AUTHENTIC FIRST PEOPLES RESOURCES

> For Use in K-7 classrooms

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LEARNING FIRST PEOPLES

Authentic First Peoples Resources

For Use in K-7 Classrooms



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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.

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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 Goy'pa Da Ha'lidzoox)		amsm
Author, Editor, or Compiler narrative by J. Bradley, retold in Sm'algyax by Mildred Wilson, <i>Tsimshian</i> Illustrator Bill Helin, <i>Tsimshian</i>	 Reading L Curriculum Areas: English Language Arts Health and Career Education Themes & Topics: legends, trickster, life lessons	evel: 4 – 5
Publisher Tsimshian Nation and School District No. 52 (Prince Rupert)	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 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	Reading Level: 4	- 5
narrative by Henry Tate, retold in Sm'algyax by Verna Helin, <i>Tsimshian / Sm'algyax</i>	Curriculum Areas: ▶ English Language Arts	
Illustrator Joanne Thomson, Tsimshian	 Health and Career Education 	
	Themes & Topics: legends, trickster, life lessons	
Publisher Tsimshian Nation and School District No. 52 (Prince Rupert)	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.

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 **Reading Level:** 3 – 4 narrative by Henry Tate, retold in Sm'algyax **Curriculum Areas:** by Pauline Dudoward, Tsimshian English Language Arts Illustrator Health and Career Education Vernon Brown, Tsimshian Themes & Topics: legends, trickster, life lessons Publisher **Pub. Date:** 1996 **Pages:** 16 School District No. 73 (Kamloops/Thompson)





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	Reading Level: 3 – 4
narrative by Henry Tate, retold in Sm'algyax by Biatrice Robinson, <i>Tsimshian</i>	Curriculum Areas: ▶ English Language Arts
Illustrator Bill Helin, <i>Tsimshian</i>	 Health and Career Education
	Themes & Topics: legends, trickster, life lessons
Publisher 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



After School		
Author and Illustrator	Readin	g Level: K – 1
Noreen Pankewich, <i>Stó:lō</i>		
	Curriculum Areas:	
	English Language Arts	
	 Health and Career Education 	
	Themes & Topics:	
	school, friendship, fun	
Publisher	Pub. Date: 2006	Pages: 10
School District No. 73 (Kamloops/Thompson)	FUD. Date: 2000	Pages: 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		Ø
Author, Editor, or Compiler Ningeokuluk Teevee, Nunavut		ding Level: 2 – 3
Illustrator Ningeokuluk Teevee, <i>Nunavut</i>	 Curriculum Areas: English Language Arts Health and Career Education 	1
Additional Contributor Translated by Nina Manning-Toonoo	 Science Themes & Topics: ocean shoreline ecosystems, fam 	ily, traditions
Publisher Groundwood Books	Pub. Date: 2009	Pages: 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	F
Author, Editor, or Compiler Teachers and Students of School District No. 50 (Haida Gwaii)	Curriculum Areas: ▶ English Language Arts	Reading Level: 2 – 3
Illustrator Judy Hilgemann	 Physical Education 	
Additional Contributor foreword by Robert Davidson, <i>Haida</i>	Themes & Topics: sports, community, teamwo	ork, fair play
Publisher McKellar & Martin	Pub. Date: 2010	Pages: 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		P
Author, Editor, or Compiler Confederated Salish and Kootenai Tribes, <i>Salish</i> Illustrator Sam Sandoval, <i>Salish</i>	 Reading Level: 2 Curriculum Areas: Health and Career Education Science Social Studies 	- 3
Additional Contributor story told by Johnny Arlee, <i>Salish</i>	Themes & Topics: legends, fire, relationships, teamwork	
Publisher University of Nebraska Press	Pub. Date: 2008Pages:	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, retold by Salish elder Johnny Arlee, *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		F
Author, Editor, or Compiler Dene Children of La Loche and Friends Illustrator students of Ducharme Elementary, <i>Dene</i>	 Curriculum Areas: English Language Arts Science Social Studies 	Reading Level: 2 – 3
	Themes & Topics: seasons, seasonal activities	
Publisher University of Nebraska Press	Pub. Date: 1990	Pages: 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, Haida Illustrator	Curriculum Areas: English Language Arts	Reading Level: 2 – 3
Michael Nicoll Yahgulanaas, Haida	 Science Themes & Topics: canoes, paddling 	
Publisher Benjamin Brown Books	Pub. Date: 2010	Pages: 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		P
Author, Editor, or Compiler Karen W. Olson, <i>Cree Anishnabe (Peguis First Nation)</i> Illustrator Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	Reading Curriculum Areas: English Language Arts Health and Career Education Themes & Topics:	Level: 2 – 3
Publisher Theytus Books	nutrition, exercise, hydration, rest, sl Pub. Date: 2009 rev	eep Pages: 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 Karen W. Olson, Cree Anishnabe (Peguis First Nation) Illustrator Leonard George, Thompson First Nation,	 Readi Curriculum Areas: ► English Language Arts ► Health and Career Education 	ng Level: 2 – 3
Lytton	Themes & Topics: personal hygiene, health care, fam oral health	ily medicine,
Publisher Theytus Books	Pub. Date: 2009 rev	Pages: 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: <i>Healthy Choices, Healthy Lives</i>	\$	
Author, Editor, or Compiler Karen W. Olson, <i>Cree Anishnabe (Peguis First</i> <i>Nation)</i> Illustrator Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	ReadingCurriculum Areas:English Language ArtsHealth and Career EducationPhysical EducationScience	; Level: 2 – 3
Publisher Thevtus Books	Themes & Topics: healthy choices — alcohol and tobac during pregnancy Pub. Date: 2009 rev	co use

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	F
Author, Editor, or Compiler Karen W. Olson, Cree Anishnabe (Peguis First Nation) Illustrator Leonard George, Thompson First Nation, Lytton	 Reading Level: 2 - 3 Curriculum Areas: English Language Arts Health and Career Education Themes & Topics: accident & injury prevention, passenger safety
Publisher 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	F
Author, Editor, or Compiler Denise Lecoy, <i>Penticton Island Band</i> Illustrator Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	 Reading Level: 2 – 3 Curriculum Areas: English Language Arts Health and Career Education
Publisher Theytus Books	Themes & Topics:self-care, self-confidence, family relationships,abuse prevention, interpersonal communicationPub. Date: 2009 revPages: 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

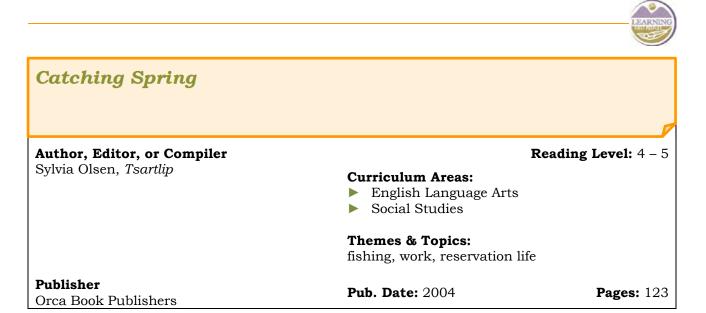
Caring for Me series: Taking Care of Mother Earth	T.
Author, Editor, or Compiler Leanne Flett Kruger, <i>Cree, Métis</i> Illustrator Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	 Reading Level: 2 - 3 Curriculum Areas: English Language Arts Health and Career Education Science
D-111-1	Themes & Topics: sustainability, recycling, composting, gardening
Publisher 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





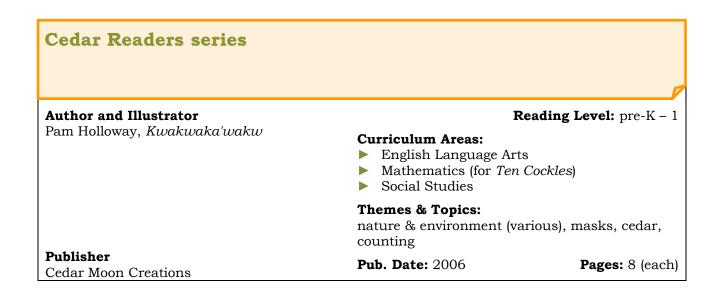
Bobby, from Tsartlip First Nation, is a young boy who lives with his mother and two younger brothers. They are having trouble finding enough money to buy groceries; Bobby works in his spare time at the local marina, and he gives his earnings to his mother. All the while, he yearns for a bike. Then one 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	English Language Arts	
Jamie Jeffries, Sechelt	 Social Studies 	
	Themes & Topics:	
	legends, Thunderbird	
Publisher Harbour Publishing	Pub. Date: 2003	Pages: 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.



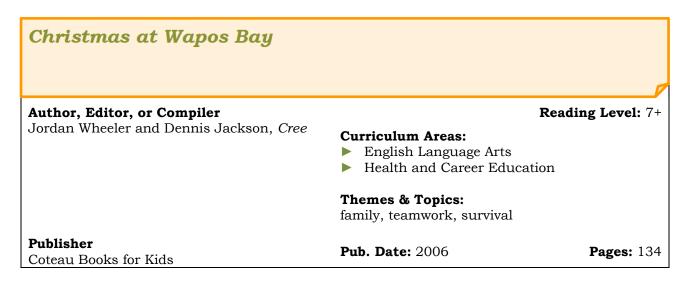
Chiwid		P
Author, Editor, or Compiler Sage Birchwater (compiled by), <i>Tsilhqot'in</i>	 Curriculum Areas: English Language Arts Health and Career Educatio Social Studies 	Reading Level: 7+
	Themes & Topics: season cycles, relationships, sp operation, resource sharing, tra rights and justice	
Publisher New Star Books	Pub. Date: 1995	Pages: 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 oldtimers, 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 <u>www.coteaubooks.com/book_uploads/teacher_resource_35.pdf</u>

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



		RNING
The Class Hike		
Author and Illustrator Noreen Pankewich, <i>Stó:lō</i>	 Reading Level: K Curriculum Areas: English Language Arts Science 	- 1
	Themes & Topics: plants, respect for the environment	
Publisher School District No. 73 (Kamloops/Thompson)	Pub. Date: 2006 Pages:	22

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		P
Author, Editor, or Compiler Sylvia Olsen, <i>Tsartlip</i>	F Curriculum Areas: ► English Language Arts ► Social Studies	Reading Level: 6 – 7+
	Themes & Topics: friendship, hope, traditional	life, contact
Publisher Sono Nis Press	Pub. Date: 2009	Pages: 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		F
Author, Editor, or Compiler Wilfed Burton & Anne Patton, <i>Métis</i> Illustrator Sherry Farrell Racette, <i>Timiskaming First</i> <i>Nation</i>	Re Curriculum Areas: English Language Arts Social Studies Themes & Topics: heritage, culture, relationships	eading Level: 4 – 6
Publisher Gabriel Dumont Institute	Pub. Date: 2008	Pages: 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		
Author, Editor, or Compiler Jeannette Armstrong, <i>Okanagan</i>	Read	ling Level: 3 – 4
Illustrator	 English Language Arts 	
Ron Hall	 Health and Career Education 	
	Themes & Topics: loss, renewal, life cycle	
Publisher Theytus Books	Pub. Date: 2009	Pages: 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	Re	ading Level: 5 – 7+
Steven Keewatin Sanderson, Cree	 Curriculum Areas: English Language Arts Health and Career Educat 	ion
	Themes & Topics: bullying, suicide, depression,	mental health
Publisher Aboriginal Health Network	Pub. Date: 2010	Pages: 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	ook
Author, Editor, or Compiler	Readi	ng Level: pre-K – 1
Native Northwest, various	Curriculum Areas:	
Illustrator	English Language Arts	
Native Northwest, various	 Visual Arts 	
	Themes & Topics: animals, colouring	
Publisher Native Northwest	Pub. Date: 2010	Pages: 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		
Author, Editor, or Compiler Stella Calahasen, <i>Woodland Cree First Nation</i>	Reading Curriculum Areas: English Language Arts Visual Arts 	g Level: 5 – 7
	Themes & Topics: transition and change, spiritual cons traditional art	nection,
Publisher Theytus Books	Pub. Date: 2009	Pages: 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

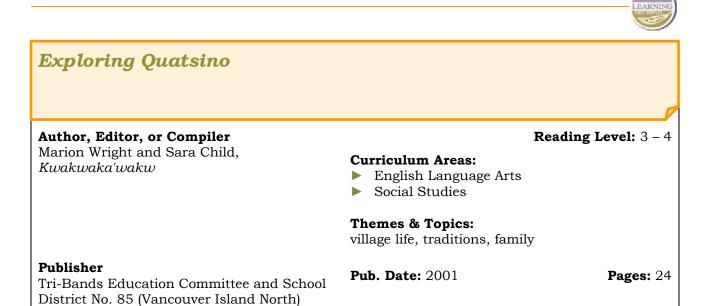
Explore the Animals: Col	ouring and Learning Book	:
Author, Editor, or Compiler Native Northwest, various		ing Level: pre-K – 1
Illustrator Native Northwest, various	 Curriculum Areas: English Language Arts Visual Arts 	
	Themes & Topics: animals, colouring	
Publisher Native Northwest	Pub. Date: 2010	Pages: 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		, and the second se
Author, Editor, or Compiler Marion Wright and Sara Child, <i>Kwakwaka'wakw</i>	 Curriculum Areas: English Language Arts Social Studies Themes & Topics: village life, traditions, family 	Reading Level: 3 – 4
Publisher Tri-Bands Education Committee and School District No. 85 (Vancouver Island North)	Pub. Date: 2001	Pages: 24

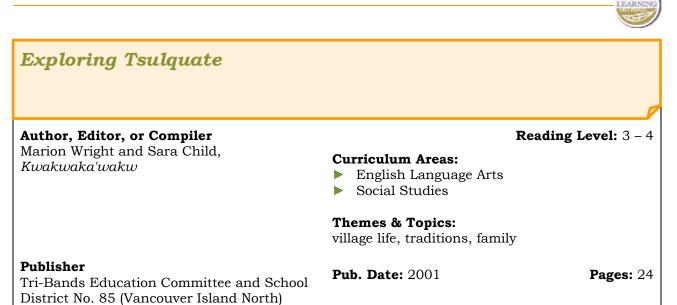
Description

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





District No. 85 (Van

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 Tsulquate and the daily lives of its residents.

Features

▶ includes a Kwak'wala glossary

Fiddle Dancer		
Author, Editor, or Compiler Wilfed Burton & Anne Patton, <i>Métis</i>		g Level: 4 – 6
	Curriculum Areas:	
Illustrator	English Language Arts	
Sherry Farrell Racette, <i>Timiskaming First Nation</i>	► Dance	
	Themes & Topics: heritage, culture, relationships, com family	munity,
Publisher Gabriel Dumont Institute	Pub. Date: 2007	Pages: 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	
Author and Illustrator	Reading Lev	/////////////////////////////////////
Noreen Pankewich, <i>Stó:lō</i>	 Curriculum Areas: English Language Arts Health and Career Education 	
	Themes & Topics: literacy, culture, traditions	
Publisher School District No. 73 (Kamloops/Thompson)	Pub. Date: 2006	Pages: 50

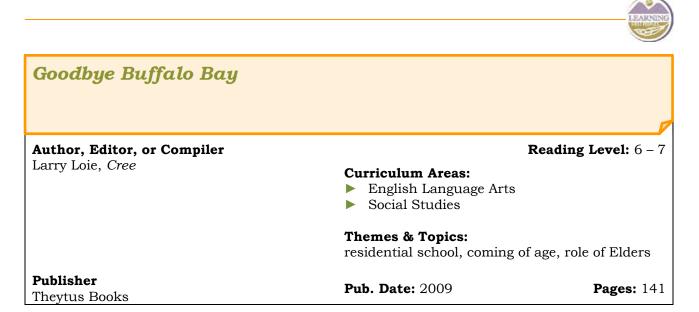
The book tells many stories through the photographs it contains. The cultural activities and events that take place depict today's Aboriginal people, while often giving a glimpse into the past.

A First Nations Alphabet to Re	ad and Draw	
Author and Illustrator	Read	ing Level: 1 – 2
Noreen Pankewich, <i>Stó:lō</i>	Curriculum Areas: ► English Language Arts ► Visual Arts	
	Themes & Topics: culture, vocabulary, drawing	
Publisher School District No. 73 (Kamloops/Thompson)	Pub. Date: 2006	Pages: 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



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		
Author, Editor, or Compiler Michael Kusugak, Inuit	Read Curriculum Areas:	ing Level: pre-K – 2
Illustrator	 English Language Arts 	
Vladyana Langer Krykorka	 Social Studies 	
	Themes & Topics: life lessons, traditional stories	s, adventure
Publisher Annick Press	Pub. Date: 1992	Pages: 32

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.

Hockey Challenge		
Author, Editor, or Compiler Katherine Maximick		ding Level: 3 – 5
	Curriculum Areas:	
Illustrator	English Language Arts	
Lorraine Adams, <i>Haida</i>	 Health and Career Education Physical Education 	L
	Themes & Topics: team sports, fair play, acceptanc gender stereotypes, commitment	
Publisher Eaglecrest Books	Pub. Date: 2010	Pages: 56

Description

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 (Łuutig the Voices of the Tsimshian	m Hoon): An Antholog	y Told in
Author, Editor, or Compiler Kenneth Campbell, <i>Tsimshian</i> Illustrator Vernon Brown, Bill Helin, Judy Hilgemann, <i>Tsimshian</i>	Re Curriculum Areas: English Language Arts Science Social Studies	ading Level: 4 – 6
Publisher	Themes & Topics: salmon, history, traditional life Pub. Date: 1999	Pages: 128

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

Hooshum for Everyone	
Author and Illustrator Noreen Pankewich, <i>Stó:lō</i>	Reading Level: 1 - 2 Curriculum Areas: ► English Language Arts
	Themes & Topics: traditions, sharing, new experiences
Publisher School District No. 73 (Kamloops/Thompson)	Pub. Date: 2006 Pages: 16

Description

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



How the Coho Got His Hooked	1 Nose	
Author, Editor, or Compiler		Reading Level: 3 – 5
Laverne Adams, <i>Stó:lō</i> ; as told by Teresa Michell, <i>Stó:lō/ Cheam</i>	Curriculum Areas: English Language Arts	
Illustrator Peter Lindley, <i>Stó:lō</i>	 Science 	
	Themes & Topics: salmon, legends	
Publisher Coqualeetz Cultural Education Centre	Pub. Date: 2007, 2 nd 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 Legs (Edànì Noçgèe Wegộộ Degèe Adzà)		
Author, Editor, or Compiler collected by Virginia Football Illustrator James Wedzin, <i>Tłįchǫ / Dogrib</i>	Curriculum Areas: ► English Language Arts	Reading Level: 2 – 3
Additional Contributors translated by Rosa Mantla & Mary Siemens, <i>Tłįchǫ / Dogrib</i>	Themes & Topics: legends, animals, trickster	
Publisher Theytus Books	Pub. Date: 2009	Pages: 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 Raven Stole the Sun		F
Author, Editor, or Compiler Maria Williams, <i>Tlingit</i>	Curriculum Areas:	Reading Level: 2 – 3
Illustrator Felix Vigil, <i>Apache/Pueblo</i>	 English Language Arts 	
	Themes & Topics: traditional stories, culture	
Publisher Abbeville Press Publishers	Pub. Date: 2001	Pages: 32

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

Features

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

How the Robin Got Its Red	i Breast	
Author, Editor, or Compiler Sechelt Nation Illustrator Charlie Graigan, <i>Sechelt</i>	Curriculum Areas: ► English Language Arts	Reading Level: 3
	Themes & Topics: legends, oral tradition, tradit	ional life
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		
		F
Author, Editor, or Compiler	R	Reading Level: 4 – 6
David Bouchard, Métis	Curriculum Areas:	
Illustrator Andy Everson, <i>Kwakwaka'wakw</i>	 English Language Arts 	
	Themes & Topics: traditional knowledge, spiritu	ality, trickster
Publisher More Than Words Publishing	Pub. Date: 2007	Pages: 26

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.

I Can't Have Bannock but th	e Beaver Has a Dam	P
Author, Editor, or Compiler Bernalda Wheeler, <i>Cree & Saulteaux</i> Illustrator Herman Bekkering	Curriculum Areas: ► English Language Arts	Reading Level: 1 – 2
	Themes & Topics: connections, cause and eff	ect, traditional foods
Publisher Eaglecrest Books	Pub. Date: 1993	Pages: 26

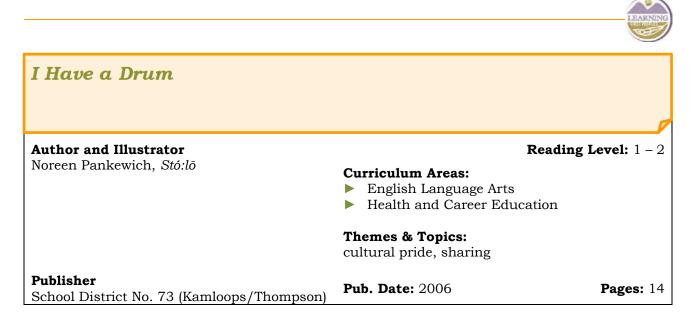
Description

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





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)		, and the second se
Author and Illustrator Caitlin Dale Nicholson, <i>Cree / Tahltan</i> Other Contributors inspired by and Cree translation by Leona Morin-Neilson, <i>Cree</i>	Reading Le Curriculum Areas: English Language Arts	e vel: pre-K – 1
	Themes & Topics: traditional knowledge, spirituality,	trickster
Publisher Groundwood Books	Pub. Date: 2008	Pages: 24

Description

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, Mohawk **Curriculum Areas:** Illustrator English Language Arts ▶ Health and Career Education Lee Claremont, Mohawk Themes & Topics: family, identity, belonging, self-esteem, ceremony, traditions Publisher **Pub. Date:** 1993 **Pages:** 40 Theytus Books

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.

Jack and the Boys: Adventur	e on Gull Island	
Author, Editor, or Compiler Delia Dumont and Lorraine Adams ed., <i>Haida</i> Illustrator Lorraine Adams, <i>Haida</i>	 Curriculum Areas: English Language Arts Health and Career Education 	ading Level: 3 – 5 on
Publisher Eaglecrest Books	Themes & Topics: adventure, friendship, fishing, Pub. Date: 2010	canoeing Pages: 56

Description

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	ry	
Author, Editor, or Compiler	Read	ing Level: 3 – 5
Delia Dumont and Lorraine Adams, Haida	Curriculum Areas:	
Illustrator	English Language Arts	
Lorraine Adams, Haida	 Health and Career Education 	
	Themes & Topics:	
	adventure, hiking, wildlife rescue, welfare, compassion	, animal
Publisher Eaglecrest Books	Pub. Date: 2010	Pages: 64

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 Delia Dumont; Lorraine Adams ed., <i>Haida</i> Illustrator Lorraine Adams, <i>Haida</i>	 Read Curriculum Areas: English Language Arts Health and Career Education Physical Education 	ling Level: 3 – 5
Publisher	Themes & Topics: adventure, friendship, emergency mountain biking Pub. Date: 2010	v response, Pages: 64

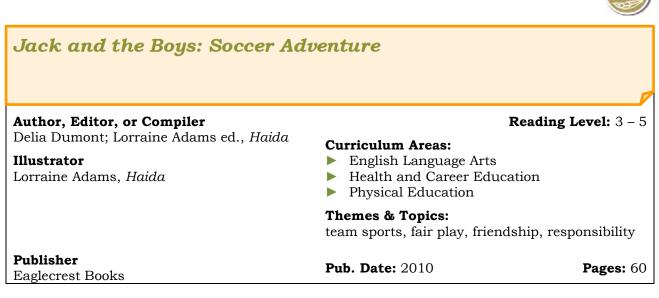
Description

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





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

Jenneli's Dance		
Author, Editor, or Compiler	Reading Level: 3 -	- 5
Elizabeth Denny, <i>Métis</i>	Curriculum Areas:	
Illustrator	English Language Arts	
Christopher Auchter, Haida	▶ Dance	
	 Health and Career Education Social Observation 	
	 Social Studies 	
	Themes & Topics:	
	adventure, friendship, emergency response, mountain biking	
Publisher		4.4
Theytus Books	Pub. Date: 2008 Pages: 4	44

Description

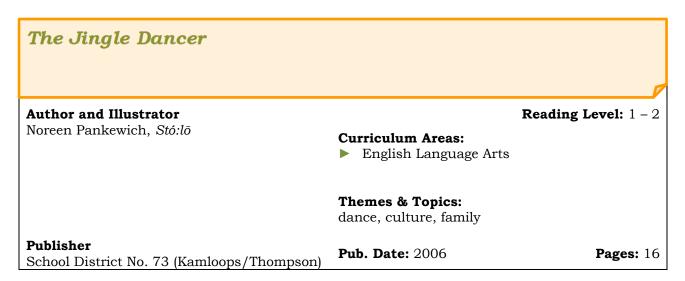
Children of all ages will be able to relate to the main character in *Jenneli's Dance*. Jenneli is the child who doesn't seem to excel at anything, the child who feels as if she isn't good at anything. She is often the victim of bullying and teasing. Jenneli is shy and feels different from the other 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





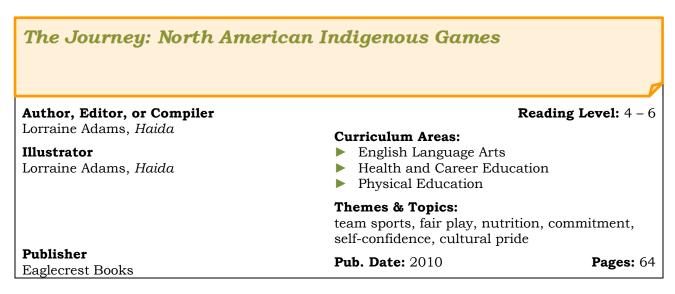
other students are not even aware of her favourite music: fiddle music. No wonder Jenneli deals with low self-esteem.

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 in order to develop that appreciation of difference.



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.



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		P
Author, Editor, or Compiler Bruce Martin, <i>Tla-Keesh-Pihk-Uh</i> ; adapted by Donna Klockars & Terri Mack, <i>Da'naxda'xw</i> <i>Awaetlala</i>	Reading LCurriculum Areas:English Language ArtsHealth and Career Education	evel: 1 – 2
Illustrator Terri Mack, <i>Da'naxda'xw Awaetlala</i>	Themes & Topics: salmon, bullying	
Publisher Strong Nations Publications	Pub. Date: 2001	Pages: 18

Description

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

Just a Story		
Author and Illustrator Steven Keewatin Sanderson, <i>Cree</i>	Rea Curriculum Areas: English Language Arts Health and Career Education	ding Level: 5 – 7+
	Themes & Topics: mental health, anger managem support networks	lent, neglect,
Publisher Aboriginal Health Network	Pub. Date: 2010	Pages: 48

Description

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.



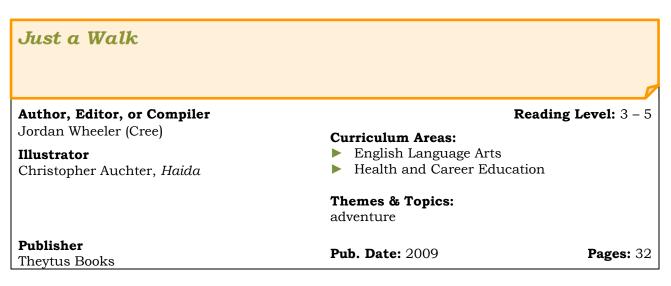


Features

graphic novel format is appealing for many reluctant readers

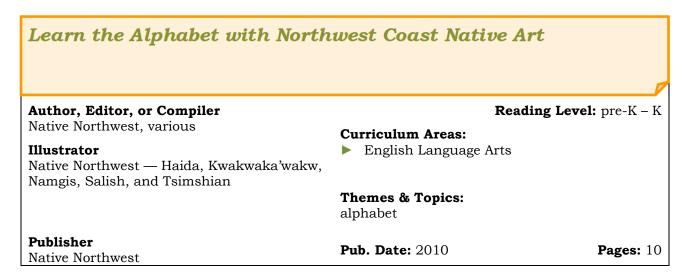
Cautions:

- ▶ 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.



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 North	vest Coast Native	Art
Author, Editor, or Compiler Native Northwest, various	F Curriculum Areas:	Reading Level: pre-K – K
Illustrator Native Northwest — Bella Bella, Haida, Kwakwaka'wakw, Namgis, Salish, and	 English Language Art 	ts
Tsimshian	Themes & Topics: colours	
Publisher Native Northwest	Pub. Date: 2010	Pages: 10

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

Learn to Count with Northwest Coast Native Art		
Author, Editor, or Compiler Native Northwest, various Illustrator Native Northwest — Haida, Kwakwaka'wakw, Namgis, and Tsimshian	Rea Curriculum Areas: • English Language Arts • Mathematics Themes & Topics: counting	ading Level: pre-K – K
Publisher Native Northwest	Pub. Date: 2010	Pages: 10

Description

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



		and the second sec
Learn and Play with Northwest Coast Native Art		
Author, Editor, or Compiler	Readi	ng Level: pre-K – K
Native Northwest, various	Curriculum Areas:	
Illustrator	 English Language Arts 	
Native Northwest — various	 Mathematics 	
	Themes & Topics: early literacy, symbols, count	ing, colours
Publisher Native Northwest	Pub. Date: 2010	Pages: 18

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

The Legend of the Caribou Boy	,	
Author, Editor, or Compiler John Blondin, <i>Dogrib</i>		Reading Level: 2 – 3
Illustrator	Curriculum Areas:English Language Arts	
Ray McSwain, <i>Dene</i>		
Additional Contributors translated by Mary Rose Sundberg	Themes & Topics: legends, tradition	
Publisher Theytus Books	Pub. Date: 2009	Pages: 40

Description

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



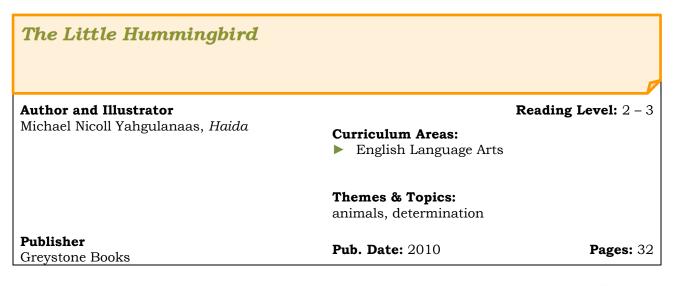
The Little Duck (Sikihpsis)		
Author, Editor, or Compiler	Pead	ing Level: 2 – 3
Beth Cuthand	Curriculum Areas:	ing Level. 2 – 0
Illustrator	English Language Arts	
Mary Longman	 Health and Career Education 	
Additional Contributors Cree text by Stan Cuthand	Themes & Topics: belonging, self-esteem	
Publisher Theytus Books	Pub. Date: 2000	Pages: 28

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







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> Illustrator Vladyana Krykorka	Curriculum Areas: ► English Language Arts	Reading Level: 2 – 3
	Themes & Topics: belonging, adventure	
Publisher Orca Book Publishers	Pub. Date: 2008	Pages: 32

Description

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 Sechelt Nation	Eurriculum Areas:	Reading Level: 3
Illustrator Charlie Graigan, <i>Sechelt</i>	 English Language Arts 	
	Themes & Topics: legends, grizzly bears, oral tradit	ion
Publisher Northwood Editions	Pub. Date: 1993	Pages: 40

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 Earl Einarson, <i>Ktunaxa</i>	F Curriculum Areas:	Reading Level: 2 – 3
Illustrator Julie Flett, <i>Cree/Métis</i>	 English Language Arts Health and Career Educa 	tion
	Themes & Topics: family, belonging	
Publisher Theytus Books	Pub. Date: 2008	Pages: 16

Description

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.



		LEARNING
Murphy and Mousetrap		P
Author, Editor, or Compiler Sylvia Olsen, <i>Tsartlip</i>	Reading Lev Curriculum Areas: English Language Arts Health and Career Education	vel: 4 – 5
	Themes & Topics: roles and responsibilities, seasonal cycle traditional learning	s,
Publisher Orca Book Publishers	Pub. Date: 2005 Pa	ges: 122

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

My Elders Tell Me	F
Author, Editor, or Compiler Marion (Roze) Wright, <i>Kwakwaka'wakw</i> Illustrator Judy Hilgemann	 Reading Level: 3 – 4 Curriculum Areas: English Language Arts Health and Career Education Science Social Studies
	Themes & Topics: seasons, traditional life, family
Publisher Tri-Bands Education Committee and School District No. 85 (Vancouver Island North)	Pub. Date: 1996 Pages: 106

Description

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		F
Author and Illustrator Noreen Pankewich, <i>Stó:lō</i>	Reading Curriculum Areas: ▶ English Language Arts	g Level: pre-K – K
	Themes & Topics: family, fun	
Publisher 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, <i>Interior Salish</i>	 Curriculum Areas: English Language Arts Social Studies 	Reading Level: 5 – 7
	Themes & Topics: residential schools, identity,	coming of age
Publisher Groundwood Books	Pub. Date: 1992	Pages: 126

Description

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	
Author, Editor, or Compiler Jeannette C. Armstrong, Okanagan Illustrator Barbara Marchand, Okanagan	Reading Level: 3 – 4 Curriculum Areas: English Language Arts Science Social Studies
Publisher	Themes & Topics: roles and responsibilities, seasonal cycles, traditional learning
Theytus Books	Pub. Date: 2008 Pages: 44

Description

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: Children's Stories of Kuper Island Residential School

Author, Editor, or Compiler

Sylvia Olsen with Rita Morris and Ann Sam, *Tsartlip*

Illustrator Connie Paul, *Tsartlip*

Curriculum Areas:

- English Language Arts
- Social Studies

Themes & Topics:

residential schools, family, oral history

Publisher Sono Nis Press

Pub. Date: 2001

Pages: 188

Reading Level: 7+





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	F.
Author, Editor, or Compiler Native Northwest, various Illustrator Kelly Robinson, <i>Nuxalk, Nuu-Chah-Nulth</i>	Curriculum Areas: ► English Language Arts	Reading Level: K
	Themes & Topics: animals, lessons	
Publisher Native Northwest	Pub. Date: 2010	Pages: 12

Description

Each animal has many lessons to teach us. For example, we learn 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 Me	edicine	F
Author, Editor, or Compiler John Blondin, <i>Dogrib</i>	Curriculum Areas:	Reading Level: 2 – 3
Illustrator Archie Beaverho, <i>Dogrib</i>	 English Language Arts 	
Additional Contributors translated by Mary Rose Sundberg	Themes & Topics: legends, survival	
Publisher Theytus Books	Pub. Date: 2008	Pages: 40





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

People of the Land		
Authors and Illustrators		Reading Level: 5 – 7+
Lil'wat, Musqueam, Squamish, and Tsleil- Waututh nations	 Curriculum Areas: English Language Arts Science Social Studies 	
	Themes & Topics: legends, oral tradition	
Publisher Theytus Books	Pub. Date: 2009	Pages: 110

Description

Spectacular imagery adorns this rich anthology of the Lil'wat, Musqueam, Squamish and Tsleil-Waututh First Nations stories and legends. 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.



Ready for School Author and Illustrator Reading Level: K - 1 Noreen Pankewich, Stó:lō Curriculum Areas: • English Language Arts • Health and Career Education Themes & Topics: school, home, family Publisher Pub. Date: 2006 Pages: 26

Description

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

The Rabbits' Race		P
Author, Editor, or Compiler Deborah L. Delaronde Illustrator Virginia McCoy, <i>Métis</i>	F Curriculum Areas: ► English Language Arts ► Health and Career Educa	Reading Level: 3 – 4 tion
	Themes & Topics: friendship, sharing	
Publisher Theytus Books	Pub. Date: 2009	Pages: 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.



		LEARNING
Racin' Jason		
Author, Editor, or Compiler Elise Wagner, <i>Ojibwe</i>		Reading Level: 4 – 6
Illustrator	Curriculum Areas: English Language Arts	
Janet Kaszonyi, <i>Méti</i> s	Themes & Topics: horses, responsibility, compa	anionships
Publisher Theytus Books	Pub. Date: 1995	Pages: 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

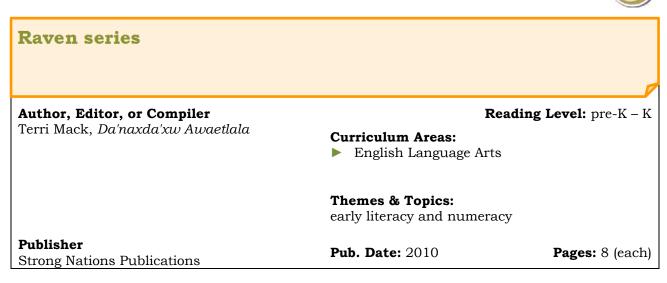
Raven and Eagle		
Author, Editor, or Compiler		Reading Level: K – 1
Ray Qwulshemut Peter, Cowichan	Curriculum Areas:	
Additional Contributors	English Language Arts	
Donna Klockars, Natalie Bryce, Larry Bob, Kim Stewart, and Terri Mack	Themes & Topics: identity, being yourself	
Publisher Strong Nations Publications	Pub. Date: 2001	Pages: 16

Description

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

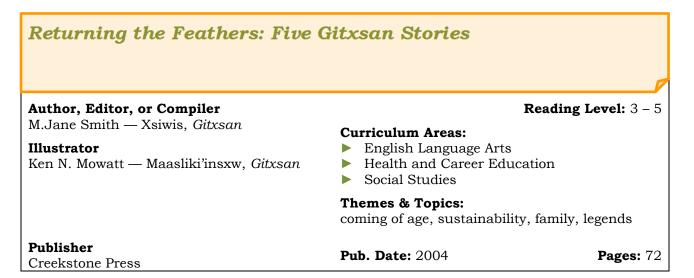


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The Raven Series is a set of six books written for the emergent reader and learner. Each book focusses on a specific learning intention that builds on strengthening learning with the support of an adult. The titles and their learning intentions are:

- ▶ *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

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	Re	ading Level: 4 – 6
Lynn Bragg, Arrow Lakes Tribe, Colville Confederated Tribes	Curriculum Areas: ► English Language Arts	
Illustrator	 Science 	
Virgil "Smoker" Marchand, Arrow Lakes	 Social Studies 	
Tribe, Colville Confederated Tribes	Themes & Topics: Grand Coulee Dam constructio cycles, human impact on ecosy patterns, role of Elders	·
Publisher Hancock House Publishers	Pub. Date: 1995	Pages: 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		
never Kun		
Author, Editor, or Compiler	R	eading Level: 5 – 7+
Brandon Mitchell, Mi'gmaq	Curriculum Areas:	
Illustrator	 English Language Arts 	
Tara Audibert, <i>Mi'gmaq</i>	 Health and Career Educa 	ation
	Themes & Topics:	
	anti-smoking, traditional cul	tural use of tobacco
Publisher	Pub. Date: 2010	Bagaat 4(
Aboriginal Health Network	Pub. Date: 2010	Pages: 40

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	Ø
Author, Editor, or Compiler Donna Joe, <i>Sechelt</i> Illustrator Charlie Craigan, <i>Sechelt</i>	 Curriculum Areas: English Language Arts Science Social Studies 	Reading Level: 3 – 4
Publisher	Themes & Topics: legends, salmon	
Harbour Publishing	Pub. Date: 1999	Pages: 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		
Author, Editor, or Compiler		Reading Level: K – 2
Kwitelut t — Lena Jacobs, <i>Squamish</i>	Curriculum Areas:	
Illustrator Xwa-lack-tun — Rick Harry, <i>Squamish</i>	 English Language Arts 	
	Themes & Topics: community, oral tradition	
Publisher Traffod Publishing	Pub. Date: 2010	Pages: 26

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		F
Author, Editor, or Compiler Andrea Spalding and Alfred Scow, <i>Kwakwaka'wakw</i> Illustrator Darlene Gait, <i>Coast Salish</i>	 Curriculum Areas: English Language Arts Social Studies Themes & Topics: potlatch, history, dance 	Reading Level: 2 – 4
Publisher Orca Book Publishers	Pub. Date: 2006	Pages: 32

Description

The picture book *Secret of the Dance* 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.

The episode happened over seventy years ago, and Alfred couldn't remember many of the details. He also realized that many implications of the event only became clear to him as an adult. Alfred



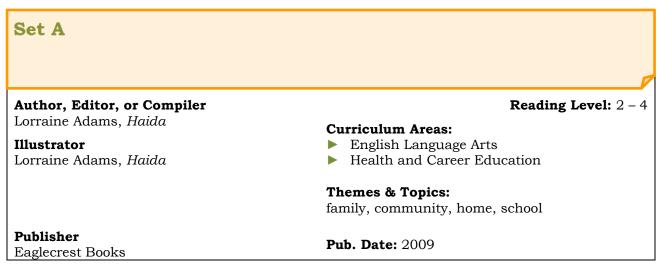


and Andrea created fictional conversations and situations coloured by authentic details from Alfred's childhood to tell the entire story from a child's point of view.

Beautifully written and incorporating fantastic, creative illustrations of Coast Salish designs, this book shows students the relevance of traditional practices.

Features

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



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



Set B	
Author, Editor, or Compiler	Reading Level: 2 – 4
Lorraine Adams, <i>Haida</i>	Curriculum Areas:
Illustrator	English Language Arts
Lorraine Adams, <i>Haida</i>	 Health and Career Education
	Themes & Topics:
	family, community, home, school
Publisher Eaglecrest Books	Pub. Date: 2009

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: Animals of the Native Northwest Coast Author, Editor, or Compiler Reading Level: K Native Northwest, various Curriculum Areas: Illustrator English Language Arts Native Northwest, various Themes & Topics: animals, symbolism animals, symbolism Publisher Pub. Date: 2010 Pages: 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		F
Author, Editor, or Compiler Nicola I. Campbell, <i>Interior Salish / Métis</i> Illustrator Kim LeFave	 Curriculum Areas: English Language Arts Social Studies 	Reading Level: 2 – 3
	Themes & Topics: family, nature, change, resid	lential schools
Publisher Groundwood Books	Pub. Date: 2005	Pages: 32

Description

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.

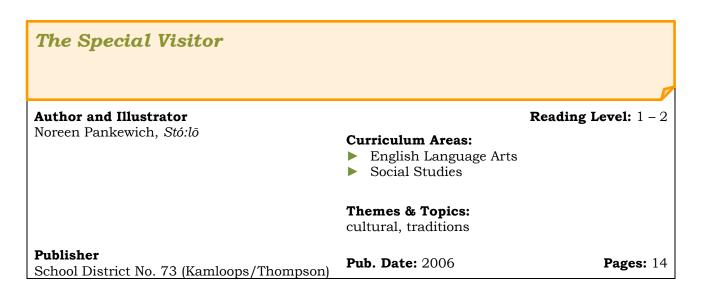


		LEARNING
Shin-chi's Canoe		
Author, Editor, or Compiler	F	Reading Level: 2 – 3
Nicola I. Campbell, Interior Salish / Métis	Curriculum Areas:	
Illustrator	 English Language Arts 	
Kim LeFave	 Social Studies 	
	Themes & Topics: residential schools, family, na	ature
Publisher Groundwood Books	Pub. Date: 2008	Pages: 32

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:

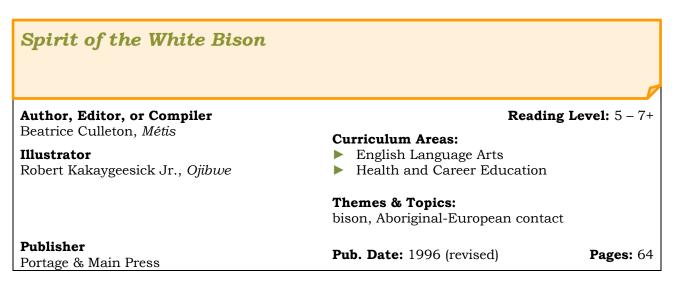
- ▶ Socio-economic The students at the residential school are very hungry, and are fed "porridge and burnt toast" while the teachers eat "bacon, eggs, and potatoes".
- Violence Shi-shi-etko remembers her hair being cut and her head being washed with kerosene.
- ▶ Ethical/Legal Some of the children at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







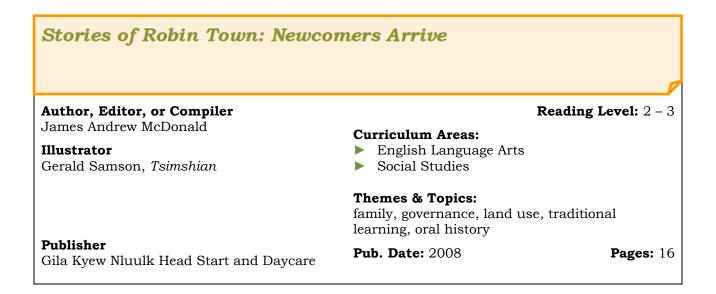
Brenda attends the local school to share with the students the art of making pine needle baskets. Students watch and learn as the needles are wound to make an eventual basket.



Description

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.



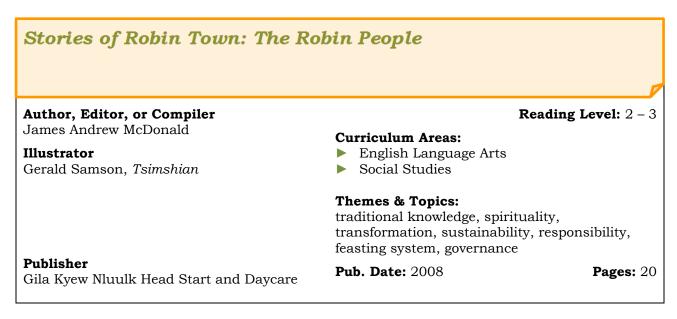




This story explains how Kitsumkalum came to consist of two Tsimshian Eagle clans.

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



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



		LEARNING HAT MALE
Stories of Robin Town: The So	almon Are Gone	
Author, Editor, or CompilerReading Level: 2 - 3		
James Andrew McDonald	Curriculum Areas:	
Illustrator	 English Language Arts 	
Gerald Samson, Tsimshian	 Social Studies 	
	Themes & Topics:	
	land use, reciprocity, oral history	7
Publisher Gila Kyew Nluulk Head Start and Daycare	Pub. Date: 2008	Pages: 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

Unusual Friendships: A Little Black Cat and a Li	ttle White Rat	
Author, Editor, or Compiler Beatrice Culleton Mosionier, <i>Métis</i>	Re Curriculum Areas:	ading Level: 3 – 4
Illustrator Rebecca Belmore	 English Language Arts Health and Career Education Social Studies 	on
	Themes & Topics: friendship, trust, belonging, Me	étis culture
Publisher Theytus Books	Pub. Date: 2002	Pages: 28

Description

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.



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We Visit Granny Author and Illustrator Reading Level: K – 1 Noreen Pankewich, Stó:lō Curriculum Areas: • English Language Arts • Health and Career Education Themes & Topics: family, relationships Publisher Pub. Date: 2006 Pages: 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.

We'gyet Wanders On: Legends	s of the Northwest
Author, Editor, or Compiler	Reading Level: 6 – 7+
Ksan Book Builders (Kitanmax School of Northwest Coast Indian Art), <i>Gitxsan</i> Illustrator Ken Mowat, Vernon Stephen, and Sandy	 Curriculum Areas: English Language Arts Health and Career Education Themes & Topics:
Heybroek	legends, trickster
Publisher Hancock House	Pub. Date: 2006 rev. Pages: 72

Description

The legends collected here are 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



Where Did You Get Your Mo	ccasins	
Author, Editor, or Compiler Bernelda Wheeler, <i>Cree & Saulteaux</i>	Readi Curriculum Areas:	i ng Level: K – 2
Illustrator	 English Language Arts 	
Herman Bekkering	 Health and Career Education 	
	Themes & Topics: traditional life, sharing and respec	ct
Publisher Portage & Main Press	Pub. Date: 1993	Pages: 24

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.

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

Description

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>



		the state
Yamohza and His Beaver (Yamoózha Eyits'o Wets'é		
Author, Editor, or Compiler Vital Thomas, <i>Thcho</i> Illustrator	Curriculum Areas: ► English Language Arts	Reading Level: 3 – 4
Archie Beaulieu, <i>Dene</i>	Social StudiesScience	
	Themes & Topics: legends, environment, connec	ctions to the land
Publisher Theytus Books	Pub. Date: 2007	Pages: 44

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		F
Author, Editor, or Compiler Sylvia Olsen, <i>Tsartlip</i> Illustrator Joan Larson	Rea Curriculum Areas: • English Language Arts • Health and Career Educatio • Social Studies	n ding Level: 2 – 3 n
Publisher	Themes & Topics: family, traditional knowledge, se	easonal practices
Sono Nis Press	Pub. Date: 2006	Pages: 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.

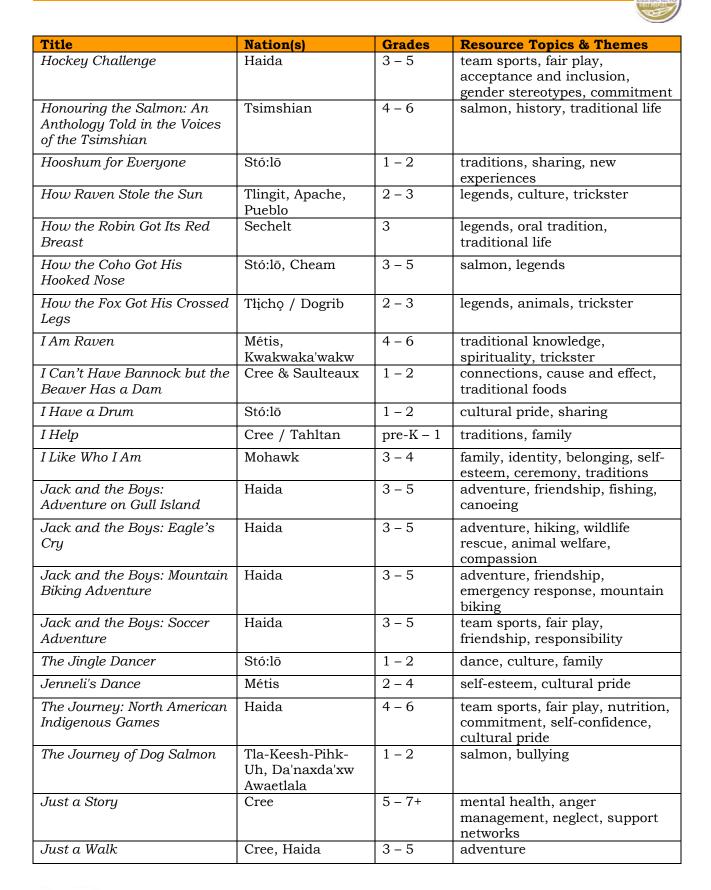
Title	Nation(s)	Grades	Resource Topics & Themes
The Adventures of Txamsm series: Txamsm Brings Light to the World	Tsimshian	3 – 4	legends, trickster, life lessons
The Adventures of Txamsm series: <i>Txamsm and Chief</i> <i>Kingfisher</i>	Tsimshian	3 – 4	legends, trickster, life lessons
The Adventures of Txamsm series: <i>Txamsm and the</i> <i>Children</i>	Tsimshian	3 – 4	legends, trickster, life lessons
The Adventures of Txamsm series: <i>Txamsm Visits Chief</i> <i>Echo</i>	Tsimshian	3 – 4	legends, trickster, life lessons
After School	Stó:lō	K – 1	school, friendship, fun
Alego	Nunavut	2 - 3	ocean shoreline ecosystems, family, traditions
B Is for Basketball: An Alphabet Book	Haida	2 - 3	sports, community, teamwork, fair play
Beaver Seals Fire	Salish	2-3	legends, fire, relationships, teamwork
Byron through the Seasons	Dene	3	seasons, seasonal activities
The Canoe He Called Loo Taas	Haida	2 - 3	canoes, paddling
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	healthy choices — alcohol and tobacco use during pregnancy
Caring for Me series: Living Safe, Playing Safe	Cree, Anishinabe, Inuit/Montagnais	2 – 3	accident & injury prevention, passenger safety



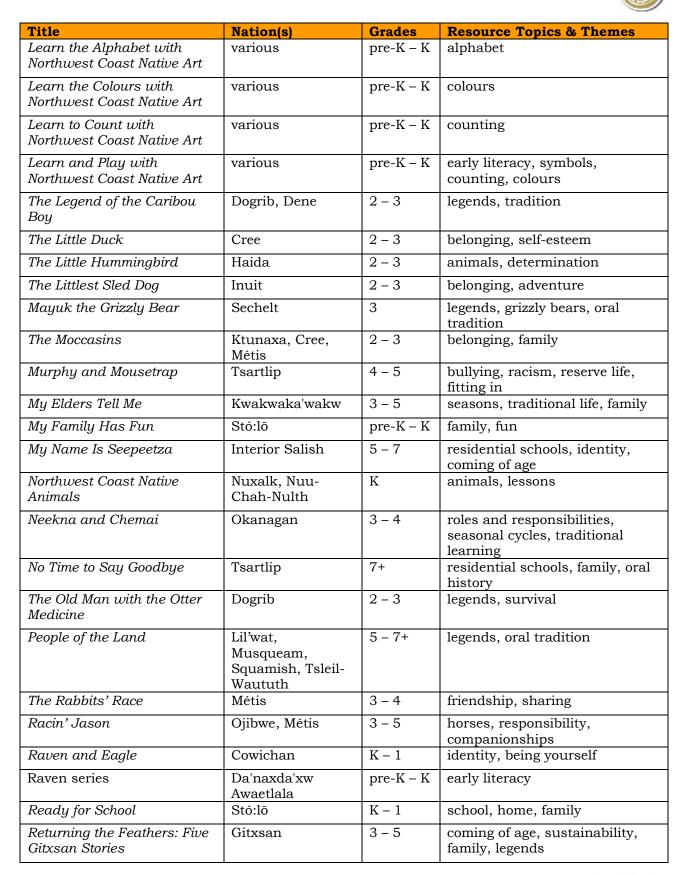


Title	Nation(s)	Grades	Resource Topics & Themes
Caring for Me series:	Penticton,	2 – 3	self-care, self-confidence, family
Looking After Me	Inuit/Montagnais		relationships, abuse prevention,
			interpersonal communication
Caring for Me series:	Cree, Métis,	2 – 3	sustainability, recycling,
Taking Care of Mother Earth	Inuit/Montagnais		composting, gardening
Catching Spring	Tsartlip	4 – 5	fishing, work, reservation life
Cedar Readers series	Kwakwaka'wakw	pre-K – 1	nature & environment (various), masks, cedar, counting
Ch'askin: A Legend of the	Sechelt	3 – 4	legends, Thunderbird
Sechelt People			
Chiwid	Tsilhqot'in	7+	season cycles, relationships, spirituality, co-operation, resource sharing, transformation, rights and justice
Christmas at Wapos Bay	Cree	4 - 6	family, teamwork, survival
Chuck in the City	Cree, Haida	3 – 5	adventure, safety
The Class Hike	Stó:lō	K – 1	plants, respect for the environment
Counting on Hope	Coast Salish / Lamalcha, Tsartlip	6 – 7+	
Dancing in My Bones	Métis	4 – 6	heritage, culture, relationship
Dancing with the Cranes	Okanagan	3 – 4	loss, renewal, life cycle
Darkness Calls	Cree	5 - 7+	bullying, depression, suicide, mental health
Discover the Animals: Colouring and Learning Book	various	pre-K – 1	animals, colouring
Dream Catcher	Woodland Cree	5 – 7	transition and change, spiritual connection, traditional art
Explore the Animals: Colouring and Learning Book	various	pre-K – 1	animals, colouring
Exploring Quatsino	Kwakwaka'wakw	3 – 4	village life, traditions, family
Exploring Ts'a <u>x</u> is	Kwakwaka'wakw	3 – 4	village life, traditions, family
Exploring Tsulquate	Kwakwaka'wakw	3 – 4	village life, traditions, family
Fiddle Dancer	Timiskaming, Métis	4 – 6	heritage, culture, relationships, community, family
A First Nations Alphabet: ABC Book	Stó:lō	pre-K – 1	literacy, culture, traditions
A First Nations Alphabet to Read and Draw	Stó:lō	1 – 2	culture, vocabulary, drawing
Goodbye Buffalo Bay	Cree	6 – 7	residential school, coming of age, role of Elders
Hide and Sneak	Inuit	pre-K – 2	life lessons, traditional stories, adventure

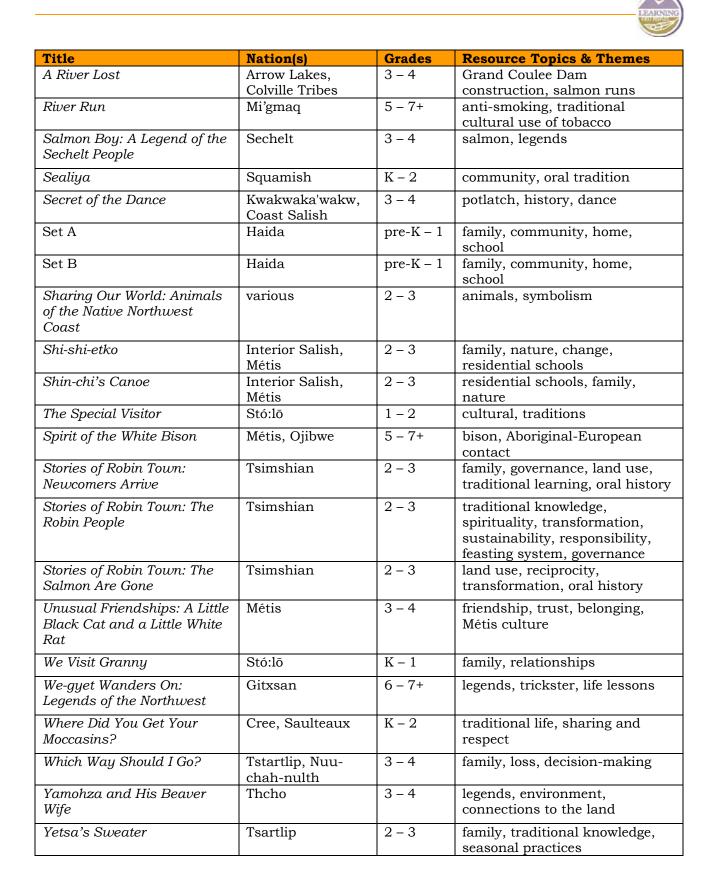
















The following pages provide web site contact information for the publishers of all the titles listed in this guide.

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>

Core Learning Resources (distributor for many BC publishers) Nanaimo, BC <u>www.corelearningresources.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

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 www.orcabook.com

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

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

Sono Nis Press Winlaw, BC www.sononis.com

Strong Nations Publications www.corelearningresources.com/ 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 <u>www.sd85.bc.ca/</u>

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	er:]	
]	
Last name	First name		
First Nation:			
Illustrator:			
		Grade Appropriateness:	
Last name	First name	Themes (Subject Heading	s):
First Nation:			
Other Contributors (give	detail re FN as appropriate):	1	
Publisher's Name:		Website:	
Ordering Address:		Ordering E-mail:	
Pub. Date:	Pages:	Fiction (mark if applicable	e) →
Fry Reading Level (FRL) a	ind/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
 - a. Cultural portrayals consistent with First Peoples' values and attitudes
 - b. Contributions of First Peoples to contemporary society
 - Recognition of diversity among First Peoples distinct societies, communities, ways of life, languages

K-	7

****	***	**	*	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:

VIII. Conclusion (if resource is of significant value, please complete Resource Description & Social Considerations)

- 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

	****	***	**	*	N/A
g					
t					
ce					

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

Date:



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:





