the Playground. In the first two episodes, adults and children discuss dangers to watch out for. In the third episode, a young boy hurts himself at the playground, and his mother takes him to get treatment at the hospital.

- ▶ covers dangers commonly encountered by children
- gives sensible advice
- one of 6 health-oriented books in the "Caring for Me" series

Caring for Me series: Looking After Me		
Author, Editor, or Compiler Denise Lecoy, <i>Penticton Island Band</i> Illustrator Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	Read Curriculum Areas: ▶ English Language Arts ▶ Health and Career Education	ling Level: 2 – 3
	<b>Themes &amp; Topics:</b> well-being, self-reliance, vitality	
Publisher Theytus Books	<b>Pub. Date:</b> 2009 rev	<b>Pages:</b> 20





Baby quail talks about what he has learned from his family. Topics discussed include listening skills, appropriate expression of feelings, personal space, staying safe, responding to inappropriate touch or behaviour from strangers, trust, and family relationships.

Features

- ▶ helps young children address personal safety topics in a non-threatening way
- > addresses both personal behaviour (social responsibility) and behaviour/feelings of others
- an excellent platform for discussion of interpersonal and family relationships as well as personal safety (abuse prevention)
- provides opportunities to expand discussion of potentially difficult subjects
- one of 6 health-oriented books in the "Caring for Me" series

Caring for Me series: Taking Care of Mother Earth	T.
Author, Editor, or Compiler Leanne Flett Kruger, <i>Cree, Métis</i> Illustrator Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	<ul> <li>Reading Level: 2 – 3</li> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Education</li> <li>Science</li> </ul>
	<b>Themes &amp; Topics:</b> sustainability, recycling, composting, gardening
<b>Publisher</b> Theytus Books	Pub. Date: 2009 rev         Pages: 20

# Description

A grandmother spends an afternoon doing household "chores" with her grandson. In a lighthearted way, she teaches him about composting, recycling, and growing/gathering/preserving food for the family.

- introduces the concept of "sustainability" (though the term is not used)
- positive interactions among characters reinforce the importance of inter-generational interaction
- one of 6 health-oriented books in the "Caring for Me" series



		LEARNING
Catching Spring		
		P
Author, Editor, or Compiler	Re	ading Level: 4 – 5
Sylvia Olsen, <i>Tsartlip</i>	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Social Studies</li> </ul>	
	<b>Themes &amp; Topics:</b> family and community roles, tr knowledge	aditional
<b>Publisher</b> Orca Book Publishers	<b>Pub. Date:</b> 2004	<b>Pages:</b> 123

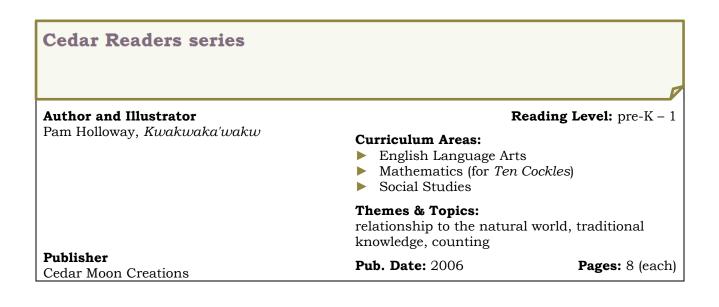
Bobby, from Tsartlip First Nation, is a young boy who lives with his mother and two younger brothers. They are having trouble finding enough money to buy groceries; Bobby works in his spare time at the local marina, and he gives his earnings to his mother. All the while, he yearns for a bike. Then one day he sees a poster for a bike as a prize in a fishing derby.

#### Features

- high interest, low vocabulary
- particularly appealing for boys

Cautions:

Socio-economic — Bobby spends a lot of time worrying about money; the family's financial struggles may be a sensitive topic for some students.







The eight early reader books in this series each contain simple text along with vivid photographs depicting a range of settings and topics. The titles in the series are:

- At the Beach
- Berries
- Cedar
- The Echo Mask
- Little Cedar, Big Cedar
- Salmon
- Ten Cockles

Titles can be purchased individually or as a set.

Ch'askin: A Legend of the	e Sechelt People	
Author, Editor, or Compiler		Reading Level: 3 – 4
Donna Joe, Sechelt	Curriculum Areas:	-
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Jamie Jeffries, Sechelt	<ul> <li>Social Studies</li> </ul>	
	<b>Themes &amp; Topics:</b> traditional knowledge, storyt	elling, Thunderbird
<b>Publisher</b> Harbour Publishing	<b>Pub. Date:</b> 2003	<b>Pages:</b> 20

# Description

This compelling book recounts how the enormous and awe-inspiring Thunderbird aided and protected the members of the Sechelt villages for many years in many ways. From helping Chief Spelmu'lh, the father of the Sechelt Nation, build both the first longhouse and the many villages of his people, to delivering goats and grizzly bears for the hungry people to eat and creating islands from pebbles for the tired Sechelt hunters to rest, the story of Ch'askin is a story of protection, friendship and respect for fellow living beings.



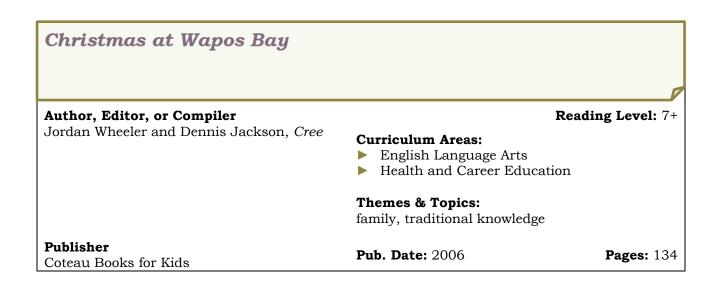
Chiwid		
Author, Editor, or Compiler	Re	ading Level: 7+
Sage Birchwater (compiled by), Tsilhqot'in	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Education</li> <li>Social Studies</li> </ul>	
	<b>Themes &amp; Topics:</b> seasonal cycles, relationships, sp operation, rights and responsibili	
Publisher New Star Books	<b>Pub. Date:</b> 1995	<b>Pages:</b> 128

Chiwid was a Tsilhqot'in woman, said to have shamanistic powers, who spent most of her adult life "living out" in the hills and forests around Williams Lake, BC. *Chiwid* is the story of this remarkable woman told in the vibrant voices of Chilcotin old-timers, both Aboriginal and non-Aboriginal.

The range of interview sources present a variety of perspectives on Chiwid and her life, providing opportunities for students to compare diverse viewpoints.

Cautions:

- ▶ Violence Several interviewees describe domestic violence that Chiwid experienced.
- ▶ Language —the term "whiteman" is used.
- Safety The main character spent majority of her life in solitude and living off of the land. In many cases, the weather is extreme and teachers should let students know that they should not try this without the appropriate knowledge and experience.







At Christmas time in Northern Saskatchewan, three Cree kids visit their Moshum's (grandfather's) cabin to learn about traditional ways and experience a life-changing adventure. The kids, who have never lived in the bush, visit their Moshum's cabin to prepare for Christmas. But food is scarce this year, and Moshum is afraid Christmas may have to be cancelled. The kids decide to help by going hunting, but they don't understand how unprepared they are or what danger they're in. They get lost, forcing Moshum to come after them. But when they find him collapsed in the bush, it is the children who have to bring Moshum safely home. The experience helps them to grow in skill and understanding and to become more mature. They learn that they can benefit from two kinds of knowledge — traditional learning through their elders and the things they learn in school.

This message-laden novel provides a portrait of urban Cree children who learn about the culture and way of life of their elders.

Features

a corresponding Teacher Resource is available online at www.coteaubooks.com/book\_uploads/teacher\_resources/resource\_35.pdf

Chuck in the City		
Author, Editor, or Compiler		Reading Level: 3 – 5
Jordan Wheeler (Cree) Illustrator Christopher Auchter, Haida	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Educa</li> </ul>	-
	Themes & Topics: adventure, safety	
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2009	<b>Pages:</b> 32

# Description

Follow the adventures of Chuck as he gets lost on his first trip to the big city. Chuck encounters stray dogs and alley cats, kids on skateboards and rollerblades, and tall office towers. After realizing he is lost, Chuck relies on what he has learned to find his way back to his kookum's (grandmother's) condo.

Written to excite young readers and to leave a smile on their faces, the book features a rhythmic ebbing and flowing of words and phrases that punctuates Chuck's exciting escapade.

Cautions:

Stereotypes — the book makes more than one mention of police officers eating doughnuts.

		Į
The Class Hike		
Author and Illustrator	Reading Level: K – 1	1
Noreen Pankewich, <i>Stó:lō</i>	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Science</li> </ul>	-
	<b>Themes &amp; Topics:</b> relationship to the natural world, traditional knowledge, respect	
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	Pub. Date: 2006         Pages: 22	2

A class goes on a field trip and learns about the outdoors, while respecting their surroundings. The passing on of traditional knowledge, from an uncle to the children, takes place in this book.

Counting on Hope		
<b>Author, Editor, or Compiler</b> Sylvia Olsen, <i>Tsartlip</i>	Re Curriculum Areas: English Language Arts Social Studies	eading Level: 6 – 7+
Publisher	<b>Themes &amp; Topics:</b> tradition and modernity, time ownership	-
Sono Nis Press	<b>Pub. Date:</b> 2009	<b>Pages:</b> 304

# Description

Hope and her family travel from England to their new home on an island off the coast of British Columbia in the 1860s. Hope thinks that she has arrived in paradise. She is right ... until whiskey traders arrive. Letia and her family are Lamalcha people who winter on Kuper Island and move to Wallace Island in the summer. The problem is that Letia's summer camp is on the island that the Crown has deeded to Hope's family. When the two girls meet, against the wishes of their mothers, their stories intersect.

Set against the backdrop of the confusing events surrounding the English colonization of British Columbia, and an 1863 naval assault on Kuper Island, *Counting on Hope* tells the story of two girls whose lives are profoundly changed when their two cultures collide.





Alternating between free verse and prose, the novel follows the girls' individual storylines before, during and after their meeting. The author captures the wonder and joy with which Hope and Letia develop their friendship. She also describes the tragic events, suspicion, fear and confusion that characterize so many early encounters between Europeans and the First Peoples. Ultimately a story of hope, this sensitively drawn depiction of innocence lost and wisdom hard-won follows Hope and Letia out of childhood, off their island paradise and into the complex realities of an adult world.

#### Features

▶ a Teachers' Guide for the novel is available online at <u>www.sononis.com/tg147.pdf</u>

Cautions:

▶ The term "Indian" is used throughout when characters are speaking from the settlers' point of view. As explained in the historical note at the end of the book, the author uses this term in context, representing historical accuracy in the terminology used at the times.

Dancing in My Bones		
		7
Author, Editor, or Compiler		<b>Reading Level:</b> 4 – 6
Wilfed Burton & Anne Patton, <i>Métis</i>	<b>Curriculum Areas:</b>	
Illustrator	English Language Arts	
Sherry Farrell Racette, <i>Timiskaming First Nation</i>	<ul> <li>Social Studies</li> </ul>	
	Themes & Topics:	
	performance, relationships,	beliefs, ceremony
<b>Publisher</b> Gabriel Dumont Institute	<b>Pub. Date:</b> 2008	<b>Pages:</b> 36

# Description

*Dancing in My Bones*, the sequel to the highly successful book *Fiddle Dancer*, returns us to the story of a young Métis boy named Nolin as he continues to discover his Métis heritage. *Dancing in My Bones* takes the reader on a journey to discover Moushoom's first moose hunt, red lipstick kisses, Uncle Bunny's fiddling, and the return of the "Bannock Jig."

- English text with Michif translation
- includes Michif glossary
- includes English narration CD



Dancing with the Cranes		
		P
Author, Editor, or Compiler	Rea	<b>ding Level:</b> 3 – 4
Jeannette Armstrong, Okanagan	Curriculum Areas:	
Illustrator	English Language Arts	
Ron Hall	<ul> <li>Health and Career Education</li> </ul>	n
	Themes & Topics:	
	grief and loss, well-being	
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2009	<b>Pages:</b> 24

Chi' misses her grandmother, who has died, just as her mother is about to have a baby. By learning about the story of the cranes, Chi' comes to accept the loss of her grandmother, Temma, and begins to look forward to the birth of the new baby. This beautifully written book weaves a traditional story with a contemporary narrative, showing the relevance of traditional stories to modern life.

Darkness Calls		
Author and Illustrator	Rea	ading Level: 5 – 7+
Steven Keewatin Sanderson, Cree	<ul><li>Curriculum Areas:</li><li>▶ English Language Arts</li><li>▶ Health and Career Educati</li></ul>	on
	<b>Themes &amp; Topics:</b> well-being, self-reliance, bullyi depression, mental health	ng, suicide,
Publisher Aboriginal Health Network	<b>Pub. Date:</b> 2010	<b>Pages:</b> 48

# Description

This graphic novel tells the story of a teenager who is bullied at school, misunderstood by his teacher, and feels socially isolated from his family. He finds one day very overwhelming and considers taking his own life.

Features

graphic novel format is appealing for many reluctant readers





Cautions:

- ▶ Violence contains some violent imagery.
- Other the topic of suicide is sensitive for many students and will have to be approached with caution.

Discovering the Animals:	Colouring and Learning B	look
Author, Editor, or Compiler	Readi	i <b>ng Level:</b> pre-K – 1
Native Northwest, various	<b>Curriculum Areas:</b>	
Illustrator	English Language Arts	
Native Northwest, various	<ul> <li>Visual Arts</li> </ul>	
	<b>Themes &amp; Topics:</b> animals	
<b>Publisher</b> Native Northwest	<b>Pub. Date:</b> 2010	<b>Pages:</b> 24

# Description

This colouring book features beautiful line drawings for children to colour as they learn each animal's name.

Each page includes a quotation from individuals representing a wide range of Canadian First Nations, telling the significance of the animal to the traditional culture. Note that these quotations are of a much higher reading level and will have to be read aloud to primary students.

Dream Catcher		
<b>Author, Editor, or Compiler</b> Stella Calahasen, Woodland Cree First Nation	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Visual Arts</li> </ul>	<b>Reading Level:</b> 5 – 7
	<b>Themes &amp; Topics:</b> continuity, art, relationship	with spirit world
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2009	<b>Pages:</b> 92





When nightmares start troubling her, young Marin goes to her grandmother's home to see an Elder. After visiting with the Elder Maskwa, Marin better understands her dreams and the importance of ritual, respect and connection to the Great Spirit, Kici Manitow. With the help of her family, Marin makes a dream catcher. It helps her appreciate herself and her connection to the land and the creatures around her.

Features

- ▶ high interest and easy-to-read
- of particular interest to girls
- ▶ teaches how to make a traditional dream catcher and explains the background

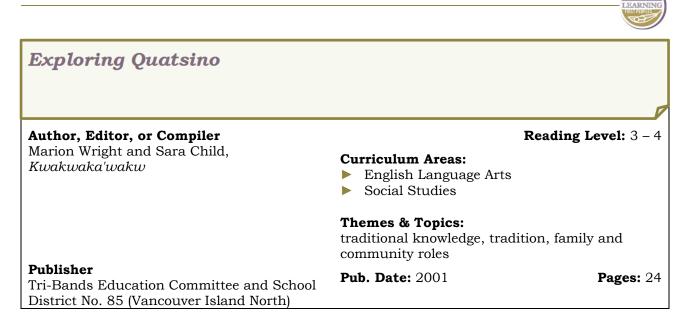
Explore the Animals: Cole	ouring and Learning Book	
Author, Editor, or Compiler	Deadin	<b>g Level:</b> pre-K – 1
Native Northwest, various		g Level. pre-K – 1
,	Curriculum Areas:	
Illustrator	English Language Arts	
Native Northwest, various	<ul><li>Visual Arts</li></ul>	
	<b>Themes &amp; Topics:</b> animals	
<b>Publisher</b> Native Northwest	<b>Pub. Date:</b> 2010	<b>Pages:</b> 24

# Description

This colouring book features beautiful line drawings for children to colour as they learn each animal's name.

Each page includes a quotation from individuals representing a wide range of Canadian First Nations, telling the significance of the animal to the traditional culture. Note that these quotations are of a much higher reading level and will have to be read aloud to primary students.





Told from the point of view of a young Kwakwaka'wakw boy and supported by candid photographs, this book takes the reader on a tour of the village of Quatsino and the daily lives of its residents.

#### Features

includes a Kwak'wala glossary

Exploring Ts'a <u>x</u> is		F
<b>Author, Editor, or Compiler</b> Marion Wright and Sara Child, <i>Kwakwaka'wakw</i>	ReadingCurriculum Areas:English Language ArtsSocial Studies	<b>Level:</b> 3 – 4
	<b>Themes &amp; Topics:</b> traditional knowledge, tradition, famil community roles	ly and
<b>Publisher</b> Tri-Bands Education Committee and School District No. 85 (Vancouver Island North)	<b>Pub. Date:</b> 2001	<b>Pages:</b> 24

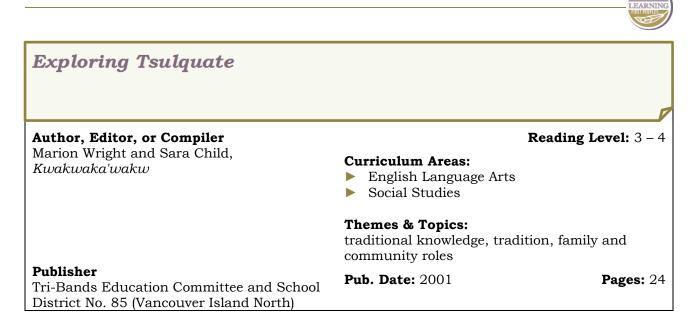
# Description

Told from the point of view of a young Kwakwaka'wakw girl and supported by candid photographs, this book takes the reader on a tour of the village of Ts'a<u>x</u>is and the daily lives of its residents.

# Features

includes a Kwak'wala glossary





Told from the point of view of a young Kwakwaka'wakw girl and supported by candid photographs, this book takes the reader on a tour of the village of Tsulquate and the daily lives of its residents.

Features

includes a Kwak'wala glossary

Fiddle Dancer		
<b>Author, Editor, or Compiler</b> Wilfed Burton & Anne Patton, <i>Métis</i> <b>Illustrator</b>	Curriculum Areas: ► English Language Arts	Reading Level: 4 – 6
Sherry Farrell Racette, <i>Timiskaming First</i> Nation	<ul><li>Dance</li></ul>	
	<b>Themes &amp; Topics:</b> tradition, relationships, grief performance	and loss,
<b>Publisher</b> Gabriel Dumont Institute	<b>Pub. Date:</b> 2007	<b>Pages:</b> 46

# Description

This book is about a young boy and his grandfather and their relationship after the death of the grandmother. The grandfather teaches the young boy how to jig. The boy shows off his new moves at a community gathering where everyone dances to fiddle music.

- English text with Michif translation
- ▶ includes a CD with music and English narration
- ▶ see also annotation for the sequel, *Dancing in My Bones*



A First Nations Alphabet: ABC	Book	P
Author and Illustrator	Reading Le	<b>vel:</b> pre-K – 1
Noreen Pankewich, <i>Stó:lō</i>	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Education</li> </ul>	
	<b>Themes &amp; Topics:</b> literacy, traditions	
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	<b>Pub. Date:</b> 2006	<b>Pages:</b> 50

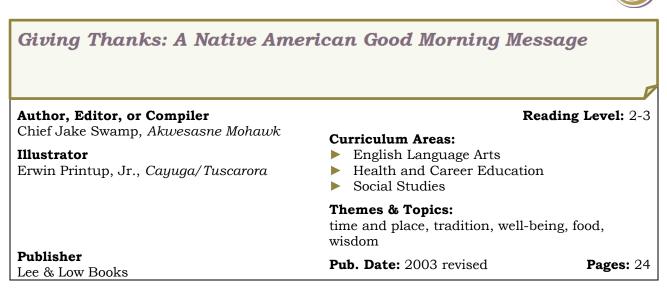
The book tells many stories through the photographs it contains. The cultural activities and events that take place depict today's Aboriginal people, while often giving a glimpse into the past.

A First Nations Alphabet to Re	ad and Draw	
Author and Illustrator		<b>Reading Level:</b> 1 – 2
Noreen Pankewich, Stó:lō	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Visual Arts</li> </ul>	
	<b>Themes &amp; Topics:</b> literacy, traditions, art	
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	<b>Pub. Date:</b> 2006	<b>Pages:</b> 55

# Description

Students read through this alphabet book and draw a picture of the words on the adjacent pages.

- a great resource for practising reading and writing at the same time
- includes Challenge words at back of book



For as long as anyone can remember, Mohawk parents have taught their children to start each day by giving thanks to Mother Earth. Also known as the Thanksgiving Address, this good morning message is based on the belief that the natural world is a precious and rare gift. The whole universe — from the highest stars to the tiniest blade of grass — is addressed as one great family.

Features

▶ a corresponding Teacher Guide is available online at <u>www.leeandlow.com/p/thanks\_tg.mhtml</u>

Goodbye Buffalo Bay		
<b>Author, Editor, or Compiler</b> Larry Loie, <i>Cree</i>	Curriculum Areas: ► English Language Arts	<b>Reading Level:</b> 6 – 7
	<ul> <li>Social Studies</li> <li>Themes &amp; Topics: rites of passage, Elders, resi of learning</li> </ul>	dential school, ways
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2009	<b>Pages:</b> 141

# Description

Lawrence just has to make it through his final year of residential school and then he will never have to set foot in this horrible place again. But despite his best efforts to stay out of trouble, he finds himself in a few frightening predicaments. An escape attempt fails and a stolen gun misfires. Fortunately, his friendships and the tutelage of Sister Theresa help make his last school days bearable.





When he returns home, Lawrence is not yet a man but no longer a boy. He struggles to find acceptance in a community that seems to have forgotten him. He tries a few different jobs and makes a name for himself as a hard worker. With increased confidence and the money he has saved up, he leaves Slave Lake to fulfill his dream of living in the mountains.

Goodbye Buffalo Bay is based on the author's life at a residential school.

#### Features

- of particular interest to boys
- includes glossary of Cree words
- epilogue with historical notes about residential schools
- web site link to photos

#### Cautions

- Violence boys playing with imaginary guns in chapter 1; children mistreated by nuns and priests at the school including one incident in chapter 10 when a nun beats a child's head into the floor and in chapter 12 when Father Superior hits a boy who runs away from school; Lawrence is attacked by a girl in chapter 21 and has scratches all over his face.
- Ethical/Legal mentions of cigarette smoking.
- Safety children ride in a grain truck to the residential school, Lawrence steals a gun from the priest's bedroom in chapter 7, family is trapped at home during a forest fire, James breaks his leg while working at a mill.

Hide and Sneak		
		7
<b>Author, Editor, or Compiler</b> Michael Kusugak, <i>Inuit</i>	Read Curriculum Areas:	ding Level: pre-K – 2
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Vladyana Langer Krykorka	<ul> <li>Social Studies</li> </ul>	
	Themes & Topics:	
	ways of learning, storytelling	, adventure
Publisher	<b>Pub. Date:</b> 1992	<b>Pages:</b> 32
Annick Press		

# Description

Allashua, the protagonist, is very mischievous and wanders away from home despite warnings from her parents about being taken by the Ijiraq, a little man who helps children hide but they are never found. One day Allashua gets lost and meets the Ijiraq. Luckily, she finds an inuksugaq (also called an inukshuk), to help her find her way home.

This beautifully illustrated book shows students the relevance of traditional stories and figures.



		HIS PEOLIS
Hockey Challenge		
<b>Author, Editor, or Compiler</b> Katherine Maximick	Re Curriculum Areas:	ading Level: 3 – 5
<b>Illustrator</b> Lorraine Adams, <i>Haida</i>	<ul> <li>English Language Arts</li> <li>Health and Career Education</li> <li>Physical Education</li> </ul>	on
	<b>Themes &amp; Topics:</b> well-being, fairness, respect, ge	ender stereotypes
<b>Publisher</b> Eaglecrest Books	<b>Pub. Date:</b> 2010	<b>Pages:</b> 56

Kayla loves hockey, but there is no girls' team in her community. Will Kayla be allowed to try out for the boys' team? Will she be accepted if she makes the team?

Features

high interest, low vocabulary chapter book

Honouring the Salmon (Luutigm Hoon): An Anthology Told in the Voices of the Tsimshian			
Author, Editor, or Compiler Kenneth Campbell, <i>Tsimshian</i> Illustrator Vernon Brown, Bill Helin, Judy Hilgemann, <i>Tsimshian</i>	Reading Level: 4 – 6 Curriculum Areas: English Language Arts Science Social Studies		
	<b>Themes &amp; Topics:</b> relationship with the natural world, traditional knowledge, salmon		
<b>Publisher</b> Tsimshian Nation and School District No. 52 (Prince Rupert)	Pub. Date: 1999         Pages: 128		

# Description

The Tsimshian voices of yesterday, today, and tomorrow in this rich and varied anthology capture the nature of the relationship the Tsimshian have with salmon.

Features

▶ a corresponding Teacher Guide is also available



		FIRST PEOPLES
Hooshum for Everyone		
		P
Author and Illustrator	Reading Level: 1 – 2	
Noreen Pankewich, <i>Stó:lō</i>	<ul><li>Curriculum Areas:</li><li>English Language Arts</li></ul>	
	<b>Themes &amp; Topics:</b> traditional knowledge, food, sharing	
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	<b>Pub. Date:</b> 2006	<b>Pages:</b> 16

In this story, a student's mother comes to school to make "Indian ice cream" for the class.

How Raven Stole the Sun		F
Author, Editor, or Compiler Maria Williams, <i>Tlingit</i> Illustrator Felix Vigil, <i>Apache/Pueblo</i>	a Williams, <i>Tlingit</i> <b>Curriculum Areas: trator</b> Vigil, <i>Apache/Pueblo</i> <b>Curriculum Areas:</b> English Language Arts <b>Themes &amp; Topics:</b> traditional knowledge, storytelling, trickster <b>isher Pub Date:</b> 2001 <b>Pages:</b> 32	
<b>Publisher</b> Abbeville Press Publishers		

# Description

This book tells the traditional story of how "Raven stole the sun," a story common in various forms to many Northwest Coast First Peoples cultures.

- includes background information about the Raven trickster character and the Tlingit people
- includes a Tlingit glossary



How the Coho Got His Hooke	d Nose
Author, Editor, or Compiler Reading Le	
Laverne Adams, <i>Stó:lō</i> ; as told by Teresa Michell, <i>Stó:lō/ Cheam</i>	<ul><li>Curriculum Areas:</li><li>English Language Arts</li></ul>
<b>Illustrator</b> Peter Lindley, <i>Stó:lō</i>	<ul> <li>Science</li> </ul>
Teter Endery, Sto.to	<b>Themes &amp; Topics:</b> traditional knowledge, storytelling
<b>Publisher</b> Coqualeetz Cultural Education Centre	Pub. Date: 2007, 2 <sup>nd</sup> ed.         Pages: 16

This is a traditional story about a wonder of nature, explaining how the Coho salmon gets a hooked nose on its way to the spawning grounds. The story is alive with the salmon's struggle, and keeps the reader's curiosity alive throughout the adventure. The black and white illustrations bring the underwater world to life as they document the Coho's transformation.

How the Fox Got His Crossed I (Edànì Noçgèe Wegộộ Degèe Ac	0	P
Author, Editor, or Compiler collected by Virginia Football Illustrator James Wedzin, <i>Tlįchǫ / Dogrib</i>	Curriculum Areas: ▶ English Language Arts	<b>Reading Level:</b> 2 – 3
<b>Additional Contributors</b> translated by Rosa Mantla & Mary Siemens, <i>Tłįchǫ / Dogrib</i>	<b>Themes &amp; Topics:</b> traditional knowledge, storyt	elling, trickster
Publisher Theytus Books	<b>Pub. Date:</b> 2009	<b>Pages:</b> 32

# Description

Fox is howling, for he lost his leg to Bear. All the people want to help Fox, but don't know what to do. Raven is called upon to help retrieve his leg. Will Raven succeed in the quest for Fox's leg?

*How the Fox Got His Crossed Legs* is a beautifully illustrated picture book retelling a traditional Dogrib story.

- text is printed in both Dogrib and English
- includes a Dogrib orthography and pronunciation chart
- > an accompanying CD-ROM contains audio narration of the story in both Dogrib and English



# How the Robin Got Its Red Breast Author, Editor, or Compiler Sechelt Nation Illustrator Charlie Graigan, Sechelt Publisher Northwood Editions Pub. Date: 1993 Pages: 40

# Description

This story from the Sechelt oral tradition tells of how the robin helped the Sechelt people by keeping their fire burning.

I Am Raven		
<b>Author, Editor, or Compiler</b> David Bouchard, <i>Métis</i>	<ul> <li>Reading Level: 4 – 6</li> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Themes &amp; Topics: relationship with spirit world, beliefs, trickster</li> </ul>	
<b>Illustrator</b> Andy Everson, <i>Kwakwaka'wakw</i>		
<b>Publisher</b> More Than Words Publishing	<b>Pub. Date:</b> 2007	<b>Pages:</b> 26

# Description

This beautifully illustrated book tells the story of the author's search for his totem.

Caution:

This book tells of the author's spiritual journey within a particular First Peoples cultural context. Contrary to the advice given by the author to the reader at the end of the book, teachers and students should **not** conduct a similar spiritual discovery without considerable support and advice, ensuring that local cultural protocols are followed.



		This tracks
I Can't Have Bannock but t	he Beaver Has a Dam	
Author, Editor, or Compiler Bernalda Wheeler, Cree & Saulteaux		<b>Reading Level:</b> $1 - 2$
,	Curriculum Areas:	
<b>Illustrator</b> Herman Bekkering	English Language Arts	
	<b>Themes &amp; Topics:</b> tradition and modernity, tra	aditional foods
<b>Publisher</b> Eaglecrest Books	<b>Pub. Date:</b> 1993	<b>Pages:</b> 26

A young boy asks his mother to make some bannock. The mother explains she can't use her stove until the hydro line is fixed. It all comes down to the fact that a beaver has cut down a tree for his dam. The picture book is set in a modern-day home where traditional foods are cooked.

Features

▶ includes a recipe for bannock

I Have a Drum		
<b>Author and Illustrator</b> Noreen Pankewich, <i>Stó:lō</i>	Reading         Curriculum Areas:         English Language Arts         Health and Career Education	<b>Level:</b> 1 – 2
	<b>Themes &amp; Topics:</b> identity, sharing	
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	<b>Pub. Date:</b> 2006	<b>Pages:</b> 14

## Description

Alex brings his drum to school to show to his class. They are all proud of Alex and the drum he made, and Alex is proud of his grandfather.



I Help (Niwechihaw)		
Author and Illustrator Caitlin Dale Nicholson, Cree / Tahltan	Readin	<b>g Level:</b> pre-K – 1
Canini Dale Micholson, Cree / Tunuan	Curriculum Areas:	
<b>Other Contributors</b> inspired by and Cree translation by Leona Morin-Neilson, <i>Cree</i>	<ul> <li>English Language Arts</li> </ul>	
	Themes & Topics: traditional knowledge, family re	oles, ceremony
<b>Publisher</b> Groundwood Books	<b>Pub. Date:</b> 2008	<b>Pages:</b> 24

This simple to read and beautifully illustrated book tells about a young boy and his Grandmother and the things they do together.

Features

text is written in both Cree and English

Cautions:

ceremonial use of tobacco is depicted

I Like Who I Am		
		-
Author, Editor, or Compiler	Reading Level: 3	- 4
Tara White, <i>Mohawk</i>	Curriculum Areas:	
Illustrator	English Language Arts	
Lee Claremont, Mohawk	<ul> <li>Health and Career Education</li> </ul>	
	<b>Themes &amp; Topics:</b> family, identity, self-reliance, ceremony, traditions	
<b>Publisher</b> Thevtus Books	Pub. Date: 1993Pages:	40

#### Description

A young girl is questioned by her classmates why she is on their reserve when she doesn't look like the other kids (because she has blonde hair and blue eyes). This discourages the girl from participating in traditional activities. After talking with her Grandmother, she returns to participating in activities, and even befriends the kids who teased her.



		THIST PEOPLES
Jack and the Boys: Adventu	re on Gull Island	
Author, Editor, or Compiler Delia Dumont and Lorraine Adams ed., <i>Haida</i> Illustrator	Image: Curriculum Areas:         ▶ English Language Arts         ▶ Health and Career Educa	<b>Reading Level:</b> 3 – 5 .tion
Lorraine Adams, <i>Haida</i>	<b>Themes &amp; Topics:</b> traditional knowledge, traditi friendship	onal technologies,
Publisher Eaglecrest Books	<b>Pub. Date:</b> 2010	<b>Pages:</b> 56

Adrien and Glynn have made it to the finals in the soccer tournament. When the game ends, the boys aren't concerned about the score. Instead, they are watching their dog, Jack. Why is he with the boy from the other team?

Features

- > part of a series featuring Jack the dog and his human friends
- high interest, low vocabulary chapter book for young readers, particularly appealing for boys

Jack and the Boys: Eagle's Cr	ту	
Author, Editor, or Compiler	Rea	<b>ding Level:</b> 3 – 5
Delia Dumont and Lorraine Adams, Haida	Curriculum Areas:	
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Lorraine Adams, <i>Haida</i>	► Health and Career Education	n
	<b>Themes &amp; Topics:</b> relationship to the natural world	1, friendship
<b>Publisher</b> Eaglecrest Books	<b>Pub. Date:</b> 2010	<b>Pages:</b> 64

## Description

Jack and the boys set off on a hike when suddenly they hear a gun shot. Jack leads the boys to an injured eagle. Was the eagle shot? Will he survive? Where did the shot come from?

Features

- > part of a series featuring Jack the dog and his human friends
- ▶ high interest, low vocabulary chapter book for young readers, particularly appealing for boys



## Jack and the Boys: Mountain Biking Adventure Author, Editor, or Compiler **Reading Level:** 3 – 5 Delia Dumont; Lorraine Adams ed., Haida **Curriculum Areas:** Illustrator English Language Arts Health and Career Education Lorraine Adams, Haida ▶ Physical Education Themes & Topics: citizenship & service, friendship Publisher **Pub. Date: 2010 Pages:** 64 Eaglecrest Books

## Description

Adrien and Glynn head up the trails on their mountain bikes. Suddenly they spot smoke coming from one of the cabins.

Features

- > part of a series featuring Jack the dog and his human friends
- high interest, low vocabulary chapter book for young readers, particularly appealing for boys

lventure	
Rea Curriculum Areas: English Language Arts Health and Career Education Physical Education	<b>ding Level:</b> 3 – 5
<b>Themes &amp; Topics:</b> sharing, fairness, respect, friend	lship
	Rea Curriculum Areas: • English Language Arts • Health and Career Education • Physical Education Themes & Topics:

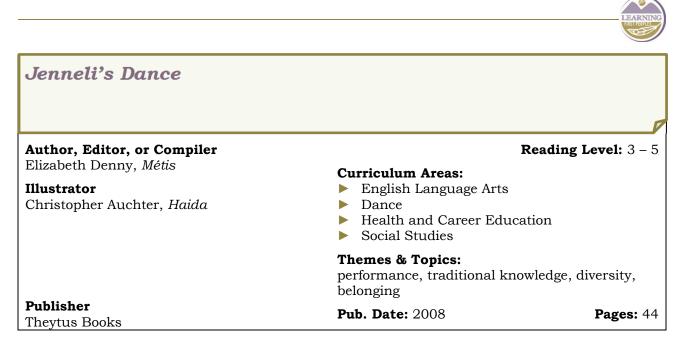
## Description

Brian and Adrien head out in their canoe to Gull Island with their dog, Jack. They are all having a great time fishing and exploring the island until something goes terribly wrong!

Features

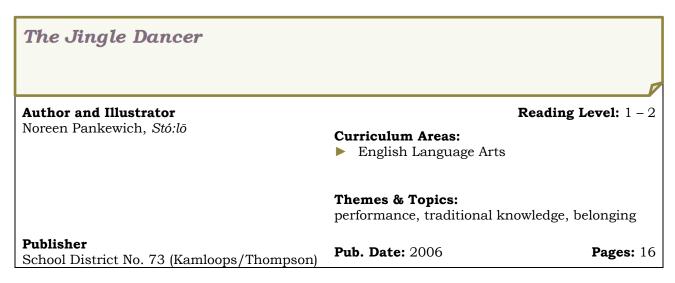
- > part of a series featuring Jack the dog and his human friends
- ▶ high interest, low vocabulary chapter book for young readers, particularly appealing for boys





Children of all ages will be able to relate to the main character in *Jenneli's Dance*. Jenneli is the child who doesn't seem to excel at anything, the child who feels as if she isn't good at anything. She is often the victim of bullying and teasing. Jenneli is shy and feels different from the other children at school. Her hair and skin are darker, her eyes are an unusual colour, and the bannock in her lunch is different from the bread in the other students' lunches. She is also certain that other students are not even aware of her favourite music: fiddle music. No wonder Jenneli deals with low self-esteem.

*Jenneli's Dance* is a story that illustrates the importance of recognizing and appreciating each other's differences. It highlights the need to expose children to a broad range of skills, talents and cultural traditions to develop that appreciation of diversity.



## Description

In a clear demonstration of cultural pride and family ties, Jenna tells her friends about the upcoming pow wow. Her friends are excited and want to attend the pow wow with her.



#### The Journey: North American Indigenous Games Author, Editor, or Compiler **Reading Level:** 4 – 6 Lorraine Adams, Haida **Curriculum Areas:** Illustrator English Language Arts Health and Career Education Lorraine Adams, Haida Physical Education Themes & Topics: respect, fairness, self-reliance, identity, competition Publisher **Pub. Date: 2010 Pages:** 64 **Eaglecrest Books**

## Description

Follow Michelle's personal journey as she participates in the North American Indigenous Games. As Michelle travels on her own for the first time, she meets athletes from all over North America, participates in a sport she loves, and is introduced to her Aboriginal culture.

Features

- high interest, low vocabulary chapter book
- since it features a teenage protagonist, this book would also be appropriate for older students with reading difficulties

The Journey of Dog Salmon		
<b>Author, Editor, or Compiler</b> Bruce Martin, <i>Tla-Keesh-Pihk-Uh</i> ; adapted by Donna Klockars & Terri Mack, <i>Da'naxda'xw</i>	Re Curriculum Areas:	eading Level: 1 – 2
Awaetlala Illustrator	<ul> <li>English Language Arts</li> <li>Health and Career Education</li> </ul>	ion
Terri Mack, Da'naxda'xw Awaetlala	<b>Themes &amp; Topics:</b> respect, bullying	
<b>Publisher</b> Strong Nations Publications	<b>Pub. Date:</b> 2001	<b>Pages:</b> 18

## Description

Dog Salmon is the bully of the river and is taught how important change is.



Just a Story		
		P
Author and Illustrator	Re	ading Level: 5 – 7+
Steven Keewatin Sanderson, Cree	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Educated</li> </ul>	tion
	<b>Themes &amp; Topics:</b> self-reliance, identity, belongi	ng, well-being
<b>Publisher</b> Aboriginal Health Network	<b>Pub. Date:</b> 2010	<b>Pages:</b> 48

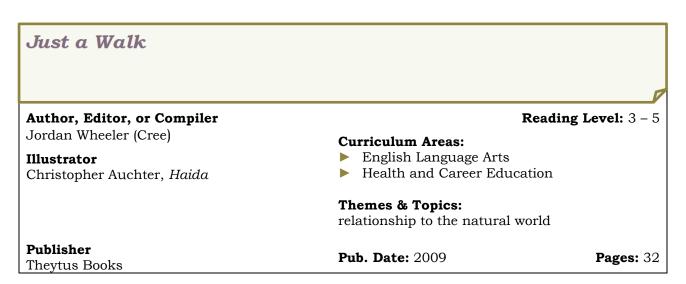
Wendy doesn't have any friends her age and feels overwhelmed at school. Her little brother is more social but he's quick to lose his temper and get into fights. Something is clearly bothering them both. Good thing they're open to getting help and breaking down the stigma of mental health.

Features

▶ graphic novel format is appealing for many reluctant readers

Cautions:

- ▶ Violence contains some mildly violent imagery.
- Other the topic of parents fighting is sensitive for many students and will have to be approached with caution.



#### Description

A young boy named Chuck goes for a simple walk that turns into a day of crazy adventure. Chuck encounters animals, fish, and birds that lead him on a wild journey through their various habitats.



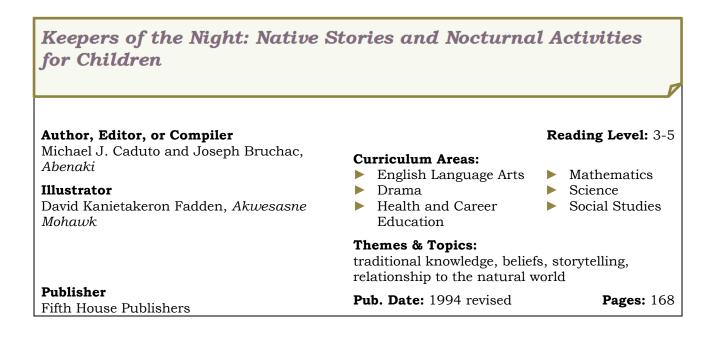
## Keepers of the Earth: Native Stories and Environmental Activities for Children

<ul> <li>Author, Editor, or Compiler</li> <li>Michael J. Caduto and Joseph Bruchac, Abenaki</li> <li>Illustrator</li> <li>John Kahionhes Fadden &amp; Carol Wood, Akwesasne Mohawk</li> </ul>	<ul> <li>Reading Level: 3-5</li> <li>Curriculum Areas: <ul> <li>English Language Arts</li> <li>Drama</li> <li>Health and Career Education</li> <li>Mathematics</li> <li>Science</li> <li>Social Studies</li> </ul> </li> </ul>
<b>Publisher</b> Fifth House Publishers	Themes & Topics:tradition, sustainability, respect, storytelling,relationship to the natural worldPub. Date: 1988Pages: 209

## Description

44

Aboriginal stories combine with related hands-on activities to inspire children with a deep respect and interest in the Earth and in Aboriginal cultures in this popular and critically acclaimed book. *Keepers of the Earth* uses an interdisciplinary approach to introduce environmental concepts to children. The activities include theatre, reading, writing, science, social studies, and mathematics, and are designed to engage all of the senses. This environmental classic teaches children respect and stewardship for Earth and all living things.







Night is more than just a period of time between sunset and sunrise. It is another world, fascinating and mysterious to children curious about the night and its nocturnal inhabitants. This book combines Aboriginal stories with hands-on activities to encourage children to explore the night world. By studying astronomy, Aboriginal beliefs, nighttime weather, and North American nocturnal plants and animals, children learn to appreciate the importance of night in the natural cycle and overcome common fears about the nighttime world.

Learn the Alphabet with North	west Coast Nati	ve Art
<b>Author, Editor, or Compiler</b> Native Northwest, various	Curriculum Areas:	<b>Reading Level:</b> pre-K – K
<b>Illustrator</b> Native Northwest — Haida, Kwakwaka'wakw, Namgis, Salish, and Tsimshian	<ul> <li>English Language A</li> </ul>	Arts
namigio, oanon, and romioman	<b>Themes &amp; Topics:</b> literacy, alphabet	
<b>Publisher</b> Native Northwest	<b>Pub. Date:</b> 2010	<b>Pages:</b> 10

#### Description

This alphabet book features beautiful First Peoples artwork from a range of Haida, Kwakwaka'wakw, Namgis, Salish, and Tsimshian artists.

Learn the Colours with Nort	hwest Coast Native Art	
Author, Editor, or Compiler	Read	ing Level: pre-K – K
Native Northwest, various	<b>Curriculum Areas:</b>	
Illustrator	English Language Arts	
Native Northwest — Bella Bella, Haida,		
Kwakwaka'wakw, Namgis, Salish, and		
Tsimshian	Themes & Topics:	
	literacy, colours	
<b>Publisher</b> Native Northwest	<b>Pub. Date:</b> 2010	<b>Pages:</b> 10

#### Description

This "learn the colours" book features beautiful First Peoples artwork from a range of Bella Bella, Haida, Kwakwaka'wakw, Namgis, Salish, and Tsimshian artists.



		TRA FORCE
Learn to Count with Northwest	t Coast Native Art	
Author, Editor, or Compiler	Readin	<b>g Level:</b> pre-K – K
Native Northwest, various	Curriculum Areas:	
Illustrator	English Language Arts	
Native Northwest — Haida, Kwakwaka'wakw, Namgis, and Tsimshian	<ul> <li>Mathematics</li> </ul>	
	Themes & Topics:	
	numeracy, counting	
<b>Publisher</b> Native Northwest	<b>Pub. Date:</b> 2010	<b>Pages:</b> 10

This counting book features beautiful First Peoples artwork from a range of Haida, Kwakwaka'wakw, Namgis, and Tsimshian artists.

Learn and Play with Nort	hwest Coast Native Art	
Author, Editor, or Compiler	Read	ing Level: pre-K – K
Native Northwest, various	Curriculum Areas:	
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Native Northwest — various	<ul> <li>Mathematics</li> </ul>	
	Themes & Topics:	
	literacy, symbols, counting, c	colours
<b>Publisher</b> Native Northwest	<b>Pub. Date:</b> 2010	<b>Pages:</b> 18

## Description

This early reader book features simple text and activities supported by beautiful First Peoples artwork.



The Legend of the Caribou	Воу	
<b>Author, Editor, or Compiler</b> John Blondin, <i>Dogrib</i>	Curriculum Areas:	Reading Level: 2 – 3
<b>Illustrator</b> Ray McSwain, <i>Dene</i>	<ul> <li>English Language Arts</li> </ul>	
<b>Additional Contributors</b> translated by Mary Rose Sundberg	<b>Themes &amp; Topics:</b> traditional knowledge, rites o	of passage
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2009	<b>Pages:</b> 40

A young boy is having trouble sleeping at night. He is being called to fulfill his destiny, a destiny which lives on today in the traditions and culture of the Dene people and their relationship to the caribou and the land on which they live.

*The Legend of the Caribou Boy* is a beautifully illustrated picture book retelling a traditional Dogrib story.

Features

- ▶ text is printed in both Dogrib and English
- ▶ an accompanying CD-ROM contains audio narration of the story in both Dogrib and English

The Little Duck (Sikihpsis)		
Author, Editor, or Compiler Beth Cuthand		<b>g Level:</b> 2 – 3
Illustrator Mary Longman	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Education</li> </ul>	
<b>Additional Contributors</b> Cree text by Stan Cuthand	<b>Themes &amp; Topics:</b> belonging, identity, self-esteem	
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2000	<b>Pages:</b> 28

#### Description

Little Duck lives all alone in a muddy swamp close to a camp of Plains Cree People. When he observes the Crees' beauty and grace, the lonely duck decides he would like to be a Plains Cree dancer. He decorates himself, weaving bright green leaves into a wreath to wear as a headdress. The little duck also ties cattail leaves to his tail feathers and paints his face and chest with clay





and salt. Unfortunately, when the duck begins to dance, he constantly finds himself trampled beneath the feet of the other dancers. "I'll never be a Cree," the little duck cries. "I'll always be lonely."

The Little Duck is an engaging story with almost universal appeal. Because the desire to fit in with one's surroundings is of importance to most people, the story transcends cultural boundaries. The book contains the important message that we should be striving to improve our sense of self-worth.

#### Features

text is in both English and Cree

The Little Hummingbird		F
<b>Author and Illustrator</b> Michael Nicoll Yahgulanaas, <i>Haida</i>	R Curriculum Areas: ▶ English Language Arts	Reading Level: 2 – 3
	<b>Themes &amp; Topics:</b> relationship with the natural	world, wisdom
<b>Publisher</b> Greystone Books	<b>Pub. Date:</b> 2010	<b>Pages:</b> 32

#### Description

This inspiring children's book — a revised edition of the award-winning *Flight of the Hummingbird* — is based on a South American indigenous story about a courageous hummingbird who defies fear and expectations in her attempt to save the forest from fire. The story is supplemented by a natural and cultural history of hummingbirds, as well as an inspiring message from Nobel Peace Prize winner Wangari Maathai.

The evocative artwork by internationally renowned Haida artist Michael Nicoll Yahgulanaas complements the optimistic tale that encourages everyone to take responsibility for their home and the planet.



The Littlest Sled Dog		
		P
Author, Editor, or Compiler Michael Kusugak, <i>Inuit</i>	Curriculum Areas:	<b>Reading Level:</b> 2 – 3
<b>Illustrator</b> Vladyana Krykorka	<ul> <li>English Language Arts</li> </ul>	
	<b>Themes &amp; Topics:</b> belonging, identity	
<b>Publisher</b> Orca Book Publishers	<b>Pub. Date:</b> 2008	<b>Pages:</b> 32

Igvillu is a little dog with big dreams. One of her favourite dreams is of becoming a sled dog. When Igvillu is adopted from her kennel by an Inuit storyteller and moves to northern Canada, she comes face-to-face with real sled dogs. Igvillu loves living in the North, chasing siksiks and dreaming about her future. She's a dog who believes anything is possible!

This beautiful picture book incorporates a clever, joyful, playful celebration of creative language in sound, rhyme, rhythm, and repetition.

Mayuk the Grizzly Bear		
Author, Editor, or Compiler		Reading Level: 3
Sechelt Nation <b>Illustrator</b> Charlie Graigan, <i>Sechelt</i>	<ul><li>Curriculum Areas:</li><li>English Language Arts</li></ul>	
	<b>Themes &amp; Topics:</b> traditional knowledge, storyt	elling
<b>Publisher</b> Northwood Editions	<b>Pub. Date:</b> 1993	<b>Pages:</b> 40

#### Description

This story from the Sechelt oral tradition tells of three brave hunters and their encounter with a cunning grizzly bear.



The Moccasins		
Author, Editor, or Compiler	R	eading Level: 2 – 3
Earl Einarson, <i>Ktunaxa</i>	Curriculum Areas:	
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Julie Flett, Cree/Métis	<ul> <li>Health and Career Educat</li> </ul>	ion
	Themes & Topics:	
	family, belonging	
Publisher	<b>Pub. Date:</b> 2008	Dogoou 16
Theytus Books	<b>Fub. Date:</b> 2008	<b>Pages:</b> 16

This endearing story is of a young Aboriginal foster child who is given a special gift by his foster mother. Her gift of warmth and thoughtfulness helps her young foster child by encouraging self-esteem, acceptance, and love.

This story, based on the author's personal experience, was written for children of any background with a positive message of unconditional love.

Murphy and Mousetrap		
<b>Author, Editor, or Compiler</b> Sylvia Olsen, <i>Tsartlip</i>	<ul><li>Curriculum Areas:</li><li>English Language Arts</li></ul>	<b>ing Level:</b> 4 – 5
<b>Publisher</b> Orca Book Publishers	<ul> <li>Health and Career Education</li> <li>Themes &amp; Topics: identity, belonging, self-reliance, learning</li> <li>Pub. Date: 2005</li> </ul>	ways of Pages: 122

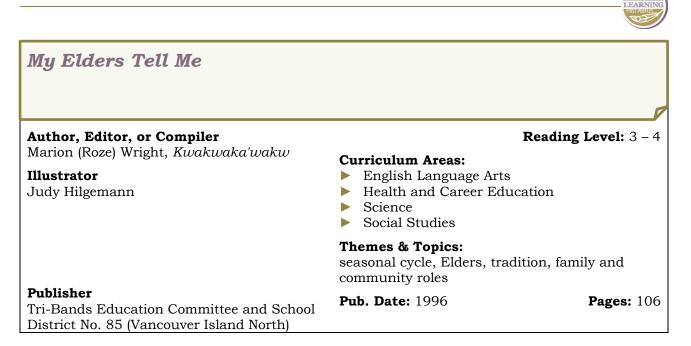
## Description

Murphy's mother is moving with him and his cat, Mousetrap, back to their home reserve. Murphy has trouble fitting in wherever he goes, and he struggles with defining his identity as a light-skinned First Nations boy. Somehow, Murphy learns to find the strength that is within himself.

Features

- high interest, easy to read
- particular interesting for boys / reluctant readers





Based on input from the elders of Quatsino, Fort Rupert, and Gwa'sala-'Nakwaxda'xw, Marion Roze Wright gathered materials and consensus for this anthology, rendered as a season-by-season story about two nine-year-old cousins who live near Port Hardy.

This wide-ranging volume provides some Kwakwala language terms and educational sidebars, and contains factual information as it tells the story of two cousins and their adventures and experiences throughout the seasons. An index allows readers to quickly find specific information they may be seeking.

My Family Has Fun		
<b>Author and Illustrator</b> Noreen Pankewich, <i>Stó:lō</i>	Reading Level: pre-K Curriculum Areas: English Language Arts	K
	<b>Themes &amp; Topics:</b> family	
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	Pub. Date: 2006 Pages	: 18

## Description

This books shows an extended family enjoying each other's company and spending quality time together.



My Name Is Seepeetza		
Author, Editor, or Compiler Shirley Stirling, Interior Salish		eading Level: 5 – 7
	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Social Studies</li> </ul>	
	<b>Themes &amp; Topics:</b> identity, rites of passage, resid	ential schools
<b>Publisher</b> Groundwood Books	<b>Pub. Date:</b> 1992	<b>Pages:</b> 126

Seepeetza is renamed Martha Stone when she is enrolled in residential school. At the school, Seepeetza finds strict and unhappy nuns, arbitrary and unfair rules, and a denial of everything being First Peoples means to her.

Told in diary format, this easy-to-read novel is based on the author's own experiences at the Kamloops residential school.

Cautions

- Socio-economic depictions of extreme hunger of the children
- Violence scenes of abuse of the children by the nuns, occasional fights between students at the school, one student hangs himself
- Language occasional use of ethnic slurs pertaining to First Peoples, Chinese people, and Irish people
- Ethical/Legal Seepeetza used chewing tobacco but it made her sick; at home Seepeetza's father drinks occasionally

Neekna and Chemai		
<b>Author, Editor, or Compiler</b> Jeannette C. Armstrong, <i>Okanagan</i>		ading Level: 3 – 4
<b>Illustrator</b> Barbara Marchand, <i>Okanagan</i>	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Science</li> <li>Social Studies</li> </ul>	
	<b>Themes &amp; Topics:</b> roles and responsibilities, seas traditional learning	onal cycles,
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2008	<b>Pages:</b> 44





Neekna and Chemai are two little girls growing up in the Okanagan Valley in pre-contact time. Through these two friends, we learn about the seasonal life patterns of the Okanagan people.

No Time to Say Goodbye: Child Residential School	iren's Stories of Kup	er Island
Author, Editor, or Compiler		<b>Reading Level:</b> 7+
Sylvia Olsen with Rita Morris and Ann Sam, <i>Tsartlip</i>	Curriculum Areas:	
Illustrator	<ul> <li>English Language Arts</li> <li>Social Studies</li> </ul>	
Connie Paul, <i>Tsartlip</i>		
	<b>Themes &amp; Topics:</b> ways of learning, traditional l residential schools	knowledge, family,
Publisher Sono Nis Press	<b>Pub. Date:</b> 2001	<b>Pages:</b> 188

#### Description

This book, based on the memories of members of the Tsartlip First Nation, is the fictionalized story of five Aboriginal children sent to residential school. The stories are sometimes sad and sometimes funny, but are all very engaging.

Cautions:

- Socio-economic extreme hunger of some of the children in the residential schools
- Violence depictions of mistreatment of children in the schools throughout
- Language some racial slurs, some homophobic slurs such as "fairy"
- Ethical/Legal children steal food because they are very hungry

Northwest Coast Native Anim	als	
<b>Author, Editor, or Compiler</b> Native Northwest, various	Curriculum Areas:	Reading Level: K
<b>Illustrator</b> Kelly Robinson, <i>Nuxalk, Nuu-Chah-Nulth</i>	<ul> <li>English Language Arts</li> </ul>	
	<b>Themes &amp; Topics:</b> traditional knowledge, relation natural world	nship with the
Publisher Native Northwest	<b>Pub. Date:</b> 2010	<b>Pages:</b> 12





Each animal has many lessons to teach us — to care for our habitat, to live cooperatively with others, to have courage, to think before we act, and to be wise and respectful.

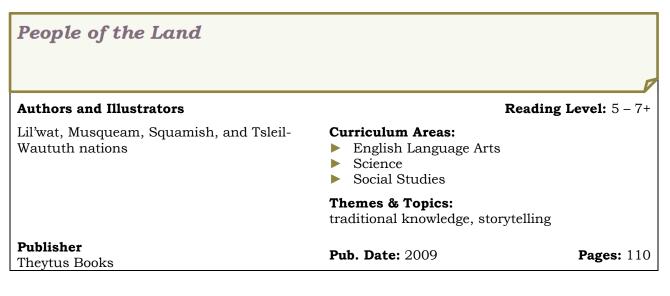
The Old Man with the Otter	r Medicine	Ø
<b>Author, Editor, or Compiler</b> John Blondin, <i>Dogrib</i>	Curriculum Areas:	<b>Reading Level:</b> 2 – 3
<b>Illustrator</b> Archie Beaverho, <i>Dogrib</i>	<ul> <li>English Language Arts</li> </ul>	
<b>Additional Contributors</b> translated by Mary Rose Sundberg	<b>Themes &amp; Topics:</b> traditional knowledge	
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2008	<b>Pages:</b> 40

#### Description

It is winter and the people are starving. There are no fish. They must seek the help of a medicine man to save them. The Old Man with the Otter Medicine tells of medicine power, the struggle for survival, and an important part of the history and culture of the Dene people as it has been passed down through stories for generations.

Features

- text is printed in both Dogrib and English
- includes a Dogrib orthography and pronunciation chart
- ▶ an accompanying CD-ROM contains audio narration of the story in both Dogrib and English







Spectacular imagery adorns this rich anthology of the Lil'wat, Musqueam, Squamish and Tsleil-Waututh First Nations traditional stories. These stories link people to the land and to each other and pass on traditional knowledge and history. These sacred teachings — which range from creation stories to naming stories — are collected in an anthology of stories willingly shared by the respected storytellers of each nation.

The book is a unique commemorative collection that celebrates the four host First Nations on whose ancestral territories the Vancouver 2010 Olympic and Paralympic Winter Games were held.

The Rabbits' Race		
		P
Author, Editor, or Compiler	Re	eading Level: 3 – 4
Deborah L. Delaronde	Curriculum Areas:	
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Virginia McCoy, <i>Métis</i>	<ul> <li>Health and Career Education</li> </ul>	ion
	Themes & Topics:	
	sharing, friendship, wisdom	
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2009	<b>Pages:</b> 50

## Description

When his grandfather is invited to participate in the school's Grandparents Day celebrations, Joey does not know what to expect. His grandfather gently reassures him before going on stage and launching into a beguiling tale of two groups of rabbits that must co-exist in the forest and share their resources to survive. The wisdom of the elder rabbits plays a pivotal role in the story which provides a valuable lesson for Joey and his classmates.

Racin' Jason		
		P
Author, Editor, or Compiler		<b>Reading Level:</b> 4 – 6
Elise Wagner, <i>Ojibwe</i>	<b>Curriculum Areas:</b>	
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Janet Kaszonyi, <i>Métis</i>	<b>Themes &amp; Topics:</b> responsibility, competition	
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 1995	<b>Pages:</b> 52





After helping his Mishoomis (Grandfather) save an orphaned Appaloosa colt from a bog, Jason takes a special interest in caring for it. At school, the bullies make fun of his affection for the funny-looking colt he hopes to race one day. With support from his Grandparents, Jason raises and trains the colt. On the day of the big race, Jason and the colt are ready. The teasing only makes Jason more determined than ever to win.

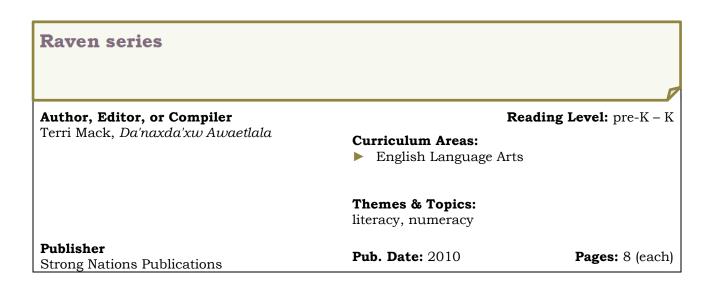
Features

- good "first novel" / introduction to the novel form
- includes an Ojibwe glossary

Raven and Eagle		
Author, Editor, or Compiler		Reading Level: K – 1
Ray Qwulshemut Peter, <i>Cowichan</i> Additional Contributors	Curriculum Areas: ► English Language Arts	
Donna Klockars, Natalie Bryce, Larry Bob, Kim Stewart, and Terri Mack	<b>Themes &amp; Topics:</b> identity, self-reliance	
<b>Publisher</b> Strong Nations Publications	<b>Pub. Date:</b> 2001	<b>Pages:</b> 16

#### Description

Raven learns a powerful lesson from his friend, Eagle: learn and understand from others, but most importantly, be yourself!

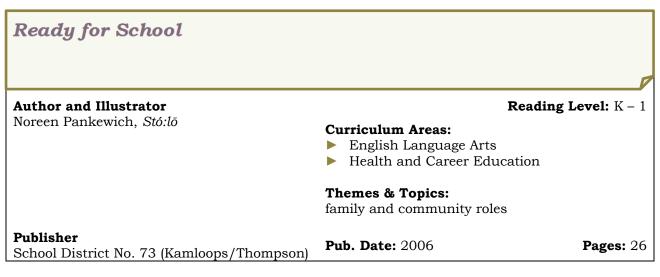






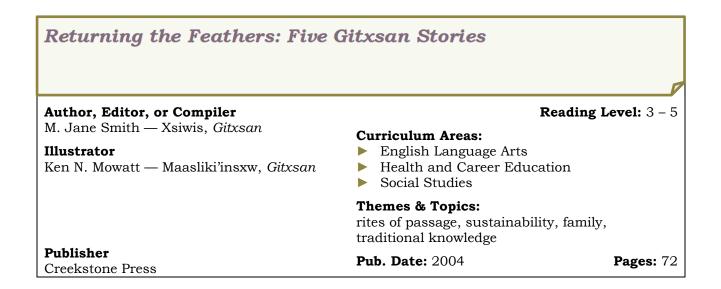
The Raven Series is a set of six books written for the emergent reader and learner. Each book focusses on a specific learning intention that builds on strengthening learning with the support of an adult. The titles and their learning intentions are:

- ▶ *Raven and the Box* based on oral retell
- ▶ *Raven and Duck* concepts
- ▶ Raven Can Count number sense
- ▶ *I Spy Raven* rhyme and perspective
- ▶ *Raven Sings the ABC's* letter recognition
- ▶ Raven Makes a Necklace colours and patterns



#### Description

This book is about a typical morning at home, preparing to go to school.







The title of this collection of five Gitxsan stories was chosen to thank and pay tribute to the Gitxsan storytellers of the past, some of whom were the author's mentors and teachers as she was growing up and learning the art of storytelling. *Returning the Feathers* includes four traditional stories: the origin of the Gitxsan people; how the blue jay and the mosquito came to live in northwestern BC; and the time when the porcupine first discharged its quills. The fifth in the anthology is an original story, inspired by the appearance of an egret at the author's smokehouse. These stories serve to connect the author to her ancestors, and give readers a taste of the rich cultural heritage of the Gitxsan people.

Cautions

Violence — the second story, "K'alidakhl," includes scenes of killing and domestic violence, and should be used with caution.

A River Lost		
Author, Editor, or Compiler	R	eading Level: 4 – 6
Lynn Bragg, Arrow Lakes Tribe, Colville Confederated Tribes	Curriculum Areas: ► English Language Arts	
Illustrator	<ul> <li>Science</li> </ul>	
Virgil "Smoker" Marchand, Arrow Lakes	Social Studies	
Tribe, Colville Confederated Tribes	<b>Themes &amp; Topics:</b> tradition and modernity, relat natural world	ionship with the
<b>Publisher</b> Hancock House Publishers	<b>Pub. Date:</b> 1995	<b>Pages:</b> 32

## Description

When the Grand Coulee Dam was constructed, the community on the banks of the river was forced to move away from its ancestral land and the people lost their homes and many traditional practices. The story opens as the great-grandmother, Toopa, is about to leave her home, and she tells her great-granddaughter of their old ways of life that could not continue, such as salmon fishing, seasonal nomadic practices, and trading with other peoples.

#### Features

- intertwining real history with a fictionalized narrative
- strong factual basis for the story

#### Cautions:

- Students may need some explanation about land settlements and compensation (Arrow Lakes tribe was not compensated for the loss of their lands until fifty years after the dam's construction).
- Safety Toopa waited until the last minute before leaving her home when the lake began to flood.



River Run		
Author, Editor, or Compiler	Re	ading Level: 5 – 7+
Brandon Mitchell, <i>Mi'gmaq</i>	Curriculum Areas:	
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Tara Audibert, <i>Mi'gmaq</i>	<ul> <li>Health and Career Educat</li> </ul>	ion
	Themes & Topics:	
	well-being, ceremony	
Publisher	<b>Pub. Date:</b> 2010	<b>Pages:</b> 40
Aboriginal Health Network		8

This graphic novel tells the story of a group of youth who learn the traditional use of tobacco while on a canoe trip. One of the youth, who smokes, gets her world opened up along the way.

Features

graphic novel format is appealing for many reluctant readers

Salmon Boy: A Legend of	the Sechelt People	
<b>Author, Editor, or Compiler</b> Donna Joe, <i>Sechelt</i> <b>Illustrator</b> Charlie Craigan, <i>Sechelt</i>	Image: First Science► Social Studies	Reading Level: 3 – 4
	<b>Themes &amp; Topics:</b> traditional knowledge, relation natural world	onship with the
<b>Publisher</b> Harbour Publishing	<b>Pub. Date:</b> 1999	<b>Pages:</b> 18

## Description

Simple and compelling drawings illustrate this dynamic story that teaches respect for the environment and describes the life cycle of the salmon.



Sealiya		
Seungu		
Author, Editor, or Compiler		Reading Level: K -
Kwitelut t — Lena Jacobs, <i>Squamish</i>	Curriculum Areas:	-
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Xwa-lack-tun — Rick Harry, <i>Squamish</i>		
	Themes & Topics:	
	community, storytelling	
Publisher	<b>Pub. Date:</b> 2010	Pages: 2
Traffod Publishing	1 up. Date. 2010	

In this richly illustrated picture book, Elder Lena Jacobs shares a story from her childhood when her uncle shot and killed a pregnant mother seal.

Features

text is included in both Skwxwú7mesh sníchim and English

Secret of the Dance		
<b>Author, Editor, or Compiler</b> Andrea Spalding and Alfred Scow, <i>Kwakwaka'wakw</i>	Read Curriculum Areas: English Language Arts	<b>ling Level:</b> 2 – 4
<b>Illustrator</b> Darlene Gait <i>, Coast Salish</i>	<ul> <li>Social Studies</li> </ul>	
	<b>Themes &amp; Topics:</b> performance, ceremony, traditior	1
<b>Publisher</b> Orca Book Publishers	<b>Pub. Date:</b> 2006	<b>Pages:</b> 32

#### Description

This picture book is a fictionalized version of a real incident in the childhood of Kwakwaka'wakw elder Alfred Scow. Alfred's family sailed from Gilford Island to isolated Kingcome Inlet to attend a forbidden potlatch. His parents forbade him to attend so he wouldn't be apprehended if they were raided by the authorities. Alfred sneaked inside to watch and recognized the Hamatsa. Beautifully written and incorporating fantastic, creative illustrations of Coast Salish designs, this book shows students the relevance of traditional practices.

Features

a corresponding Teacher Guide is available online at www.orcabook.com/client/PDFs/TeachersGuides/Picturebooks/secretofthedance.pdf



S	et	Α
		-



**Reading Level:** 2 – 4

#### Author, Editor, or Compiler Lorraine Adams, *Haida*

#### **Illustrator** Lorraine Adams, *Haida*

#### **Curriculum Areas:**

- English Language Arts
- ▶ Health and Career Education

#### Themes & Topics:

family and community roles

# PublisherPub. Date: 2009Eaglecrest BooksPub. Date: 2009

## Description

The stories in this set of 30 short picture books reflect experiences of First Nations children involved in cultural activities and in everyday life at home and school. The books are carefully levelled to assist teachers in choosing texts that are appropriate for children at various stages of reading.

The titles in this set are:

- At the Beach
- My big Brother
- Snack Time
- Here Comes the Bus
- The Big Puddle
- The Water Slides
- Animals at the Fair
- Stuck in the Tree
- Dorothy's Mittens
- I Like to Read

- Skipping Rocks
- Everett Rides his Horse
- Come and Play, Peaches
- Wilson's Canoe Ride
- Chicken's Ride
- Climbing the Enormous Rock
- Choosing a Kitten
- Hope's Necklace
- Shone Plays the Fiddle
  - Summer Adventure

- Climbing the Apple Tree
- A Gift for Kohkum
- The Basketball Game
- Gonzo is Missing
- Dorian's Cast
- Collecting Eggs
- The Lemonade Stand
- The New Boats
- Time to Play Soccer
- Dennis Rides His Bike

**Reading Level:** 2 – 4

## Set B

Author, Editor, or Compiler Lorraine Adams, *Haida* 

**Illustrator** Lorraine Adams, *Haida* 

#### **Curriculum Areas:**

- English Language Arts
- ▶ Health and Career Education

#### Themes & Topics:

family and community roles

#### **Publisher** Eaglecrest Books

## **Pub. Date:** 2009

K=7



The stories in this set of 50 short picture books reflect experiences of First Nations children involved in cultural activities and in everyday life at home and school. The books are carefully levelled to assist teachers in choosing texts that are appropriate for children at various stages of reading.

The titles in this set are:

- The Lost Necklace
- Helping with Baby
- Bonkers is Hungry
- Going to the Store
- Hungry Red Fox
- Helping Grandma
- Fluffy's Accident
- The Tree Fort
- Picking Blackberries
- The Best Bread
- Fun on the Sled
- Crabs for Dinner
- Anthony's New Glasses
- Tree Fort Adventure
- New Slippers
- The Fishing Trip
- The Picnic

- Hot Moose Stew
- The Dream Catcher
- Best Friends
- Lost and Found
- At the Park
- Going Camping
- The Sleepover
- Dean's Fish
- Spear Fishing with Dad
- Daffodils for You
- The Raven Necklace
- Where is Fluffy
- The Dog Sled Ride
- The Powwow
- A Bunny to Love
- Going Outside
- In the Forest

- My Grandma
- Picking Flowers
- School is Fun
- My Grandpa
- The Raven
- Big and Little
- My Buddy
- My Family
- Louie's Hat
- The Hungry Pony
- The Water Toys
- Holly's Surprise
- Alysha's Flat Tire
- The Eagle
- The Frog
- The Hawk Drum

Sharing Our World: Anim	als of the Native Northwe	est Coast
Author, Editor, or Compiler		Reading Level: K
Native Northwest, various	<b>Curriculum Areas:</b>	
Illustrator	<ul> <li>English Language Arts</li> </ul>	
Native Northwest, various	<b>Themes &amp; Topics:</b> symbolism, relationship with	the natural world
<b>Publisher</b> Native Northwest	<b>Pub. Date:</b> 2010	<b>Pages:</b> 24

#### Description

This richly illustrated book offers readers an introduction to the symbolism and cultural context of various animals from the Northwest Coast.

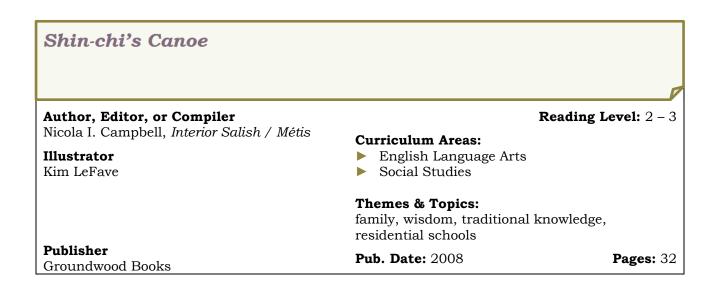
Shi-shi-etko		
		7
Author, Editor, or Compiler	Rea	<b>ading Level:</b> 2 – 3
Nicola I. Campbell, Interior Salish / Métis	Curriculum Areas:	
Illustrator	English Language Arts	
Kim LeFave	<ul> <li>Social Studies</li> </ul>	
	<b>Themes &amp; Topics:</b> family, wisdom, traditional kno residential schools	wledge,
Publisher	<b>Pub. Date:</b> 2005	<b>Pages:</b> 32
Groundwood Books		

In just four days young Shi-shi-etko will have to leave her family and all that she knows to attend residential school. She spends her last days at home treasuring the beauty of her world — the dancing sunlight, the tall grass, each shiny rock, the tadpoles in the creek, her grandfather's paddle song. Her mother, father and grandmother, each in turn, share valuable teachings that they want her to remember. And so Shi-shi-etko carefully gathers her memories for safekeeping.

Richly hued illustrations complement this gently moving and poetic account of a child who finds solace all around her, even though she is on the verge of great loss.

#### Caution:

This story touches on the concept of residential schools but does not deal with the realities of those schools. Teachers wishing to use this book are strongly encouraged to also use its sequel, *Shin-chi's Canoe*. These two stories together present a compelling and age-appropriate introduction to the topic of residential schools.







A sequel to Shi-shi-etko, *Shin-chi's Canoe* tells the story of Shi-shi-etko's younger brother Shin-chi and his experience during his first year at residential school. In this haunting and beautifully illustrated story, Shin-chi is not excited to go to school, unlike his sister Shi-shi-etko. Much more of the realities of residential school are shown in this story — hungry children, missing home, hard work, haircuts, and scalps washed with kerosene are not glossed over, but are dealt with in an age-appropriate way. But Shin-chi finds solace in his toy canoe, friendship, nature, and the memory of his grandfather's prayer song.

Cautions:

- ▶ Socio-economic The students at the residential school are very hungry, and are fed "porridge and burnt toast" while the teachers eat "bacon, eggs, and potatoes".
- Violence Shi-shi-etko remembers her hair being cut and her head being washed with kerosene.
- ▶ Ethical/Legal Some of the children at the residential school steal food.
- Safety Children are transported to the residential school in the back of a cattle truck.

The Special Visitor	
	P
<b>Author and Illustrator</b> Noreen Pankewich, <i>Stó:lō</i>	<ul> <li>Reading Level: 1 - 2</li> <li>Curriculum Areas:</li> <li>▶ English Language Arts</li> <li>▶ Social Studies</li> </ul>
	<b>Themes &amp; Topics:</b> traditional knowledge, traditional technologies
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	Pub. Date: 2006         Pages: 14

#### Description

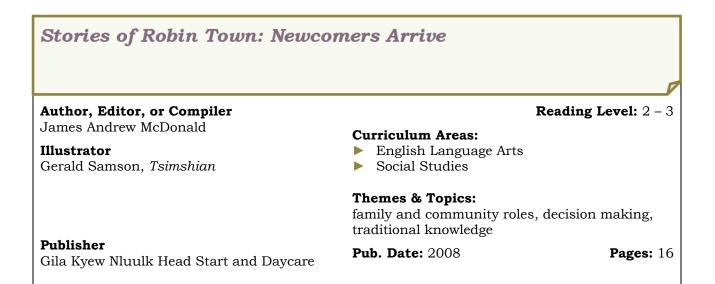
Brenda attends the local school to share with the students the art of making pine needle baskets. Students watch and learn as the needles are wound to make an eventual basket.



Spirit of the White Bison		
<b>Author, Editor, or Compiler</b> Beatrice Culleton, <i>Métis</i>	Reading Lev	<b>el:</b> 5 – 7+
<b>Illustrator</b> Robert Kakaygeesick Jr., <i>Ojibwe</i>	<ul> <li>English Language Arts</li> <li>Health and Career Education</li> </ul>	
	<b>Themes &amp; Topics:</b> tradition and modernity, relationship wi natural world, continuity, Aboriginal-Eu contact	
<b>Publisher</b> Portage & Main Press	Pub. Date: 1996 (revised)	<b>Pages:</b> 64

A young bison growing up on the plains in the late 1800s faces peril at the hands of soldiers, who are destroying the great buffalo herds as a way to control native tribes. He is befriended by an Aboriginal warrior and a European hunter who try to save him and his herd from annihilation.

This book introduces readers to an era in Canadian history through a unique perspective. In eight easy-to-read chapters, the devastation of the buffalo is portrayed in a simple, straightforward manner. Cyclical aspects of life are evident even in the black-and-white illustrations where a circle is incorporated into almost every delicately drawn depiction.



#### Description

This story explains how Kitsumkalum came to consist of two Tsimshian Eagle clans.





#### Features

- one of a series of picture books depicting the history of the Kitsumkalum people (additional titles in the series are in progress)
- ▶ story incorporates Tsimshian text in context, and provides translation and pronunciation guide

Stories of Robin Town: The Ro	obin People
<b>Author, Editor, or Compiler</b> James Andrew McDonald	Reading Level: 2 – 3 Curriculum Areas:
<b>Illustrator</b> Gerald Samson, <i>Tsimshian</i>	<ul> <li>English Language Arts</li> <li>Social Studies</li> </ul>
	<b>Themes &amp; Topics:</b> family and community roles, decision making, traditional knowledge
<b>Publisher</b> Gila Kyew Nluulk Head Start and Daycare	Pub. Date: 2008         Pages: 20

## Description

This story describes how the ancestors of the Kitsumkalum people come to live in the Kitsumkalum Valley, and the mysterious people who Nisgeel and his family encountered on their search for a new home.

Features

- one of a series of picture books depicting the history of the Kitsumkalum people (additional titles in the series are in progress)
- > story incorporates Tsimshian text in context, and provides translation and pronunciation guide

Stories of Robin Town: The Sa	lmon Are Gone	
		P
Author, Editor, or Compiler	R	eading Level: 2 – 3
James Andrew McDonald	Curriculum Areas:	
Illustrator	English Language Arts	
Gerald Samson, Tsimshian	<ul> <li>Social Studies</li> </ul>	
	Themes & Topics:	
	family and community roles, c traditional knowledge	lecision making,
<b>Publisher</b> Gila Kyew Nluulk Head Start and Daycare	<b>Pub. Date:</b> 2008	<b>Pages:</b> 20

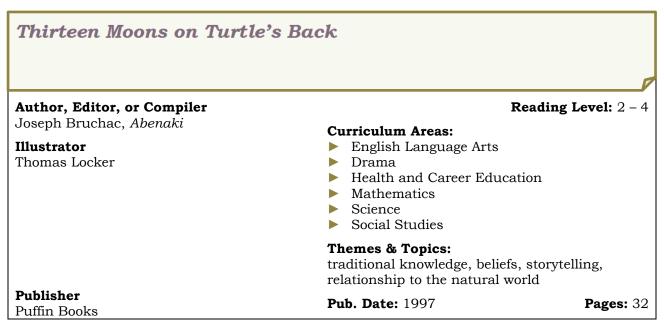




This book describes how two clans were relocated to another area within their traditional territory due to a rock slide that affected their salmon supply.

#### Features

- one of a series of picture books depicting the history of the Kitsumkalum people (additional titles in the series are in progress)
- story incorporates Tsimshian text in context, and provides translation and pronunciation guide



#### Description

In many First Peoples cultures, the 13 cycles of the moon represent the changing seasons and the passage of time. Each moon has its own special name that, while varying among the tribal nations, is consistent with the legend that the 13 scales on Old Turtle's back hold the key to these moons. This book depicts this belief by presenting 13 poems that take readers through the year, from the "Moon of Popping Trees" — when the cottonwoods crack with frost, to the "Big Moon" of the Abenaki. The book's effective design juxtaposes verse with eye-catching illustrations depicting dramatic seasonal changes.



Unusual Friendships: A Little Black Cat and a Li	ttle White Rat	
<b>Author, Editor, or Compiler</b> Beatrice Culleton Mosionier, <i>Métis</i>	Rea Curriculum Areas:	ding Level: 3 – 4
<b>Illustrator</b> Rebecca Belmore	<ul> <li>English Language Arts</li> <li>Health and Career Education</li> <li>Social Studies</li> </ul>	n
	<b>Themes &amp; Topics:</b> belonging, identity, respect, fries	ndship
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2002	<b>Pages:</b> 28

This story of an unusual friendship between a black cat and a white rat is full of colourful Métis affectations. The black cat is not accepted at the cat show as he is not considered a purebred. The white rat fiddles a tune, encouraging all the cats to learn to jig. They join together and achieve status and respect for who they are.

This story is written in a complete rhyming pattern with colourful illustrations that are enjoyable for children of all ages.

We Visit Granny		P
<b>Author and Illustrator</b> Noreen Pankewich, <i>Stó:lō</i>	Reading Level: K – Curriculum Areas: English Language Arts Health and Career Education	1
	<b>Themes &amp; Topics:</b> family	
<b>Publisher</b> School District No. 73 (Kamloops/Thompson)	Pub. Date: 2006         Pages: 2	20

## Description

A visit to Granny's house is always fun, especially when the snacks are shared by all. This book shows a quality relationship between a grandmother, her son, and her granddaughter.



8

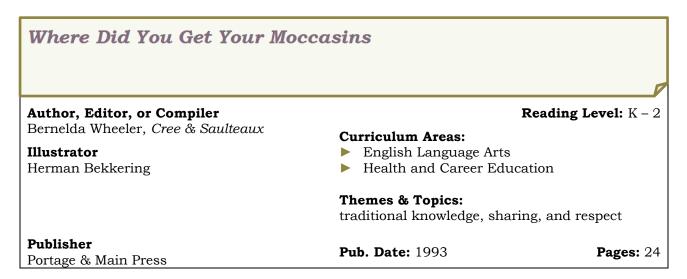
We'gyet Wanders On: Legend	s of the Northwest	
Author, Editor, or Compiler	Readin	ng Level: 6 – 7-
Ksan Book Builders (Kitanmax School of Northwest Coast Indian Art), <i>Gitxsan</i> <b>Illustrator</b>	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Education</li> </ul>	
Ken Mowat, Vernon Stephen, and Sandy Heybroek	<b>Themes &amp; Topics:</b> traditional knowledge, trickster, v learning, storytelling	vays of
Publisher Hancock House	<b>Pub. Date:</b> 2006 rev.	<b>Pages:</b> 72

This collection contains the ancient stories of 'Ksan who have lived in northern British Columbia for over six thousand years. We-Gyet is the essence of every person's frailties exaggerated into gentle humour or ribald laughter. His adventures always ends in disaster. His blunders and tricks changed the face of the earth, and the shapes of many of earth's creatures.

The stories in this collection show the relevance of traditional stories to modern life, and teach about the interconnectedness of people, animals, and land.

Features

text is in both English and Gitxsan



## Description

This picture book tells the story of Jody, who attends an urban multi-ethnic school. When his classmates ask him about his moccasins, it gives Jody the opportunity to talk about his family and culture.

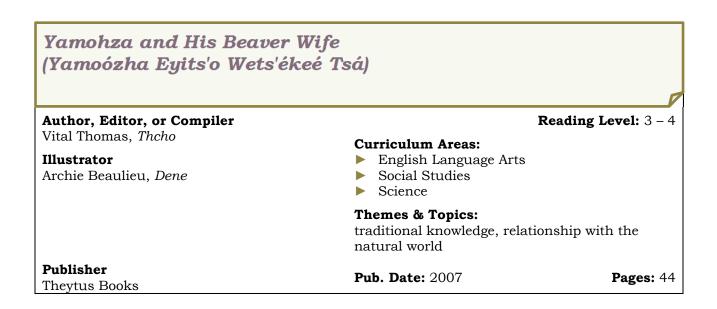


		PIRST PEOPERS
Which Way Should I Go?		đ
<b>Author, Editor, or Compiler</b> Bernelda Wheeler, <i>Cree &amp; Saulteaux</i> <b>Illustrator</b> Kasia Charko	Read <b>Curriculum Areas:</b> • English Language Arts • Health and Career Education • Music	<b>ding Level:</b> 3 – 4
	<b>Themes &amp; Topics:</b> family, loss, decision-making	
<b>Publisher</b> Sono Nis Press	<b>Pub. Date:</b> 2008	<b>Pages:</b> 40

Joey is a happy Nuu-chah-nulth boy, eager to help and quick to see the bright side of things. But when he loses his beloved grandmother, the sun goes out in his world. Fortunately, she has left something of herself behind — a song, which keeps knocking on Joey's heart, and a dance, which urges him to get up on his feet and choose again. Choosing was what their song was about, and Grandma's lessons prove strong indeed. Joey chooses to remember Grandma with joy and to take up his daily life again with a spring in his step.

Features

- a corresponding Teacher Guide is available online at <u>www.sononis.com/tg135.pdf</u>
- ▶ to hear the song featured in the book, visit <u>www.youtube.com/watch?v=89IOGqfjESU</u>







A powerful medicine man, Yamozha is prominent in many Dene stories. *Yamozha and His Beaver Wife* is based on an oral legend of the Dene people. In this legend, Yamozha forgets his promise to his wife and as a result she turns into a giant beaver. He follows her all over Denedeh but is unable to catch her. This story tells of how this great medicine man shaped the land in the Tchco region and its surrounding areas into what it is today.

Yetsa's Sweater		
<b>Author, Editor, or Compiler</b> Sylvia Olsen, <i>Tsartlip</i>		eading Level: 2 – 3
<b>Illustrator</b> Joan Larson	<ul> <li>Curriculum Areas:</li> <li>English Language Arts</li> <li>Health and Career Educat</li> <li>Social Studies</li> </ul>	tion
	<b>Themes &amp; Topics:</b> family, traditional knowledge,	seasonal activities
<b>Publisher</b> Sono Nis Press	<b>Pub. Date:</b> 2006	<b>Pages:</b> 40

## Description

On a spring day, young Yetsa, her mother, and her grandmother gather to prepare the sheep fleeces piled in Grandma's yard. As they prepare the fleece, laughter and hard work connect the three generations. Through Yetsa's sensual experience of each task, the reader joins this family in an old and vibrant tradition: the creation of Cowichan sweaters. Each sweater design tells a story. In Yetsa's Sweater, that story is one of love, welcome, and pride in a job well done.

Features

▶ a corresponding Teacher Guide is available online at <u>http://www.sononis.com/tg126.pdf</u>





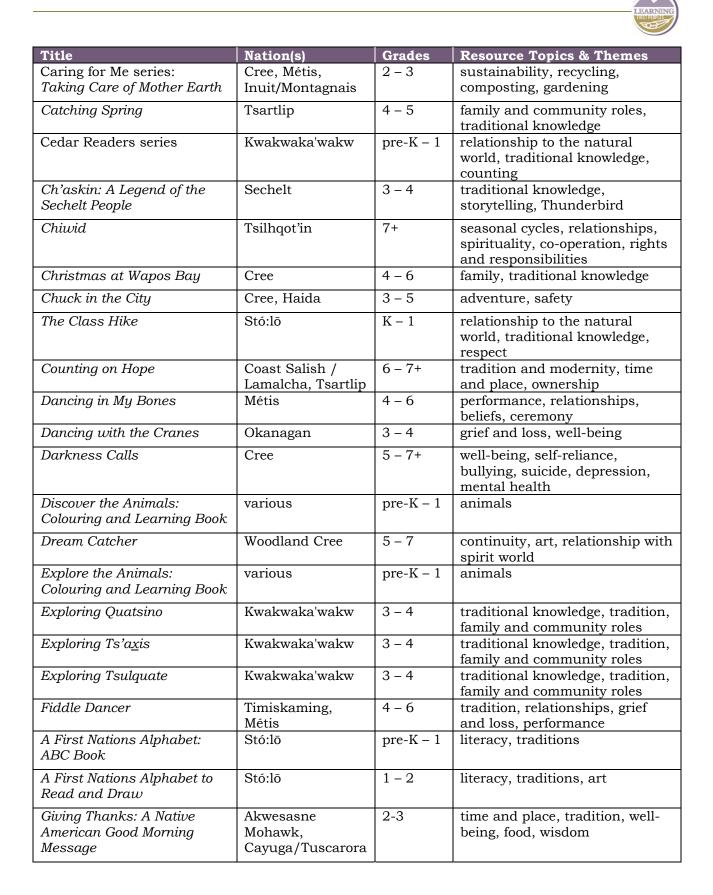
For detailed information about each of these resources, refer to the **Resource Annotations** section earlier in this guide.

Note that grade-level designations for these texts are suggestions only, and many can be used at younger or older grades for different contexts and purposes (e.g., a primary level storybook can be used at the intermediate level to examine how value lessons can be presented in a simple way; an intermediate level text can be read aloud to younger students).

Note also that the Nations identified for each book may refer to the cultural content of the text, the authorship, or both.

Title	Nation(s)	Grades	Resource Topics & Themes
The Adventures of Txamsm series: <i>Txamsm Brings Light</i> to the World	Tsimshian	3 – 4	traditional knowledge, trickster, ways of learning
The Adventures of Txamsm series: <i>Txamsm and Chief</i> <i>Kingfisher</i>	Tsimshian	3 – 4	traditional knowledge, trickster, ways of learning
The Adventures of Txamsm series: <i>Txamsm and the</i> <i>Children</i>	Tsimshian	3 – 4	traditional knowledge, trickster, ways of learning
The Adventures of Txamsm series: <i>Txamsm Visits Chief</i> <i>Echo</i>	Tsimshian	3 – 4	traditional knowledge, trickster, ways of learning
After School	Stó:lō	K – 1	school, friendship, fun
Alego	Nunavut	2 – 3	relationship to the natural world, family, traditions
B Is for Basketball: An Alphabet Book	Haida	2 - 3	sports, community, teamwork, fair play
Beaver Seals Fire	Salish	2-3	traditional knowledge, fire, relationships, teamwork
Byron through the Seasons	Dene	3	seasons, seasonal activities
The Canoe He Called Loo Taas	Haida	2 - 3	traditional technologies (canoes)
Caring for Me series: Eat, Run, and Be Healthy	Cree Anishnabe, Inuit	2-3	nutrition, exercise, hydration, rest, sleep
Caring for Me series: Eyes, Ears, Nose, and Mouth	Cree Anishnabe, Thompson	2-3	personal hygiene, health care, family medicine, oral health
Caring for Me series: Healthy Choices, Healthy Lives	Cree Anishnabe, Inuit	2-3	well-being, healthy choices
Caring for Me series: Living Safe, Playing Safe	Cree, Anishinabe, Inuit/Montagnais	2 - 3	well-being, accident & injury prevention, passenger safety
Caring for Me series: Looking After Me	Penticton, Inuit/Montagnais	2 - 3	well-being, self-reliance, vitality







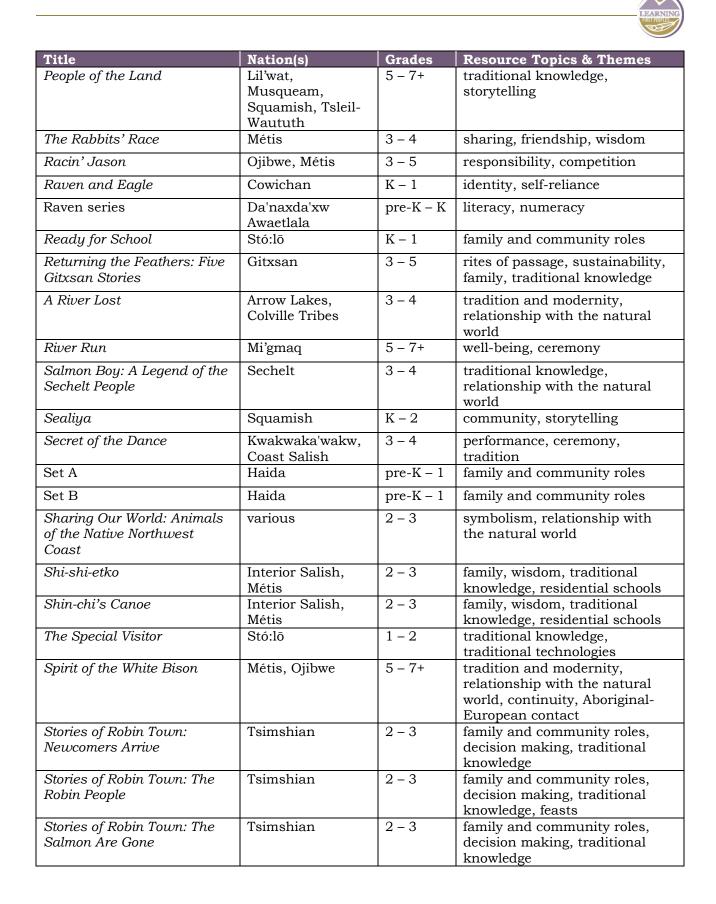
Title	Nation(s)	Grades	Resource Topics & Themes
Goodbye Buffalo Bay	Cree	6 – 7	rites of passage, Elders,
2.2.2.2.9.2 = 0,9,9.000 = 0.9			residential school, ways of
			learning
Hide and Sneak	Inuit	pre-K – 2	life lessons, storytelling,
		1	adventure
Hockey Challenge	Haida	3 – 5	well-being, fairness, respect,
5 5			gender stereotypes
Honouring the Salmon: An	Tsimshian	4 – 6	relationship with the natural
Anthology Told in the Voices			world, traditional knowledge,
of the Tsimshian			salmon
Hooshum for Everyone	Stó:lō	1 – 2	traditional knowledge, food,
Hoostant for Everyone	510.10	1 4	sharing
How Raven Stole the Sun	Tlingit, Apache,	2 – 3	traditional knowledge,
	Pueblo		storytelling, trickster
How the Coho Got His	Stó:lō, Cheam	3 – 5	traditional knowledge,
Hooked Nose			storytelling
How the Fox Got His Crossed	Thehe / D = '1	2 - 3	
	Tłįchǫ / Dogrib	2 - 3	traditional knowledge,
Legs			storytelling, trickster
How the Robin Got Its Red	Sechelt	3	traditional knowledge,
Breast			storytelling
I Am Raven	Métis,	4 – 6	relationship with spirit world,
	Kwakwaka'wakw		beliefs, trickster
I Can't Have Bannock but the	Cree & Saulteaux	1 – 2	tradition and modernity,
Beaver Has a Dam			traditional foods
I Have a Drum	Stó:lō	1 – 2	identity, sharing
I Help	Cree / Tahltan	pre-K – 1	traditional knowledge, family
I Like Who I Am	Mohawk	3 – 4	roles, ceremony family, identity, self-reliance,
I LIKE WHO I AM	WOIlawk	5 - +	ceremony, traditions
Jack and the Boys:	Haida	3 – 5	traditional knowledge,
Adventure on Gull Island	Halda	0 0	traditional technologies,
naventare on Gau Istana			friendship
Jack and the Boys: Eagle's	Haida	3 – 5	relationship to the natural
Cry	manaa	0 0	world, friendship
•	TT '1	2 5	· •
Jack and the Boys: Mountain	Haida	3 – 5	citizenship & service, friendship
Biking Adventure			
Jack and the Boys: Soccer	Haida	3 – 5	sharing, fairness, respect,
Adventure			friendship
Jenneli's Dance	Métis	2 – 4	performance, traditional
			knowledge, diversity, belonging
The Jingle Dancer	Stó:lō	1 – 2	performance, traditional
<b>~</b>			knowledge
The Journey: North American	Haida	4 – 6	respect, fairness, self-reliance,
Indigenous Games			identity, competition
The Journey of Dog Salmon	Tla-Keesh-Pihk-	1 - 2	respect, bullying
The oburney of Doy Sumon	Uh, Da'naxda'xw	1 4	respect, bunying
	Awaetlala		
	machala		





Title	Nation(s)	Grades	Resource Topics & Themes
Just a Story	Cree	5 – 7+	self-reliance, identity, belonging, well-being
Just a Walk	Cree, Haida	3 – 5	relationship to the natural world
Keepers of the Earth: Native Stories and Environmental Activities for Children	Abenaki, Akwesasne Mohawk	3 – 5	tradition, sustainability, respect, storytelling, relationship to the natural world
Keepers of the Night: Native Stories and Nocturnal Activities for Children	Abenaki, Akwesasne Mohawk	3 – 5	traditional knowledge, beliefs, storytelling, relationship to the natural world
Learn the Alphabet with Northwest Coast Native Art	various	pre-K – K	literacy, alphabet
Learn the Colours with Northwest Coast Native Art	various	pre-K – K	literacy, colours
Learn to Count with Northwest Coast Native Art	various	pre-K – K	numeracy, counting
Learn and Play with Northwest Coast Native Art	various	pre-K – K	literacy, symbols, counting, colours
The Legend of the Caribou Boy	Dogrib, Dene	2 - 3	traditional knowledge, rites of passage
The Little Duck	Cree	2 – 3	belonging, identity, self-esteem
The Little Hummingbird	Haida	2 - 3	relationship with the natural world, wisdom
The Littlest Sled Dog	Inuit	2 – 3	belonging, identity
Mayuk the Grizzly Bear	Sechelt	3	traditional knowledge, storytelling
The Moccasins	Ktunaxa, Cree, Métis	2 - 3	belonging, family
Murphy and Mousetrap	Tsartlip	4 – 5	identity, belonging, self-reliance, ways of learning
My Elders Tell Me	Kwakwaka'wakw	3 – 5	seasonal cycle, Elders, tradition, family and community roles
My Family Has Fun	Stó:lō	pre-K – K	family
My Name Is Seepeetza	Interior Salish	5 – 7	identity, rites of passage, residential schools
Neekna and Chemai	Okanagan	3 – 4	roles and responsibilities, seasonal cycles, traditional learning
No Time to Say Goodbye	Tsartlip	7+	ways of learning, traditional knowledge, family, residential schools
Northwest Coast Native Animals	Nuxalk, Nuu- Chah-Nulth	K	traditional knowledge, relationship with the natural world
The Old Man with the Otter Medicine	Dogrib	2 – 3	traditional knowledge









Title	Nation(s)	Grades	Resource Topics & Themes
Thirteen Moons on Turtle's Back	Abenaki	2-4	traditional knowledge, beliefs, storytelling, relationship to the natural world
Unusual Friendships: A Little Black Cat and a Little White Rat	Métis	3 – 4	belonging, identity, respect, friendship
We Visit Granny	Stó:lō	K – 1	family
We-gyet Wanders On: Legends of the Northwest	Gitxsan	6 – 7+	traditional knowledge, trickster, ways of learning, storytelling
Where Did You Get Your Moccasins?	Cree, Saulteaux	K – 2	traditional knowledge, sharing, and respect
Which Way Should I Go?	Tstartlip, Nuu- chah-nulth	3 – 4	family, loss, decision-making
Yamohza and His Beaver Wife	Thcho	3 – 4	traditional knowledge, relationship with the natural world
Yetsa's Sweater	Tsartlip	2 - 3	family, traditional knowledge, seasonal activities





The following pages provide web site contact information for the publishers of all the titles listed in this guide.

Note that many of these publishers and distributors specialize in First Peoples resources, and are adding new titles frequently. Schools doing a comprehensive evaluation of First Peoples texts should consult these web sites on a regular basis for the most up-to-date information about the latest releases.

Abbeville Press Publishers New York www.abbeville.com

Aboriginal Health Network Courtenay, BC www.thehealthyaboriginal.net/

Annick Press Vancouver, BC www.annickpress.com/

Benjamin Brown Books Vancouver, BC www.benjaminbrownbooks.com

Cedar Moon Creations Limited pam.holloway@shaw.ca

**Coqualeetz Cultural Education Centre** Chilliwack, BC <u>www.coqualeetza.com/</u>

**Coteau Books for Kids** Regina, SK <u>www.coteaubooks.com</u>

Creekstone Press Smithers, BC www.creekstonepress.com/

Eaglecrest Books Duncan, BC www.eaglecrestbooks.com/home.htm

**Fifth House Publishers** Markham, ON www.fifthhousepublishers.ca

Gabriel Dumont Institute Saskatoon, SK www.gdins.org **Gila Kyew Nluulk Head Start and Daycare** Kitsumkalum, BC <u>headstart@kitsumkalum.bc.ca</u>

**Greystone Books (D&M Publishers)** Vancouver, BC www.dmpibooks.com/greystone-books

**Groundwood Books (House of Anansi Press)** Toronto, ON <u>www.groundwoodbooks.com/</u>

Harbour Publishing Madeira Park, BC www.harbourpublishing.com/index.php

Hancock House Publishers Surrey, BC www.hancockhouse.com

Lee & Low Books New York www.leeandlow.com/books/

**Mckellar & Martin Publishing Group Ltd.** Vancouver, BC <u>www.mckellarmartin.com</u>

More Than Words Publishers North Vancouver, BC www.mtwpublishers.com

Native Northwest Vancouver, BC www.nativenorthwest.com/

New Star Books Vancouver, BC www.newstarbooks.com

Nightwood Editions Gibsons, BC www.nightwoodeditions.com





**Orca Book Publishers** Victoria, BC <u>www.orcabook.com</u>

**Portage & Main Press** Winnipeg, MB www.portageandmainpress.com/

**Puffin Books** Toronto www.puffinbooks.ca/index.html

School District No. 73 (Kamloops/Thompson) Kamloops, BC www3.sd73.bc.ca

Sono Nis Press Winlaw, BC www.sononis.com

**Strong Nations** (formerly Core Learning Resources) — distributor for many BC publishers Nanaimo, BC <u>www.strongnations.com/</u> Theytus Books Penticton, BC www.theytus.com/

Trafford Publishing Bloomington, IN www.trafford.com/

**Tri-Bands Education Committee and School District No. 85** (Vancouver Island North) Port Hardy, BC www.sd85.bc.ca/

Tsimshian Nation and School District No. 52 (Prince Rupert) www.sd52.bc.ca/abed/

University of Nebraska Press Lincoln, Nebraska www.nebraskapress.unl.edu/





The following form was used in the evaluation of the resources listed in this guide. Schools may wish to use this form as a starting point for their own local resource evaluation processes for authentic First Peoples texts.

## **FNESC Evaluation of Literature for First Peoples**

Title:		Curriculum Areas:	
Author, Editor or Compile	r:		
		1	
Last name	First name		
First Nation:			
Illustrator:			
		Grade Appropriateness:	
Last name	First name	Themes (Subject Heading	(s):
First Nation:			
Other Contributors (give o	detail re FN as appropriate):		
Publisher's Name:		Website:	
Ordering Address:		Ordering E-mail:	
Pub. Date:	Pages:	Fiction (mark if applicable	e) 🗲
Fry Reading Level (FRL) an	nd/or SMOG Index:		

#### I. Authority

- 1. Authorship qualification: experience, education, previous work of author, community or FN affiliation (see also criteria re accuracy in relation to **sources**, documentation, research)
- 2. Reputation of publisher or sponsoring agency
- 3. Edition: new, revised., supplement, based on other work (supply title)

Check and/or comment on II through VI using this scale: \*\*\*\* Unparalleled \*\*\* Very Good \*\* Fair \* Poor N/A - Not applicable



#### II. Scope

- 4. Purpose fulfilled
- 5. Depth of topic coverage
- 6. Recent, up-to-date
- 7. Bibliography, scholarship
- Comments:

#### III. Presentation

- 8. Creative
- 9. Sincere
- 10. Original
- 11. Readable
- Comments:

#### IV. Format

- 12. Physical Makeup
  - a. Readable font
  - b. Sturdy binding
  - c. Good graphics (tables, charts, diagrams, explanatory illustrations)
  - d. Quality paper
- 13. Arrangement
  - a. Preface
  - b. Table of contents
  - c. Accessible footnotes
  - d. Index
  - e. Appendices

**Comments (description of arrangement):** 

#### V. Treatment

- 14. Accuracy
  - a. Reliable sources
  - b. Careful documentation
  - c. Thoroughly researched
  - d. Factual information
- 15. Authenticity
  - Cultural portrayals consistent with First Peoples' values and attitudes
  - b. Contributions of First Peoples to contemporary society
  - c. Recognition of diversity among First Peoples distinct societies, communities, ways of life, languages

****	***	**	*	N/A

****	***	**	*	N/A

****	***	**	*	N/A

*	***	***	**	*	N/A
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- d. Recognition of First Peoples as enduring, not vanishing or assimilated
- e. Respectful portrayals of First Peoples' languages and dialects
- f. Valid description of individual First Peoples' lives, past or present
- g. Realistic portrayal of gender roles
- 16. Objectivity (not applicable to fiction)
  - a. Devoid of obvious or subtle anti-First Peoples prejudice
  - b. Avoidance of stereotypes
  - c. Positive values, clear of negative inference
  - d. Sensitive language, free from loaded or offensive words
  - e. Portrayal of human strengths and weaknesses
  - f. Respectful presentation of an event, issue, problem

#### Comments:

#### VI. Illustrations

- 17. Authentic depictions of First Peoples ways of life, past or present
- 18. Creative
- 19. Quality workmanship
- 20. Captions compatible with text

**Comments (include type of illustrations):** 

#### VII. Special Features

- 21. Does the book have distinctive features? If so, identify:
- 22. Has the publication been recommended by a person or group knowledgeable about First Peoples? If so, identify:

Date:

# VIII. Conclusion (if resource is of significant value, please complete Resource Description & Social Conside<u>rations</u>)

- of significant value to the FNESC resource list
- of marginal value to the FNESC resource list
- of no value to the FNESC resource list

#### IX. Evaluation Completed

by

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### **Resource Description and Social Considerations**

**Resource Description:** 

#### Strengths of Resource:

•

#### Instructional Uses:

•

**Social Considerations:** If the portrayal of the social considerations requires a **caution**, please explain, using examples from the resource.

Ability/Disability:

**Sexual Orientation:** 

**Belief Systems:** 

Socio-economic:

Violence:

Language:

Ethical/Legal:

Humour:

Safety:



