

# BC First Peoples Learning Resources

*Books for Use in  
K-7 Classrooms*



2011







# Acknowledgments

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- ▶ all the publishers and distributors who provided materials for evaluation in response to the FNESC call for resources
- ▶ GT Publishing Services Ltd. for consultative, editorial, and layout assistance in preparing this guide for publication





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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 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.

## 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).

## 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 as-needed 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 FNEESC resource 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.

### Resource Use Approvals

The resources listed in this guide were reviewed under the auspices of FNEESC, 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/](http://www.bced.gov.bc.ca/policy/policies/)





# Resource Annotations

The following pages contain detailed information about all of the First Nations resources evaluated and approved by FNEC 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 series

### *Txamsm Brings Light to the World (Wilt Dagoydiksdit Txamsm Goy'pa Da Ha'lidzoox)*

**Author, Editor, or Compiler**

narrative by J. Bradley, retold in Sm'algyax  
by Mildred Wilson, *Tsimshian*

**Reading Level:** 4 – 5**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Illustrator**

Bill Helin, *Tsimshian*

**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.

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.

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

**Author, Editor, or Compiler**

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

**Reading Level:** 4 – 5

**Illustrator**

Joanne Thomson, *Tsimshian*

**Curriculum Areas:**

- English Language Arts
- 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**

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

**Reading Level:** 3 – 4

**Illustrator**

Vernon Brown, *Tsimshian*

**Curriculum Areas:**

- English Language Arts
- 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 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

narrative by Henry Tate, retold in Sm'algyax  
by Biatrice Robinson, *Tsimshian*

#### Illustrator

Bill Helin, *Tsimshian*

#### Publisher

School District No. 73 (Kamloops/Thompson)

**Reading Level:** 3 – 4

#### Curriculum Areas:

- ▶ English Language Arts
- ▶ Health and Career Education

#### Themes & Topics:

legends, trickster, life lessons

**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.

### Features

- ▶ 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**

Noreen Pankewich, *Stó:lō*

**Reading Level:** K – 1

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

school, friendship, fun

**Publisher**

School District No. 73 (Kamloops/Thompson)

**Pub. Date:** 2006

**Pages:** 19

**Description**

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

## Alego

**Author, Editor, or Compiler**

Ningeokuluk Teevee, *Nunavut*

**Reading Level:** 2 – 3

**Illustrator**

Ningeokuluk Teevee, *Nunavut*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education
- ▶ Science

**Additional Contributor**

Translated by Nina Manning-Toonoo

**Themes & Topics:**

ocean shoreline ecosystems, family, 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.

**Features**

- ▶ 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 Alphabet Book***

### **Author, Editor, or Compiler**

Teachers and Students of School District No.  
50 (Haida Gwaii)

**Reading Level:** 2 – 3

### **Illustrator**

Judy Hilgemann

### **Curriculum Areas:**

- ▶ English Language Arts
- ▶ Physical Education

### **Additional Contributor**

foreword by Robert Davidson, *Haida*

### **Themes & Topics:**

sports, community, teamwork, fair play

### **Publisher**

McKellar & Martin

**Pub. Date:** 2010

**Pages:** 32

### **Description**

*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***

### **Author, Editor, or Compiler**

Confederated Salish and Kootenai Tribes,  
*Salish*

**Reading Level:** 2 – 3

### **Illustrator**

Sam Sandoval, *Salish*

### **Curriculum Areas:**

- ▶ Health and Career Education
- ▶ Science
- ▶ Social Studies

### **Additional Contributor**

story told by Johnny Arlee, *Salish*

### **Themes & Topics:**

legends, fire, relationships, teamwork

### **Publisher**

University of Nebraska Press

**Pub. Date:** 2008

**Pages:** 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*

#### **Author, Editor, or Compiler**

Dene Children of La Loche and Friends

**Reading Level:** 2 – 3

#### **Illustrator**

students of Ducharme Elementary, *Dene*

#### **Curriculum Areas:**

- ▶ English Language Arts
- ▶ Science
- ▶ Social Studies

#### **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.

#### Features

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

## The Canoe He Called Loo Taas

**Author, Editor, or Compiler**

Amanda Reid-Stevens, *Haida*

**Reading Level:** 2 – 3

**Illustrator**

Michael Nicoll Yahgulanaas, *Haida*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Science

**Themes & Topics:**

canoes, paddling

**Publisher**

Benjamin Brown Books

**Pub. Date:** 2010

**Pages:** 32

### Description

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

## Caring for Me series:

### *Eat, Run, and Live Healthy*

**Author, Editor, or Compiler**

Karen W. Olson, *Cree Anishnabe (Peguis First Nation)*

**Reading Level:** 2 – 3

**Illustrator**

Marie-Micheline Hamelin, *Inuit/Montagnais*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

nutrition, exercise, hydration, rest, sleep

**Publisher**

Theytus Books

**Pub. Date:** 2009 rev

**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.

#### Features

- ▶ 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)*

**Reading Level:** 2 – 3

### Illustrator

Leonard George, *Thompson First Nation, Lytton*

### Curriculum Areas:

- English Language Arts
- Health and Career Education

### Themes & Topics:

personal hygiene, health care, family medicine, oral health

### Publisher

Theytus Books

**Pub. Date:** 2009 rev

**Pages:** 20

### Description

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

### Features

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

## Caring for Me series: *Healthy Choices, Healthy Lives*

### Author, Editor, or Compiler

Karen W. Olson, *Cree Anishnabe (Peguis First Nation)*

**Reading Level:** 2 – 3

### Illustrator

Marie-Micheline Hamelin, *Inuit/Montagnais*

### Curriculum Areas:

- English Language Arts
- Health and Career Education
- Physical Education
- Science

### Themes & Topics:

healthy choices — alcohol and tobacco use during pregnancy

### Publisher

Theytus Books

**Pub. Date:** 2009 rev

**Pages:** 20

### Description

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



#### Features

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

### Caring for Me series:

#### *Living Safe, Playing Safe*

##### **Author, Editor, or Compiler**

Karen W. Olson, *Cree Anishnabe (Peguis First Nation)*

**Reading Level:** 2 – 3

##### **Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

##### **Illustrator**

Leonard George, *Thompson First Nation, Lytton*

##### **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.

#### Features

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

### Caring for Me series:

#### *Looking After Me*

##### **Author, Editor, or Compiler**

Denise Lecoy, *Penticton Island Band*

**Reading Level:** 2 – 3

##### **Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

##### **Illustrator**

Marie-Micheline Hamelin, *Inuit/Montagnais*

##### **Themes & Topics:**

self-care, self-confidence, family relationships, abuse prevention, interpersonal communication

##### **Publisher**

Theytus Books

**Pub. Date:** 2009 rev

**Pages:** 20

### Description

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*

<b>Author, Editor, or Compiler</b> Leanne Flett Kruger, <i>Cree, Métis</i>		<b>Reading Level:</b> 2 – 3
<b>Illustrator</b> Marie-Micheline Hamelin, <i>Inuit/Montagnais</i>	<b>Curriculum Areas:</b>	
	<ul style="list-style-type: none"> <li>▶ English Language Arts</li> <li>▶ Health and Career Education</li> <li>▶ Science</li> </ul>	
	<b>Themes &amp; Topics:</b> sustainability, recycling, composting, gardening	
<b>Publisher</b> Theytus Books	<b>Pub. Date:</b> 2009 rev	<b>Pages:</b> 20

### Description

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

### Features

- ▶ 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

## Catching Spring

**Author, Editor, or Compiler**

Sylvia Olsen, *Tsartlip*

**Reading Level:** 4 – 5

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Social Studies

**Themes & Topics:**

fishing, work, reservation life

**Publisher**

Orca Book Publishers

**Pub. Date:** 2004

**Pages:** 123

**Description**

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.

## Cedar Readers series

**Author and Illustrator**

Pam Holloway, *Kwakwaka'wakw*

**Reading Level:** pre-K – 1

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Mathematics (for *Ten Cockles*)
- ▶ Social Studies

**Themes & Topics:**

nature & environment (various), masks, cedar, counting

**Publisher**

Cedar Moon Creations

**Pub. Date:** 2006

**Pages:** 8 (each)

### Description

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 Sechelt People

### Author, Editor, or Compiler

Donna Joe, *Sechelt*

### Illustrator

Jamie Jeffries, *Sechelt*

### Publisher

Harbour Publishing

**Reading Level:** 3 – 4

### Curriculum Areas:

- English Language Arts
- Social Studies

### Themes & Topics:

legends, Thunderbird

**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

**Author, Editor, or Compiler**

Sage Birchwater (compiled by), *Tsilhqot'in*

**Reading Level:** 7+**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education
- ▶ Social Studies

**Themes & Topics:**

season cycles, relationships, spirituality, co-operation, resource sharing, transformation, rights and justice

**Publisher**

New Star Books

**Pub. Date:** 1995**Pages:** 128**Description**

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.

## Christmas at Wapos Bay

**Author, Editor, or Compiler**

Jordan Wheeler and Dennis Jackson, *Cree*

**Reading Level:** 7+**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

family, teamwork, survival

**Publisher**

Coteau Books for Kids

**Pub. Date:** 2006**Pages:** 134

### Description

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

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

### Features

- a corresponding Teacher Resource is available online at [www.coteaubooks.com/book\\_uploads/teacher\\_resources/resource\\_35.pdf](http://www.coteaubooks.com/book_uploads/teacher_resources/resource_35.pdf)

## Chuck in the City

### Author, Editor, or Compiler

Jordan Wheeler (Cree)

### Illustrator

Christopher Auchter, *Haida*

### Publisher

Theytus Books

**Reading Level:** 3 – 5

### Curriculum Areas:

- English Language Arts
- Health and Career Education

### Themes & Topics:

adventure, safety

**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.

## The Class Hike

**Author and Illustrator**

Noreen Pankewich, Stó:lō

**Reading Level:** K – 1

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Science

**Themes & Topics:**

plants, respect for the environment

**Publisher**

School District No. 73 (Kamloops/Thompson)

**Pub. Date:** 2006

**Pages:** 22

**Description**

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

**Author, Editor, or Compiler**

Sylvia Olsen, Tsartlip

**Reading Level:** 6 – 7+

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Social Studies

**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 [www.sononis.com/tg147.pdf](http://www.sononis.com/tg147.pdf)

#### 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*

### Author, Editor, or Compiler

Wilfred Burton & Anne Patton, *Métis*

**Reading Level:** 4 – 6

### Illustrator

Sherry Farrell Racette, *Timiskaming First Nation*

### Curriculum Areas:

- English Language Arts
- Social Studies

### Themes & Topics:

heritage, culture, relationships

### 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."

#### Features

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



## *Dancing with the Cranes*

**Author, Editor, or Compiler**

Jeannette Armstrong, *Okanagan*

**Reading Level:** 3 – 4

**Illustrator**

Ron Hall

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

loss, renewal, life cycle

**Publisher**

Theytus Books

**Pub. Date:** 2009

**Pages:** 24

**Description**

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**

Steven Keewatin Sanderson, *Cree*

**Reading Level:** 5 – 7+

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**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 Book

**Author, Editor, or Compiler**

Native Northwest, various

**Illustrator**

Native Northwest, various

**Publisher**

Native Northwest

**Reading Level:** pre-K – 1

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Visual Arts

**Themes & Topics:**

animals, colouring

**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, *Woodland Cree First Nation*

**Reading Level:** 5 – 7

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Visual Arts

**Themes & Topics:**

transition and change, spiritual connection, traditional art

**Publisher**

Theytus Books

**Pub. Date:** 2009

**Pages:** 92

### Description

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: Colouring and Learning Book

### Author, Editor, or Compiler

Native Northwest, various

### Illustrator

Native Northwest, various

### Publisher

Native Northwest

**Reading Level:** pre-K – 1

### Curriculum Areas:

- ▶ English Language Arts
- ▶ Visual Arts

### Themes & Topics:

animals, colouring

**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.

## Exploring Quatsino

### Author, Editor, or Compiler

Marion Wright and Sara Child,  
*Kwakwaka'wakw*

**Reading Level:** 3 – 4

### Curriculum Areas:

- English Language Arts
- Social Studies

### Themes & Topics:

village life, traditions, family

### 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 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'axis

### Author, Editor, or Compiler

Marion Wright and Sara Child,  
*Kwakwaka'wakw*

**Reading Level:** 3 – 4

### Curriculum Areas:

- English Language Arts
- Social Studies

### Themes & Topics:

village life, traditions, family

### 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'axis and the daily lives of its residents.

### Features

- includes a Kwak'wala glossary

## Exploring Tsulquate

**Author, Editor, or Compiler**

Marion Wright and Sara Child,  
*Kwakwaka'wakw*

**Reading Level:** 3 – 4

**Curriculum Areas:**

- English Language Arts
- Social Studies

**Themes & Topics:**

village life, traditions, family

**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 Tsulquate and the daily lives of its residents.

**Features**

- includes a Kwak'wala glossary

## Fiddle Dancer

**Author, Editor, or Compiler**

Wilfed Burton & Anne Patton, *Métis*

**Reading Level:** 4 – 6

**Illustrator**

Sherry Farrell Racette, *Timiskaming First Nation*

**Curriculum Areas:**

- English Language Arts
- Dance

**Themes & Topics:**

heritage, culture, relationships, community, family

**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.

**Features**

- 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**

Noreen Pankewich, *Stó:lō*

**Reading Level:** pre-K – 1

### **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

### **Description**

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 Read and Draw*

### **Author and Illustrator**

Noreen Pankewich, *Stó:lō*

**Reading Level:** 1 – 2

### **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.

### **Features**

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

## Goodbye Buffalo Bay

### Author, Editor, or Compiler

Larry Loie, Cree

**Reading Level:** 6 – 7

### Curriculum Areas:

- ▶ English Language Arts
- ▶ Social Studies

### Themes & Topics:

residential school, coming of age, role of Elders

### Publisher

Theytus Books

**Pub. Date:** 2009

**Pages:** 141

### Description

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

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

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

### Features

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

### Cautions

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

## Hide and Sneak

### Author, Editor, or Compiler

Michael Kusugak, *Inuit*

**Reading Level:** pre-K – 2

### Illustrator

Vladyana Langer Krykorka

### Curriculum Areas:

- English Language Arts
- Social Studies

### Themes & Topics:

life lessons, traditional stories, adventure

### Publisher

Annick Press

**Pub. Date:** 1992

**Pages:** 32

### Description

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

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

## Hockey Challenge

### Author, Editor, or Compiler

Katherine Maximick

**Reading Level:** 3 – 5

### Illustrator

Lorraine Adams, *Haida*

### Curriculum Areas:

- English Language Arts
- Health and Career Education
- Physical Education

### Themes & Topics:

team sports, fair play, acceptance and inclusion, 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 (Łuutigm Hoon): An Anthology Told in the Voices of the Tsimshian*

**Author, Editor, or Compiler**

Kenneth Campbell, *Tsimshian*

**Reading Level:** 4 – 6

**Illustrator**

Vernon Brown, Bill Helin, Judy Hilgemann, *Tsimshian*

**Curriculum Areas:**

- English Language Arts
- Science
- Social Studies

**Themes & Topics:**

salmon, history, traditional life

**Publisher**

Tsimshian Nation and School District No. 52  
(Prince Rupert)

**Pub. Date:** 1999

**Pages:** 128

**Description**

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

**Features**

- a corresponding Teacher Guide is also available

## *Hooshum for Everyone*

**Author and Illustrator**

Noreen Pankewich, *Stó:lō*

**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 Nose

### Author, Editor, or Compiler

Laverne Adams, *Stó:lō*; as told by Teresa Mitchell, *Stó:lō/Cheam*

### Illustrator

Peter Lindley, *Stó:lō*

**Reading Level:** 3 – 5

### Curriculum Areas:

- English Language Arts
- Science

### Themes & Topics:

salmon, legends

### Publisher

Coqualeet Cultural Education Centre

**Pub. Date:** 2007, 2<sup>nd</sup> ed.

**Pages:** 16

### Description

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 (*Edàni Noqgèe Wegòò Degèe Adzà*)

### Author, Editor, or Compiler

collected by Virginia Football

### Illustrator

James Wedzin, *Tłıchq / Dogrib*

**Reading Level:** 2 – 3

### Curriculum Areas:

- English Language Arts

### Additional Contributors

translated by Rosa Mantla & Mary Siemens,  
*Tłıchq / Dogrib*

### 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.

### 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

## How the Robin Got Its Red Breast

**Author, Editor, or Compiler**  
Sechelt Nation

**Illustrator**  
Charlie Graigan, *Sechelt*

**Publisher**  
Northwood Editions

**Reading Level:** 3

**Curriculum Areas:**  
► English Language Arts

**Themes & Topics:**  
legends, oral tradition, traditional life

**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

**Author, Editor, or Compiler**  
David Bouchard, *Métis*

**Illustrator**  
Andy Everson, *Kwakwaka'wakw*

**Publisher**  
More Than Words Publishing

**Reading Level:** 4 – 6

**Curriculum Areas:**  
► English Language Arts

**Themes & Topics:**  
traditional knowledge, spirituality, trickster

**Pub. Date:** 2007

**Pages:** 26

### Description

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

#### Caution:

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

## *I Can't Have Bannock but the Beaver Has a Dam*

**Author, Editor, or Compiler**

Bernalda Wheeler, *Cree & Saulteaux*

**Illustrator**

Herman Bekkering

**Reading Level:** 1 – 2

**Curriculum Areas:**

- English Language Arts

**Themes & Topics:**

connections, cause and effect, 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

## *I Have a Drum*

**Author and Illustrator**

Noreen Pankewich, *Stó:lō*

**Reading Level:** 1 – 2

**Curriculum Areas:**

- English Language Arts
- Health and Career Education

**Themes & Topics:**

cultural pride, sharing

**Publisher**

School District No. 73 (Kamloops/Thompson)

**Pub. Date:** 2006

**Pages:** 14

**Description**

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

## I Help

### Author and Illustrator

Caitlin Dale Nicholson, *Cree / Tahltan*

**Reading Level:** 4 – 6

### Other Contributors

inspired by and Cree translation by Leona Morin-Neilson, *Cree*

### Curriculum Areas:

- English Language Arts

### 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

Tara White, *Mohawk*

**Reading Level:** 3 – 4

### Illustrator

Lee Claremont, *Mohawk*

### Curriculum Areas:

- English Language Arts
- Health and Career Education

### Themes & Topics:

family, identity, belonging, self-esteem, ceremony, traditions

### Publisher

Theytus Books

**Pub. Date:** 1993

**Pages:** 40

### Description

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

## Jack and the Boys: Adventure on Gull Island

**Author, Editor, or Compiler**

Delia Dumont and Lorraine Adams ed.,  
*Haida*

**Illustrator**

Lorraine Adams, *Haida*

**Publisher**

Eaglecrest Books

**Reading Level:** 3 – 5

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

adventure, friendship, fishing, canoeing

**Pub. Date:** 2010

**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 Cry

**Author, Editor, or Compiler**

Delia Dumont and Lorraine Adams, *Haida*

**Illustrator**

Lorraine Adams, *Haida*

**Publisher**

Eaglecrest Books

**Reading Level:** 3 – 5

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

adventure, hiking, wildlife rescue, animal welfare, compassion

**Pub. Date:** 2010

**Pages:** 64

**Description**

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

**Features**

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

## Jack and the Boys: Mountain Biking Adventure

**Author, Editor, or Compiler**

Delia Dumont; Lorraine Adams ed., *Haida*

**Reading Level:** 3 – 5

**Illustrator**

Lorraine Adams, *Haida*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education
- ▶ Physical Education

**Themes & Topics:**

adventure, friendship, emergency response, mountain biking

**Publisher**

Eaglecrest Books

**Pub. Date:** 2010

**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

## Jack and the Boys: Soccer Adventure

**Author, Editor, or Compiler**

Delia Dumont; Lorraine Adams ed., *Haida*

**Reading Level:** 3 – 5

**Illustrator**

Lorraine Adams, *Haida*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education
- ▶ Physical Education

**Themes & Topics:**

team sports, fair play, friendship, responsibility

**Publisher**

Eaglecrest Books

**Pub. Date:** 2010

**Pages:** 60

**Description**

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

**Features**

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

## Jenneli's Dance

### Author, Editor, or Compiler

Elizabeth Denny, *Métis*

**Reading Level:** 3 – 5

### Illustrator

Christopher Auchter, *Haida*

### Curriculum Areas:

- English Language Arts
- Dance
- Health and Career Education
- Social Studies

### Themes & Topics:

adventure, friendship, emergency response, mountain biking

### Publisher

Theytus Books

**Pub. Date:** 2008

**Pages:** 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.

## The Jingle Dancer

### Author and Illustrator

Noreen Pankewich, *Stó:lō*

**Reading Level:** 1 – 2

### Curriculum Areas:

- English Language Arts

### Themes & Topics:

dance, culture, family

### Publisher

School District No. 73 (Kamloops/Thompson)

**Pub. Date:** 2006

**Pages:** 16

### Description

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



## The Journey: North American Indigenous Games

**Author, Editor, or Compiler**

Lorraine Adams, *Haida*

**Reading Level:** 4 – 6

**Illustrator**

Lorraine Adams, *Haida*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education
- ▶ Physical Education

**Themes & Topics:**

team sports, fair play, nutrition, commitment, self-confidence, cultural pride

**Publisher**

Eaglecrest Books

**Pub. Date:** 2010

**Pages:** 64

**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

**Author, Editor, or Compiler**

Bruce Martin, *Tla-Keesh-Pihk-Uh*; adapted by Donna Klockars & Terri Mack, *Da'naxda'xw Awaetlala*

**Reading Level:** 1 – 2

**Illustrator**

Terri Mack, *Da'naxda'xw Awaetlala*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**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, *Cree*

**Reading Level:** 5 – 7+

### Curriculum Areas:

- ▶ English Language Arts
- ▶ Health and Career Education

### Themes & Topics:

mental health, anger management, neglect, support networks

### 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.

## Just a Walk

### Author, Editor, or Compiler

Jordan Wheeler (Cree)

**Reading Level:** 3 – 5

### Illustrator

Christopher Auchter, *Haida*

### Curriculum Areas:

- ▶ English Language Arts
- ▶ Health and Career Education

### Themes & Topics:

adventure

### Publisher

Theytus Books

**Pub. Date:** 2009

**Pages:** 32

### 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.

## Learn the Alphabet with Northwest Coast Native Art

**Author, Editor, or Compiler**

Native Northwest, various

**Reading Level:** pre-K – K

**Illustrator**

Native Northwest — Haida, Kwakwaka'wakw, Namgis, Salish, and Tsimshian

**Curriculum Areas:**

► English Language Arts

**Themes & Topics:**

alphabet

**Publisher**

Native Northwest

**Pub. Date:** 2010

**Pages:** 10

**Description**

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

## Learn the Colours with Northwest Coast Native Art

**Author, Editor, or Compiler**

Native Northwest, various

**Reading Level:** pre-K – K

**Illustrator**

Native Northwest — Bella Bella, Haida, Kwakwaka'wakw, Namgis, Salish, and Tsimshian

**Curriculum Areas:**

► English Language Arts

**Themes & Topics:**

colours

**Publisher**

Native Northwest

**Pub. Date:** 2010

**Pages:** 10

**Description**

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

## Learn to Count with Northwest Coast Native Art

**Author, Editor, or Compiler**

Native Northwest, various

**Reading Level:** pre-K – K

**Illustrator**

Native Northwest — Haida, Kwakwaka'wakw, Namgis, and Tsimshian

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Mathematics

**Themes & Topics:**

counting

**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.

## Learn and Play with Northwest Coast Native Art

**Author, Editor, or Compiler**

Native Northwest, various

**Reading Level:** pre-K – K

**Illustrator**

Native Northwest — various

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Mathematics

**Themes & Topics:**

early literacy, symbols, counting, colours

**Publisher**

Native Northwest

**Pub. Date:** 2010

**Pages:** 18

**Description**

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, *Dogrib*

**Reading Level:** 2 – 3

**Illustrator**

Ray McSwain, *Dene*

**Curriculum Areas:**

► English Language Arts

**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**

Beth Cuthand

**Reading Level:** 2 – 3

**Illustrator**

Mary Longman

**Curriculum Areas:**

- English Language Arts
- Health and Career Education

**Additional Contributors**

Cree text by Stan Cuthand

**Themes & Topics:**

belonging, self-esteem

**Publisher**

Theytus Books

**Pub. Date:** 2000

**Pages:** 28

**Description**

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

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

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

#### Features

- text is in both English and Cree

## *The Little Hummingbird*

### Author and Illustrator

Michael Nicoll Yahgulanaas, *Haida*

**Reading Level:** 2 – 3

### Curriculum Areas:

- English Language Arts

### Themes & Topics:

animals, determination

### Publisher

Greystone Books

**Pub. Date:** 2010

**Pages:** 32

### Description

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

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

## *The Littlest Sled Dog*

**Author, Editor, or Compiler**

Michael Kusugak, *Inuit*

**Illustrator**

Vladyana Krykorka

**Publisher**

Orca Book Publishers

**Reading Level:** 2 – 3

**Curriculum Areas:**

► English Language Arts

**Themes & Topics:**

belonging, adventure

**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

**Illustrator**

Charlie Graigan, *Sechelt*

**Publisher**

Northwood Editions

**Reading Level:** 3

**Curriculum Areas:**

► English Language Arts

**Themes & Topics:**

legends, grizzly bears, oral tradition

**Pub. Date:** 1993

**Pages:** 40

**Description**

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

## The Moccasins

**Author, Editor, or Compiler**

Earl Einarson, *Ktunaxa*

**Reading Level:** 2 – 3

**Illustrator**

Julie Flett, *Cree/Métis*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**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.

## Murphy and Mousetrap

**Author, Editor, or Compiler**

Sylvia Olsen, *Tsartlip*

**Reading Level:** 4 – 5

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

roles and responsibilities, seasonal cycles, traditional learning

**Publisher**

Orca Book Publishers

**Pub. Date:** 2005

**Pages:** 122

**Description**

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

**Features**

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



## *My Elders Tell Me*

**Author, Editor, or Compiler**

Marion (Roze) Wright, *Kwakwaka'wakw*

**Reading Level:** 3 – 4

**Illustrator**

Judy Hilgemann

**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*

**Author and Illustrator**

Noreen Pankewich, *Stó:lō*

**Reading Level:** pre-K – K

**Curriculum Areas:**

- ▶ English Language Arts

**Themes & Topics:**

family, fun

**Publisher**

School District No. 73 (Kamloops/Thompson)

**Pub. Date:** 2006

**Pages:** 18

**Description**

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

## My Name Is Seepeetza

**Author, Editor, or Compiler**

Shirley Stirling, *Interior Salish*

**Reading Level:** 5 – 7

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Social Studies

**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*

**Reading Level:** 3 – 4

**Illustrator**

Barbara Marchand, *Okanagan*

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Science
- ▶ Social Studies

**Themes & Topics:**

roles and responsibilities, seasonal cycles, traditional learning

**Publisher**

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

### Publisher

Sono Nis Press

**Reading Level:** 7+

### Curriculum Areas:

- English Language Arts
- Social Studies

### Themes & Topics:

residential schools, family, oral history

**Pub. Date:** 2001

**Pages:** 188

### Description

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

### Cautions:

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

## Northwest Coast Native Animals

### Author, Editor, or Compiler

Native Northwest, various

### Illustrator

Kelly Robinson, Nuxalk, Nuw-Chah-Nulth

**Reading Level:** K

### Curriculum Areas:

- English Language Arts

### 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 Medicine*

**Author, Editor, or Compiler**

John Blondin, *Dogrib*

**Illustrator**

Archie Beaverho, *Dogrib*

**Additional Contributors**

translated by Mary Rose Sundberg

**Publisher**

Theytus Books

**Reading Level:** 2 – 3**Curriculum Areas:**

► English Language Arts

**Themes & Topics:**

legends, survival

**Pub. Date:** 2008**Pages:** 40

### Description

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

#### Features

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

## *People of the Land*

**Authors and Illustrators**

Lil'wat, Musqueam, Squamish, and Tsleil-Waututh nations

**Reading Level:** 5 – 7+**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

Noreen Pankewich, *Stó:lō*

**Reading Level:** K – 1

### Curriculum Areas:

- ▶ English Language Arts
- ▶ Health and Career Education

### Themes & Topics:

school, home, family

### Publisher

School District No. 73 (Kamloops/Thompson)

**Pub. Date:** 2006

**Pages:** 26

### Description

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

## The Rabbits' Race

### Author, Editor, or Compiler

Deborah L. Delaronde

**Reading Level:** 3 – 4

### Illustrator

Virginia McCoy, *Métis*

### Curriculum Areas:

- ▶ English Language Arts
- ▶ Health and Career Education

### 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.

## Racin' Jason

### Author, Editor, or Compiler

Elise Wagner, *Ojibwe*

### Illustrator

Janet Kaszonyi, *Métis*

### Publisher

Theytus Books

**Reading Level:** 4 – 6

### Curriculum Areas:

► English Language Arts

### Themes & Topics:

horses, responsibility, companionships

**Pub. Date:** 1995

**Pages:** 52

### Description

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

Ray Qwulshemut Peter, *Cowichan*

### Additional Contributors

Donna Klockars, Natalie Bryce, Larry Bob, Kim Stewart, and Terri Mack

### Publisher

Strong Nations Publications

**Reading Level:** K – 1

### Curriculum Areas:

► English Language Arts

### Themes & Topics:

identity, being yourself

**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!

## Raven series

**Author, Editor, or Compiler**

Terri Mack, *Da'naxda'xw Awaetlala*

**Reading Level:** pre-K – K**Curriculum Areas:**

► English Language Arts

**Themes & Topics:**

early literacy and numeracy

**Publisher**

Strong Nations Publications

**Pub. Date:** 2010**Pages:** 8 (each)

### Description

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

## Returning the Feathers: Five Gitxsan Stories

**Author, Editor, or Compiler**

M.Jane Smith — Xsiwis, *Gitxsan*

**Reading Level:** 3 – 5**Illustrator**

Ken N. Mowatt — Maasliki'insxw, *Gitxsan*

**Curriculum Areas:**

- English Language Arts
- Health and Career Education
- Social Studies

**Themes & Topics:**

coming of age, sustainability, family, legends

**Publisher**

Creekstone Press

**Pub. Date:** 2004**Pages:** 72

### 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

Lynn Bragg, *Arrow Lakes Tribe, Colville Confederated Tribes*

### Illustrator

Virgil "Smoker" Marchand, *Arrow Lakes Tribe, Colville Confederated Tribes*

### Publisher

Hancock House Publishers

**Reading Level:** 4 – 6

### Curriculum Areas:

- English Language Arts
- Science
- Social Studies

### Themes & Topics:

Grand Coulee Dam construction, salmon life cycles, human impact on ecosystems, settlement patterns, role of Elders

**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

**Author, Editor, or Compiler**

Brandon Mitchell, *Mi'gmaq*

**Illustrator**

Tara Audibert, *Mi'gmaq*

**Publisher**

Aboriginal Health Network

**Reading Level:** 5 – 7+

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

anti-smoking, traditional cultural use of tobacco

**Pub. Date:** 2010

**Pages:** 40

**Description**

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

**Author, Editor, or Compiler**

Donna Joe, *Sechelt*

**Illustrator**

Charlie Craigan, *Sechelt*

**Publisher**

Harbour Publishing

**Reading Level:** 3 – 4

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Science
- ▶ Social Studies

**Themes & Topics:**

legends, salmon

**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**

Kwitelut t — Lena Jacobs, *Squamish*

**Illustrator**

Xwa-lack-tun — Rick Harry, *Squamish*

**Reading Level:** K – 2

**Curriculum Areas:**

► English Language Arts

**Themes & Topics:**

community, oral tradition

**Publisher**

Traffod Publishing

**Pub. Date:** 2010

**Pages:** 26

### Description

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

**Author, Editor, or Compiler**

Andrea Spalding and Alfred Scow,  
*Kwakwaka'wakw*

**Illustrator**

Darlene Gait, *Coast Salish*

**Reading Level:** 2 – 4

**Curriculum Areas:**

► English Language Arts  
► Social Studies

**Themes & Topics:**

potlatch, history, dance

**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](http://www.orcabook.com/client/PDFs/TeachersGuides/Picturebooks/secretofthedance.pdf)

## Set A

### Author, Editor, or Compiler

Lorraine Adams, *Haida*

**Reading Level:** 2 – 4

### Illustrator

Lorraine Adams, *Haida*

### Curriculum Areas:

- English Language Arts
- Health and Career Education

### Themes & Topics:

family, community, home, school

### Publisher

Eaglecrest Books

**Pub. Date:** 2009

### Description

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

The titles in this set are:

- At the Beach
- My big Brother
- Snack Time
- Here Comes the Bus
- The Big Puddle
- The Water Slides
- Animals at the Fair
- Stuck in the Tree
- Dorothy's Mittens
- I Like to Read
- Skipping Rocks
- Everett Rides his Horse
- Come and Play, Peaches
- Wilson's Canoe Ride
- Chicken's Ride
- Climbing the Enormous Rock
- Choosing a Kitten
- Hope's Necklace
- Shone Plays the Fiddle
- Summer Adventure
- Climbing the Apple Tree
- A Gift for Kohkum
- The Basketball Game
- Gonzo is Missing
- Dorian's Cast
- Collecting Eggs
- The Lemonade Stand
- The New Boats
- Time to Play Soccer
- Dennis Rides his Bike

## Set B

### Author, Editor, or Compiler

Lorraine Adams, *Haida*

### Illustrator

Lorraine Adams, *Haida*

**Reading Level:** 2 – 4

### Curriculum Areas:

- ▶ English Language Arts
- ▶ Health and Career Education

### Themes & Topics:

family, community, home, school

### Publisher

Eaglecrest Books

**Pub. Date:** 2009

### Description

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**

Native Northwest, various

**Illustrator**

Native Northwest, various

**Publisher**

Native Northwest

**Reading Level:** K

**Curriculum Areas:**

► English Language Arts

**Themes & Topics:**

animals, symbolism

**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

**Author, Editor, or Compiler**

Nicola I. Campbell, *Interior Salish / Métis*

**Illustrator**

Kim LeFave

**Reading Level:** 2 – 3

**Curriculum Areas:**

► English Language Arts

► Social Studies

**Themes & Topics:**

family, nature, change, residential 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.

## *Shin-chi's Canoe*

**Author, Editor, or Compiler**

Nicola I. Campbell, *Interior Salish / Métis*

**Reading Level:** 2 – 3

**Illustrator**

Kim LeFave

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Social Studies

**Themes & Topics:**

residential schools, family, nature

**Publisher**

Groundwood Books

**Pub. Date:** 2008

**Pages:** 32

**Description**

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

**Cautions:**

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

## *The Special Visitor*

**Author and Illustrator**

Noreen Pankewich, *Stó:lō*

**Reading Level:** 1 – 2

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Social Studies

**Themes & Topics:**

cultural, traditions

**Publisher**

School District No. 73 (Kamloops/Thompson)

**Pub. Date:** 2006

**Pages:** 14



### Description

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

## Spirit of the White Bison

**Author, Editor, or Compiler**

Beatrice Culleton, *Métis*

**Illustrator**

Robert Kakaygeesick Jr., *Ojibwe*

**Publisher**

Portage & Main Press

**Reading Level:** 5 – 7+

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

bison, Aboriginal-European contact

**Pub. Date:** 1996 (revised)

**Pages:** 64

### 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.

## Stories of Robin Town: Newcomers Arrive

**Author, Editor, or Compiler**

James Andrew McDonald

**Illustrator**

Gerald Samson, *Tsimshian*

**Publisher**

Gila Kyew Nluulk Head Start and Daycare

**Reading Level:** 2 – 3

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Social Studies

**Themes & Topics:**

family, governance, land use, traditional learning, oral history

**Pub. Date:** 2008

**Pages:** 16

### Description

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

#### Features

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

## Stories of Robin Town: The Robin People

### Author, Editor, or Compiler

James Andrew McDonald

### Illustrator

Gerald Samson, *Tsimshian*

### Publisher

Gila Kyew Nluulk Head Start and Daycare

**Reading Level:** 2 – 3

### Curriculum Areas:

- ▶ English Language Arts
- ▶ Social Studies

### Themes & Topics:

traditional knowledge, spirituality, transformation, sustainability, responsibility, feasting system, governance

**Pub. Date:** 2008

**Pages:** 20

### Description

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

#### Features

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



## Stories of Robin Town: The Salmon Are Gone

**Author, Editor, or Compiler**

James Andrew McDonald

**Reading Level:** 2 – 3

**Illustrator**

Gerald Samson, *Tsimshian*

**Curriculum Areas:**

- English Language Arts
- Social Studies

**Themes & Topics:**

land use, reciprocity, transformation, oral history

**Publisher**

Gila Kyew Nluulk Head Start and Daycare

**Pub. Date:** 2008

**Pages:** 20

### Description

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 Little White Rat

**Author, Editor, or Compiler**

Beatrice Culleton Mosionier, *Métis*

**Reading Level:** 3 – 4

**Illustrator**

Rebecca Belmore

**Curriculum Areas:**

- English Language Arts
- Health and Career Education
- Social Studies

**Themes & Topics:**

friendship, trust, belonging, Métis 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. With subtle references to the life of a Métis, 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. In the end, they create a new jig called the Red River Cat Dance.



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

## ***We Visit Granny***

**Author and Illustrator**

Noreen Pankewich, *Stó:lō*

**Reading Level:** K – 1**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

family, relationships

**Publisher**

School District No. 73 (Kamloops/Thompson)

**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 of the Northwest***

**Author, Editor, or Compiler**

Ksan Book Builders (Kitanmax School of Northwest Coast Indian Art), *Gitxsan*

**Reading Level:** 6 – 7+**Illustrator**

Ken Mowat, Vernon Stephen, and Sandy Heybroek

**Curriculum Areas:**

- ▶ English Language Arts
- ▶ Health and Career Education

**Themes & Topics:**

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 Gitksan

### *Where Did You Get Your Moccasins*

**Author, Editor, or Compiler**

Bernelda Wheeler, *Cree & Saulteaux*

**Reading Level:** K – 2

**Illustrator**

Herman Bekkering

**Curriculum Areas:**

- English Language Arts
- Health and Career Education

**Themes & Topics:**

traditional life, sharing and respect

**Publisher**

Portage & Main Press

**Pub. Date:** 1993

**Pages:** 24

#### **Description**

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

### *Which Way Should I Go?*

**Author, Editor, or Compiler**

Bernelda Wheeler, *Cree & Saulteaux*

**Reading Level:** 3 – 4

**Illustrator**

Kasia Charko

**Curriculum Areas:**

- English Language Arts
- Health and Career Education
- Music

**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 [www.sononis.com/tg135.pdf](http://www.sononis.com/tg135.pdf)
- ▶ to hear the song featured in the book, visit [www.youtube.com/watch?v=89IOGqfjESU](http://www.youtube.com/watch?v=89IOGqfjESU)

## ***Yamozha and His Beaver Wife*** (*Yamoózha Eyits'o Wets'ékeé Tsá*)

### **Author, Editor, or Compiler**

Vital Thomas, *Thcho*

### **Illustrator**

Archie Beaulieu, *Dene*

**Reading Level:** 3 – 4

### **Curriculum Areas:**

- ▶ English Language Arts
- ▶ Social Studies
- ▶ Science

### **Themes & Topics:**

legends, environment, connections to the land

### **Publisher**

Theytus Books

**Pub. Date:** 2007

**Pages:** 44

### **Description**

*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.

A powerful medicine man, Yamozha is prominent in many Dene stories. In this vividly illustrated legend, Yamozha forgets a promise to his wife and she transforms into a giant beaver. Determined to turn her back into a woman, he sets off in search of her, but his efforts are in vain because she does not wish to be caught. According to the legend, Yamozha's passionate pursuit forever changed the landscape and created many of the striking natural features of the Tchco region.

The story of Yamozha ties the Dene people to the land and to each other. Each region has variations of the same legends of Yamozha. This particular version comes from the Thcho region and tells the story of how Yamozha shaped the land into what it is today.



# Index of Resources

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

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

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

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

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

<b>Title</b>	<b>Nation(s)</b>	<b>Grades</b>	<b>Resource Topics &amp; Themes</b>
<i>Hockey Challenge</i>	Haida	3 – 5	team sports, fair play, acceptance and inclusion, gender stereotypes, commitment
<i>Honouring the Salmon: An Anthology Told in the Voices of the Tsimshian</i>	Tsimshian	4 – 6	salmon, history, traditional life
<i>Hooshum for Everyone</i>	Stó:lō	1 – 2	traditions, sharing, new experiences
<i>How the Robin Got Its Red Breast</i>	Sechelt	3	legends, oral tradition, traditional life
<i>How the Coho Got His Hooked Nose</i>	Stó:lō, Cheam	3 – 5	salmon, legends
<i>How the Fox Got His Crossed Legs</i>	Tłıchǫ / Dogrib	2 – 3	legends, animals, trickster
<i>I Am Raven</i>	Métis, Kwakwaka'wakw	4 – 6	traditional knowledge, spirituality, trickster
<i>I Can't Have Bannock but the Beaver Has a Dam</i>	Cree & Saulteaux	1 – 2	connections, cause and effect, traditional foods
<i>I Have a Drum</i>	Stó:lō	1 – 2	cultural pride, sharing
<i>I Help</i>	Cree / Tahltan	pre-K – 1	traditions, family
<i>I Like Who I Am</i>	Mohawk	3 – 4	family, identity, belonging, self-esteem, ceremony, traditions
<i>Jack and the Boys: Adventure on Gull Island</i>	Haida	3 – 5	adventure, friendship, fishing, canoeing
<i>Jack and the Boys: Eagle's Cry</i>	Haida	3 – 5	adventure, hiking, wildlife rescue, animal welfare, compassion
<i>Jack and the Boys: Mountain Biking Adventure</i>	Haida	3 – 5	adventure, friendship, emergency response, mountain biking
<i>Jack and the Boys: Soccer Adventure</i>	Haida	3 – 5	team sports, fair play, friendship, responsibility
<i>The Jingle Dancer</i>	Stó:lō	1 – 2	dance, culture, family
<i>Jenneli's Dance</i>	Métis	2 – 4	self-esteem, cultural pride
<i>The Journey: North American Indigenous Games</i>	Haida	4 – 6	team sports, fair play, nutrition, commitment, self-confidence, cultural pride
<i>The Journey of Dog Salmon</i>	Tla-Keesh-Pihk-Uh, Da'naxda'xw Awaetlala	1 – 2	salmon, bullying
<i>Just a Story</i>	Cree	5 – 7+	mental health, anger management, neglect, support networks
<i>Just a Walk</i>	Cree, Haida	3 – 5	adventure
<i>Learn the Alphabet with Northwest Coast Native Art</i>	various	pre-K – K	alphabet

Title	Nation(s)	Grades	Resource Topics & Themes
<i>Learn the Colours with Northwest Coast Native Art</i>	various	pre-K – K	colours
<i>Learn to Count with Northwest Coast Native Art</i>	various	pre-K – K	counting
<i>Learn and Play with Northwest Coast Native Art</i>	various	pre-K – K	early literacy, symbols, counting, colours
<i>The Legend of the Caribou Boy</i>	Dogrib, Dene	2 – 3	legends, tradition
<i>The Little Duck</i>	Cree	2 – 3	belonging, self-esteem
<i>The Little Hummingbird</i>	Haida	2 – 3	animals, determination
<i>The Littlest Sled Dog</i>	Inuit	2 – 3	belonging, adventure
<i>Mayuk the Grizzly Bear</i>	Sechelt	3	legends, grizzly bears, oral tradition
<i>The Moccasins</i>	Ktunaxa, Cree, Métis	2 – 3	belonging, family
<i>Murphy and Mousetrap</i>	Tsartlip	4 – 5	bullying, racism, reserve life, fitting in
<i>My Elders Tell Me</i>	Kwakwaka'wakw	3 – 5	seasons, traditional life, family
<i>My Family Has Fun</i>	Stó:lō	pre-K – K	family, fun
<i>My Name Is Seepeetza</i>	Interior Salish	5 – 7	residential schools, identity, coming of age
<i>Northwest Coast Native Animals</i>	Nuxalk, Nuuchah-Nulth	K	animals, lessons
<i>Neekna and Chemai</i>	Okanagan	3 – 4	roles and responsibilities, seasonal cycles, traditional learning
<i>No Time to Say Goodbye</i>	Tsartlip	7+	residential schools, family, oral history
<i>The Old Man with the Otter Medicine</i>	Dogrib	2 – 3	legends, survival
<i>People of the Land</i>	Lil'wat, Musqueam, Squamish, Tsleil-Waututh	5 – 7+	legends, oral tradition
<i>The Rabbits' Race</i>	Métis	3 – 4	friendship, sharing
<i>Racin' Jason</i>	Ojibwe, Métis	3 – 5	horses, responsibility, companionships
<i>Raven and Eagle</i>	Cowichan	K – 1	identity, being yourself
<i>Raven series</i>	Da'naxda'xw Awaetlala	pre-K – K	early literacy
<i>Ready for School</i>	Stó:lō	K – 1	school, home, family
<i>Returning the Feathers: Five Gitxsan Stories</i>	Gitxsan	3 – 5	coming of age, sustainability, family, legends



Title	Nation(s)	Grades	Resource Topics & Themes
<i>A River Lost</i>	Arrow Lakes Tribe, Colville Confederated Tribes	3 – 4	Grand Coulee Dam construction, salmon runs
<i>River Run</i>	Mi'gmaq	5 – 7+	anti-smoking, traditional cultural use of tobacco
<i>Salmon Boy: A Legend of the Sechelt People</i>	Sechelt	3 – 4	salmon, legends
<i>Sealiya</i>	Squamish	K – 2	community, oral tradition
<i>Secret of the Dance</i>	Kwakwaka'wakw, Coast Salish	3 – 4	potlatch, history, dance
Set A	Haida	pre-K – 1	family, community, home, school
Set B	Haida	pre-K – 1	family, community, home, school
<i>Sharing Our World: Animals of the Native Northwest Coast</i>	various	2 – 3	animals, symbolism
<i>Shi-shi-etko</i>	Interior Salish, Métis	2 – 3	family, nature, change, residential schools
<i>Shin-chi's Canoe</i>	Interior Salish, Métis	2 – 3	residential schools, family, nature
<i>The Special Visitor</i>	Stó:lō	1 – 2	cultural, traditions
<i>Spirit of the White Bison</i>	Métis, Ojibwe	5 – 7+	bison, Aboriginal-European contact
<i>Stories of Robin Town: Newcomers Arrive</i>	Tsimshian	2 – 3	family, governance, land use, traditional learning, oral history
<i>Stories of Robin Town: The Robin People</i>	Tsimshian	2 – 3	traditional knowledge, spirituality, transformation, sustainability, responsibility, feasting system, governance
<i>Stories of Robin Town: The Salmon Are Gone</i>	Tsimshian	2 – 3	land use, reciprocity, transformation, oral history
<i>Unusual Friendships: A Little Black Cat and a Little White Rat</i>	Métis	3 – 4	friendship, trust, belonging, Métis culture
<i>We Visit Granny</i>	Stó:lō	K – 1	family, relationships
<i>We-gyet Wanders On: Legends of the Northwest</i>	Gitxsan	6 – 7+	legends, trickster, life lessons
<i>Where Did You Get Your Moccasins?</i>	Cree, Saulteaux	K – 2	traditional life, sharing and respect
<i>Which Way Should I Go?</i>	Tstartlip, Nuuchah-nulth	3 – 4	family, loss, decision-making
<i>Yamohza and His Beaver Wife</i>	Thcho	3 – 4	legends, environment, connections to the land



# Publishers and Distributors

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.

## **Aboriginal Health Network**

Courtenay, BC

[www.thehealthyaboriginal.net/](http://www.thehealthyaboriginal.net/)

## **Annick Press**

Vancouver, BC

[www.annickpress.com/](http://www.annickpress.com/)

## **Benjamin Brown Books**

Vancouver, BC

[www.benjaminbrownbooks.com](http://www.benjaminbrownbooks.com)

## **Cedar Moon Creations Limited**

[pam.holloway@shaw.ca](mailto:pam.holloway@shaw.ca)

## **Coqualeetz Cultural Education Centre**

Chilliwack, BC

[www.coqualeetza.com/](http://www.coqualeetza.com/)

## **Core Learning Resources**

(distributor for many BC publishers)

Nanaimo, BC

[www.corelearningresources.com/](http://www.corelearningresources.com/)

## **Coteau Books for Kids**

Regina, SK

[www.coteaubooks.com](http://www.coteaubooks.com)

## **Creekstone Press**

Smithers, BC

[www.creekstonepress.com/](http://www.creekstonepress.com/)

## **Eaglecrest Books**

Duncan, BC

[www.eaglecrestbooks.com/home.htm](http://www.eaglecrestbooks.com/home.htm)

## **Fifth House Publishers**

Markham, ON

[www.fifthhousepublishers.ca](http://www.fifthhousepublishers.ca)

## **Gabriel Dumont Institute**

Saskatoon, SK

[www.gdins.org](http://www.gdins.org)

## **Gila Kyew Nluulk Head Start and Daycare**

Kitsumkalum, BC

[headstart@kitsumkalum.bc.ca](mailto:headstart@kitsumkalum.bc.ca)

## **Greystone Books (D&M Publishers)**

Vancouver, BC

[www.dmpibooks.com/greystone-books](http://www.dmpibooks.com/greystone-books)

## **Groundwood Books (House of Anansi Press)**

Toronto, ON

[www.groundwoodbooks.com/](http://www.groundwoodbooks.com/)

## **Harbour Publishing**

Madeira Park, BC

[www.harbourpublishing.com/index.php](http://www.harbourpublishing.com/index.php)

## **Hancock House Publishers**

Surrey, BC

[www.hancockhouse.com](http://www.hancockhouse.com)

## **Mckellar & Martin Publishing Group Ltd.**

Vancouver, BC

[www.mckellarmartin.com](http://www.mckellarmartin.com)

## **More Than Words Publishers**

North Vancouver, BC

[www.mtwpublishers.com](http://www.mtwpublishers.com)

## **Native Northwest**

Vancouver, BC

[www.nativenorthwest.com/](http://www.nativenorthwest.com/)

## **New Star Books**

Vancouver, BC

[www.newstarbooks.com](http://www.newstarbooks.com)

## **Nightwood Editions**

Gibsons, BC

[www.nightwoodeditions.com](http://www.nightwoodeditions.com)



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**Orca Book Publishers**

Victoria, BC  
[www.orcabook.com](http://www.orcabook.com)

**Portage & Main Press**

Winnipeg, MB  
[www.portageandmainpress.com/](http://www.portageandmainpress.com/)

**School District No. 73  
(Kamloops/Thompson)**

Kamloops, BC  
[www3.sd73.bc.ca](http://www3.sd73.bc.ca)

**Sono Nis Press**

Winlaw, BC  
[www.sononis.com](http://www.sononis.com)

**Strong Nations Publications**

[www.corelearningresources.com/](http://www.corelearningresources.com/)

**Theytus Books**

Penticton, BC  
[www.theytus.com/](http://www.theytus.com/)

**Trafford Publishing**

Bloomington, IN  
[www.trafford.com/](http://www.trafford.com/)

**Tri-Bands Education Committee and  
School District No. 85** (Vancouver Island  
North)

Port Hardy, BC  
[www.sd85.bc.ca/](http://www.sd85.bc.ca/)

**Tsimshian Nation and School District No.  
52** (Prince Rupert)

[www.sd52.bc.ca/abed/](http://www.sd52.bc.ca/abed/)

**University of Nebraska Press**

Lincoln, Nebraska  
[www.nebraskapress.unl.edu/](http://www.nebraskapress.unl.edu/)



# Appendix: Evaluation Form

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

<b>Title:</b>		<b>Curriculum Areas:</b>	
<b>Author, Editor or Compiler:</b>			
Last name	First name		
First Nation:		<b>Grade Appropriateness:</b>	
<b>Illustrator:</b>			
Last name	First name		
First Nation:		<b>Themes (Subject Headings):</b>	
<b>Other Contributors</b> (give detail re FN as appropriate):			
<b>Publisher's Name:</b>		<b>Website:</b>	
<b>Ordering Address:</b>		<b>Ordering E-mail:</b>	
<b>Pub. Date:</b>	<b>Pages:</b>	<b>Fiction (mark if applicable) →</b>	
<b>Fry Reading Level (FRL) and/or SMOG Index:</b>			

### 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:**

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

## III. Presentation

8. Creative
9. Sincere
10. Original
11. Readable

**Comments:**

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

## 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):**

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

## 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
  - c. Recognition of diversity among First Peoples – distinct societies, communities, ways of life, languages

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

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

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

**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 FNEESC resource list
- ☐ of marginal value to the FNEESC resource list
- ☐ of no value to the FNEESC resource list

#### IX. Evaluation Completed by

**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:

