

Aboriginal Book List
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This booklist is being developed for the Vancouver School Board, Aboriginal Education. I would like to honour and acknowledge the traditional teachings of the Coast Salish people particularly the Musqueam, Squamish and Tsleil-Waututh Nations whose traditional territory we are on. Thank you to the elders, story-keepers/tellers, illustrators, publishers and all the other people who have made these resources available and the people who use them to ethically and accurately educate and care for our future.

In accordance with the Aboriginal Education Enhancement Agreement, signed in June of 2009 this is a tool to help teachers promote Aboriginal Culture, Community, Mastery and Belonging. It can and should be used in conjunction with the Connections tool, as a resource to find books that fit with themes expressed on the Connections Wheels to help our students reach facilitating healthy connections levels. There is also (which ties in with the connections tool) a social /emotional learning rubric. The columns that are labeled M, B and C/C are to designate if it is a tool that will increase Mastery (M), Belonging (B), or Culture and Community (C/C). Most of these books, fill all the categories so when they are checked it is because that is the category that the book most supports. The rubrics on the next page are used to simplify the book list, the rating rubric builds on the prior rating, the social responsibility and citizenship rubric is taken from goals outlined by the BC Ministry of Education. For more information about this see: http://www.bced.gov.bc.ca/perf_stands/sintro.pdf or: http://www.bced.gov.bc.ca/perf_stands/s8to10.pdf

By using with Aboriginal books with all students, we believe that there will be an increase in Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools; increase acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students and contribute to ensuring that Aboriginal students achieve increased academic success in Vancouver schools, and that will assist in the goal that they participate fully and successfully from kindergarten through the completion of Grade 12. These books are tools for teaching in any subject, and by using them; students engage and learn on many different levels.

This booklist has been developed to make shopping for and using Aboriginal books in the classroom (or library) easier. It is a dialogue and a work in progress. You are encouraged to add activities (even black-lined masters of related lessons), feedback and book recommendations to the above email address to expand on this work. **This book list is a work in progress, suggestions and critiques are welcome, email me above.**

When choosing books, think about:

Resource Development	History and Imagery	Aboriginal Cultures and People	Language	Enjoyment / Classroom Use
Is it an original work or a traditional teaching? If it is traditional, on what authority is it told (was permission given by elders and the community whose story it is)? Usually, this info is in the notes of the book. If it is adapted that should be noted as well.	Is an Aboriginal perspective included? Is it culturally authentic and historically accurate? Are the visual details of setting, clothing, and lifestyle portrayed accurately and respectfully? Sometimes an illustrator will note why they have chosen a certain style.	Are stereotypes used? Are the people portrayed as contributing members of society? Are they respectfully portrayed? Does it show the cultures as complex societies, with diverse spiritual beliefs and traditions? Are they portrayed in diverse roles in daily life? Are role models shown? Are people or events or cultures romanticized?	Is respectful and appropriate language used? Are words like squaw, half-breed, rebel, savage, chug and/or Indian used? If so, what is the context (see notes on Indian) and is it explained? If not, what will you do to explain it if you choose to use the resource?	Is this a story that you like telling or sharing? Is it a story that you think will connect with the children that you are teaching? Were the pictures captivating or should you let them draw their own images either on paper or in their minds? What is this story addressing? How can it help me with the PLO's? How will I use it in my classroom? What do you think students will take with them from this tale?

It is my goal to have this list, along with an addendum to the book list for lessons/ activity sheets on-line in the upcoming year (possibly colour coded for easy subject use) as well as a French language section of the list. However, there is a small French Resource list at the Ministry of Indian and Northern Affairs website and if you would like more information regarding French Language Resources, we do have a list of publishing companies that have Aboriginal content books in French – email me for details.

Rating Rubric

Rating	Reasoning
5	Excellent. These books generally are so good they made me want to cry. They have everything that the 4.5's have as well as a little something extra. These books kids and teachers love.
4.5	Great story, kids like it, more than one lesson taught, usually with additional resources about the story or Nation of origin with-in the book.
4	Worth having, good story and illustrations or easy to teach from with important content. Often also has additional information.
3.5	Teachable material but either the story or the illustrations are not particularly appealing to students, but still has many applications.
3	Teachable material, illustrations fine, but might not be a super captivating story or doesn't have supplementary information. Likely should be paired with other books/resources.
2.5	Still some teachable material, but either it is slow, or poorly written or just didn't capture me.
2	There are better resources available, but there is something in here that got this book published.
1.5	There was at least one redeeming thing about this book.
1	It is Aboriginal themed, but not appropriate.

**Special thanks to Debra Martel,
Former District Principal Aboriginal Education VSB**

The use of the word Indian is often confusing for people. The Indian Act influences the term in Canada, but generally it is neither accurate or appropriate when speaking of Aboriginal peoples. Aboriginal encompasses people of First Nations descent as well as the Métis and the Inuit. It is always preferable if it is necessary to distinguish somebody by their Nation of origin, to do so, ie. Salish, Haida, Balckfoot etc. The term Indian is often used presently, usually prefaced by American. However, many Indigenous people in the United States still proudly use the term and because much the struggles for civil rights have been done under that name, for example the American Indian Movement. If you don't know how a person would like to be labeled (ethnically – and don't be surprised if people don't want a label at all), ask them. Often people from the same family will all prefer different terms. It is simply respectful and will help you build relationship, rather than making an assumption. When you come across the term Indian, please take the opportunity to discuss its' use.

Social Emotional Learning Rubric

1. Contribute to the community	2. Solve problems in a peaceful way	3. Value diversity and defend human rights	4. Exercise democratic rights and responsibilities
A. take responsibility for the shared social and physical environment (often the classroom or school)	A. Show empathy	A. treat others fairly and respectfully; have a sense of ethics that guides actions	A. know and act on rights and responsibilities (including classroom rules)
B. Contribute ideas and effort toward shared goals/projects (communal goals)	B. Take responsibility for managing conflict	B. respect and value diversity (e.g. gender, culture, language, race)	B. are willing to get involved; offer views; take action
C. Work Cooperatively	C. Have Strategies for debating, disagreeing; use appropriate language	C. recognize and value diversity that has shaped Canada	C. Understand functions of government
D. Support and encourage others	D. Listen openly and consider more than one point of view on an issue (i.e., can give a fair explanation of a point-of-view they don't agree with)	D. Recognize and defend human rights	D. make responsible choices
E. Show leadership	E. Identify and clarify issues		E. Take a global perspective; show stewardship and work toward sustainability
	F. Generate and evaluate potential solutions, strategies		F. Can articulate a preferred future for the community, nation and planet.
	G. reflect on/ evaluate outcomes of problem-solving		

Grade Level/ Reading Level	Title; Author, Illust: ISBN #	Erin's Rating		Key word Theme	Nation	Subject	S/E Rubric	M	B	C/C	Blurb	Activities
		Publisher										
K-7	<u>Lord of the Animals, A Native American Creation Myth</u> ; Fiona French: 978-1845079161	Frances Lincoln Limited 1997	3.5	Coyote Creation Animals First Human	Miwok	Socials				X	I have hesitations about this book first and foremost because of the title. Traditional stories should not be referred to as myths. Aside from that the author does note her sources, no note is made about the style of the illustrations. I did enjoy the story, as a LOVER of Coyote stories this one doesn't seem to really capture Coyote's slyness but it's a good story. The animals describe what the lord of the animals should be like after Coyote created the world, then Coyote creates man to be the lord of the Animals. Certainly leaves room for discussion.	<ul style="list-style-type: none"> Compare and contrast with other creation stories (see Keepers of the Earth). Compare and contrast Coyote Talk about ego?.. Have students describe what they look for in a leader, or what their best characteristics are.
3-8	<u>Prairie Born</u> ; David Bouchard, Peter Shostak: 978-1-55143-092-4	Orca Books 1997	3.5	Prairies Seasons Land Appriciation	Metis (sort of)	Socials Geography		X	X		This is a love poem to the prairies. The only thing that makes it Aboriginal is the Metis author and the clear reverence for the Earth. But the perspective is a universal prairie point of view. The illustrations are FABULOUS.	<ul style="list-style-type: none"> Write a love poem to your geographical area (be it East Van or the Kootenay's). Discuss the weather and activities that you do in each season. Picture walk!!!
K-7	<u>That's Hockey</u> ; David Bouchard and Dean Griffiths	Orca Books 2002	4.5	Hockey	Metis	P.E			X		Aside from Hockey being originally an Aboriginal Sport (brought to Montreal by a Wendat – Huron man) and the Author being Metis, nothing in this story screams Aboriginal. It is however a VERY Canadian story about a visiting cousin playing street hockey on a visit. I love the ending where we see that the visiting cousin is a girl. Lovely book.	<ul style="list-style-type: none"> Connections. Have students write about how they connect to the material. Learn the rules to Hockey Learn the history of Hockey Talk about gender stereotypes.
K-5	<u>Camila and Clay-Old-Woman</u> ; Mary Cappellini with Tito Naranjo, Shonto Begay: 0-7635-3265-7	Rigby 1997	3.5	Clay Sculpting Learning from Elders Honor Earth	Pueblo (Santa Clara)	Art		X		X	This story is about a girl learning to make traditional clay pots from the women in her family. The interesting thing to me is the dynamic between the Aunt, who sells her pottery and the mother. The author sets up a beautiful compare and contrast about selling art and giving it away because it is not your gift to start with... Anyway the story is a growth story and we see the stages of the pot as well as the tools used.	<ul style="list-style-type: none"> Make some clay pots!!! Draw designs for your own clay pot after studying Pueblo designs (see art books) Compare and contrast selling pots with not and why? – debate it! T-chart the reasons for both above Describe in detail something that each student has learned from their family Sequence the steps to creating a pot

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K-2	<u>Aboriginal Alphabet for Children, The</u> ; Evelyn Ballantyne, J. Marleen Ross and Noah Head: 1-894717-13-9		2	Alphabet	Various	Letter recognition					This is an alphabet book that contains Inuit, Métis and First Nations cultural examples in sentences for its letters. As nice as that is, it often stretches (x is for x-mas!), and should be more specific about the nation that the word comes from and in my opinion have the traditional language use of the English versions of the word. I might use this book to supplement but not as a stand alone book.	
2.5	<u>Amikoonse (Little Beaver)</u> ; Ferguson Plain:978-0-921827-34-4		2.5	Beaver Help Home							This book incorporates traditional words with a glossary in the back. It is the story of a pet beaver that leaves his human and looks for a new home, asking directions and sharing with other animals along the way. I didn't especially like it.	
K-7	<u>An Aboriginal Carol</u> ; David Bouchard, Moses Beaver, Susan Aglukarak (translation and music):978-0-88995-406-9		4	Christmas Peacemaker Culture-blending Jesus Deganawidah Haiwatha	Huron (Wendat) Hodenausaunee (Iroquois) Métis	English Music Socials- culture blending; religion					This is a very interesting book. It art has a lot in it, and is beautiful. The story takes the idea that the Deganawidah (A Wendat Prophet) was Jesus re-incarnated and celebrates him in a north American nativity scene. It is a blend of Métis, Inuit and Eastern First Peoples cultures. It is a great book to introduce a number of units with as it is colorful and written in verse (comes with CD). It has lines such as JESUS YOUR KING IS BORN, IN EXCELSIS GLORIA. This is a dual language book.	
	<u>An Inuksuk Adventure</u> ; Elena Rivera MacGregregor: 978-0-9784616-0-7		4	Inuksuk Helping Responsibility	Inuit						This is a sweet story of how a boy who wants to prove how he knows his way around the arctic helps a bear who is lost by using the Inuk suit. This book is ideally paired with the coloring sheets from an Inuksuk Collection (see in colouring).	
K-12	<u>Arctic Stories</u> ; Michael Arvaarluk Kusagak, Vladyana Langer Krykorka:978-1-55037-452-4		3.5		Inuit	Socials Language Arts					This story about a girl named Agatha. The illustrations are beautiful, you almost feel cold and bright at the same time.	

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K-12	<u>Arrow to the Sun, a Pueblo Indian tale;</u> Gerald McDermott: 978-0-14050-2114	Penguin 1974	3.5	Courage Sun Bullying Art Immaculate Conception	Pueblo	Reader's Theater	1e,2a 3a,b,d 44b,d,f		•		This is one of Gerald McDermott's first books, the art is stylized fabulous. It is the story of an immaculate conception. The boy is the son of the Sun God and is teased "who is your father" etc. So the boy, after crying with his mother sets out to find his father, he asks a variety of craftsmen and women, who ignore him until he meets the arrow maker who shoots him to the Sun. At that point he must prove he is the son of the Sun and go through trial, he is victorious and leaves with some of the Sun's power – the people celebrate his return.	<ul style="list-style-type: none"> Picture walk!!! Discuss bullying and identity (reflective journaling) Make a picture or story box- each side telling a part of the story. Study the sun's impact on Earth – what is the power of the Sun? Have students do the "dance of life" – they each dance their own dance – have them describe their feelings afterwards. Compare and Contrast with other Immaculate Conception stories (particularly with older grades).
	<u>Baseball Bats for Christmas;</u> Michael Kusugak Vladyana Krykorka: 978-1-55037-144-4		4	Baseball Christmas Culture	Inuit			x	x	x	This is a great story for illustrating how culture changes. It takes place in Recluse bay in 1955 and a bush pilot drops off 6 "stand-ups" (Christmas trees) for Christmas. They use these trees to make baseball bats. The story talks about how Christmas is where you give your favorite thing to your best friend. This is a lovely book, nice illustrations and a unique look at how an Aboriginal culture blends with the European.	<ul style="list-style-type: none"> Picture walk - predictions Use shapes on a felt board to retell the story – main ideas sequencing (igloo, airplane, Christmas trees, baseball bats) Venn diagram – different and same x-mas here and there. Rewrite the story from Father Didier's point of view Culture blending – what other ways do cultures blend – brainstorming – cluster map Learn about the Arctic – notice the puppy in the hood of the coat- used for babies as well. Renew, reuse recycle content strong – list other things that can be RRR'ed

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3-5	Bears and Berries; Trisha Gessler. Jeannie Markowsky: 0-88865-020-5	University of British Columbia 1983	4		Bears Family Feasts Legend Clan Systems Food	Haida	Socials Science		X		x	This book is not one that children will be drawn to in a library, but it is an EXCELLENT class resource. The illustrations depict a pre-colonial Haida village, including clothing and tools. The story is about a little girl's day getting ready for her uncle's feast. She explains about how far a child should go to pick berries as well as a bit about clans. Then she has a run in with a bear and her mother tells the story of the girl who married a bear. It is not masterfully told but can keep attention, especially with some pre-teaching because there is so much information in the book.	<ul style="list-style-type: none"> I would use this book to wrap up a lesson about the Haida. Sequencing Safety in the forest and bear safety. Comparing and contrast – (perhaps different Aboriginal Cultures)
3-7	Beaver Steals Fire, a Salish Coyote Story; Johnny Arlee, Sam Sandoval: 13-978-0-8032-4323-1		4		Fire Coyote Beaver Trickster	Salish Kootenai Pend d'Oreille	Science (Fire Management) Theater Social Studies Language Arts		x	x	x	While this is not my favorite story of how fire came to earth and I think that both the illustrations and the cadence of the story could have been improved it is a great book to use in the classroom. It comes with a huge amount of information regarding language and traditions, for instance the reader// teacher is asked to save the telling of Coyote stories for when there is snow on the ground. There is information about traditional land management techniques involving fires and the results of such uses or non uses. To top it off, the book has a pronunciation guide to the Salish Alphabet as well as some Salish words used in the story.	<ul style="list-style-type: none"> Fire safety Land management techniques both new and old and why they are important Sequencing The story could also be a great one for a class or small group to act out and / or compare with other fire stories for compare and contrast exercises. Language – learn the Salish Alphabet!

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	Berry Magic; Teri Sloat and Betty Huffmon, Teri Sloat: 978-0-88240-575-9	Alaska Northwest Books 2005	4.5	Berries Indian/Eskimo Ice Cream Feast	Inuit Yup'ik	Food Science Socials		x		X	This is a sweet story with great illustrations about how the variety of berries came to be. This is a traditional story that starts out with a people making do with less tasty crow-berries but a little girl has an idea. She makes little dolls carefully and then they transform into little girls and roll down the hill, leaving berries in their wake. Well told and includes a recipe for Indian / Inuit Ice-cream.	<ul style="list-style-type: none"> Compare and contrast with The First Strawberries. Study the y-ies function of the English language. List and learn about local berries and their uses + habitats. Make some Inuit Ice-cream (be warned – it is different from western ice-cream – a lot different). Taste all the berries mentioned – then have students describe the differences. The difference between berries, fruits and vegetables.
K-5	Better that Way; Rita Bouvier, Sherry Farell Racette and Margaret Hodgson: 978-0-92015-85-1	Gabriel Dmont Institute 2007	3	Citizenship	Métis	Socials Language Arts	1a,b 2c,d 3b,c		x	x	This is a book that I appreciate because the art is interesting and it has the Michif language and even an accompanying CD so that students can hear the language (Great for FI). I also liked some of the pages ideas; but most of them I thought were bad ideas, such as stealing peanut butter from the church pantry, or hiding from one's parents. That said, those pages can be skipped or better yet debated. It is a rules for life, or childhood type book	<ul style="list-style-type: none"> Debate the suggestions in this book – give pro's and cons in a T-chart form Have students write their own rules for life and present or share with the class – also discuss school motto's How far is it to the moon and back etc.. questions French Immersion – listen to the Michif and see how much they understand – begin a unit on Métis.
	Beyond the Northern Lights; Lynn Blaikie: 978-1-55005-123-7	Fitzhenry & Whiteside 2006	3.5	Raven Dream Poetry	Northern	Language Arts		x			The illustrations are done in batik. This story is a poetic request. A child asks Raven to take her to all the places she wants to see – the bottom of the sea, the northern lights etc. It is short and sweet but can be used for many lessons.	<ul style="list-style-type: none"> Raven symbolism Have students write similar request poems. Have them in groups write about what would happen if they were brought to the places mentioned in the book.

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1-12	<u>Beyond the Ridge;</u> Paul Goble: 978-0-71731-4	Aladdin Paperback 1989	5	Death Family Circle of Life Mourning	Plains		2a,d,e 3b,c 4e,f		x	x	This is the BEST book ever for explaining death. It is sensitive, imaginative, beautiful and well researched. The illustrations are of a period and like all Paul Goble books the faces are only outlines to let the reader give emotion and depth to them. The book itself describes a woman's journey up the ridge, she is led on by a voice, saying that her mother is calling her, and then she is greeted by friends in her favorite clothes. The book is complete with prayer and poems as well as cultural explanations.	<ul style="list-style-type: none"> Dealing with loss and death/mourning Compare cultural beliefs and practices around death in different cultures. Journaling entry – reflective writing Life cycles
	<u>Black Elk's Vision, A Lakota Story;</u> S.D. Nelson: 978-0-81098-399-1	Abrams books for young readers 2010	5	Pine Ridge Wounded Knee Reservations Colonization Vision Questing Horses Trains Buffalo Buffalo Bill Technology	Lakota Souix	History		x		x	S.D. Nelson is in my mind one of the most consistently wonderful Aboriginal Educators today. This book is masterful. It is the story of colonization, of Manifest Destiny's impact on Indigenous people as well as the story of the massacres at Wounded Knee and Pine Ridge, all told so that a grade 4 student can easily follow. There is a time-line in the back as well information about Black Elk. This is one book EVERY library should have. This book has unlimited potential as a teaching tool. The illustrations are also nice – but the real bonus is the actual pictures.	<ul style="list-style-type: none"> Develop a unit regarding choices – use this book and Which Way Should I go, and Have You Filled a Bucket Today. Research the Lakota (there is a lot of information in the back of this book). Research Buffalo Bill's Wild West Show. Talk about racism, stereotype and adaptability. Research Pine Ridge and Wounded Knee (and Ghost Dancing) – jigsaw? Use A Boy Called Slow Lots of critical thinking writing (IC's) Compare and Contrast the Lakota / Sioux's interactions with the Anishnabe and the Huron / Iroquois relations in regards to land and technology. - Being forced off by other Aboriginal Groups Couple with Paul Goble's the Death of Iron Horse and discuss the impact of trains on Aboriginal People – or horses, or disease.

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4-7	Boy Called Slow, A; Joseph Bruchac Rocco Baviera: 978-0-11616-0		3.5	Right of Passage Lakota Animals respect	Lakota	Socials		x	x	x	The story of Sitting Bull's childhood. This book is masterfully illustrated and simply talks about the old ways of life, during the childhood of Sitting Bull and how he got both his childhood name and his grown man name. It does include warfare, but also has symbolism. One priceless line is: "...loved his daughters, knowing that women are the heart of the nation." However, it gets a 3.5 rating because kids tend to think it is SLOW.	<ul style="list-style-type: none"> Have students retell the story of their birth- ask their parents and present – have them illustrate it. Sequencing and predicting Examine gender roles. Counting Coup! – nonviolence and bravery discussions. Make Coup sticks – study in detail and then personalize Give other people descriptive names – IE Justin Beiber = YouTube king. Have them do this for their family or celebrities. Most names have meaning – look up their name meaning, talk to parents about why they were given their name. Chart the names Research who Sitting Bull was and why his job was so difficult. Extend into colonization issues. Research other great chiefs and leaders and their different approaches: Chief Joseph, Geronimo, crazy horse, Hiawatha, Chief Dan George: then jigsaw or station present.

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K-7 (3-5)	<u>Brave as a Mountain Lion</u> ; Ann Herbert Scott, Glo Coalson: 978-0-395-66760-7	Clarion Books 1996	4	Bravery Fear Family Inner strength Spelling Leadership	Shoshone	Spelling Socials	1d,e 2a,c 4d	x	x	x	This is a sweet story of a boy who is afraid to compete in the spelling bee. He shares his fear with his loving family who encourage him with their own wisdom. The boy's victory is not winning the bee – it is finding his strength just to compete. Excellent resource for kids who are fearful. The illustrations are nice, but in my opinion, the supportive family is the best part of the story.	<ul style="list-style-type: none"> Write about a time when your family has helped you overcome something, or a time when you were afraid and how did you stop being afraid. Have a spelling bee in class. Think of animal characteristics i.e. silent as a spider. List and illustrate them. Picture walk – have students just use the pictures and not the words and write their own story – then read everyone's story - including the “real one” masque the identity. Make a story box – fold cross shaped paper into a box- what 6 scenes are most important and illustrate them. Have stidents tell the story with their picture box.
	<u>Brave Wolf and the Thunderbird</u> ; Joe Medicine Crow, Linda R. Martin: 978-0-9892-0160-7	Abbeville Press 1998	5	Thunderbird Helping Monsters	Crow	Socials Language Arts				X	I loved this book. The back has a bit of information about both Thunderbird and the Crow people. The illustrations remind me of George Littlechild. The story tells of a human that helps the Thunderbird fight off a lake monster that eats her young, a story of their co-operation. It is a book that younger students LOVE,	<ul style="list-style-type: none"> Have students write the story from the monster's point of view. Write about when students have helped someone else. Draw or collage in the style of. Guess what each character is feeling at different points in the story .- map that. Readers' Theater!!!
	<u>Bring Back the Deer</u> ; Jeffry Prusski, Neil Waldman: 0-15-200418-1		2.5	Hunting Transformation Coming of age / elderly Wolves Deer							The dreamy, romanticized vision of Aboriginal life has the overall effect of the "Noble Savage" stereotype. Frankly the prose isn't great either. All that said, I still liked the story and kids do too, which is why it gets a 2 instead of a 1 The extra half point is awarded because I think it could be used to teach responsibility and strength from with-in. The book is a coming of age story, with no specific nation to reference and would have been better had it not been set as if it were an Aboriginal story.	<ul style="list-style-type: none">

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K-7	<u>Brother Eagle, Sister Sky</u> ; Chief Joseph, Susan Jeffers: 978-0-14-230132-6		4.5		Caring for the Earth and Animals Chief Joseph	Nez Perce			x	x	x	This book is made from the words of Chief Joseph, documented over 100 years ago. It talks of how we must take care of the earth, the animals and each other. The illustrations are nice and the back has a very short synopsis about how the words were first used.	
3-7	<u>Bryon through the Seasons</u> ; Students and Teachers of Ducharme Elementary School: 1-895-618-33-9		2.5		Traditions	Dene Anishinabe (Ojibwa)	Socials Science (seasons)		x	x	x	This book is loaded with information, is student made and is done well. There is supplementary information in the back of the book and the story is told both in Chipewyan and English. It is the story of how a people move through a year. However, it is slow and to me, pretty boring, it is not a book that children will pick up on their own and if they do, I don't see them finishing it. However, the information is strong and the reading level is low.	
1-7	<u>Buffalo Woman</u> ; Paul Goble; 978-0-689-71109-1		4.5		Buffalo Love Sacrifice	Plains	Socials Social Responsibility		x	x	x	This is a love story, and the story of the interconnectedness of people and buffalo. A young man falls in love with a woman who had been a buffalo. He marries her and they have a child but his people do not accept her and Kick her out of the village. He won't let them go and through his courageous acts and the help of his son he becomes one of them and they bond themselves to the protection of people. Beautiful story that can be applied in many aspects... bullying and acceptance being the first that come to mind.	
K-4	<u>Canoe he Called Loo Taas, The</u> ; Amanda Reid, Michael Nicoll Yahgulanaas: 978-0-9782553-6-7		4.5		Canoe	Haida	Socials/ history		x	x	x	This is a fun story that shares a tale about a real Haida canoe. It was the one that Bill Reid helped design and its story is in the back, but this story is told in rhyme and makes you want to visit this canoe. Littler kids love it.	<ul style="list-style-type: none"> Learn about carving, canoes, Haida culture.... Tell a story in rhyme

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K-7	<u>Caribou Girl</u> ; Claire Rudolph Murphy, Linda Russell:1-57098-145-0	Roberts Rinehart Publishers 1998	4.5	Caribou Vision Quest Shaman Food Supplies Northern Lights	Inuit	Socials		X		x	This is the fictional story of an Inuit girl who had a dream about the missing caribou. She told her grandfather who sent her on a vision quest which took place. She entered the Spirit World and received guidance from Moon-Man and Caribou Spirit, who turned her into a caribou to teach her their ways. She returned to her village to teach them why the caribou moved (the lichen they eat was burned) and to bring the herd to the people. A story that children enjoy with many applications.	<ul style="list-style-type: none"> Learn about both the Caribou and the Inuit (food especially) Give children an opportunity to talk about their own dreams and special family relationships or family traditions. Follow with writing activity Learn about the northern lights – both the science and the Aboriginal beliefs regarding them (as spirits). Learn about shamanism world-wide. Think Pair Share
K-7	<u>Caribou Song</u> : Tomson Highway, Brian Deines		4	Parents Caribou Hunting Music/dance	Cree			x	x	x	This dual language (English/Cree) book is the story of a family going out to hunt Caribou and how they get there (dog sleds) how they call them (the boys dance and sing) and then how they come. There is a moment when the parents think that the boys might have been very hurt, which is scary and touching. This book is JOYFUL and beautiful	
3-7	<u>Ceremony – In The Circle of Life</u> ; White Deer of Autumn, Daniel San Souci:978-0-941831-68-x	Carnival Press 1983	2	Medicine Wheel Environment Bullying/ Racist Discrimination Peace Pipe Prayer Deer, Fish, Star Nation	Generic Plains like belief system and dress, but author is Wampanoag	Science	1a,c 2a,b,f 3a,B,c,d 4e,f		x	x	In the story a boy living in an urban area notices the environmental problems of his neighborhood park. The boy is teased at school about his name and long hair but his knowledge of traditional beliefs and values is limited. He is then visited by a Star Spirit who teaches about the Medicine Wheel and gives the boy a pipe. The illustrations are okay, but the whole thing felt very generic. Also, the boy being given a pipe rubbed me the wrong way and there was no resolution regarding the bullying. Also, while talking to birds and spirits is lovely, I would have preferred if he shared all that with a caring adult....	<ul style="list-style-type: none"> Teachings about the medicine wheel and four directions Environmental sustainability – the development of cities impact on the environment, including animals and fish. Teaching directions (NSEW)

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1-7	<u>Ch'asKin; A legend of the Sechelt People;</u> Donna Joe, Jamie Jeffries: 978-0-88971-180-1		3	Thunderbird Totem Help Whaling	Salish Sechelt	Socials Language Arts Theater		x		x		This is the story of a Nations relationship with their Totem, Thunderbird. It chronicles some of the ways in which Thunderbird has assisted the people. The illustrations are black and white, but interesting. The back page has some great information re the Sechelt people (Sunshine Coast area). There is a lot to discuss in this book and it would be a good one to have students act out. This is one that teachers can easily use but Kids will not likely check-out.	
4-7	<u>Clambake, A Wampanoag Tradition;</u> Russell M. Peters, John Madama: 978-0-8225-9621-0		3	Traditional Feast Food Family Friends	Wampanoag (Algonquin)	Socials Language Arts		x		x		This is the story of a grandfather teaching his grandson how to prepare a traditional feast, which for the Wampanoag is a clambake. The Wampanoag were participants in the Pilgrim Thanksgiving, which is not mentioned here. What is mentioned is how they have to work harder now to Keep traditions alive due to pollution and development. The story has full colour pictures and would be a good book for looking at sequencing as well as cause and effect and the language is simple and there is a glossary in the back.	<ul style="list-style-type: none"> Traditional foods around the world Communities come together Comparing Thanksgiving ceremonies/ adaptations and feasts west coast – east coast.
K-4	<u>Colourful World;</u> CeCe Winans, Keith Thomas and Alvin Love III, Melodee Strong: 978-934277-15-7	Maren Green Publishing 2010	4	Diversity Esteem	Multi-cultural					X		This board book can have many applications. It is not particularly Aboriginal, but the illustrations depict children from many ethnicities. I particularly like the way the world sees someone and how they are contrast. A good discussion starter and a nice book to have around. A natural esteem builder.	<ul style="list-style-type: none"> Activities and conversations related to judging books by covers, and wrong first impressions. Write stories in groups for the individual pictures.

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K-7	<u>Coyote Christmas</u> ; S.D. Nelson: 978-0-8109-9367-9		4.5	Christmas Giving/sharing Coyote, Raven Trickster	Lakota					x	x	When I first started reading this story I didn't like it, mostly because of the word Indian, but it is used in the context of a reservation and is an opportunity to teach about the origins of the word. I was quickly won over by this contemporary Lakota tale where trickster Coyote learns a Christmas lesson. Coyote tries to trick a family into feeding him and Raven ends up teaching him a lesson. It is funny, nicely illustrated and a genuine good book. Book includes some background to Coyote in the back	<ul style="list-style-type: none"> Trickster study How generosity and kindness is the real gift of Christmas. Discuss consumerism
2-12 (5-7)	<u>Coyote Columbus Story, A</u> ; Thomas King, William Kent Monkman: 978-0-88899-830-9		4.5	Columbus Coyote Point of view Trickster		History Social Responsibility		x	x	x		This is a retelling of the Christopher Columbus story, but from Coyote's point of view. It is funny yet poignant. It is silly (people sky diving and making music videos and taking trains circa 1492. The illustrations are vibrant and the story is witty and thoughtful. It is a story of how sometimes tricks backfire and on the simplest level it is the story of not always getting what you want when you are bossy.	
K-7	<u>Coyote Places the Stars</u> ; Harriet Peck Taylor: 978-0-788845-2	Simon & Schuster Books 1993	3.5	Stars Coyote Creation	Wasco Southwest	Socials Science Astronomy				x	x		
K-7	<u>Coyote Sings to the Moon</u> ; Thomas King:		5	Moon Coyote		Socials Science						Thomas King tells a great story. In this one, Coyote first insults Moon so that she leaves the sky, and then drives her back to the sky with his awful song. It is very fun to read to children, particularly the younger ones but even older students will enjoy it.	<ul style="list-style-type: none">

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K-7	<u>Coyote Solstice Tale</u> , A; Thomas King, Gary Clement: 978-0-88899-929-0		5	Christmas Consumerism Sharing rhyme		Socials Language Arts Art Socials		x	x			This story is told in verse. It is GREAT! It is silly but also addresses what often gets lost about the winter holidays – sharing and kindness verses consumerism and greed. There is no tricking going on in this Coyote tale, the little girl leads the way. I LOVED this book, the only criticism is the last page which sarcastically implies that you can buy peace and hope at the mall, which I choose not to read.	<ul style="list-style-type: none"> Detail and character trees List things that can be found in a mall – things that can be found in a forest, in a home etc. List things that can be bought and things that cannot – (Christmas spirit) Journaling / poster board re: what is Christmas /solstice/winter holiday about for you and your family. Peace + Goodwill v. Consumerism Adapt for readers theater
K-7	<u>Coyote's New Suit</u> ; Thomas King, Johnny Wales: 978-1-5547-0239-8		4	Clothes Envy Trickster Stealing		Theater		x	x	x		This would be SO much fun to have Kids act out. The illustrations are fun and the story is unforgettable. Coyote likes his new suit lots until Raven suggests that Bears is nicer, so Coyote begins collecting other animals' suits and then forgetting about them. So the animals then take people's clothes. The whole thing is great fun.	
3-12	<u>Crazy Horse's Vision</u> ; Joseph Bruchac, S.D. Nelson: 978-1-58430-282-7	Lee & Low Books	5	Names Generosity Vision Quest Colonization Horses	Lakota	History Social Responsibility Critical Thinking		x		x		This beautiful book captures the strife between colonizing English and the Lakota, but it does it in a way that even younger children can read I particularly liked the focus on generosity and caution with speech. The illustrations show not only the tipi's (which are authentic designs) but also in passing you see "burial" traditions of the Lakota which should spark questions... real questions, as will the whole book. I expected nothing less from this author and illustrator. At one point the soldiers are referred to as white is my only criticism, but then he changes that to English.	

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2-5	Crossing Bok Chitto, a Choctaw Tale of Friendship and Freedom; Tim Tingle, Jeanne Rorex Bridges: 978-0-938317-77-6	Cinco Puntos Press 2006	5	Friendship Music Slavery Freedom Helping Magic	Choctaw	Socials History Geography Language Arts Music Readers Theater	1a,c,d,e 2a 3a,b,d 4a,b,f	x	x	x	The book is illustrated in a way that makes you feel like you are there. It is the story of a little girl who disobeys and goes to the slave side of the river Bok Chitto, the boundary between the Choctaw land and the plantations that had slaves. She wanders into an underground church and makes a friend. The friendship continues and one day, the mother of the boy she is friends with gets sold. The whole family crosses the river to freedom. But really it is a story of cultural exchange and friendship. The children learn from each other and their communities and support one another. Very well told, a must have. There is information in the back of the book.	<ul style="list-style-type: none"> Slavery v Freedom: what does it mean to be enslaved _ what about to be free? Think pair share, journal write or illustrate the concept of freedom or slavery? Math/ Science: building a bridge in the river water pressure – would it dam the river, how could they get around this... adapt for readers theater (or use my script) lessons on just laws and social change The power of belief What to do when a friend asks for help discussion.
K-3	Crow Named Joe, A; Peter Eyvindson, Doug Keith: 978-0-921827-17-2	Pemmican Publications	2.5	Pets Animals		Literacy Science		x			This is a silly book about a crow that was adopted by a family and gets into lots of trouble. The Author and illustrator are both Aboriginal people, and the family depicted is also Aboriginal, but it is not a tale retold. The crow gets into lots of trouble, and doesn't particularly fit it, but certainly makes his mark on the family. It is a story of love that is very easy to read and can be tied in to science. Great to use with K's but the reading level is about grade 2, lots of rhyme and I think kids will check it out from the library.	<ul style="list-style-type: none">

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K-7	<u>Dancing in My Bones</u> ; Anne Patton, & Wilfred Burton, Sherry Farrell Racett: 978-0-920915-76-9	The Gabriel Dumont Institute 2009	4	Dance Métis Belonging Hunting Family	Métis	Dance Language Arts Socials		x	x	x	This book is a follow up to Fiddle Dancer. It is the story of a boy who has been learning to jig with his grandfather getting the opportunity to show his family what he has learned. Métis food is given a prominent role and there is a recipe in the back of the book. There is also a side story about hunting a moose and using it's carcass/hide to keep warm in a storm. Lots of information, great pictures and a sweet, family-centric story. Dual language/told in Michif as well.	<ul style="list-style-type: none"> Learn to jig! There are how to DVD's in Media Services as well as the Métis book bin. Research Métis culture and heroes Describe what your family celebrations are like. Write a sequel to your family story.
4-12	<u>Death of the Iron Horse</u> ; Paul Goble: 978-0-02-737830-6	Bradbury Press 1987	3.5	Technology Trains Warriors Cultural POV	Cheyenne	Socials Language Arts History Readers Theater	2d,f,g 3d,e 4e	x		x	This book tells of the only actual derailment by Aboriginal people of a train (despite what old movies depict). It is told joyously from the Cheyenne point of view, first the fear and disbelief about the great Iron Horse, and then finding and derailing it. It does mention the death of the three "white" people. The term white is used and the violence seems frivolous. They through the paper money around, not understanding it's value, but take, and play with the cloth and other things that were on the train. Excellent book for looking at other nations point of view, but a book teachers will probably like more than students (I don't see it being checked out frequently).	<ul style="list-style-type: none"> Write newspaper articles about this incidence. Write poems about the death of the Iron Horse. Moot Court – The trial of the Iron Horse Killers (or the trail of the Iron Horse makers)- preferably both. Better yet, have them show the different points of view and then discuss justice and jury of PEERS. History lesson on the near extinction of the buffalo (include how they were shot for sport from trains). Hypothesize about the consequences of their behavior. Point of view, have students tell the same story (any story) from different points of view. Have them tell the same story in a different era, i.e. have them blog the story, or text I, or create/design a facebook event page for it.... NEWSPAPER!

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K-7	<u>Dragonfly Kites:</u> Tomson Highway, Brian Deines: 0-00-225527		2.5	Imagination	Cree				x	x	The follow-up book to Caribou Song disappointed me. What I loved is that it is also dual language and the illustrations are beautiful. But, it doesn't really teach much, other than little boys naming sticks and rocks and then tying dragonflies with string as Kites (which to me, seems cruel). This is not a book that I will use, despite its illustrations.	•
K-7	<u>Dragonfly's Tale;</u> Kristina Rodanas: 978-0-395-72076-1		5	Hunger Waste Children Conservation	Zuni	Socials Langue Arts Theater			x	x	This beautifully, realistically illustrated book was well researched on all counts. The story is retold in easy to use language and it is a timeless tale. The story is of a village that got too proud of their wealth and after they were wasteful faced a famine. They left behind children when they fled and the story is how those children survived, even flourished due to their Kindness.	•
4-10	<u>Dream Catcher Pool,</u> <u>The;</u> Jane Chartrand, Zaawaazit Tsun: 978-1-894717-26-0	Pemmican Publications	3.5	Dream Catchers Family Independence	Algonquin	Social Responsibility				x	This is not quite a chapter-book but not a typical picture book either. It would be best used as a group reader. The level is grade 3-4. The story is about a grandmother and her adopted grandson building a dream catcher pool. It is lovely the way the grandmother encourages the wisdom of the 10 year old grandson. At one point the grandmother refers to him as Indian. The illustrations are very simple. The best thing about this book is the cultural teachings in it, and the relationship. The back of the book has an Algonquin story about dream catchers – but if you are going to do a dream catcher unit – make sure that the Ojibwa and Lakota versions are also told, as they are different.	•

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K-4	<u>Dreamcatcher</u> ; Audrey Osofsky, Ed Young: 0-531-05988-x		2.5	Dream catchers Babies	Anishinabe-Ojibwa / Chippewa					x	This is the story of a young girl making her baby sister a dream catcher, and then what it does. I liked that it showed roughly how it was made, but it seems to me that there could be instructions in the back, but there aren't. Also the author does not talk about why the dream-catcher works, only that it does, and then it describes the scary dreams that it catches, but also the lovely one that it lets through. I did not particularly like the visuals either, though they are not offensive, and would use them to illustrate a cradle board.	
	<u>Dreamstones</u> ; Maxine Trottier:0-7737-3191-1		3.5	Arctic Inukshuk Explores	Inuit			x		x	A young boy becomes lost when he leaves his icebound ship during the night to follow a pair of Arctic foxes. A dreamlike Inuksuk takes care of him until his father finds him.	
K-7	<u>Eagle Boy</u> ; Richard Lee Vaughn: 978-1570611711		5	Nature Eagles Bullying Compassion Transformation	Northwest: Quinault, Makah, Haida, Tlingit			x	x	x	The people don't like Eagles because they steal fish. A boy shares his food with them and is taunted. When the village moves to find more food the boy is left. The Eagles then share with him and take care of him, and he saves the village. Beautifully Illustrated, a great story.	<ul style="list-style-type: none"> • Art • Transformation- the boy literally is transformed, but how else is he changed, is the village changed? • Traditional foods ie whale – discussion and debate about whaling. • Salmon dependence, life cycle. • Consequences, good and bad. The older daughters greed and snobbery, the younger daughter's kindness, Eagle boys kindness to the eagles and then the people as well as his anger at the people for leaving. • List ways to express gratitude (the boy danced and built a fire, think outside the box)

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K-12 (K-4)	<u>Everybody Needs a Rock</u> ; Byrd Baylor Peter Parnall 978-0-689-71051-3		4.5	Rocks Southwest				x	x			The 10 rules for finding a perfect rock. This is funny, inclusive and a great story to read to Kids. Encourages personal voice. Again it is not necessarily an Aboriginal Child, but I have included it on this list because it could be, and also this book is a great lead into talking about a medicine or totem pouch (which usually has a rock or two inside it).	<ul style="list-style-type: none"> Make rules for finding something else: a great restaurant, a good friend, a walking stick, the perfect sunset etc. Rock hunting – have students explain why they chose their rock. – Did they follow the rules? Discuss when to follow rules and when it is okay to break them. Counting & Sequencing.
K-5	<u>Feelings to Share from A-Z</u> ; Todd and Peggy Snow, Kirsten Sevig; 978-1-934277-00-3	Maren Green Publishing 2007	4.5	Feeling	Multicultural	Socials			x			There is nothing about this book that makes it particularly Aboriginal, but feelings are universal and the illustrations depict children from many ethnicities. This book lists 26 feelings and some are great vocabulary words. I really like this series and so have included this book as well due to its universal content.	<ul style="list-style-type: none"> See if you can think of any other feelings that were missed – add to the list. Brainstorm ways to change some of the feelings or how people get to feeling certain ways. Do some self-regulation work – have them colour a body (a generic body image will do) for how they feel in their bodies when they have certain feelings.
K-7	<u>Fiddle Dancer</u> ; Anne Patton, & Wilfred Burton, Sherry Farrell Racett; 978-0-920915-76-9	The Gabriel Dumont Institute 2007	4	Dance Métis Belonging Grandfather Family	Métis	Dance Language Arts Socials		x	x	x		This is the story of a boy who learning to jig with his grandfather. We feel like we are sitting in on this family as the grandfather shares stories of his past, his deceased wife and then finally dancing. to jig with his grandfather getting the opportunity to show his family what he has learned Bannock is given a prominent role and there is a recipe in the back of the book as well as a cd that tells the story in Michif and English as well as 3 songs (including Red River Jig). Dual language/told in Michif as well.	<ul style="list-style-type: none"> Learn to jig! There are how to DVD's in Media Services as well as the Métis book bin. Research Métis culture and heroes Write a story about your family celebrations in a similar style.
1-7	<u>Fire Race; a Karuk Coyote Tale</u> ; Jonathan London, Sylvia Long; 0-8118-1488-2		4.5	Fire Coyote Trickster Teamwork	Karuk			x		x		This charming story can be used many ways. It tells of how Coyote stole the fire from the wasps. But it has many sequences as the yellow-jackets chase after the fire to get it back, all the animals help to Keep it safe. A traditional tale with many things to teach in it. Vibrant detailed illustrations.	<ul style="list-style-type: none"> Sequencing – have them create a comic using the story, then cut it up and have their partner sequence it. Different animals all co-operated, using their own gifts

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3-6	<u>Firedancers</u> ; Jan Bourdeau Waboose, C.J. Taylor: 0-7737-3138-5		4	Firedance Grandparent Elders Coming of age	Anishinabe-Ojibwa & Chippewa			x		x	CJ Taylor's illustrations in this book are stunning. It is a lovely story that centers on a child's relationship with an elderly grandparent. They go to an island, which in itself is a beautiful journey and then listen, and when it is time, dance the fire-dance. Old become young and the wise and innocent blend as this young girl inherits her heritage. Beautiful book.	
	<u>First Beaver, The</u> ; Carol Simpson: 978-1-894974-50-9		3	Beaver Art Totem Change	Northwest			x	x	x	This is a beautifully illustrated story of how the beaver came to be (from a young girl who was taking care of her village). The story is well told. However, the best thing about this book is that in the back are some descriptions of common totem spirits with characteristics and how they are most often depicted in Pacific Northwest Traditional Art. I knocked this book down two points because from what I understand, the author did not have permission to tell this story. This is HUGE so if you have this book, I encourage you to not tell the story either. However, the art is fabulous and the info in the back is also very useful. So is the discussion about permission!	<ul style="list-style-type: none"> I chose to only use the back of this book due to the controversy. Talk about permission for stories and ownership!

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1-7	<u>First Mosquito, The</u> ; Carol Simpson: 978-1-926613-67-3	Heritage House Publishing Company Ltd. 2010	2.5	Supernatural Creatures and Beings Traditional Life Family	Northwest Coast	Social Studies Art Language Arts Social Responsibility		x	x	x	This is not particularly a retelling of a traditional tale, but an original story incorporating supernatural beings and traditional culture of people on the Northwest coast. Like the authors previous book (The First Beaver) there is a wonderful illustrated glossary in the back of the book that describes the beings in the story. The story itself contains within its story elements of the traditional first mosquito story but also includes Thunderbird, Creek Woman, and Wind etc... It is scary, and beautiful and informative; well worth the read. I knocked it down 2 points just like the other book by Simpson because, again, my understanding is that she did not have permission to tell this story. I choose not to use this book because of that breach in protocol and the controversy surrounding it.	<ul style="list-style-type: none"> Discuss permissions for stories and ownership.
	<u>First Salmon</u> ; Rozane Beauclair Salonen, Jim Fowler: 978-1-590-7817-15	Boyd's Mills Press 2005	3.5	Salmon Grieving Ceremony Feast	Pacific Northwest	Socials – Social Responsibility			x	x	This is the story of a boy who is mourning his uncle and attending a Salmon Ceremony. The ceremony is not really explained in detail but the gist is there. The story is really about a boy learning to accept his uncle's death. Lots of opportunity for discussion with this one, but it didn't flow very well to me, and could have been a lot deeper considering the subjects addressed.	<ul style="list-style-type: none"> Connections Compare and contrast with Clambake (feast prep) Compare with Salmon Prince (salmon) use the SOS colouring book to teach more about the Salmon Ceremony Compare and contrast with Solomon's Tree or Which Way Should I Go (both deal with the loss of a loved one)

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K-4	First Strawberries, The; Joseph Bruchac, Anna Vojtech: 0-14-056409-8		5	Kind Words Harvesting Anger Love Forgiveness	Cherokee	Food	1c,d 2a,b,c,d, e,f,g 3a,b,d 4d,e,f	x	x	x	This is a traditional tale of how the berries came to be, but more than that it shows how we need to be careful with our words and expectations of each other, how sometimes even our best intentions are misunderstood and then how we can fix them. It has feminist overtones to it – the woman leaves the man after he is upset that dinner is not ready when he got home. The characters name their emotions and sun helps them heal.	<ul style="list-style-type: none"> Language Arts – y to ies endings Chronological order – which berries came first? Brainstorming – what other sorts of berries are there (cluster mapping)? – Describe them (and things made with berries) Conflict examination – why did the woman leave? What other words might the man have used? Practice I feel statements
K-12	Flour Sack Flora; Deborah L. Delaronde, Gary Chartrand: 978-1-894717-05-2	Pemmican Publications inc 2001	4.5	Reusing resources Stone Soup Sewing Poverty Community	Métis Canadian	Readers theater Socials Art	1a,b,c,d, e 2a,b,e,f 3a,b,c 4e,f				This is a lovely book that illustrates how to renew, reuse and recycle. A little girl can't go into town with her parents because she doesn't have anything to wear. Flora goes to her grandmother and asks her to cut down an old dress, so they go through all the options, look at clothes at the second hand store etc. What they decide to do is make a dress from old flour sacks. They die it and add ribbon, lace and embroidery (all traded for with grandma's friends). The community comes together in a stone soup sort of way to help this girl get properly dressed for town. Lots and lots of talking points, as well as info in the back.	<ul style="list-style-type: none"> What sorts of things could be made with flour sacks – cluster map brainstorm Die something with cranberry juice and decorate (an old t-shirt easily turns into a pillow). Sequencing Problem and solution – story map Trade centre and economics– discussions how did Flora pay for the dress? Planning – plan out groceries and supplies needed on a farm (or just out in the country) for a month. Adapt to reader's theater!!!

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4	<u>Flute Player, The, an Apache Folktale;</u> Micheal Lacapa:978-0-87358-627-6	Rising Moon Books 1990		Hoop Dancing Music Feasts/Festival Courting/ Tragic Love flute	Apache (Dine)	Music	2a,c,e 3a,b 4d,f	x	x	x	The illustrations in this book are crisp and appealing. The story is a star-crossed lovers one. The couple meets at a feast and only dance with each-other. The boy tells the girl to listen for his flute playing and the girl promises to put a leave in the river for him to see if she likes it. He goes off hunting and the girl thinks that he no longer loves her so she becomes ill and dies. Then when he finds out he disappears too. The story explains why the wind makes such beautiful sounds through a certain canyon.	<ul style="list-style-type: none"> • Compare and Contrast with Romeo and Juliet • Have students take the beginning and the end and make up a different middle (Why the boy really disappeared). • Learn about flute playing – research different types of flutes (what would an apache flute look like). • Learn about hoop-dancing (and the different styles). • Look at different courting rituals around the world and among different First Peoples. • Sequencing and story mapping.
2-7	<u>Fox on the Ice;</u> Tomson Highway, Brian Deines	Harper Collins 2003 Fifth house 2011	3.5	Fishing Fox Family Winter	Cree	Science Language Arts		x		x	This book is beautifully illustrated. It is a dual language book, told in English and Cree. It is a sweet story of family ice fishing with their dogs when they see a fox. It encourages and validates outdoor activities and transfers the excitement of such activities. Foods mentioned are bannock and smoke tea.	<ul style="list-style-type: none"> •
3-7	<u>Fox Song;</u> Joseph Bruchac, Paul Morin		4	Grief Grandmas Nature	Abenaki	Life Cycles Family Units		x	x	x	This is a touching story, about a girl grieving her grandmother. There is a song that students could easily sing. The grief is real and managed well. It is really the story of what the grandmother has taught her daughter, which is a respect for nature and patience. Lovely story, though it is slow.	<ul style="list-style-type: none"> •

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1-5	<u>Fraser Bear, a cubs life</u> ; Maggie de Vries, Renne Benoit: 978-1-55365-521-3		3.5	Bears Salmon Seasons	Not Aboriginal				x			<p>This does not include people or traditional teachings of the bear or salmon. However, I have included it as an aboriginal book because bear and salmon are so important to west coast FN people and this would be a good book to complement a traditional tale about either. The story follows a modern day bear cub as he grows, season by season.</p> <p>The activities related are endless; this is an excellent supplementary story.</p>	<ul style="list-style-type: none"> Life cycles of Animals – interconnectedness of bear and salmon (have students draw comic strips) timeline Introduce with first reading stories about bear and salmon (little bears vision quest, I am raven, = just search bear) Field trip to the salmon hatchery or the Seymour watershed Habitats, biomes and how humans affect them.
2-7	<u>Frog Girl</u> ; Paul Owen Lewis: 978-1-55285-193-7		4	Animal Quest Nature	Northwest Haida, Tlingit	Science Social Responsibility Socials Language Arts			x	x	x	<p>A chief's daughter talks with a frog that takes her under the lake and hears a sad story. She must leave quickly because she must free the caged frogs before the mother mountain destroys her village. A good discussion for taking care of all animals.</p>	
4-7	<u>Gathering Tree, The</u> ; Larry Loyie, Constance Brissenden: 978-1-894778-42		3.5	HIV Family Ceremony					x		x	<p>This is a gentle story that addresses HIV/AIDS. It has discussions for teachers/parents in the back as well as information about HIV, which I like. However, to me it reads pretty slowly. The illustrations are very nice and there is a lot of cultural information weaved into the book.</p>	
4-7	<u>Ghost Dance, The</u> ; Alice McLerran, Paul Morin: 0-7737-2898-8		3.5	Conservation Ethnic Relations Ghost Dancers	Plains Paiute	History Peace Environment Conservation			x		x	<p>This book should be used with the intermediate grades because it talks about the wars between "White men and Native Nations". It would however be an excellent starting point to captivate attention before diving into a research project. This would also be a good book to talk about technology (guns vs. arrows) and differing points of view. I did not particularly like the visuals.</p>	

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	<u>Gift Horse, A Lakota Story</u> ; S.D. Nelson:978-0-8109-4127-9	Harry Abrams Inc. 1999	4.5	Vision Quest Sweat-lodge Quillwork Buffalo hunting	Lakota Sioux Crow	Socials Art		X		X	I almost gave this book a 4.5 because the story didn't really capture me. What did get to me was the wealth of cultural knowledge demonstrated and easily transmitted on these beautiful pages. The story is about a boy's journey to becoming a man and his relationship with the horse his father gave him. It is based on a real person and includes information such as beading, buffalo hunting, sweat lodges, vision questing and counting coup. There is additional information in the afterward that is also helpful and the illustrations are done in the style of plains peoples ledger drawings. (see Paul Goble's work as well).	<ul style="list-style-type: none"> Learn about Counting Coup!!! That true warriors don't need to kill. Compare with other coming of age stories Learn about a sweat lodge and build mini lodges (math, physics, engineering depends on how technical you want to get but many applications there) Learn about the impact of Europeans in North America (introducing horse) Read the sacred dog. Study ledger drawings and draw in the style of (and decorate a horse for battle (clearly a paper image of a horse outline).
K-5	<u>Gift of the Sacred Dog, The</u> ; Paul Goble: 978-0-02-043280-7	Aladdin Paperbacks 1980	4	Horses Buffalo Thankfulness Prayer	Plains	Socials Science Art Theater Social Rpsblt		x	x	x	This is the story of how horses came to the plains. The forward explains that horses were brought by the Spanish – It is a great story to talk about both cultural exchange/ that not all that the European brought to North America was bad. In this story the horses were given as a result of prayer for food from a young boy. Typically beautiful art by Paul Goble and the story is nice too. It was a reading rainbow pick.	<ul style="list-style-type: none">
1-5	<u>Girl Who Loved Wild Horses, The</u> ; Paul Goble: 0-689-84504-9		4	Horses Love Acceptance	Plains	Language Arts					This is very fairy tale feeling, but little girls love it. It is the story of a girl who likes her people but prefers to live with the horses. The illustrations are captivating. It is a Caldecott medal winner. There are songs, Navajo and Sioux in the back. Could be used as fairy tale comparison workshop...	<ul style="list-style-type: none">

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	<u>Giveaways, an ABC Book of Loanwords from the Americas</u> ; Linda Boyden: 978-0-8263-4726-8	University of New Mexico Press 2010	4.5		Words Melting Pot History	Various	Language Arts History		X			This is no regular ABC book. It is written for intermediate age students and is VERY informative. The concept of the book is that of giveaways – and that the English language takes many words from many different languages and cultures. This book literally illustrates this with words that are used in English that Come from First Peoples. My only criticism is the slang used – ie, wickedly cool news., but that can be a teachable moment as well.	<ul style="list-style-type: none"> • Etymological studies. • Have children list all their favorite words and why (is it the spelling or the meaning or the sound...) and then research the origins of the word. • Let each student present one of the words from the book – collage it.
K-7	<u>Giving Thanks; A Native American Good Morning Message</u> ; Chief Jake Swamp, Erwin Printup Jr.: 1-880000-54-7		4		Thankfulness Earth	Haudenosaunee (Iroquois) – Mohawk	Science Socials					This book is based on the Thanksgiving Address message of peace and appreciation for the earth and its inhabitants. It is eloquent in its simplicity and easy for anyone to follow. It was a reading rainbow book. The illustrations are bright.	<ul style="list-style-type: none"> •
	<u>Good Luck Cat, the</u> ; Joy Haro, Paul Lee:978-0-15-232197-7	Harcourt Inc. 2000	4		Pets Cats Love	Generic	Language Arts Social Responsibility			X		This book is really just a modern day story about a cat, and a child / families relationship with this lucky cat. The child storyteller describes the ways that the cat has spent it's nine lives and then there is a scare at the end (everything is fine) but each point is worthy of discussion. The only thing that makes this book Aboriginal are the author and the illustrations. Nice book.	<ul style="list-style-type: none"> • Picture walk. • Make up stories about the individual pictures • Make up a different 9 lives for a cat (rather morbid but very adventurous)
K-1	<u>Good Morning World</u> ; Paul Windsor: 978-1-55476-285-9	Native Northwest 2011	5		Animals Morning Art	Haisla Heiltsuk	Science Art			x		These books are so beautiful. I would like them to make it into a calendar so I could frame the prints. They are board books and students REALLY enjoy talking about the pictures and the animals and what they might be doing and who their friends are etc..	<ul style="list-style-type: none"> • Compare and contrast with Good Night World (and also Good Night Moon). • Make up stories for the pictures • Study the art of the North West Coast - use colouring pages from discover the animals.

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3-7	<u>Grandfather Bear</u> ; Madeline Davis Sr., Donna Cameron: 978-0-9696509-2-2		2.5	Bear Lost girl Old Ways	Cree	Socials Language Arts					This is the story of a girl who spent the winter with a Grandfather Bear, learning traditional ways and medicine. Her family never stopped looking for her and eventually she returned. It is a longer story, and the illustrations are black and white. I think it could be used well in class but would not likely get checked out much.	
1-6	<u>Grandmother's Dreamcatcher</u> ; Becky Ray McCain, Stacey Schuett: 978-0-8075-3032-0	Albert Whitman and Company 1998	3.5	Dreamcatchers Dreams Family Grandmother	Anishnabe – Chippewa/Ojibwa	Art Socials Social Responsibility					This is the story of a little girl going to stay with her grandmother, they have a lovely relationship. The little girl has bad dreams and so they make a dream catcher and tell a story about how they came to be. My critique of this book, and why it didn't get a higher rating, is that It does not tell even the traditional Ojibwa tale of the origins of the dreamcatcher. The symbolism is not discussed and the legend about the origins of the dream catcher is not complete, and the back should have more than instructions for making it, but references and even comparative legends. However, the pictures are nice and the story very nice for seeing a healthy encouraging family.	<ul style="list-style-type: none"> • Make dream catchers. • Compare and contrast dream catcher legends (and dreamcatchers) • Discuss cultural appropriation – both in Aboriginal Communities and then non-Aboriginal communities. • Research ways other cultures Keep bad dreams away (the Chinese do a similar thing but leave it under the bed, in Mexico windows are often painted green for this purpose etc. etc.).
	<u>Grandpa's Girls</u> ; Nicola I Campbell, Kim LaFave: 978-1-55498-084-0	Groundwood Books 2011	3.5	Grandparents Family Veterans		Family Studies Socials			X		This is a story about a girl and her time at her grandparents. I didn't like some of the things in the book – the girl rummaging through her grandfather's stuff etc. But they provide topics for conversation.	<ul style="list-style-type: none"> • Study Aboriginal Veterans

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K-7	Great Ball Game, The; Joseph Bruchac, Susan Roth: 0-8037-1539-0		5	Sports Fitting in Animals Bats Birds flying South	Muskogee (Creek)	Sports Science (birds flying south) Conflict resolution		x	x	x	This WONDERFUL book can be used many different ways. It tells the reader not only how the animals solved a problem but the forward informs us that this was a method used by nations as an alternative to war. Athletic competition/ team sports. In this telling it is of a stickball game (similar to lacrosse. The story also explains why bats come out at dusk and why birds fly away for half of a year. The pictures of this book look like felt cut outs. There is a readers theatre script available (through me or Ab. Ed.)	<ul style="list-style-type: none"> Learn about Aboriginal games (especially lacrosse) – compare and contrast with other games around the world Learn about migration – which animals and when – What is the advantage of migration? Categorizing animals – wings and teeth. List. What other ways are there to compare animals – two legged and four legged and many legged. Straight into scientific classifications. Art projects – have students cut out figures animals trees etc for an art collage – in the style of this book. Discuss conflict resolutions and promise keeping (the birds kept their side of the deal) – as well as mercy. How do you think bat felt when nobody wanted him on the team? – brainstorm ways to be inclusive. Sequencing – beginning, middle and end of a story. – conflict and resolution – is there a moral (sometimes the one that fits the least makes the biggest difference)?

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1-5	<u>GREAT RACE of the birds and animals.</u> <u>THE</u> ; Paul Goble: 978-0-02-736950-1	Bradbury Press 1985	4.5	Stewardship Racing Buffalo Magpie Promise Keeping	Cheyenne Sioux	Socials Science Readers Theater	1a,b,c,d, e 2b,d,e,f, g 3a,b 4b				This charming book tells of the days (back when dogs could talk) when the buffalo used to eat people (which is why they have so much hair on their chins it was left from eating humans. The people appealed to the Great Spirit and he had the two leggeds (people and birds) race the 4 leggeds (the other animals). Magpie thought ahead and saved the day for the two leggeds so they won. To this day we don't eat them and give them honor, but the real message of the story is that since we were given the privilege of eating 4 leggeds, we also have to especially care for them. Beautiful book, with sources sited.	<ul style="list-style-type: none"> Sequence the story. List four legged animals and two legged animals as pre-reading. Discuss other ways to problem solve – why is this a good one. Compare and contrast with <u>the Great Ball Game</u>, <u>The Story of the Milky way</u> or <u>How the Stars Fell Into the Sky</u> (the milky way was created by all the dust that rose into the sky from the race). The importance of promise Keeping, stewardship (land and animal). Cause and effect.
	<u>Grey Wolf's Search</u> ; Bruce Swanson, Gary Peterson: 0-9777918-3-1		4	Quest Self worth Animals patience	Northwest Tlingit						This is a story of a boy who is told to find a very special person and ends up finding out that no one person is more special than the rest- everyone is special. Throughout the story an appreciation of nature, a helping hand and patience are the lessons learned. Beautiful illustrations. A calming read.	<ul style="list-style-type: none">

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K-5	<u>How Chipmunk Got His Stripes</u> ; Joseph & James Bruchac, Jose Aruego & Ariane Dewey:		5	Teasing Animals Bragging	Cherokee Iroquois	Social Responsibility Science (animals)	1d,e 2a,b,c,d, f,g 3a,b 4d,f				This is a VERY fun book to read with younger grades. It demonstrates bragging and teasing and what might happen if you do such things. It is a compilation or expansion of many different legends about how Chipmunk got his stripes and, with typical Bruchac flair is told exceedingly well. The illustrations are fun, but more than that it is a gentle way to talk about teasing.	<ul style="list-style-type: none"> Does the sun rise? – explaining the planet's rotation and orbit. – Pair with <u>How Moon Regained Her Shape</u> Readers theater – it's an easy adaptation, even when just reading, one side of the room can take chipmunk's side and one take bears side. Discuss and reflective writing about bragging, hurt feelings and consequences Examine the why's – why chipmunk gets up early and bear sleeps in... science reasons Have students examine things/animals and their adaptations and write their own How and Why stories – illustrate or do in comic strip form
	<u>How Dog Became A Friend</u> ; Paul O'Neill, Cynthia Colosimo: 978-1-894463-5	Pennywell Books 2007	4	Dogs Witches Circle of life Lost Children Rescue	Arctic				X	X	The captioning says that this is an Old Arctic Tale, but there is no specific Nation mentioned so I don't want to assume Inuit, there are also not sources mentioned. It is an interesting story where the two children who go off to gather berries and wander to far and are ambushed by a hag (talk about negative terminology and gender?) who hangs them in a tree to die. The children need someone with their feet on the ground to release the spell and bend the tree. Many animals pass them by (can compare with Raccoon's last Race) but only dog helps them. Dog is the welcomed in the village. It is a long story, but the pictures seem drawn for younger audiences. I would use with a grade 5 class and adapt into readers theater.	<ul style="list-style-type: none"> Compare other stories of children that wander to far when gathering berries ... Crossing Bok Chitto, The girl who married a bear. Discuss the other animals that did not help – were they justified or just mean? Write a story from the witch's point of view. Can you make her sympathetic? Sequencing. Make up or learn about other how and why stories. Adapt into readers' theater.

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K-7	<u>How Eagle Got His Good Eyes</u> ; 5 th and 7 th grade students of Oscar Blackburn School, South Indian Lake, MB: 0-87406-743-X		4.5	Bullying Nanabosho Eagle Trickster Sharing	Cree	Writing Social Development						This book is Authored and Illustrated by students. It tells the story of how eagle got his good eyes. It uses the traditional character of Nanabosho (Nanabush) and shows how generosity is rewarded and how important it is to honour promises. I thoroughly enjoyed it; the illustrations are not too juvenile. This book should be added to any collection, a real treasure that Kids love. Translation to Cree is included, using the more traditional characters.	
	<u>How Fox Saved The People</u> ; Virginia Football, James Wedzin: 978-1-894778-75-6	Theytus Books 2010	3.5	Raven Caribou Fox Tricksters	Dene Dogrib	Language Arts				X		This is not the most eloquently told story, in fact maybe not the easiest story to follow either, but it is a good story. My recommendation is to sequence / outline it and retell it. It is a story of greed and consequences and smarts. Raven has hidden the caribou and fox helped bring them back. Perhaps after a few more reads it will grow on me, but I'm not overly impressed.	<ul style="list-style-type: none"> Sequence and retell Reader's Theater A Unit on the caribou Discussions and activities regarding greed
K-7	<u>How Jackrabbit Got His Very Long Ears</u> ; Heather Irbinskas, Kenneth J. Spengler: 978-0-87358-566-6		4.5	Bullying Directions Special	Not a traditional tale retold.							This story is about how creatures got their features and jackrabbit is the messenger, but he didn't listen carefully enough and so told the other animals things that hurt their feelings. Great Spirit corrected the matter and gave Jackrabbit longer ears so that he wouldn't make that mistake again. A great story for talking about hurt feelings and listening. This has the feeling of a traditional tale but is not.	
K-12	<u>How Raven Brought Light to People</u> ; Ann Dixon, Illustrated by James Watts: 978-0-689-50536-1		5	Raven Sun Moon Stars Sharing	Tlingit Northwest Coast	Astronomy Language Arts						This is a retelling of the Traditional Story of how Raven freed the light. I like the telling and the illustrations in this book best of all the retellings that I have seen of this story. The illustrations are incredibly detailed and culturally accurate; the vernacular is vivid but easy for even the littlest ones to understand. Beautiful book – MUST HAVE	

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	<u>How Raven Stole the Sun</u> ; Maria Williams, Felix Vigil: 978-0-7892-0163-8	Abbeville Press Publishers 2001	5	Raven Sun Light Trickster Love Transformation	Tlingit					X	This is a retelling of the most famous Northwest Coast story. I prefer using this one, though other versions illustrations are also excellent this story tells about how Raven became black. It is the story of Raven tricking a chief into loving him (as his grandson) and then soothing him by giving him the boxes in which sun, stars and light are hidden. Every child in this area should know this story so please make sure that they are exposed.	<ul style="list-style-type: none"> • Compare and Contrast with Rainbow Crow – birds changing colours and saving the world • Compare and Contrast with other versions of this story • Follow with Lord of the Sky • Do a jigsaw exercise of different Raven stories and then see if there are common characteristics for Raven in the stories.
3-12	<u>How Summer Came to Canada</u> ; William Toye, Elizabeth Cleaver: 978-0-19-540290-2		3.5	Arctic Seasons Hero							This is the traditional story of how the seasons were created. Interesting artwork. The hero brings summer up to warm the land, but then so that the giant winter doesn't die, they decide to share the ruling of the land.	<ul style="list-style-type: none"> •
K-5	<u>How The Birch Tree Got Its Stripes</u> , Dean Whitestone, George Littlechild: 0-920079-38-5		4	Trees Ducks Anger Spanking	Cree	Theater Writers workshops, Science					This book is another traditional Cree tale, retold by a class. It is the story of a man who Killed a lot of ducks and while he's cooking them, decides to see how long he can resist eating them. So he asks Birch tree for help and they hold him, while others eat his food. He gets mad and whips the trees which is why they have stripes. I think the story could be taken further and students could write about this mans life or how they might feel. There are a lot of lessons that could easily come out of this book.	<ul style="list-style-type: none"> •

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K-12 (2-6)	<u>How the Chipmunk got its Stripes</u> ; Nancy Cleaver, Laszlo Gal: 978-0-7720-0586-9	Clark, Irwin & Company 1973	4.5	Kindness Animals Friendship	Algonquin	Science Socials Social Responsibility Moe The Mouse					This is a different telling of the tale by the same name that J. Bruchac tells. It would be fabulous to do a compare and contrast lesson with this but that is by no means the end of how this could be used in the classroom. The illustrations are not colour, but are still nice enough, but it's not a book that I imagine Kids will gravitate to, but don't judge a book by its cover. This book is a gem. The story tells of a starving squirrel who is befriended by a boy, they play every day then one day the boy gets sick. Squirrel calls a meeting and makes grumpy bear mad so scratches squirrel but the spirits reward her bravery and let her children inherit her marks of courage.	<ul style="list-style-type: none"> Compare and contrast with the one J Bruchac tells. Pick apart the differences – is the moral the same?
K-7	<u>How the Moon Regained her Shape</u> ; Janet Ruth Heller Ben Hodson: 978-1-934359-02-0		4.5	Bullying Friendship Moon / Sun Empathy	Non- generic (but the art makes it look like it takes place in the southwestern USA).						This is an excellent story that explains the phases of the moon, but more importantly bridges the subject of bullying and empathy. The sun bullies the moon for dancing and she shrinks, then a friend shows her love and all her friends and she regains her shape and self-confidence. In the back is useful info about the phases of the moon and how to deal with bullies. Excellent classroom tool. However, the names feel very stereotypical and the story is not a traditional story, but has the feel of one so be clear when presenting it – book lost half a point for these reasons.	<ul style="list-style-type: none"> Learn about the phases of the moon!!! Discuss the power of words – bullying and what to do when you see someone who feels sad. Perhaps turn it into readers' theatre. Journal about when someone's words hurt them and when someone's actions / words made them feel better.
K-5	<u>How the Mouse Got Brown Teeth</u> ; Freda Ahenakew, Sam Sam Burros: 1-57255-137-2		4	Mice, Sun, Consequences	Cree	Writing, Science Theater					This is the same traditional story as the one listed above, however, it is not Kid made and while the words are almost exactly the same, somehow I like the other version better. Likely it is the illustrations. In this version it is more likely that the mouse lived, but I still like the student written one better, and prefer Littlechild's illustrations. But all of that is just a matter of opinion.	<ul style="list-style-type: none">

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K-5	<u>How The Mouse Got Brown Teeth</u> ; Ray Smith, George Littlechild: 0-920079-40-7		4.5	Mice, Sun, Consequences	Cree	Theater, Science					This book could VERY easily be turned into a 3 or 4 part play. Littlechild's illustrations are in his own style, vibrant and simple, and there are only a few lines on each page. It is a traditional story re-written by Cree speaking children, then translated (Cree original is not in the book). My gut response is that the little mouse should live (he rescues the sun from a snare set by a boy, but still it is a good story to read or have read by mid primaries and younger grades could do their own illustrations, or in science look at why mice teeth really are brown.	•
K-12	<u>How the Stars Fell into the Sky</u> ; Jerrie Oughton, Lisa Desimini: 978-0-395-77938-3	Houghton Mifflin Company 1992	4.5	Stars Coyote Beginnings Law	Navajo (Dine)	Socials Language Arts Readers Theater Social Responsibility Science (Astronomy)	2b 4b 4e				This beautiful retelling of a traditional Navajo story for why the stars are in the sky is extremely well done. Both the pictures and the words are simple and elegant, the story teaches patience love and what can happen when someone is impatient. It shows Coyote's character very well. First man and first women discuss how the people can Know the laws, First woman begins placing the stars so that people will Know the law, but Coyote is frustrated by how long it is taking so just throws them into the sky and woman weeps. I particularly liked when woman explained to Coyote why she was doing it. Lovely story with many applications.	• Comparing different legends regarding how the stars came to be (there are many but an excellent choice is Joseph Bruchac's retelling of the Story of the Milky Way). • Introducing an astronomy unit. •

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1-5	<u>How Turtle's Back Was Cracked</u> ; Gayle ross, Murv Jacob: 0-803-1728-8	Dial Books for young readers 1995	4.5	Bragging Friendships Turtle Wolves Consequences Stealing	Cherokee	Language Arts Socials Science		X			This is a traditional story retold. It is a very good book for illustrating consequence however, the consequence for “stealing” - or not caring for others depending on how you look at it was death. That said kids enjoy this book, the illustrations were well researched and the story is very entertaining. It is the story of turtle taking credit for wolf's untimely death (he choked on a permission meant for turtle). Turtle took credit for the death and cut of wolf's ears as tribute. He uses these ears as spoons and goes to everyone's house to eat corn soup (following the tradition to always feed guests). To show off the ears. The wolves hear of it and throw turtle off a cliff into the river where his back is cracked.	<ul style="list-style-type: none"> • Compare and contrast with The day Turtle Grew Feathers • Talk about bragging and consequences. - How many consequences can you find in the story? • Talk about he friendship between possum and turtle. Why are they friends. What does their friendship look-like. • Describe characters. • Talk about hospitality traditions – compare and contrast cultural hospitality traditions.
K-7	<u>Huron Carol, The</u> ; Ian Wallace: 978-0-88899-711-1		4	Christmas	Huron (Wendat)	Music Socials Language Arts	3b,c,d				This is basically the same book as the Aboriginal Carol. However, in these notes, the lyrics of both versions are written in the back, with musical notations. It also gives a very clear brief bio of Father Brebeuf, who wrote the original hymn. So, using the Aboriginal Carol's notes about the beliefs and this books note about the priest, you would have a very complete lesson and a great compare and contrast, plus a great song and an interesting look at culture blending.	<ul style="list-style-type: none"> •
	<u>I am Raven</u> ; David Bouchard, Andy Everson: 978-0-9784327-0-6		4.5	Totem Guide Wisdom	Northwest	Socials					This is a beautifully illustrated in the style of the Pacific northwest about a very wise chief who celebrates his life with the carving of a totem pole. Animals come and pay tribute, but also try to get on the pole by gifts and mutual comparisons. The author describes how to find your totem. In the back of the book is a list of common totems and their traits.	<ul style="list-style-type: none"> •

Grade Level/ Reading Level	Title; Author, Illust: ISBN #	Publisher	Erin's Rating		Key word Theme	Nation	Subject	S/E Rubric	M	B	C/C	Blurb	Activities
K-4	<u>I Can't Have Bannock But the Beaver Has A Dam</u> ; Bernelda Wheeler, Herman Bekkering: 978-1-895411-48		4	Bannock Cause and Effect Beavers Electricity	Northern	Cooking Science (Electricity and Animal Habitats)						This is a great book for repetition and cause and effect. The oven won't get hot, so the boy questions (which is great) she patiently answers and we see why everything has happened (the beaver took a tree and it knocked down the power line). The illustrations are in black and white, there is a recipe and variations on it in the back to make bannock. It is slow, and not a book I think kids will check out, but could be used a variety of ways in a classroom.	
K-12	<u>I Like Who I Am</u> ; Tara White, Lee Claremont: 978-1-894778-63-3	Theytus Books 2008	5	Bullying Dancing Self discovery	Mohawk	Readers Theater Language Arts	1d,e 2a,b,d,e 2f,g 3a,b,d,e 4a,d,e					Every classroom should have this book. It is the perfect book to talk about stereotypes, bullying, conflict resolution, ethnicity and I'm sure even more. It is the story of a blonde, blue-eyed Mohawk girl that gets teased for not being Mohawk because she doesn't look Mohawk. We find out that the girl leading the teasing doesn't think that she is Mohawk enough because she can't speak Mohawk or Jingle Dance or have a Mohawk name. The story ends with the girls becoming friends. The grandmother helps the blonde girl reassert her identity, and find her strength. The illustrations are simple, and not particularly special in my opinion, but the story is one that needs to not only be read, but dissected and discussed. The only thing that this book is missing is an Eleanor Roosevelt quote: "No one can make you feel inferior without your consent" I would give it 10 out of 5 if I could.	<ul style="list-style-type: none"> • Currently already adapted (vsb) into both a grade 2/3/4 appropriate readers theater script and a grade 6/7 play. • Adapt yourself and discuss appropriate issues (marked on the 2/3/4 adaptation). • Learn to pow-wow dance (contact your friendship centre or enhancement worker for info). • Reflective journaling • Story mapping. • Sequencing • BULLYING discussion – pair with other books from this list (keyword search bullying). • Examine perspectives (Becky and Celina) then talk about what Heather, Joey and the others could have done too (intro day to wear pink) – they could all wear blonde wigs one day...
	<u>I'm In Charge of Celebrations</u> ; Byrd Baylor Peter Pernall: 978-0-689-80620-9		4.5	Nature Desert								A lovely story about a girl who decides what should be a holiday. I.E. Dust Devil day or the time of the falling stars. A great way to promote independent thinking, it's a fun book and the illustrations are great.	

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K-7	Jen and the Great One; Peter Eyvindson, Rhian Brynjolson; 0-921827-0901		4.5	Environment Tree life cycle Greed Healing Deforestation		Environment Life Cycles Social-Responsibility					This book is political. It portrays business men as greedy and money grubbing. Because it is so harsh I took off half a point. It could be upsetting for some very small children so some talk of the environment first and certainly afterwards would be necessary. BUT this book is about a little girl and her tree – we watch the tree grow and then listen as it tells its story – which is harsh, and then we see that even small children can make a difference. I think that it is empowering and should be read in all classes.	
K-7	Jenneli's Dance; Elizabeth Denny, Chris Auchter: 978-1-894778-61-9	Theytus Books 2008	5	Dance Métis Belonging Self Esteem Grandmother	Métis	Dance Art Language Arts Socials	1a,d,e 2a,d,f, 3a,b,c				This book is fantastic! The illustrations are so funny I laughed out loud not just the first time I read it but the second as well. It is the story of a shy little girl who doesn't feel like she fits in – she'd different. She likes different things and looks differently and has bannock in her lunch instead of bread. But she loves the time she spends with her grandmother, especially when they jig. Bonus:the story has a story with in the story about the red river jig. The girl is entered into a jiggling contest and gets new shoes. She shoes the shoes for show and tell and is at first teased but ends up teaching everyone how to jig. She also ends up becoming more confident. EXCELLENT BOOK!!!! Illustrator is local.	<ul style="list-style-type: none"> Learn to jig! – there are how to videos through media services and Ab. Ed. Then put on a dance show. Research Métis culture Journal re what is unique about you or your family – then show and tell Listen to different sorts of jigs (especially the red river jig) and hear the changeover. Draw in the style of Chris Auchter (look at chuck in the city too). STORY MAP especially with emotions. What did she feel at different points in the story and why. Compare and contrast (stage fright) with Brave as a Mountain Lion.

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K-7	<u>Jingle Dancer</u> ; Cynthia Leitch Smith, Cornelius Van Wright and Ying-Hwa Hu : 978-0-688-16241-2		4.5	Family Sharing Dance	Ojibwa (Anishnabe)/ Chippewa and Muscogee (Creek)	Socials PE						This book gets a five a few times over for not only its illustrations and touching story but also the user friendly info in the back. The story is of a girl that wants to Jingle Dance, but they can't get the jingles for her dress in time for the Pow-wow so she goes borrowing for them. I enjoyed seeing the women that she borrows from and their reactions as well as the pride and hard work that the girl demonstrates. It is also easy to read and appealing to Kids.	
4-12	<u>Journal of Etienne Mercier, The</u> ; David Bouchard, Gordon Miller;; 978-55143-128-9	Orca Books	5	History Potlatch Trading Culture	Northwest Haida French Tlingit	History Language						This book is written in Frenenglish as though it is the diary of a French speaking artist making contacts with people on the Northwest Coast. It is beautifully (almost magically illustrated) and feels very alive as well as accurate. Excellent resource for teaching about a Potlatch among many other subjects. A must have for any library and every grade 4 class. Reading level is higher due to French accent.	<ul style="list-style-type: none"> Journal writing (especially for studying history) Art!!! Etienne is an artist – learning about west coast art.... Colonial history (James Douglas etc.) as well as the beginning of ineractions between first people and non-first peoples on th west coast. Friendship and Acceptance discussions. Learn about Potlatches Supplement Haida and Tlingit traditional stories
K-4	<u>Just a Walk</u> ; Jordan Wheeler C. Auchter: 978-1-894778-82-4		4.5	Nature Boy Adventure								I gave this a 4.5 because Kids LOVE it. Though be warned, there is a bare bum in the illustration. The story is told in rhyme and is a highflying adventure; things are dangerous, silly and lots of fun, but no moral teachings, if anything it encourages risky behavior, I mean adventure. Easy to read.	
K-5	<u>Kindness to Share from A to Z</u> ; Todd and Peggy Snow, Kirsten Sevig:978-1-934277-16-4	Maren Green Publishing 2008	4.5	Kindness	Multi-cultural	Socials				x		There is nothing about this book that makes it particularly Aboriginal, but kindness is universal and the illustrations depict children from many ethnicities. This book has suggestions for different ways to be kind for each letter of the alphabet. I challenge you and your group to add to this list.	<ul style="list-style-type: none"> Add to the list. Tell the 2 wolves story (Cherokee legend – look it up on firstpeoples.org) Keep a kindness list where you share how others have been kind to you,(a great way to count blessings).

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K-12	<u>Knots on a Counting Rope</u> ; Bill Martin Jr. John Archambault, Ted Rand: 978-0-5479-8		5	Family Blindness Races	Southwest	Theater Socials						This is a fabulous story – it is about a blind boy and his grandfather, retelling the boy’s life story, from his birth and naming to his more recent participation in a horse race. The illustrations are captivating and evoke a very authentic South Western feeling. The counting rope is a metaphor for the passage of time and the boy’s emerging confidence. This is a poetic tale of intergenerational love and courage. WELL DONE!	<ul style="list-style-type: none"> Have children listen to their story (be sure to be sensitive to foster children) – come back and share it or invite grandparent/ parent in to tell it to everyone (build empathy and confident connections) Blindfold activities Have students keep a sound journal for a week (pair with the other way to listen by Byrd Baylor). Grandfather mentioned that there are many ways to see – discuss senses, and also beyond senses (with your heart etc.)
K-7	<u>Kou-Skelowh / We Are The People</u> ; Illustrated by Barbara Marchand: 978-1-894778-18-9		4.5	Food Names Freedom Animals	Okanogan	Socials Language Arts Theater Social Responsibility						This is a trilogy of Okanogan Legends. All of them are sold individually, however this is a bargain, rather than \$12 per book you pay \$16 for all three. The illustrations are bright an interesting and the stories are fun to read and all teach something. It is a dual language book: Cree and English. The titles are <u>How Food Was Given</u> , <u>How Names Were Given</u> , <u>How Turtle Set The Animals Free</u> .	<ul style="list-style-type: none">
K-4	<u>Kumak’s Fish</u> ; Michael Bania: 0-88240-584-5		5	Fish Teamwork	Inuit							This Kid favorite is about Kumak and his lucky hooking stick. It is a good day for fish as the whole family goes out to fish, where the reader learns a little bit about how it is done while learning more about teamwork and overcoming huge obstacles. This book is lots of fun!	<ul style="list-style-type: none"> Make a fish train. Talk about teamwork, how it is useful to have friends when you do battle, even if it is with a fish. How is life in an arctic town different from life in the city (use <u>Chuck in the City</u>).
K-4	<u>Kumak’s House</u> ; Michael Bania: 0-88240-541-1		4.5	Arctic Complaining	Inuit							This funny story is a great read; it shows some traditional Inuit activities while telling a very fun fable like tale of a man with a house that feels too small. So the medicine woman says he must invite in all the animals, only when they are all gone again do they appreciate what they had. The end of the book has some very useful information about the Inuit.	<ul style="list-style-type: none"> Talk about things our elders/grand parents say that seem funny but make sense. Study arctic life (animal and people). Graph the animals in Kumak’s house (math concepts) Write your own circle story.

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2-7	<u>Ladder to the Sky</u> ; Barbara Juster Esbensen, Helen K. Davie:		4	Consequences Sickness Medicine Love	Anishnabe Ojibwa /Chippewa	Socials Language Arts Science						This is a traditional tale retold. Essentially a story of the fall. It would be a great story to compare with an Adam and Eve story. Essentially all was good and there was no death until there was jealousy and strife and loneliness, then the lonely grandmother disobeyed trying to get her grandson back and death came to the earth and its people, but then the spirits brought medicine as well. Nicely told and interesting illustrations. Also reminiscent of Jack and the Beanstalk.	
	<u>Lamp, the Ice, and the Boat Called Fish, The</u> ; Jacqueline Briggs Martin Beth Krommes:978-0-618548958		5	Inuit Arctic Ice flows Explorers Sewing	Inuit	History (Explorers) The Arctic environment						This true story is lovingly told, in easily broken up sections, of an Inupiaq family that goes on board with some explorers into the arctic, and the boat gets trapped in ice. Thanks to the family, they survive. It is compelling and great to fit into 4 th grade curriculum. From sewing their clothes to games and hunting – it is a story well told.	
K-5	<u>Legend of Sleeping Bear, The</u> ; Kathey-jo Wargin, Gijsbert van FranKenhuyzen	Sleeping Bear Press 1998	3	Bears Mothers Love Forrest Fires Manitou	Anishnabe -Ojibwa	Science Socials Poetry Language Arts	1a,d 2a					I didn't like the first few pages of this telling of the traditional story of Sleeping Bear. I didn't like it because it made it sound as if (though there was a brief nod to the "Native American") there were no people before the "pioneers". When reading this book I will start with the pages with the bears. From that point on I found the book to be lovely, told in a sing-song manner it is the story of having to flee due to environmental factors (great to tie that in with why people migrate). The poor little cubs can't swim all the way across the great lake, and the mother doesn't realize that they aren't behind her until she gets to shore, so she picks a spot on a hill and waits and waits for them to come to her. The Spirit recognizes her determination and so brings the cubs to the waters surface as small islands (the Manitou islands).	<ul style="list-style-type: none"> • Think Pair Share: The bears left their home because of fire- Why do people move- leave their homes? • Word meaning – what does Manitou mean (spirit). • Rewrite the story – what do you think the bears would have done if they all made it to shore? • Study bears – why are their two cubs (most bears have twins) etc.. • The mother bear was dedicated – what does that mean to you? • Story Sequencing. • Senses – what would the bears have felt in this story – describe their sensations. • Write a poem for the little cubs like the mother did.

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	<u>Legend of the Caribou Boy, the</u> ; John blondin, Ray McSwain: 978-1-894778-71-8	Theytus Books 2009	3.5	Caribou Transformation Dreams Shaman	Dene – Dogrib	Science Language Arts		X		x	This is a traditional tale retold in both the Dogrib and English languages. It is about a boy that leaves his family to become a Caribou but says that when they are hungry in the future to pray to him. However, it is a good story to talk with children about their parents worry. The little boy leaves in the middle of the night and then they find his shoes and run after him. There is a neat glossary of Dogrib sounds/ words in the back.	<ul style="list-style-type: none"> • Compare and contrast with Caribou Girl • Talk/ write about students dreams. • Learn more about the Dene / Athabaskan speaking peoples. • Learn about the Caribou and the northern tundra and lights.
	<u>Legend of the Lady Slipper, the</u> ; Lise Lunge-Larsen and Margi Preus, Andrea Arroyo: 978-0-618-43231-8	Houghton Mifflin Company 1999	5	Flowers Illness Herbal remedies Bravery Sacrifices Community	Anishnabe / Ojibwe	Science Language Arts		X		X	This is the traditional tale that tells the story of the flowers known as Lady Slippers. It is a beautiful story of sacrifice, and in this version the girl doesn't die. The village is sick and so she runs to the other village for medicine, but rather than wait until morning she heads out again and loses her shoes on the way. Her blood stained feet leave imprints in the snow and from those the lady slippers emerge. There is information regarding both the sources for this story as well as about the plant and why it is so special.	<ul style="list-style-type: none"> • Flower identification • Develop a reader's theater script • Character descriptions – describe the traits of the girl and her brother, then have students describe their own character, then have them make up a character and write a story consistent with its characteristics.
1-7	<u>Legend of the White Buffalo Woman, The</u> ; Paul Goble:978-0-7922-7074-6		4	Flood Peace Buffalo Respect	Lakota	Social Responsibility Socials Language Arts					This is a traditional story. In it is the rebirth of the Lakota Nation, after a great flood. The story has a segment where a young man is going to be violent with a woman, and when he touches her he is turned to bones. The story is really about White Buffalo Woman and how she taught the Lakota to Pray, and gave them the Peace Pipe. There is a lot of very useful information in this book, not just about what a traditional pipe looks like but also the symbolism. Excellent resource.	<ul style="list-style-type: none"> •

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K-4	<u>Lessons from Mother Earth</u> ; Elaine McLeod Colleen Wood: 978-0-88899-832-3		3.5	Garden Grandma Nature		Science						A young girl has never been to grandma's garden though she has been coming to the house her whole life. They walk through the countryside collecting plants and learning the rules (when and how) with respect. Great for teaching about food and plants.	
K-7	<u>Little Bear's Vision Quest</u> ; Diane Silvey, Joe Silvey: 978-1-894114-00-0		5	Bullying Circle Justice Consequences Growth Vision Quest Feelings	Northwest Coast	Social Responsibility, Language Arts						This book has it all. The art is done with traditional u-forms it could easily be used in an art class as well as a language arts but particularly bullying. The author not only demonstrates bullying, but also gives words to how the other animals who are being bullied feel. Little bear is then banished to learn who he is- he goes on a long vision quest and is transformed. There are also some notes in the back Fabulous resource!	<ul style="list-style-type: none"> Discuss love, respect and patience as well as self reflection and responsibility. Put on a puppet show or readers theater/ or act it out Rights of passage and vision quests. Compare with other bullying stories.
4-7	<u>Little Métis and the Métis Sash</u> ; Deborah L. Delaronde: 978-1-894717-02-3		3.5	Métis Sash Gathering Fishing Family	Métis	Socials						This is the sequel to a Name for Little Métis. The author again includes many parts of a traditional Métis day to day life- fishing and working with the food and textiles. It is really a story of a bored little boy who tries to help and the tricks that the wind plays on him. It's nice but not fabulous.	
K-4	<u>Lonely Inukshuk, The; Students of Inuglak School</u> : 0-590-51650-7		4	Inuksuk Loneliness Arctic Animals	Inuit	Socials Science (Animals)						This is the story of a lonely Inuksuk that is ignored by all the animals that pass due to various constraints on their time. He is very lonely but finally overhears what his job is and then feels very special. It is written and illustrated by students and done very well. It is a little long as the different animals all run away from him, but I think the fact that it is student made makes up for that and it is good for Kids to see other Kids accomplishments.	

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	<u>Loon Rock</u> ; Maxine Trotter, Dozay Christmas: 978-0-92033684-1	University College of Cape Breton Press 1996	4	Loon Cliff painting Vision Questing	Mik'ma	Socials Art				X	This is the story of a young boy on his vision quest. The author describes the place first... This is the boy, these are the rocks etc. which I find interesting and endearing. The images are black, white and red yet seem to fit the story perfectly. The boy dreams of a Loon and so paints it on the cliff for all to see for a very long time. I particularly liked the style the story is written in. Dual language (Mik'ma) book.	<ul style="list-style-type: none"> Learn about Loons (use the book Loon, they fit nicely together) Talk about rights of passages or dreams Try to write in the style of ... describing place or thing first.
	<u>Loon</u> ; Susan Vande Griek, Karen Reczuch: 978-1-55498-077-2	Groundwood Books 2011	5	Loons Migration Life Cycle	Non ethnic	Science		X			This is not an "Aboriginal" story, but it is an excellent book about Loons that I have included in this list for the same reason as Fraser Bear. It is a great book, Animal are especially significant culturally to Aboriginal Peoples and this book would be an excellent complement to other stories about loons – Loons necklace coming to mind. It is the story, told poetically about the lives of loons with further information about water fowl in the back.	<ul style="list-style-type: none"> Pair with Loon's Necklace for a great afternoon. Learn about various water fowl and the traditional stories that accompany them. Learn about animal life cycles- jigsaw or station present.
	<u>Loon's Necklace, the</u> ; William Toye, Elizabeth Cleaver: 0-19-540675-3	Oxford University Press 1977	4.5	Loon Bullying Hunting Magic	Tsimshian	Socials Science				X	This traditional story has many points to teach from. The sotry says that when an old father's sight was restored by Loon, he gave the bird his necklace as a reward, which explain the bird's markings but more than that it is a story of magic and doing the right thing, standing up against evil and learning to survive and be grateful. Elizabeth cleaver illustrates or I suppose collages very interesting visuals.	<ul style="list-style-type: none"> Collage a story of your students life Learn more about Loons Watch the short film about this story (released in 1950) Talk about family relationships and families that don't look "normal" Discuss responsibility and safe choices Talk about and then write about gratitude. Go outside and see what stories come alive. :D

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	Lord of the Sky; Linda Zeman-Spaleny, Ludmila Zeman: 978-0-88776-5	Tundra Books 2009	5		Thunderbird Raven Sun Bravery	Northwest Coast	Socials Sustainability			X	X	I would give this book a 10 if I could. It is the perfect follow up story for Raven Steals the Sun but more than that it is a great book for teaching stewardship and responsibility. The story is of some boys who kill a Raven. The sky darkens and one boy goes looking for help and reaches Thunderbird, who agrees to help. Pictures are really neat. It is a follow-up from the film (1992) with the same name. I don't know whose story it is originally.	<ul style="list-style-type: none"> Read How Raven Stole the Sun (or tell) then read this book. Watch the movie and then compare the two Learn about fantastic beings in Aboriginal Stories (Thunderbird, Wendigo, Sea Wolf etc.) Compare and Contrast with a Man Called Raven (abusing birds is the connection) Define and discuss bravery, then write about a time when you were brave. Use the Transformations Colouring book and talk about traditional masks and their uses.
K-7	Lost Children, The; Paul Goble:978-0-02-736555-7		4.5		Bullying Stars Dogs	Blackfoot	Science Social Responsibility Language Arts Socials Theater					This is the story of the lost boys. It tells a story of a group of orphaned brothers who were abused and not cared for by their people. They decided to leave and become stars, which explain why the Pleiades are where they are. There are many variants of this. The illustrations used on the Tipi's are all reproduced from actual tipis. Good story that is pretty well told. This is an excellent story for a play.	<ul style="list-style-type: none"> Adapt into a play – or readers theater!!!
3-7	Love Flute; Paul Goble: 978-0-689-81-68-33		4		Courting Love Music	Plains (Santee Dakota, Sioux)	Socials Music					The best thing about this book is the forward, which explains about courting traditions of the plains people especially the love blankets and flutes. The illustrations, while they could be better (not all plains people are the exact same color brown etc) are still trying to be historically accurate, especially in the designs of the blankets and the representation of the Elk Men. There is a lot to discuss – particularly shyness. In general I recommend Paul Goble.	<ul style="list-style-type: none">

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3-7	<u>Magic of Spider Woman, The</u> ; Lois Duncan, Shonto Begay: 978-0-590-46155-9		5	Spiders Disobedience Weaving Love	Dine (Navajo)	Socials Art						This is a variant of a commonly told spider woman story regarding how the Dine were given the arts of weaving. It is about not Keeping promises and consequences. The moral of the story is modesty, to be modest both about our work and also with our time. The lesson is to not make your job your whole life, and that perfection comes with a sickness in spirit.	
	<u>Ma'ii and Cousin Horned Toad</u> ; Shonto Begay: 978-0-590-4391-2	Scholastic 1992	5	Coyote Horned toad selfishness trickster Food Hospitality	Dine (Navajo)	Socials Language Arts		X		X		I love this story. It is typical Coyote, trying to get something without working for it and ending up tricked himself. In this story he goes to cousin Horned Toad for dinner but is then a bad guest and eats Horned Toad (tricks him),. Horned Toad tricks him back and lives happily ever after. A great opener for talking about manners.	<ul style="list-style-type: none"> • Reader's Theater (I suggest 3 parts) • Jigsaw Coyote stories. • Talk about manners and hospitality • Compare and contrast with the ant and locust story (Aesop's Fable). • How and Why stories – have children write their own.
3-9	<u>Malian's Song</u> ; Marge Bruchac, William Maughan: 0-780916-26-3		5	Oral Tradition Rogers Raid Community war	Abenaki	History English						This is not only a compelling story, but an important glimpse into history, but also a lesson about how oral tradition and family narratives can be so important. The back of the book, which describes the event, is a decent reference, but it also addresses stereotypes and racism. The story itself is the story of Rogers Raid in 1759 told from the Abenaki point of view.	
K-7	<u>Man Called Raven, A</u> ; Richard Van Camp, George Littlechild		4.5	Bullying Raven Story telling Magic	Dine & Dogrib Chipewyan peoples	Language Arts	1a, 2a,b,c,d, e,f,g 3a,b,d 4a,b,d,e, f					This brightly illustrated book starts with two boys abusing a raven. Then a mysterious man comes to the house and teaches about a man who abused others because he thought he wasn't cared for and the lessons that man learned. A great introduction to bullying!	<ul style="list-style-type: none"> • This book offers many opportunities for talking about responsibility, stewardship, animal care and self-care. Discussion, reflective writing and developing action plans are easy with this book. • Predictions!!! • Draw feelings maps as a story board exercise

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		Publisher										
K-5	<u>Manners are Important for You and Me</u> ; Todd Snow, Carrie Hartman: 978-1-934277-04-1	Maren Green Publishing 2007	5	Manners Kindness Making Friends Sharing	Multi-cultural	Language Arts Socials			x		There is nothing about this book that makes it particularly Aboriginal, but many of ALL our students still need reminders about this, and the pictures depict children from many different ethnic background. The story is well written (in a friendly rhyme) and all over is a great book in a great series.	<ul style="list-style-type: none"> Brainstorm other good manners do's and don'ts Write about or talk about times when manners have served you well. Write add a line to this book (in verse) Make up conversations for each of the pictures on the page
	<u>Maple Moon</u> ; Connie Brummel Crook, Scott Cameron: 978-0-7737-6098-1	Fitzhenry & Whiteside 1997	5	Maple Sugar Discovery Trees Bullying Challenges	Mississauga	Food Socials Science		X	X		This is the story of a boy whose legs don't work well and is always teased about it. It is not a traditional story, but has elements of various accounts of traditional stories regarding how maple syrup was found. He wanders off at a time when his band is struggling for food. He looks up in a maple tree and sees a squirrel eating the sap and so tastes it himself and is surprised by the sweetness. The boy taps the tree (his physical challenge mean that his ax swing is angled and he collects the sap and brings it home where he is scoffed at ant it is "wasted" - just thrown on the meat over the fire, thinking that it is water. Once the meat is tasted he is questioned by the elders and honoured. A good story to talk about perception, judgment and listening. Beautiful illustrations.	<ul style="list-style-type: none"> Learn the process for tapping a tree and making maple sugar and syrup. Learn about the ways time was kept ... i.e. Maple Moon (can use 13 moons on turtles back). Go over anti-bullying strategies. Look at the book through a listening lens. When was this boy listened to? Who did he listen to?
1-4	<u>Mato the Bear and Devil's Tower</u> ; Michael O'Hearn, Roberta Collier-Moralas:978-1-4048-4849-8		3	Adventure Natural Causes Bears	Lakota						This would be a good book for a grade 3 book report. It is easy to read, and still dramatic and adventurous. The story is of two proud boys who got lost and then chased by a huge bear and then saved by the spirit, who formed Devil's Tower. Not very eloquent though, which is surprising as it is a traditional tale retold. This is a read it, readers book.	<ul style="list-style-type: none">

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	<u>Meshom and the Little One</u> ; Elaine J. Wagner, Marie-Micheline Hamelin:978-1-81894-778-350	Theytus Books 2006	3.5	Moving Grandparents Little One Change	Anishnabe / Ojibwa	Social Responsibility			X	X	This book is about a little girl that has moved from the prairies to BC. She is missing her grandparents and their relationship is described with great love. Her grandparents come for her birthday and bring a special cultural gift – A Little One (first mistaken for a garden gnome). The grandfather explains the gift and the girl takes great care painting it. What I liked best about this book was the positive roll modeling – mom is a nurse, etc.	<ul style="list-style-type: none"> • Discuss and then write about a time when things changed for you. • Compare and contrast the different environments the little girl has been in. • Picture walk.
K-6	<u>Messenger of Spring, The</u> ; C.J Taylor: 0-88776-413-4		5	Seasons Ice Spring	Anishinabe-Ojibwa / Chippewa	Seasonal Change					One of the most poetically told stories that I've read. The pictures are captivating and there is some vocabulary and clarification in the back. This book tells of the young visitor first listening to the Iceman tells of his power, and then he exercises his power, and then the gift left behind.	<ul style="list-style-type: none"> •
	<u>Mikissuk's Secret</u> ; Isabelle Lafonta and Barroux: 978-0-545-99610-5	Scholastic 2006	5	Hunting Sibling love Drums Music Strength	Inuit	Music Arctic			X	x	This is such a sweet book! It is the story of a little girl who LOVES her brother and wants to go hunting with him. He says that she is too small and leaves for the winter. She has a dream that she is as big as a polar bear but when she wakes it is not so. She decides that she has to convince him that she is big enough and goes about making a drum - her secret is either her strength or the drum (they are intertwined). Excellent story with great illustrations. The back of the book has information about Nunavut and the Inuit.	<ul style="list-style-type: none"> • Study Nunavut and the Inuit! • Make drums and learn the process • Have students write about what makes them strong – how they are strong • Brainstorm about earned privileges – map the cause and effect • Write about a special relationship that they have. See if groups can connect them - characteristics of special relationships. (trust, love, commonalties etc.)
2-5	<u>Missing Sun, The</u> ; Peter Eyvindson, Rhian Brynjolson: 0-921827-29-6		4	Raven Astronomy Arctic Seasons		Seasons Astronomy Arctic					This is the PERFECT story to introduce the sun's disappearance in the far north and seasons. It is about a little girl's confusion at the different stories that she is given for why the sun goes away, and how both of them could seem right. A great teaching tool for appreciating traditional reasoning as well as science. Great illustrations.	<ul style="list-style-type: none"> •

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K-3	<u>Moccasins, The</u> ; Earl Einardson: 978-1-894778-14-5		5	Moccasins Foster Care Self Esteem	Métis						A sweet story about a foster mom that gives a young Aboriginal foster child a pair of moccasins and with that boosts his self-esteem, sense of acceptance and shows obvious love. GREAT story. There is a line that I loved, “she told me that I was Native and that that was a good thing to be.” But with that comes discussion – what is Native – terminology Aboriginal v First Nations. Author is Métis.	<ul style="list-style-type: none"> Measurement and sewing – make some moccasins (see more than moccasins for ideas, or better yet contact your AEEW to have an elder or grandmother come in and teach). Discuss where comfort comes from for them, write and share. Discussion of different family make-ups and Foster-care, but be sensitive to foster children situation. – not all of them have foster parents like this. Plan ahead or a time capsule – what sorts of things would you like to give to your children: can lead into environment lesson, better earth, peace etc.
	<u>Morning on the Lake</u> ; Jan Bourdeau Waboose Karen Reczuch, 978-1-55074-588-7		3.5	Family Nature							This book is a loving picture of a boy who happily spends the day with his grandfather. They watch the creatures around them in the northern wilderness. The journey takes them from birch bark canoe to mountain top to night time forest. This is a great story to do after mindfulness, but it is slow.	<ul style="list-style-type: none">
K-5	<u>Mud Pony, The</u> ; Caron Lee Cohen, Shonto Begay: 978-0-590-41526-3		4	Horses Hero Mother Earth Humility	Pawnee	Socials Language Arts (Archetypes)					This is a traditional story of a poor boy that, by listening to Mother Earth and exhibiting bravery and determination becomes chief of his people. The boy wants nothing more than a pony so he makes one of clay that comes alive and leads him to greatness. It is retold well, and the illustrations are interesting.	<ul style="list-style-type: none"> Language arts – symbolism, conflict Determination to achieve – study people who were determined and what it got them and their communities Gratitude – have children write a letter to someone or something thanking them for what they have been given – first make list by self and then as a class (so that things like health and love are included. – can then trace that to who provides – thanking farmers for growing food etc... connectivity

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	<u>Muin and the Seven Bird Hunters</u> ; Lillian Marshall, Murdena Marshall, Prune Harris and Cheryl Bartlett: 978-1-897009-55-0	Cape Breton University Press 2010	4.5	Stars Bears Birds Rebirth Season	Mi'kmaw	Science Astronomy Animals		X		X	This is the traditional story of the movement of constellations. It is the story of Bear emerging from sleep and being hunted by birds. The birds eventually kill the bear and he dies, to be reborn and chased again the next year. I like the illustrations as they show the stars in the sky as they move through the season (you can explain why it appears that stars move...) The book is dual language so it can be awakening for some students how many different Aboriginal languages are in use in Canada. Also there is a glossary and I enjoy the descriptions of the birds	<ul style="list-style-type: none"> Learn about constellations and why stars appear as though they move. Learn about seasons and relate them to cultural happenings as well as what animals do in each (hibernation – flying south etc.) re-write the story from bear's perspective in first person. Reader's Theater – make a script! Compare with other legends of bears in the sky (Ursa Major)
1-7	<u>Mwakwa Talks to the Loon</u> ; Dale Auger: 978-1-894974-32-5		4.5	Pride/ Boasting Thankfulness Honour Giving	Cree	Socials Social Responsibility Art					This is a retelling of a traditional Cree story. It is the story of a man who had a gift that was good, he was able to understand animals and was a very good hunter/ provider. But then his pride got in the way, he started staying home to listen for praise, and then it stopped, and so did his gift. The story is really about how he got it back and how we should honour the earth and its inhabitants for their gifts and their sacrifices. The illustrations may be confusing as they show the protagonist with a painted face but they are beautiful. Pronunciation guide in the back!	<ul style="list-style-type: none">
	<u>My Father is Taller than a Tree</u> ; Joseph Bruchac, Wendy Anderson Halperin: 978-0-8037-3173-8	Dial Books for young readers: 2010	3	Fathers	Multicultural				X		This is a multi-cultural or non-cultural book written by Abanaki author Joseph Bruchac. It's a nice story about things dads can do with their children. I only included it on the list due to the author. I would be cautious of the relationships in the class (how many kids know their dads). That said, it is a good one to read around Father's day.	<ul style="list-style-type: none"> Write a poem or letter for your dad. Have children brainstorm what makes a good father or mother – compare and contrast. Talk about different family relationships – are you different with your sister or your grandmother than you are with your dad?

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K-2	<u>My Grandma Makes Bannock</u> ; Laura Rose, Dorothy Giuliani, Ruth Young, Susie Tress: 0-9682471-0-5		1.5	Bannock Grandmas Sharing	Babine Nation (Yenka Dene)	Cooking Early reading					This book has photographs of a grandmother and grandson making bannock, with black and white illustrations in between. It is a dual language book and contains a maze and a recipe. It is not something that I think children will pick up and use, but it could be used as a reader in a class.	
K-7	<u>My Mom Is So Unusual</u> ; Iris Loewen, Alan Pakarnyk: 0-919143-37-7	Pemmican Publications Inc. 1986	5	Single Parents Embarassment Fear Anger Love	Various		1c,d,e 2a,f,g 3a,b,c,d 4d			x	I LOVED this book. It deals with a child's love for her single mother but also her embarrassment over their families "unusual" composition and her mother's sense of style. I especially liked the way the mother embraced being "weird" and the genuine affection and teamwork displayed. The artwork is brilliant though black and white. The story also addresses anger and cursing as well as alternatives. A real winner of a book! Kids connect easily with many parts of the book and it is a great conversation starter.	<ul style="list-style-type: none"> • Student write about anything from their own parents or families or special times that they have with family. • S/E conversation about grown-ups having fears and failures or anger and how children can help. How do children deal with them and help them (the girl always knows where to find moms purse etc.) • Problem solving ... finding alternatives to curse words – Students write their own. • Endless possibilities this one!
K-5	<u>Mystic Horse</u> ; Paul Goble: 978-0-06-0298141	Harper Collins Publishers 2003	5	Poverty Courage Horses Counting Coup Prayer	Pawnee		1d,e 2a,b,g				This beautiful book is about a miraculous horse that appears near to death but the poor outsiders of the village, a grandmother and grandson care for it and love it. The boy is teased about the horses appearance, but as the need to go into battle approaches the horse tells the boy to cut a willow and touch the enemy leader 4 times but no more... the boy does and is cheered on, gets a big head and tries one more time (not listening to authority), the horse is Killed. The boy is given honor but is so upset that he spends time on the mountain in prayer, the horse is then returned to him, with many other horses and they are both given much honor. The illustrations and the sources referenced and explanations about the story are exceptional. Great book.	<ul style="list-style-type: none"> • -Counting Coup activities (non violence even in war) • Make a coup stick. • Problem solving without violence. • Think Pair Share re poverty, honour, promises, listening. • Lesson about how horses were used and where they came from (the Spanish) – How were things transported before horses? (dogs and women mostly) • Lessons about different types of dwellings – compare and contrast. • Story sequencing/ story board • Reader's theater • Re-write the ending – what if the boy didn't ask for forgiveness after the horse died.... or if they weren't kind to the horse in the first place.

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K-7	Name for A Métis, A; Deborah L. Delaronde, Keiron Flamand:0-921827-65-2		3.5	Names Caring Family Counting	Métis & Anishinabe-Ojibwa / Chippewa	Language Arts Socials					This imaginatively illustrated book pictures the blending of culture that makes Métis. The story is a boy trying to find his name and asking all who know him what they think it should be. They joke with him as he imagines what it could be. The Ojibwa language is honored and used, I think they should have used Michif; but still a very nice book.	•
K-7	Nanabosho Grants a Wish; Joseph & Matrine McLellan, Lloyd Swampy :0-921827-66-0		4.5	Nanabosho Anger Pride Humility Wishes Greed	Anishinabe-Ojibwa / Chippewa	Language Arts					This is a traditional tale, but told through an elder at a birthday party regarding a child's birthday wish. It is a story of a people that wanted all their wishes granted, and how Nanabosho dealt with them, based on the merit of their wish. I would have like it better if the girls wish hadn't been for a husband, but another of the women wished for her anger to go away, which is a spot for discussion. Then the prideful man wished for an eternal life and was turned to a tree... be careful what you wish for!	•
K-7	Nanabosho Steals Fire; Joseph McLellan, Don MonKman :0-921827-05-9		4.5	Fire Rabbits Tricksters	Anishinabe-Ojibwa / Chippewa	Science					Nanaosho or Nanabush or Nanabozho is an Anishnabe Trickster. In this story a grandfather tells his grandchildren of how Nanabosho changed himself into a baby rabbit in order to steal fire. It also explains why Rabbits fur changes colour in the summer. The pictures are mostly black and white or coloured pencil and are nice but not bright and Kid fabulous	•
K-7	Nanabosho The birth of Nanabosho; Joseph McLellan. Jim Kirby: 978-0- 921827-00-8		5	Nature Nanabosho Helpfulness Respect Elders Listening	Anishinabe-Ojibwa / Chippewa						This is the first of the Nanaosho stories told by Joe McLellan. I really like this series; they are traditional tales, typically told by an elder to a child. This book tells the birth of Nanabosho, but before that can happen the children are first respectful and then do chores; everything is ready for the story. The illustrations go from black and white in the modern world to colour when the story is being told.	•

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K-7	<u>Nanabosho, How The Turtle Got Its Shell</u> ; Joseph McLellan, Rhian Brynjolson :0-921827-40-7		4	Turtle Helpfulness Kindness Pets Turtle	Anishinabe-Ojibwa / Chippewa						This is a retelling of a traditional Nanabosho tale. Turtle is self conscious and always hiding because he needed protection. But one day Nanabosho is hungry and Turtle helps him find fish so Nanabush gives him a shell. The story is told after visiting a pet store and a conversation about the inappropriateness of turtles in captivity. This would be a good discussion point. I like the illustrations; this is a very gentle story.	
K-7	<u>Nanabosho, Soaring Eagle and the Great Sturgeon</u> ; Joe McLellan, Rhian Brynjolson: 0-921827-23-7		4.5	Fishing Hunger Greed Spirits Environment	Anishinabe-Ojibwa / Chippewa	Science – Life Cycles Biomes Environment Social Responsibility					This is another excellent traditional tale that teaches about greed, and the environment and that there are consequences for our actions. It is a suspenseful story of a family that was robbed of food by Nanabosho, and then fed and taught by the spirits, then through greed lost a son. Then the Sturgeon restored right. The book has a glossary of Ojibwa words used and a page of information on the Sturgeon and its current struggles.	
	<u>National Aboriginal Day</u> ; Heather C. Hudak	Weigl 2010	3.5	National Aboriginal Day	Canadian general	Socials		X	X		This small, easy read book is an explanation for both students and teachers as to the history of National Aboriginal Day in Canada. The images are all photos that depict Aboriginal people in regalia and or dance. There is a hoop dancer that will interest students.	<ul style="list-style-type: none"> Learn about National Aboriginal Day. - Take a field trip to Trout Lake or other various celebrations on June 21st to celebrate with your class. Have students research various Canadian Aboriginal Nations. Be sure to clarify the meaning of Aboriginal: Inuit, Metis and First Nations! Learn some Pow-wow dancing or research regalia.

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K-7	<u>Navajo Year, Walk Through Many Seasons, The</u> ; Nancy Bo Flood, Billy Whitethorne: 978-1-893354-06-7	SalinaBookshelf 2006	4	Calendar Seasons	Navajo	Science Socials	3b 4e				This is a book that explains how the Navajo (who are part of the larger Dine group) mark the seasons and moon cycles. Each page has the Navajo name (pronunciation guide in the back) and bright illustrations. It is an interesting book to look at, and a great tool to have available if doing the novel study Code Talker. – Can use with 13 Moons on Turtle's Back. There is an activity book available as well ISBN 978-1-89335498	<ul style="list-style-type: none"> • Incorporate into Calendar learning • See Activity book • Harvesting months for food and nutrition • Compare with Asian Zodiac • Solar and lunar calendar systems
K-7	<u>Naya, The Inuit Cinderella</u> ; Brittany Marceau-ChenKie, Shelly Brookes: 978-1-894303-05-9		4.5	Cinderella Ethics	Inuit	Language Arts					This modern-day Cinderella Story was written by a grade 5 student. It a great version of a Cinderella story where a young woman is blessed with the dress and man of her dreams because she makes choices that serve her family well and honor traditions. It would be a great way to wrap up a comparative Cinderella stories unit and is generally a good read.	<ul style="list-style-type: none"> •
K-5	<u>Night Rebecca Stayed Too Late, The</u> ; Peter Eyvindson: 978-0-921827-39-3		3.5	Scared Friendship		Social Responsibility					The only thing that makes this Aboriginal is the illustrations. However, it is a fun story about two friends who are scared to walk home. They end up walking each other back and forth from house to house because they are scared. The things that they are scared of are addressed in the book, so it would be a good tool to talk about fears and what makes us afraid.	<ul style="list-style-type: none"> •
k-1	<u>Niwechihaw, I Help</u> ; Caitlin Dale Nicholson, Leona Morin-Neilson: 978-0-88899-812-5	Groundwood Books 2008	4	Helping Grandmother	Cree					X	This is very simplistic so good for just beginning readers. Each page has a statement like: I drive. It is in both Cree and English. The illustrations are BEATIFUL. There is a recipe in the back for rosehip tea.	<ul style="list-style-type: none"> • Picture walk • Have students journal their day or weekend and make their own book.

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5-12	NoKum is My Teacher; David Bouchard, Allen Sapp and singing/ drumming by Northern Cree		4	Teaching Questioning Grandmother Acculturation	Cree	English Socials						This is a dialogue between a young man and his grandmother. It is a discussion about the boy learning to read and go to school. The boy is treated gently with his questions and treats his grandmother with a great respect. The book focuses on honouring the traditional ways but branching into the new, and how personal that struggle can be. It comes with a CD!	
	Northern Lights the soccer trail; Michael ArvaarluK KusugaK, Vladyana KryKorKa:1-55037-339-0		3.5	Death Soccer Love	Inuit							The special relationship between a mother and a daughter and how the daughter copes when her mother's death is explored. This book touches on a difficult subject gently.	
K-12 (K-3)	Northwest Coast NATIVE ANIMALS; Kelly Robinson: 978-1-55476185-2	Native Northwest 2010	5	Board Book Animals Art West Coast	Nuu-Chah-Nulth	Science Art	3b,c 4e,f					This is a beautiful board book. Each page is illustrated in vibrant traditional pictures that focus on one animal and something about it. Pair with colouring books by the same publishers.	<ul style="list-style-type: none"> • Draw in the style of Kelly Robinson. (look at colours and forms) • Easy reading • Have students further describe each animal – or animals that weren't in the book and make a similar class book. • Use colouring books from the same publisher.
K-4	Old Bag of Bones, a Coyote Tale; Janet Stevens: 978-0-8234-1215-6	Holiday House Books 1996	4	Elders Coyote Buffalo Youth Wisdom	Shoshoni	Readers Theater Socials Science	2a,d,e, f 3a,b					This story is an excellent tool for teaching about consequences, breaking promises but most importantly that it is not bad to get old, and generally better to be yourself. The illustrations are bright yet soft and still fun. The story demonstrates Coyote's character fully. The trickster that gets tricked and tries again.	<ul style="list-style-type: none"> • Have students ask their elders what they think is important. • Sequencing the story • Think Pair Share re: Aging. • Readers theater (easily adapted) • Science: life cycles and inter species relationships (why does vulture wait for Coyote to die?) • Free write about consequences or broken promises. • Fracture the story and re-write it. • Chart (what each old animal said about being old).

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K-1	<u>On Mother's Lap</u> ; Ann Herbert Scott, Glo Coalson:978-0-395-62976-5	Clarion Books 1972	3.5	Sharing Comfort Security	Inuit		1a,d 2a,b,c,e 3a,b,c				This is a tender story about a little boy that wants all sorts of things to come with him as he sits on his mother's lap, until the younger sister is invited, at which point he says that there is no room. It turns out, mothers have lots of room on their laps and love in their hearts. I particularly liked the ways in which Inuit cultural things (like a reindeer blanket) are incorporated in, without being too teachy sounding.	<ul style="list-style-type: none"> Have students tell a partner, or the class about a time when they have had to share something special, and how it turned out. (might need some guiding questions). Students can list some things they would bring (instead of a boat, what special thing would you bring. Talk about appropriate times and people to cuddle with – could be a lead in to appropriate touching information.
2-7	<u>One Small Blue Bead</u> ; Byrd Baylor, Ronald Himler: 978-0-684-19334-5	Antheneum books 1965, 1992	4.5	Prehistoric Dreams Artifacts Trust Connections Rhyme leadership		Socials Language Arts History	1c,d,e 2f,g 3a,b 4b,d,e				This book surprised me, despite the author, who is one of my favorites. I enjoyed it particularly because it allows the reader to dream, and an added bonus that the story of a young boy allowing an old man to follow his dream is told in rhyme. This is a book to buy – the only 2 things that I didn't like were that the Boy was nameless – I think the author should not have told us that, and that he was naked (though only in rhyme, not in the pictures). Aside from that EXCELLENT. It is a thoughtful, beautifully told story.	<ul style="list-style-type: none"> Artifacts – have students create a time capsule.- Or look at examples of artifacts from different places and times. Write their own story about an artifact given. Bonus to do it in rhyme. Research pre-historic peoples around the world. What if and what happened the story – what if the boy hadn't done the work or volunteered to do it (name emotions). What if they had attacked or left, what happened inside the boy that allowed him to do the work. What did the community do that enabled this to happen.. etc. etc.
1-7	<u>Other Way to Listen, The</u> ; Byrd Baylor Peter Pernall: 978-0-689-81053-4		4.5	Nature Listening Southwest							Beautiful story of an old man who had a special way of hearing the world and the child who hoped to learn his secrets. The family is not necessarily Aboriginal, but it is the story of an Elder man teaching a young child how to listen and appreciate the world.	<ul style="list-style-type: none">

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K-5	Owl's Secret; Louise Gallop, Shannon Cartwright: 978-0-934007-21-7		4.5	Owls Creation Secret	Arctic North but not a traditional tale retold	Socials Language Arts Theater					This is a charming story about how Owl got her feathers. It is funny and curious and would be a wonderful story to use with other creation legends. The poor owl has no feathers and is always sun burnt. He asks others for advice but has to find his own magic.	•
K-2	<u>Owls See Clearly at Night; A Michif Alphabet</u> ; Julie Flett: 978-1-897476-28-4		4.5	Alphabet Michif Métis bilingual	Métis	Letter recognition					This beautifully illustrated alphabet book is valuable not just for it's dual language (English/Michif) and beautiful illustrations but also for the word choices, which are Métis themed and the forward is very informative regarding both Michif language and Métis culture. Comes with pronunciation guide.	•
K-12	<u>People Shall Continue, The</u> ; Simon Ortiz, Sharol Graves: 978-0-89239-041-7	Children's Book Press 1988 (revised edition)	4.5	History Leaders Humanity Colonization Residential schools Shame unity	Inclusive/gernaric	Social Responsibility History					This book is simple and yet elegant. It talks about the general history of Aboriginal people in the United States, even North America. Just as history is, there are parts in this book that are fairly harsh, but nothing graphic. I like that it highlights Aboriginal leaders and I also really like the end, where the storyteller recognizes that many people are mistreated and there is a call for human rights and unity among ethnic groups. This book can be used many, many ways. You could have students do a re-write, you could have them research one of the leaders or nations mentioned, or the previous visitors to North America, or creations stories mentioned. It is a book that I would expect a teacher to use as it needs explanations and sensitivity.	•

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		Publisher										
	<u>Pipaluk and the Whales</u> ; John Himmelman: 978-0-7922-8217-5	National Geographic Society 2001	4.5	Beluga Whales Rescue Music Hunger / food Environment	Inuit	Science History Animals		x		x	This is the story of the beluga rescue of a pod of beluga whales of the coast of Russia (There are Inuit there as well), It's a good book to talk about food supplies or the changing environment or seasons or adaptability or whales. Good book to read before a trip to the aquarium. I prefer A Symphony of Whales, but this is also well done and the illustrations are nice (even better there is a photo of the actual rescue.	<ul style="list-style-type: none"> • Compare and contrast with A Symphony of Whales • Write a news paper article regarding the Chukchi whale rescue • Study changing environments • Study whales – compare and contrast different marine mammals
K-5	<u>Polar Bear Son, an Inuit Tale, The</u> ; Lydia Dabovich: 978-0-395-97567-1		5	Family Animals Polar Bears Love	Inuit	Socials					This charming story is about an old woman that wanted nothing more than a son. She adopts a polar bear who provides for her very well. The people who used to not take care of her so well are now jealous and the bear is run out of the village, but the woman's love for him is so strong that she still meets with him often and he still cares for her. It would be excellent to read this and then show a similar story in the DVD The boy who wanted to be a bear. Available through media services.	<ul style="list-style-type: none"> • Watch the boy who wanted to be a bear and compare and contrast (use Venn diagram)
K-5	<u>Promise is a Promise, A</u> ; Robert Munsch, Michael Kusaugak, Vladyana Krykorka: 978-1-55037-031-6		4	Promises Qallupilluit Listening Consequences Arctic	Inuit						This is a fun, slightly scary story of a little girl that doesn't listen to her parents and goes fishing on the sea-ice alone. The Qallupilluit steal her under the water, but with the promise of bringing all her siblings they release her. The family hatches a plan to keep everyone safe and trick the trickster Qallupilluit. This is definitely a kid pick, told Robert Munsch style with a valuable lesson.	<ul style="list-style-type: none"> •

Grade Level/ Reading Level	Title; Author, Illust: ISBN #	Publisher	Erin's Rating		Key word Theme	Nation	Subject	S/E Rubric	M	B	C/C	Blurb	Activities
	<u>Pulling for Stz'uminus, the Pearl Harris Story;</u> Donna Klockars, Edward Seymour:		4.5	Canoe Sportsmanship Residential Schools Traditions Story telling	Coast Salish Stz'uminus,	P.E. Socials Language Arts Local History		x	x	x		This story surprised me – don't judge a book by it's cover! It covered residential schools in a way that children can easily identify with, without going into great detail. It is the story of a young woman who was a champion rower (war canoe racing). The story starts with children playing imaginatively on a beach, and hearing stories. Then the older girls are taken away to residential school and the youngest, Pearl is left behind. She is well loved and infatuated with Canoe's. Her uncle carves the St. Andrew and she is asked to be on the team at a young age. The race comes and they loose, she learns a great lesson and goes on to win many, many more. This is a true, inspirational story that should be shared. A piece of local history! To order, since it is not widely produced and doesn't have an ISBN contact core learning resources.	<ul style="list-style-type: none"> • Study Canoe racing – take a field trip and learn to canoe. • Learn other Aboriginal sports • Study Residential Schools and their impact on families. • Study Aboriginal carving • Compare and Contrast with Sin-Chi's canoe. • Discuss honour and sportsmanship. Write a skit where Pearl and Kerri meet a few days after the competition. • Read the traditional stories mentioned in the book • Locate the place names mentioned – trace a canoe race route. • Really, your teaching imagination is the only limit with this book.
K-5	<u>Rabbits' Race, The;</u> Deborah L. Delaronde, Virginia McCoy: 978-1-894778-76-3		3.5	Friendship Perseverance	Métis	Theater.						This is a sweet story that features a grandfather coming to school to share a story. The story is about perseverance and friendship. I didn't particularly like the illustrations and the story is a little slow, but has a great message and Kids will like it. It could be easily acted out as well.	<ul style="list-style-type: none"> •

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K-7	<u>Raccoon's Last Race</u> ; Joseph Bruchac and James Bruchac, Jose Aruego and Ariane Dewey: 978-0-8037-2977-4	Dial Books 2004	5	Race Consequences Promises	Abenaki	Science Animals Natural Consequences Social Responsibility Readers theater	1a,d,e 2a,b,c,g 3a,d				This story had me laughing out loud. I Love it. It is about the fastest animal in the world, boastful raccoon. Raccoon challenges everyone to races and always wins, and takes great pride in being so fast. However, looking for a new challenger Raccoon goes to the top of the highest mountain and makes old grandfather rock race him down the mountain, and when he trips and gets flattened, Raccoon needs help so he makes a promise to the ants for their assistance – which he disregards and has to live with the consequences. Wonderfully told, it is one of my favorite teaching tales to read, especially with the primary grades.	<ul style="list-style-type: none"> • Story board sequencing • Write a how ____ got this way story • T-chart action and consequences (result) then think of your actions and results that day – what about when your feelings were hurt or happy etc. • Discuss bullying • Adapt for readers theater • Tell it from the other creatures perspectives – the ants, the rock, the bears and rabbits etc.. • Problem solve for Raccoon then have everyone write him a letter of advice
K-5	<u>Raven and River</u> ; Nancy White Carlstrom, Jon Van Zyle		4	Spring Animals Poetry	None	Seasonal Change Poetry					This is the story of the River changing from Ice to Water, but really it is a look at the Animals and their connections to the river. It is told in verse, which is very fun for young grades, as are the pictures, but the older grades can look at the structure of it to study. The illustrations are stupendous. As much as this book is tied to nature and the north, I wouldn't particularly say that it is aboriginal, however I will use it, and raven is given prominence.	<ul style="list-style-type: none"> •
K-7	<u>Raven Goes Berry picKing</u> ; Anne Cameron, Gaye Hammond: 978-1-55017-036-8		3	Greed Consequences Raven Friendship Gluttony	Northwest Coast Salish	Social Responsibility Language Arts					This is the story of Raven being greedy and tricking her friends out of so much food and hard work that they eventually make her sorry and sick. The illustrations are in black and white. I would use this as a chance for a class to re-illustrate it, or retell the story or to compare and contrast. All the Anne Cameron books are ones that I think teachers can easily use but Kids will not likely check out from a library, due to presentation.	<ul style="list-style-type: none"> •

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K-7	<u>Raven Returns the Water</u> ; Anne Cameron, Nelle Olson: 978-0-920080-19-7		3.5	Greed Water Raven Frog	Northwest Coast Salish	Conservation Language Arts Science						This is a great story about Raven and Frog. The world had dried up and everyone was suffering without water. Frog had drunk it all. Raven finally found Frog and tricked her into giving it back. All the Anne Cameron books are ones that I think teachers can easily use but Kids will not likely check-out, due to presentation.	<ul style="list-style-type: none"> This is a great 2 -5 people skit. I would have a class re illustrate it and again compare and contrast with other water stories.
K-5	<u>Raven</u> ; Gerald McDermott:978-0-15-202449-9		3.5	Raven Sun Transformation light	Northwest Coast (Tlingit)	Science – light and sound Theater Language arts, Art						This is the story of how Raven brought light to the world. Traditional tale retold. He transformed himself into a pine needle that after being swallowed by the chiefs' daughter turned into a boy and rescued the sun from the box where it was hidden.	<ul style="list-style-type: none"> Art – watercolour paintings + C and U forms typical of west coast art Connections to science – light and sound Compare and contrast with other stories re light and sound Journaling Raven transforms himself into a pine needle – what would you transform yourself into and why – what could you then accomplish Cause and effect
K-7	<u>Red Parka Mary</u> ; Peter Eyvindson Rhian Brynjolson: 978-0-921827-50-4		5	Compassion Elders Christmas								This is a beautiful story of a little boy that becomes friends with an older woman in the community (stranger danger can be addressed). It is a story about Kindness friendship and love that crosses generations and financial situations. It also teaches not to judge a book by its cover. LOVELY!	<ul style="list-style-type: none">
4-7	<u>Red Sash, The</u> ; Jean E. Pendziwol, Nicolas Debon: 978-0-88899-589-6		4	Trading Colonization	Métis	Socials						This is very well illustrated, contains a glossary of non-English words used through out the book as well as a brief background about Fort William and the Northwest Company. It is the PERFECT book for beginning a lesson about the Métis. All of that said, and I do recommend the book, I did not find it to be a very captivating read, despite the adventure and history.	<ul style="list-style-type: none">

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2-7	Return of the Buffaloes, The; Paul Goble: 978-0-7922-6554-2	National Geographic Society 1996	4	Buffaloes Respect Gifts	Plains Lakota Métis (the parfleche)						This is a story typical of Paul Goble, who tells plains stories and illustrates them with traditional style designs. What I like best about him is his attention to detail, particularly in the notes he leaves about each story. In this story the buffalo have disappeared and so the people send out scouts to bring them back. The scouts meet a woman who leads them at the point of their death into the earth, when they emerge it is with thousands of buffalo. I like how he ties the wind in caves into tours that are now given, that give hope that the Buffalo Nation might return again one day.	<ul style="list-style-type: none"> List 2 legged animals, then four legged etc. Discuss importance of Buffaloes, and then why there are not many left – move into sustainability and environmental lessons Make paper or felt parfleches. Students can try to draw in the Paul Goble style (show other PG books as well).
4-7	River Lost, A; Lynn Bragg, V. "Smoker" Marchand: 978-0-88839-383-8	Hancock House Publishers 2010	4	Salmon Environment Fishing	Arrow Lakes (Coville Confederated Tribes)	History Social Studies Language Arts Science	1a 2a,b,d,e, 2f,g 3a,b,d,e 4b,c,d,e				This book is the true story of how the Columbia River was dammed without a fish ladder (Grand Coulee Dam) and a village had to be evacuated. The pictures are realistic, it incorporates both the way of life of the people (trading relations, salmon dependence, fishing techniques) and the devastation that this dam reeked both for the people and the fish. Excellent teaching too, sad story.	<ul style="list-style-type: none"> There are related activities (and available books) in bins labeled Aboriginal Themed books – with activities available through VSB's Ab. Ed. Department (and possibly learning services). This is a great book for looking at salmon and west coast First People's traditional dependence upon it. Also, fish ladders, sustainability, cultural miscommunications, cultural points of view, power (and even bullying), Elder respect.

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1-7	Rough-Face Girl, The; Rafe Martin, David Shannon: 978-0-698-11626-9		4.5	Cinderella Bullying Inner Beauty	Algonquin	Socials Language Arts					This is the same story as Sootface, but in my opinion the illustrations are nicer and the visuals of who the invisible man are seem more stunning, as are the things that describe him.	<ul style="list-style-type: none"> T-chart inner and outer beauty qualities on their own then as a class– which are more consistent? Compare and contrast with Sootface, Naya (Inuit Cinderella), and Turkey Girl (Zuni Cinderella) or other Cinderella stories from around the world. Idea Map the story Character trees for the sisters, the rough faced girl, the invisible man and his sister as well as the father. But them together and then sequence the plot. After the above activity rewrite the story as readers' theater.
K-12	<u>S.O.S, A Colourful Story</u> ; System of Sustenance. Collective Echoes		5	Bone Ceremony Environment Ethno-botany Nurse Trees Local Salmon	Coast Salish	Science History		x		X	This is one of the best books I've come across as a local usable resource. It is a colouring book with a story told in rhyme about a boy that has a vision. It includes some of the edibles from this area as well as the traditional bone ceremony for salmon. There is a respectful wonderful embracive approach and it is a really good book to begin a botany class or garden with. Hopefully we will get permission to have it reproduced! – Endless possibilities for activities.	<ul style="list-style-type: none"> Build connections with the Salmon Prince Study salmon cycles and the protocol around salmon. Mindfulness and meditation, even a discussion re vision questing. <p>Local Ethno-botanical studies ... see how many of these plants you can find in Stanley Park or around your own neighborhood. (Or come for a field trip to Grandview /ɥuuqinak'uuh 's garden)</p> <ul style="list-style-type: none"> Pair with False Creeks historical guidebook... so much more

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		Publisher										
K-5	Salmon for Simon, A; Betty Waterton & Ann Blades: 978-0-88899-276-9	Meadow Mouse Paperbacks 1978	4	Salmon Determination Compassion Sounds	West Coast	Science	1a,d,e 2a,f,g 4e,f				This is a lovely story about a boy who goes salmon fishing and is disappointed in his skill so tries something else that he is good at – clam digging. As he does that the seagulls take the clams and drop them to crack them, and an eagle catches a salmon and drops it right into Simons clam pool. It is exactly what he has wanted, but faced with the huge Coho, he decides to try to get it back to the ocean and so digs a ditch. I think the illustrations are tame, but the story is excellent, with many teaching opportunities	<ul style="list-style-type: none"> Sounds. The book describes sounds and listening skills that Simon uses. Have students listen to their surroundings and write about them. Then have them keep a sound journal for a week. Coastal fauna – the clams the seagulls the eagle and how each of them get food. Would be great to read in a week with other stories about salmon, or fish in general. Determination and responsibility and pride – have students explain where Simon demonstrated those characteristics and how they themselves do as well. Sequencing – photocopy the pictures and have the students put them in order and describe parts of the story
3-7	Sharing Circle, The; Theresa Meuse-Dallien, Arthur Stevens: 978-1-55109-405-2		3.5	Culture Dream catchers Medicine Wheel TalKing SticK Medicine Pouch							This is a collection of stories about a boy that both learns from his family and shares what he learns from his culture with his friends or the reader. It is very generalized as First Nations and the illustrations aren't great, but it's a decent resource for explaining the medicine wheel, dream-catchers, talking sticks, drums, medicine pouches, sacred herbs and feathers. The stories are short and separated. Easy to read.	<ul style="list-style-type: none">
K-12 (K-3)	Sharing Our World; Various Artist/Authors: 978-1-55476-188-3	Native Northwest 2010	5	Board Book Animals Totems Art Symbolism West Coast	Various West Coast	Art Science	1a 3b,c 4e,f				This beautiful book showcases various artists from various nations on the west coast. Each page features an animal and something that we can learn from that animal, or what a west coast nation believes about that animal. BEAUTIFUL – All schools (even secondary) should have this book.	<ul style="list-style-type: none"> Symbolism & Totem study – what other characteristics do animals display – how can we learn from them? Art!!! Science re: animals – habitat biomes etc. Use colouring books from same publishers.

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		Publisher										
4-7	Shi-shi-etKo; Nicola I. Campell Kim LaFave: 978-0-88899-659-6		4.5	Residential School Memories		Socials/ History					This is a tender look at a girl getting ready to go off to residential school. She gathers her memories and secures her identity with the help of her family. Very tender and the illustrations are nice.	
4-7	Sin-chi's Canoes; Nicola I. Campell Kim LaFave: 978-0-88899-857-6		5	Residential school Self Canoe		Socials/ History					This is the sequel to Shi-shi-etko. It is darker than the first books as it shows more of what residential school was like. It also has some facts about residential schools after the story, which I find useful. It is still a tenderly told story of love and longing and survival and family.	<ul style="list-style-type: none"> • Research residential schools (grade level appropriate) • What makes a school a good school – pre-reading with prompting questions about identity and inclusion • Discuss language importance • Look at long term consequences of residential schools within communities • Journal writing / IC's
	<u>Sled Dog for Moshi, A</u> ; Jeanne Bushey, Germaine Arnatauyok: 1-55041-956-0	Fitzhenry & Whiteside 1994	4.5	Sled Dogs White Outs Stealing Safety Arctic	Inuit	Science Social Responsibility Survival		X	X	X	This is the story of a little Inuk girl who made friends with someone from New York that doesn't really know the arctic. She has a little dog and Moshi wants one too. The girls are playing on a ridge when a white-out sneaks up on them. They are rescued by a sled dog who has had pups- you can guess the rest. I liked this book for the gentle way the cultures are contrasted as well as the natural friendship between the two girls. Also the book has information in the back that is useful. An easy book to teach with and children enjoy.	<ul style="list-style-type: none"> • Learn about the arctic seasons and lifestyles • Talk about your pets • S/E. Learning regarding stealing – how does it feel when someone steals from you? How do you deal with it?

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K-10	<u>Soft Child, How RattlesnaKe got its Fangs</u> ; Joe Hayes, Kay Sather		5		Bullying Consequences snakes	Dene (Navajo)	Socials Social Responsibility science					Joe Hayes is my favorite storyteller. This is a retelling of how rattlesnake got his fangs. In the beginning the great spirit asked all the animals what they would like to defend themselves with and Soft Child asked only for a way to let others know he was there so he wouldn't be hurt. The other animals abused his vulnerability and so then the Great Spirit gave him a very deadly defense – poison fangs. This is a story told expertly with valuable lessons about respect and bullying.	<ul style="list-style-type: none"> Bullying education Imagine if nobody had any defense mechanisms – what would the animals have had to do to avoid getting hurt What are ways in which we defend ourselves – T-chart positive and negative ways Ecosystems, where is rattlesnake found, what other animals are there, design your own desert animal based on characteristics needed (including defense mechanism)
K-5	<u>Solomon's Tree</u> ; Andrea Spalding Janet Wilson; 1-55143-380-x		5		Seasons Carving Grief, Love mask	Tsimpshian	Seasons					A boy who is friends with a tree is very sad when she is knocked over in a storm. His family helps him honor her by carving a mask with him that tells her story. The illustrations are great and there is info about the artwork in the back. A tender tale that melds modern and traditional.	<ul style="list-style-type: none"> Compare rebirth of trees – use the Anne Frank tree and the 1000 year old ginko tree in Japan (also the ginko's in Hiroshima). Reflective journaling. – loss, nature, rebirth, family time. Research carved art forms 3-2-1 Everyone dance their own celebration dance.
1-7	<u>Sootface</u> ; Robert D. San Souci Daniel San Souci: 978-0-440-41363-9		4		Cinderella Bullying Inner beauty	Anishinabe-Ojibwa / Chippewa	Socials Language Arts					This Ojibwa Cinderella story is about a badly abused girl with a kind heart who wins the warrior of her dreams through her inner beauty. I am careful to address bullying and ideas of beauty when discussing it with kids. It needs clarification that the girls' self-worth did not come from her husband but her goodness shone through and transformed her. Good to use when comparing Cinderella stories from around the world or bullying.	<ul style="list-style-type: none"> Compare and contrast with other Cinderella stories (especially the Rough Faced Girl). Discuss how appearance does not determine worth or character Historical and present reasons for marriage? Clothing and adornment lessons (again compare and contrast). IC regarding courage or appearance.

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	<u>Spider Woman</u> ; Anne Cameron: 978-0-9220080-73-3		4	Spider Woman Disease							This story tells of how Spider-Woman cared for her children by catching the birds of torment. It is a lovely story of Symbiotic relationships and love. Illustrations are Black and white, and I don't see Kids checking this one out, but read as a class, it works well because it is such a good story.	
	<u>Spindle Whorl, the, A Northwest Coast Indian Art Activity Book</u> ; Nan McNutt: Roger Fernandes, Susan Point: 978-1-5706111-5-5	Sasquatch Books 1997	4.5	Spinning Spindles Family	West Coast	Art Socials				x	This is such a neat book. It is a story book as well as a craft book with pictures that could be coloured, though not a traditional colouring book. The story is of a young girl who has been given her adult name, Spinning Woman, as she prepares for the visit of her Uncle and his new bride. There is a lot to be learned from this book. Susan point illustrated the designs. She is a local Musqueam artist – our own Aboriginal Education Logo was given / illustrated by Susan Point.	<ul style="list-style-type: none"> • Pair with Yshta's Sweater for an interactive unit regarding spinning and weaving (incorporate west coast designs as well). • Field trip to the Museam of Anthropology or Bill Reid Gallery to look at traditional weaving/spinning and tools. • Contact a weaver and invite into class to see how it is really done.
1-5	<u>Spring Celebration, The</u> ; Tina Umpherville, Christie Rice: 978-0-921827-46-6		3.5	Seasons Celebrations Food	Cree	Science Socials Language Arts					This is the story of a northern village as they prepare for, anticipate and then celebrate spring. It is told through the eyes of a little girl with flaming red hair, which in itself is great, showing that Aboriginal people also have hair colours outside of black. The language is simple and the illustrations are nice.	

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1-12 (3-5)	<u>Squanto's Journey</u> ; Joseph Bruchac, Greg Shed: 978-0-15-201817-7	Hardcourt Books 2000	5	Thanksgiving Colonization Squanto Sharing Slavery	Wampanoag (Patuxet)	History Social Responsibility Debate					This is the story of the man Known as Squanto. It tells the story of the English coming, and colonizing. Those first tedious steps of trying to live in harmony and then we see Squanto stolen into captivity. I love that he decides to work with the English even after escaping slavery and returning home to find his family wiped out by disease. It is a story of reconciliation in many ways. I believe it is an excellent starting point from which to debate many, many ideas: should Squanto have helped, what would have happened if he didn't was he really a man of honor (after all he helped the colonizers...). Beyond debate questions, it is a survival story, a true story and it is well told and illustrated. A must have, especially around Thanksgiving.	
3-7	<u>Star Boy</u> ; Paul Goble: 978-0-689-71499-3		4	Courting Sun, moon, stars Following directions	Plains Blackfoot	Socials Science (Astronomy) L. Arts					The illustrations in this are great in that they incorporate so much of the plains culture. The tipis are drawn from real tipi's the blankets are real designs, even the Lakota star is pictured. This is a traditional tale retold. It tells of the morning and evening stars and their love as well as the journey that their son must make before he married, because his mother did not follow directions. I recommend Paul Goble books.	
K-5	<u>Star Maiden, The</u> ; Barbara Juster Esbensen, Helen K Davie: 0-316-24951-3		4	Stars Dreams Lilies Transformation	Anishinabe-Ojibwa / Chippewa	Science Socials					This is a traditional tale that is a magical beginning for water lilies. The reader wonders what the star maiden will chose to be when she comes to the earth that she has longed for. There is a feeling of generosity in the tale. The illustrations are thoughtful.	

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K-7	Star People, The; S.D. Nelson: 978-0-8109-4584-5		5		Love Stars Grandparents Fire Grief	Lakota	Responsibility Science (Fire)					This is the best telling that I have read regarding the Star Nation. In the back the author/illustrator writes of his connection to the characters and explains the dress used in the illustrations, which are captivating. The story is of a brother and sister who go exploring, only to be caught up in a huge fire that sweeps the land, and how they were protected from it, but then were lost; the emotions discussed range from fear and worry to grief, joy pride, love and wonder. This book is thoughtful, beautiful and has many lessons as well as reads easily. It has become one of my favorite to read to children.	•
	Storm Boy; Paul Owen Lewis: 978-1-55285-268-2		4		Whales Adventure Animal Kinship	Northwest: Haida, Tlingit						A boy goes out to sea and ends up in another world. He is taken in by the chief and learns their dance, and eats their food, but misses home. He ends up riding the back of a whale (the other world) and shows up at home a year later. A big adventure.	•
K-5	Story of the Milky Way, The; Joseph Bruchac and Gayle Ross, Virginia A Stroud:0-8037-1737-7		4.5		Theft Astronomy Elder Respect	Cherokee	Social Responsibility Astronomy					Besides being a great telling of the story, in the beginning the authors note what changes and sources they drew from and the illustrator also explains her art style for the book. This story is about stealing and its consequences, respect for the elderly as well as how the Cherokee explained the milky way. Great read.	•

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		Publisher										
K-7	<u>Sun's Daughter, The:</u> Pat Sherman, R. Gregory Christie:978-0-32430-5	Clarion 2005	3.5	Seasons Sun Corn Birds Maple Listening Promises Consequences	Haudenosaunee (Iroquois) inspired	Science, seasons, trees (sap), migration. Socials Readers Theater					This is sort of an original story – It is based on the Iroquois inspired tale of the 3 sisters (corn bean and squash) but sings strongly of Persephone. Maize gets a little big for her britches and disobeys her mother the sun, is lured into a cave with Silver and is prisoner. The bravest of the little birds rescue her by helping the trees to weep. Great story for science and seasons.	<ul style="list-style-type: none"> Compare and Contrast stories about the creation of seasons – Persephone of the Greek tradition, Blue corn girl of the Hopi etc. Story board it and readers theater (easily adapted) – lots of parts for the people and the birds and for your stronger readers sun silver and Maize. Lessons re the three sisters – why do they go well together (soil nutrition, crop rotation etc).
3-6	<u>Symphony of Whales, A;</u> Steve Schuch Peter Sylvada: 978-0-15-216548-2		5	Whales Dreams Music Migration Weather	Inuit	History Music					An Inuit girl hears whale songs and finds thousands of whales trapped in the Ice. The village helps them. The girl finds the right music to lead them out of the freezing channel. One of my favorite books to read to children – One child followed her instincts (dream) and by doing so, saved thousands of lives. True story.	<ul style="list-style-type: none"> Have students write a Newspaper article, or tell the story from a different point of view, perhaps the whale, or the rescuers, or a peer of the little girl or the girls mother. Geography, have students them map out where it happened and how far the ship had to travel. Then measurements conversions – km to miles... Learn about how environmental changes affect other animals. – Migration! – Listen to classical music, or different types of music and try to figure out which animals might like which ones.. Have students describe the music.
	<u>Table Where Rich People Sit, The:</u> Byrd Baylor, Peter Pernall: 978-0-689-82008-3		5	Money Family Nature Blessings							Mountain girl Knows her family doesn't have enough money. However, they sit down at a home-made table and decide how much their blessings are worth (turns out they are millionaires). The illustrations capture the southwest and there is a solid/reverent appreciation for the land- one of my very favorite books.	<ul style="list-style-type: none"> Make a list of your riches.

Grade Level/ Reading Level	Title; Author, Illust: ISBN #	Publisher	Erin's Rating		Key word Theme	Nation	Subject	S/E Rubric	M	B	C/C	Blurb	Activities
1-5	Tale of a Great White Fish; Maggie de Vries, Renee Benoit: 978-1-55365-303-5		4	Sturgeon Conservation Life Cycle Fraser Valley	Sto:lo Coast Salish	Ecology Life Cycles Conservation						This is an enjoyable, thought provoking read about Sturgeon. It follows a particular Sturgeon for almost 200 years, explaining the changes in the environment and how people have interacted with it. The pictures are nice, though nothing extraordinary but the content is very educational – this book should be used in classrooms!	
K-12	Talking with Mother Earth; Jorge Argueta, Lucia Angela Perez: 978-0-88899-626-8	Groundwood Books 2006	4.5	Racism Bullying Medicine Wheel Language & Colonization Poems Grandfathers Elements Thanksgiving	Pipil Nahua	Socials	1a,b,d,e 2a,d,e,g 3a,b,d 4a,e,f		x	x		This is a book of short poems that all flow together. They tell the story of a little boy who is asserting his cultural roots, his identity. He describes himself and how he got his name and what he prefers, as well as the bullying that happened to him in school because he is Aboriginal. The word Indian is used throughout, so have a discussion about it. This is a bilingual Spanish and English book. It also describes the rocks and fire as grandfathers and the directions in relation to the body. A very useful book in the classroom with brilliant illustrations. Useful for all grades.	<ul style="list-style-type: none"> Write your own self-identification poems or creation story Adapt it into a play (I'll likely work on one this year or next so be patient if you don't want to do it yourself). Compare and contrast with Canadian Aboriginal beliefs – i.e. the medicine wheel and the Grandfathers and feathers. DISCUSS and research COLONIZATION Write reflectively if you were in his shoes. Think-Pair-Share Write your own thankful poems or prayers Go outside and try to sing with birds (observe first)
K-2	The Bannock Book; Linda Ducharme: 978-1-894717-40-3	Pemmican Publications 2007	4	Bannock Family Diabetes	Métis	Food Health Nutrition	2f,g 3b,c 4d,f					This is a very low reading level book. It has rather strange illustrations, but they are friendly, simple and show the love between the mother and child. They make "healthy" bannock for a family member with diabetes. There is lots of info in the back – recipes both healthy and traditional (yum) and info re diabetes.	<ul style="list-style-type: none"> Make Bannock Learn about diabetes and why certain foods are healthier than others. Intro a foods and nutrition unit. Have students bring in favorite foods and recipes to share with the class

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		Publisher										
K-12 (4-7)	<u>The Flower Beadwork People</u> ; Sherry Farrell Racette: 978-0-90915-97-4	Gabriel Dumont Institute 2009	4.5	Métis Colonialism Culture Blending	Métis	History Art	3b,c 4e				This is the best book I've seen for children regarding Métis history. It is vibrantly, beautifully illustrated. This dual language (Michif) book is complete with glossary and could be used not just to study the Métis but art, technology (how things have changed) culture blending. Great Resource. It starts out with how the Métis began and how they lived and moves in to how they are the same and different now that times have changed. Unfortunately no mention of heroes (like Louis Real or Gabriel Dumont) or conflict/ resistance. It's not a story book in that you are attached to characters it is the story of a Nation.	<ul style="list-style-type: none"> Expand on this book by researching Métis history and culture. Learn to jig (there are DVD's available through learning services). Research uses of the Métis Sash Create a Métis Newspaper (have articles about events, recipes, obits, ads. Etc..) Brainstorm and T chart which parts of the culture came from European or First Nations roots. Invite a Métis guest speaker into your class (Métis Nation BC can likely help with this) Character Tree for the Métis Nation.
	<u>Frog Princess, The, a Tlingit Legend from Alaska</u> ; Eric A. Kimmel, Rosanne Litzinger: 978-0-8234-1618-9	Hiliday House 2006	5	Transformation Princesses Family Happiness Frogs Shaman	Tlingit	Language Arts Socials Science			X	x	This traditional story is of a girl who was not happy with any of her suitors and said she would rather marry a frog. So that night the frog prince visited her and offered her marriage. She went with them and was happy, but her family mourned her. Then a traveler saw her and shared the story with the chief (her father), Through negotiation (threat of war) the girl was returned but was unhappy. She ran away and so did the frogs, but again a traveler carried a message of Tlingit speaking frogs and a princess that was happy. The illustrations are plain but colorful and the text is well done, with a low reading level. Contains information in the back regarding artist and story sources.	<ul style="list-style-type: none"> Compare and Contrast with other princess stories (the frog prince is the natural one but others would be interesting too). Study the Tlingit. Learn about frogs and amphibians

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		Publisher										
K-12	<u>Prince and the Salmon People</u> , The; Claire Rudolf Murphy, Duane Pasco: 978-0-8478-1662-1	Rizzoli International Publications Inc. 1993	5	Salmon Respect Environment Sustainability Mouse Woman Transformation	Tsimshian	Science Socials Art History Language Arts	1a,c,d,e 2a,b,d,e, f,g 3a,b,c,d 4a,e,f				This is the traditional tale of the Salmon People. A prince is born just as the first spring salmon start running. For years afterwards they have plentiful harvests but then, as their respect for tradition wanders the harvests get smaller and smaller. Finally there is an incident between the prince and his mother and he runs away. He ends up in the home of the Salmon people who teach him their ways and how to be respectful. Just as the traditional teaching that animals all have spirits like us and are just wearing animal clothing (like in Frog Girl, Storm Boy and The Woman Who Married a Bear) so are the Salmon. The boy returns (after visiting with other Salmon tribes) and teaches his people. There is a huge amount of supplementary information in this book and the illustrations are tools in themselves (though it would be neat to see some children's illustrations of the story before sharing the books illustrations.	<ul style="list-style-type: none"> Learn about the different types of salmon mentioned in the book, when they run, what their life cycles and migration routes are. Take a field trip to the Salmon Hatchery in N. Van(near Cleveland dam) Learn about how people impact the salmon (read with A River Lost) as well as Salmon Farms and fish ladders Story Map Write another story and have Mouse Woman appear (Could use in sections with Moe the Mouse) Learn about the Tsimshian traditional dress, customs etc. Compare shamanic roles (medicine people) from around the world Have students illustrate the story. Endless possibilities Use in a Unit regarding transformation and human learning see previously mentioned books.
K-4	<u>Thomas and his Cat</u> ; Bonnie Murray, Sheldon Dawson: 978-1-894717-06-9	Pemmican Books 2001	3.5	Cats Pets Show and Tell Language Michif	Métis	Socials Science Language Arts	1a,b 3b,c 4d,f				This is a dual language book that has resources in the back regarding pronunciation of Michif words. It is the story of a boy who asks for a pet and his mother helps him name his new cat Minoush. He learns that the name means cat in Michif and learns that the language is endanger of extinction. He shares all of this during show and tell.	<ul style="list-style-type: none"> Show and tell Science – learn about cats and other pets Brainstorm and map – what sorts of things do you need to do to take care of pets: Compare and Contrast different pets Write about their pet – real or imaginary Learn some Michif words. Learn about Métis culture and people (look for other Métis books on this list as resources)

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		Publisher										
K-4	<u>Thomas and the Métis Cart</u> ; Bonnie Murray, Sheldon Dawson: 978-1-894717-47-2	Pemmican Books 2008	3.5	Red River Cart Science projects	Metis	Science Socials Math Research skills					This is the third book in the series about a boy named Thomas. In this one the teacher assigns a science project in which the students must make something with wheels, using limited resources. Thomas makes a Red River Cart. His dad teaches him a little bit about the history and use of the Cart. I would have liked to see more detailed information about the cart in the back, as well as other uses for it (it wasn't just used to look for buffalo!). It would also be neat to have some construction instructions to replicate the project.	<ul style="list-style-type: none"> • Make a Red River Cart. • Learn more about the construction and uses of the cart. • Research culture blending (what was used before carts, what about before horses). What other ways did the Métis blend cultures. Do we see culture blending happening here? (food, fashion, language, technology...) • How does technology impact us – then and now. • Study the math of a Red River Cart... (angles, radius, measurement etc.)
K-4	<u>Thomas and the Métis Sash</u> ; Bonnie Murray, Sheldon Dawson: 978-1-894717-23-6	Pemmican Books 2004	3.5	Métis Sash Métis Culture Finger-weaving Friendship Métis Flag Michif	Métis	Socials Art Language Arts	1b,d,e 3b,c 4a,d,e,f				This is the second in a series about a little Métis boy named Thomas. The stories are not particularly exciting, and they are predictable, but they are short and fairly easy to read (about grade 2 or 3) and are filled with cultural knowledge. This one begins with the class finger weaving belts. Thomas brings it home and his mom shows him her Métis sash, then explains the symbolism in it. He then shares that with the class and teacher. I would have liked it if some of the uses of the sash were also explained as well as the symbolism of the Métis flag (and that it is also in red and white). These are good books to introduce Métis culture, and I like how the author approaches the subject through everyday encounters.	<ul style="list-style-type: none"> • Finger-weaving sashes or belts • Learning about the Métis flag and Canadian Flags, then have students design their own flag. (Give colour symbolism) • Discuss culture blending – brainstorm ways in which we see culture blending all around us (fashion, food, language etc). • Learn some Michif words (back of the book).

Grade Level/ Reading Level	Title; Author, Illust: ISBN #	Publisher	Erin's Rating		Key word Theme	Nation	Subject	S/E Rubric	M	B	C/C	Blurb	Activities
K-3	<u>Totem Tale</u> ; Deb Vanasse, Erik Brooks: 978-1-57061-439-2		5	Totem Poles Teamwork	Northwest							This is a book that is laid out differently on every page. It is colorful, and carries a very fun story that is excellent for introducing totem poles, and how they tell stories. It also reminds us that without remembering our story we are lost. A totem pole comes magically to life during the night, but when the animals realize that they have to get back together as a pole, they don't remember who is on top.	<ul style="list-style-type: none"> Sequencing Designing totems (not on toilet paper rolls!) try doing a few class totem poles, where each person draws their own animal and then they group makes up a story to go with it. Use with Moe the Mouse Intro to Animal symbolism/totem study for younger grades Picture walk
K-5	<u>Turkey Girl, A Zuni Cinderella Story, The</u> ; Penny Pollock, Ed Young: 978-0-316-713-14-7	Little, Brown & Company 1996	4	Cinderella Promises Respect Magic Turkeys Consequences	Zuni	Language Arts, Science Socials	1a,b,c,d, e 2a,d,e,f, g 3a,e 4d					This is not your typical Cinderella story. It does not have a happy ending or evil step family. It is however a good story to read about consequences and making promises, as well as rewards. The girl is the poorest orphan and she is given the job of herding turkeys and thinks of them as family. Then, the day of a big celebration they begin speaking and decide to dress and jewel her for the dance; but she must return before it is dark or they will all disappear because she was no true friend of theirs. Sure enough, despite good intentions the girl arrives too late and the turkeys have flown away, which is why they are no longer herded, she is left with nothing.	<ul style="list-style-type: none"> Compare and contrast Cinderella stories from around the world or different Nations (Roughfaced Girl and Sootface). T-chart and reactions – or action and consequences Storyboard it. – make sure to draw the girl's adornments. Which animals are herded now? Why? Why didn't the girl check her watch? – (discuss ways of telling time) sundials etc.
K-7	<u>Turtle's Race with Beaver</u> ; Joseph Bruchac and James Bruchac, Jose Aruego and Ariane Dewey: 978-0-14-24-466-7	Puffin Books 2003	5	Race Sharing Manners Problem solving	Seneca	Science Animals Social Responsibility Social Studies Readers Theater						This is a fabulous book about the weaker, humbler animal outsmarting the stronger, more prideful animal. Turtle goes to sleep for the winter in her lovely pond only to wake up and realize that it is not the same. The beaver that has dammed it up challenges Turtle to a race and the loser must leave. Turtle offers to share, but ends up winning the race. Beaver leaves embarrassed, but learns from her defeat. Excellent teaching tale.	<ul style="list-style-type: none"> Ecosystems & environmental change. – how do we affect our environment? – how can we better share with Turtle? Sharing – discussion about sharing. Readers Theater.- in a small group adapt into a skit What did Beaver learn (humility, sharing) What does humility mean (IC interpret and critique definition or quote related). Build a model pond and study displacement and dams.

Grade Level/ Reading Level	Title; Author, Illust: ISBN #	Publisher	Erin's Rating		Key word Theme	Nation	Subject	S/E Rubric	M	B	C/C	Blurb	Activities
	<u>Two Pairs of Shoes;</u> Esther Sanderson David Beyer: 978-0-921827-15-3		2.5	Moccasins Gifts Wisdom								Maggie receives a pair of fancy shoes for her birthday that she has wanted for quite a while. When she shows them to her grandmother, she is given a beautiful pair of moccasins. She now has 2 pairs and must learn when and how to wear them both. This is a very short book, but it illustrates a much larger concept, walking in two worlds, and what is appropriate – would be a good book when talking about ESD.	<ul style="list-style-type: none"> Language use – the girl had different shoes for different occasions – metaphor. How do we have different sets of language – academic, cultural, casual etc. Brainstorm when different shoes, or language would be used. What do they think about living in “two worlds” – what does that really mean? Reflective writing re: gifts.
	<u>Very Last First Time;</u> Jan Andrews, Ian Wallace:978-0-88899-043-3	Groundwood Books 1985	5	Fear Responsibility Mussels Ice-fishing	Inuit	Socials Science		X		X	I didn't know people went under ice-shelves at low tide to collect mussels before I read this book. It is beautifully illustrated and a nice story. It brought my imagination to life and I enjoy reading it with others. A little girl goes collecting mussels on her own, under the ice shelf for the first time.	<ul style="list-style-type: none"> Learn about Ice shelves, tides, marine life and or the arctic and Inuit Imagine and describe what it would be like under the sea, or in an in between place like in this story (play an Octopus' Garden – Beatles). Describe your last first time. Talk about independence and bravery and fear Picture walk and write your own stories first. 	
2-7	<u>Vision Seeker, The;</u> James Whetung, Paul Morin: 978-0-7737-2966-6		4	Medicine Wheel Vision Quest Sweat Lodge	Anishnabe Ojibwa/ CheroKee	Socials					This is a story of a young man's vision quest. The preparation for questing is detailed as is his vision, in which he receives from the grandfathers 7 gifts which correspond to the medicine wheel. A great teaching tool.	<ul style="list-style-type: none"> 	
	<u>Wave of the Sea-Wolf, The;</u> David Wisniewski, 978-0-395-96892-5		4	Canoe West Coast Explorers Vision quest	Tlingit						About a girl that through her vision quest is able to tell when the sea-wolf will attack. This Knowledge is used to escape the destructive force of a tsunami (sea-wolf) that Kills the Europeans that had been attacking her village.	<ul style="list-style-type: none"> 	
	<u>Way to Start a Day, The;</u> Byrd Baylor, Peter Pernall: 978-0-689-71054-4		4.5	Multi-Cultural Song / Sun							A book that shows us commonalties as well as differences beautifully. Through the rambling voice of a girl, this book shows how different cultures around the world greet the sun.	<ul style="list-style-type: none"> 	

Grade Level/ Reading Level	Title; Author, Illust: ISBN #	Erin's Rating		Key word Theme	Nation	Subject	S/E Rubric	M	B	C/C	Blurb	Activities
		Publisher										
	Whale Brother; Barbara Steiner, Gretchen Will Mayo: 0-8027-6804-0	Walker Publishing Company 1988	4	Whales / orca Carving music parental expectations bullying mindfulness	Generic Coastal Inuit?	Science Animal Study Art					X	<p>This is a sweet story about a boy who is meant to be a carver but can't see the animal in the ivory. He then trades his spear for a harmonica and makes bad music. He is put down and bullied by everyone, even his father calls him useless. He rows out to sea every day, into a little inlet and makes his music. The orca come and sing with him, welcome him, dance for him. One day one of them is beached. He stays with them 5 days until it dies and he captures its spirit in a carving. He returns and shows his family that is then proud. I think that the author should have talked about how the people would have eaten the whales. This is not a traditional tale, but there is much to discuss and the illustrations are nice.</p> <ul style="list-style-type: none"> • Compare and Contrast with A Symphony of Whales • Learn about marine mammals • Discuss parental / societal expectations – was he brave or disobedient? Describe Omu's characteristics • Write songs for whales (or nature – go outside and see what your students write about). • Discuss bullying and anti-bullying strategies – perhaps even Non-violent communication methods – this would be a good introduction for a unit on healthy communication – re-write the book with healthy communication strategies • Cause and Effect
K-7	When Clay Sings; Byrd Baylor, Tom Bahti: 684-12807-1	Charles Scribner's Sons 1972	3	Archeology Pottery Art	Anasazi Mimbres Mogollon Hohokam	Art History Language Arts	4e					<p>I had this book as a child. It uses the term Indian and does refer to children as naked. However, typical Byrd Baylor, she is imaginative, and helps the reader to think in someone else's shoes... imagine what it was like thousands of years ago.</p> <ul style="list-style-type: none"> • Research different forms of art. • Draw your own designs for a pot (or make clay pots and decorate them)

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		Publisher										
K-5	<u>When Turtle Grew Feathers, a Folktale from the Choctaw Nation</u> ; Tim Tingle, Stacey Schuett:978-0-87483-777-3	August House LittleFolk 2007	4.5	Turtle Rabbit Turkey Race Surprise	Choctaw	Social Responsibility Readers Theater Social Studies Science	1d,e 2c,g 3a,b				<p>This story is loads of fun. Grades K-3 LOVE it. It is a variant of the Tortoise and the hare race story (which it notes in the intro that likely Aesop was an African slave which I found interesting, as that story is an African one in origin. However, in this story it is about an accident turned friendship and how Turkey surprised everyone, especially conceited rabbit. This is a great story to talk about friendship, and accidents and even individual gifts – unlike the African (or Greek) version that is about consistency and hard work. The illustrations are hilarious and it is easy to teach from and it won't stay in the library either.</p>	<ul style="list-style-type: none"> • Think pair share activities re: animal structure – can turtles take their shells off? • Explaining phenomenon – Turtles shells and the lines (13 moons on turtles' back), manners and friendship – do you think Turkey would have raced if Turtle hadn't been gracious? How did rabbit's behavior change? • Study in Rhyme, Word Families • Fixing one's mistakes and making restoration (PEACEMAKING). • Compare Turtle and Hare. • Active witnessing – give bystanders a voice (bullying). • Who is the real hero in this story? (Ants, Turkey, Turtle...) • Turn it into a play (easily). I have adapted it to reader's theatre. • Fracture it and rewrite it. • Sequencing and illustration. • How did turtle and turkey solve their dispute – who gave a little first? – How were amends made? Why were the animals hiding from Rabbit, would you want to hide?
K-6	<u>Which Way Should I Go</u> ; Sylvia Olsen Ron Martin: 978-1-55039-161-9		5	Music Grief Grandma	Northwest-Tla-o-qui-aht of Nuu-chah-nulth	Social Development, Life Cycles, Music					<p>A little boy who loves his grandmother and is always happy- until she dies. Then he takes her lessons to heart and chooses to remember her lessons and choose to be happy. Song is easily used as a sing along.</p>	<ul style="list-style-type: none"> •

Grade Level/ Reading Level	Title; Author, Illust: ISBN #	Publisher	Erin's Rating		Key word Theme	Nation	Subject	S/E Rubric	M	B	C/C	Blurb	Activities
K-7	<u>White Tails Don't Live in the City</u> ; David Bouchard: 978-0-921253-15-X		3	Nature Reservations Foster Care Grandparents		Science						This story is not told in Academic English, but country vernacular. – Could be a tool with ESD learners to compare and contrast. The story itself is about a boy who is in his third foster home and gets to come back to the reserve to visit his grandfather. He tells his grandfather about all the great stuff in the city so the grandfather takes him out to the country to see all the great stuff there. It's a nice story, which could easily be a compare and contrast lesson.	
2-7	<u>Woman Who Married a Bear, The</u> ; Elizabeth James Atanas:978-0-894965-49-1		4	Bear Change/ Transformation Love Pride	Haida, Tlingit, Tmishian, Tagish, Tutone, Ahtna							This is the story of a prideful girl who is taken by a bear, forced to marry and have bear children, which will raise questions. She is rescued but tragically. Although her cold heart is transformed, she never feels really at home with her people anymore. In the back are variant stories as this is a common one, particularly in the northwest and they all speak to animal Kinship and the bigger lessons of pride and humility.	
4-6	<u>Yetsa's Sweater</u> ; Sylvia Olsen, Joan Larson: 978-1-55039-155-8		3.5	Family Knitting Grandma	Coast Salish	Steps / planning						This book is tenderly illustrated. It depicts generations of women preparing the wool, making the yarn and Kitting these Cowichan sweaters. I like the intimacy of family in this story, but it reads to slowly in my opinion.	<ul style="list-style-type: none"> Sequencing Weaving Clothing/textile study
K-1	<u>Zoe and the Fawn</u> ; Catherine Jameson, Julie Flett:978-1-894778-43-x		3	Animals Repetition Early literacy	Okanogan (Sylix)	Early Literacy						This is a sweet little book about a girl and her dad who take a break from chores to find a fawn and search for its mother. The question is... who is the fawn's mother, a rabbit, a fish etc... Lots of repetition, and it would be a good book for center or independent reading. The illustrations are contemporary/simple and pleasing but not too busy.	

Chapter Books / Novels & Compilations of Stories

Grade Level/ Reading Level	Title; Author/Illustrator: ISBN#	Publisher	Erin's Rating	Key word Theme	Nation	Subject	S/E Rubric	Blurb	
4-7	<u>As long as the Rivers Flow</u> ; Larry Loyie w/ Constance Brissenden, Heather D. Holmlund: 0-88899-473-7		2.5	Hunting, Coming of age, Animals, Residential schools	Cree			This book is at about a grade 5 reading level. It is illustrated and the vocabulary is simple. Cree words are used. It is autobiographical and tells the story of a boy's last summer with his family before being sent to residential schools. It is an excellent introduction to that topic or would be a perfect book report book. The story tells is adventurous as well as educational. There is the tenderness of caring for a boy; there is familial teasing (which I didn't like) but also the real emotions of facing a bear.	
4-7	<u>Children of the Longhouse</u> ; Joseph Bruchac: 978-0-14-038504-5			Sports War	Haudenosaunee (Iroquois) Mohawk	History Social Justice		I haven't read this one yet but a seventh grade student rated it a 6 out of 5.	
4-12	<u>Code Talker</u> ; Joseph Bruchac: 0-439-89100-0		5	Residential School, WWII, Navajo Code Talkers, Racism, Resiliency	Navajo	Language Arts Geography History		This novel is fairly easy to read (grade 5 level). It is a great one to study because of the content it covers. The story starts with a boy leaving for residential schools. It does discuss the pain, but not ALL the bad things that went on there – there is no rape or graphic beatings, but shame is certainly something to talk about as is culture loss. So then the story takes a turn as the boy is recruited to be a marines, and signs up before he is legal to do so. He then becomes a Code Talker where his language is valued. There is so much to talk about in this book that you could literally read just one page per period and still have activities to do. There are lesson plans to accompany the VSB class sets and discussion questions (that are integrated into the lesson plans) in the back of the book.	See accompanying questions (in class set) or request from ewilliams@vsb.bc.ca
4-7	<u>Eagle Song</u> ; Joseph Bruchac, Dan Andreassen: 978-0-14-130169-4		5	Bullying Peace Aionwahta (Hiawatha) Racism/ Stereotypes gangs	Haudenosaunee (Iroquois) – Mohawk	Language Arts Social Responsibility Social Studies		This is the story of a boy who moves to NYC from a New York state reservation and his struggle to find friends. It is a story of quiet courage and family love and can be a great teaching tool, not only for anti-bullying and acceptance but also to look at parallel ways of doing things. The story of Aionwahta (Hiawatha) is told, and then applied and everyone should hear it. The book is only 80 pages and could easily be read by grade 4 students but could certainly be used all the way through to grade 7. It briefly addresses gangs in a way that will encourage discussion.	
K-12	<u>Flight of the Hummingbird</u> ; Michael Nicoll Yahgulanaas with Wanari Maathai and		4	Conservation Environment Hummingbird Courage		Science Socials		This is a beautiful parable about a hummingbird trying to put out a forest fire one drop of water at a time. When she is asked why he says he is just doing what she can. The parable is followed by a description of how hummingbirds are seen by various first peoples across North America as well as messages from the Dalai Lama	

	The Dalai Lama: 978-1-55365-372-1							and Wangari Maathai about changing the world. It can be used with all ages and countless lesson plans could come from it. The book is illustrated.	
4-10	<u>Hidden Roots</u> ; Joseph Bruchac: 978-0-429-35359-9	Scholastic	4	Eugenics Domestic Violence Mentorship Reading Identity	Abenaki			This is an interesting story – it has a rather surprise ending as the boy finds out why his family has hidden that they are First Nations (the book uses the term Indian – as is common both for time and place). The family was one that had been affected by forced sterilization in the states – this happened in Canada also. It is easy to read though, told through an adolescent boy’s eyes as he watches his father’s struggle with shame. It has heavy, thought provoking themes and the discussion and lesson that can come out of it would be great to have in a classroom, but it is fairly heavy, not graphic, just heavy.	
4-9	<u>Jim Thorpe, Original All-American</u> ; Joseph Bruchac:978-0-14-241233-6			Sports Residential Schools	Sac / Fox Reserve	History		This is the biography of one of Americas Greatest Athletes, who just happened to be Aboriginal. The story starts at his birth on reservation, and follows him on his journey through residential school at the Pennsylvania’s Carlisle School (the model for residential schools) and through his life as an athlete. It is unrated because I haven’t read it yet, but from glancing through I imagine it will get a 4.5 or 5 and boys will check it out.	
4-12	<u>Peace Walker, The Legend of Haiwatha and Tekanawita</u> ; CJ Walker		4	Peace Government Oppression Non-violence Aionwatha Deganawidah	Iroquois (Haudenosaunee) Huron	Socials History Government Theater, Art	1b,e 2a,b,d,e, g 3a,b,c,d 4b,c,d,f	This story should be in taught in all government classes, however, I have some slight reservations about the book. Aionwatha and Deganawidah (or Hiawatha and Tekanawia). The illustrations are a little weird in my opinion, and I wouldn’t especially use them. Also, In dialogue (obviously fictitious) in a it doesn’t make sense to have people refer to themselves by what were enemy-names, such as “Iroquois.” They called themselves Onkwewhonwe, Original People, or Haudenosaunee, People of the Longhouse. The five nations referred to themselves as Kanienkehaka (Mohawk), Shotinontowane’haka (Seneca), Onenyotehaka (Oneida), Ononta’kehaka (Onondaga), and Kayonkwe’haka (Cayuga). While many of my favourite things about the traditional story are left out (like that the enemy leader, after his transformation and forgiveness was given a leadership role again because of the hard lessons he had learned, as well as terminology that we still use today such as bury the hatchet) I believe that this book can be used to critically examine both literature and the stories. Also, Deganawidah was known as the Peace Maker, not the Peace Walker, I think that might have been a subtle (or not so subtle) play to the authors’ name.	<ul style="list-style-type: none"> • Compare and Contrast with other versions of the story (include Henry Longfellow’s: <u>Hiawatha</u>) • Follow-up from the Huron Carol, or the Aboriginal Christmas Carol • Compare the United Nations Charters, the American Constitution and the Confederation – see how the Haudenosaunee Confederation influenced them. • Illustrate Peace • Discuss the events that took place to make this confederation • Look at Matriarchal societies, how do the Haudenosaunee fit with this model. • Have students research the Wampum belt of Confederacy • Have students tell the story of Confederacy in their own words after researching several sources. • Readers Theater • Comparative governments • Reflective and Critical thinking journaling (faith in Aionwatha, the idea that his daughters had to die before peace could be made)
4-9	<u>Sacajawea</u> : Joseph			Lewis and Clark	Shoshone	History		I haven’t read this but a seventh grade girl reviewed it 10 out of 5	

	Bruchac: 978-0-15-202234-1							for me. She said everyone on earth should read this story.	
4-7	<u>Skeleton Man</u> ; Joseph Bruchac:978-0-439-442551-6		5	Scary Traditional story Heroine	Haudenosa unee (Iroquois) - Mohawk			Besides being well told, interesting and a little bit scary, I think that the real special bit about this book is the way the legend is moved to the future and the heroine is not a damsel in distress but someone that things critically and courageously and even ends up rescuing the grown-ups. There is a special relationship with a teacher that is also nice to see in print. A grade 7 reviewed it for me and gave it 10.5 out of 5. My initial response was a 4.5 but her review bumped it up for me.	
4-6	<u>My Name Is Seepeetza</u> ; Shirley Sterling: 978-0888991652	Groundwood Books 1992	4	Residential school Alcohol		Socials Language arts		This autobiographical novel is written in the form of Seepeetza's diary in residential school. The book is sometimes repetitive, and disjointed, but that can be a good thing, particularly for a grade 4 audience. The great advantage is the immediacy of the child's voice and viewpoint. We feel her bewilderment and fear, her helplessness, her longing for home, which we also get glimpses of. There is some death in the book, and of course, considering the setting, some cruelty towards children, but certainly mild enough for a grade 4 audience. Class set available through media services.	Compare and contrast with the Diary of Anne Frank. Have the class journal daily while reading. Accompany with Nicola Campbell's books (pre-reading). As well as some research regarding residential schools. Discussion/s about substance abuse (the father at one point is quite drunk).
9-12	<u>The Absolutely True Diary of a Part-Time Indian</u> ; Sherman Alexie, Ellen Forney: 978-0-316-01369-7		5	Reservations Alcohol Friendship Racism Death Poverty Bullying Love	Northwest Wellpinit			This is a novel that is excellent in every way. Suited for grade 7 and up. There are illustrations in it that complement it beautifully. This book playfully, sincerely explores a plethora of issues: racism, poverty, alcoholism, friendship, death, guilt, love, adventure the power of choice, bullying, homophobia and more. Teachers should read the book first - there are references to masturbation, and sex that some people might not feel comfortable with. There are discussion leading questions in the back. FABULOUS! – Class sets at media services.	
4-7	<u>The Heart of a Chief</u> ; Joseph Bruchac: 978-0-14-131236-x			Contemporary issues Casinos Racism	Abenaki	Social Studies		I haven't yet read this. It is the story of a boy who, through a class project looks at "Indian" sports team names and also the development proposal of casinos on his island. It looks good. A student read it for me and gave it 5 out of 5. I imagine that there are a lot of lessons that one could develop around this, but most importantly it seems that this is a story of how one boy's voice made a difference.	
2-4	<u>The Trail of Tears</u> ; Joseph Bruchac, Diana Magnuson: 978-0-679-99052		4.5	Trail of Tears History	Cherokee	History Language Arts		This is an easy to read book (Step 4 from Step Into Reading). It makes the trail of tears readable even for early readers, with its language. But there will be lots of questions afterwards as the subject material is so hard. What I particularly liked about the book is the leadership shown by men like John Ross. 42 pages.	
4-7	<u>The Whale People</u> ;				Northwest			Student rated it 4 out of 5.	

	Roderick Haig Brown: 978-1-55017-277-8				Coast				
4-7	<u>The Winter People</u> ; Joseph Bruchac: 978-0-8037-2694-5			War Family	Abenaki	History		I haven't read this one yet but a student rated it 5 out of 5	
6-9	<u>Touching Spirit Bear</u> ; Ben Mikaelson:		5	Circle Justice	Tlingit	Health Social Studies		This is the story of a teenage boy with serious anger and control issues. The boy's father beats him and his mother is an alcoholic. Cole (the teenager) beats a schoolmate badly and as a consequence has the opportunity to participate in Circle Justice. It is decide that Cole will spend a year on his own to think about what he has done. Cole tries to escape and is badly hurt, the rest of the book is Cole learning to manage his anger and to heal from his own pain- he then has the opportunity to help his victim. Excellent book to teach Non-Violence or Emotional Regulation Strategies. There is a sequel but I have not yet read it.	Class set available through VSB. Reader / teacher guide coming soon. Plot diagram Character trees Journaling Lots of discussion! Research Spirit Bears and Tlingit culture Tell the story through the point of view of Cole's mom or Garvey.
4-7	<u>Walks Two Moons</u> ; Sharon Creech:978-0-590-67409-9							I haven't read this one yet – it is a Newbery award winner.	
4-6	<u>Indian School, The</u> ; Hloria Whelan: 978-0-06-442056-6	Harper/trophy 1996	4.5	Early Residential School Multi-culturalism Smallpox				It is written from the point of view of Lucy, an orphaned girl who goes to live with her stern aunt and uncle who run an “Indian School” in 1839. The idea is to assimilate. In the process we see a brave young girl Raven, defy the aunts orders and she becomes a hero and friend to Lucy. Through this books we see some of the wonderful things that Raven can do (make snowshoes, maple sugar, birch-bark boxes etc.) We also see the aunt soften slightly towards Aboriginal ways. It addresses total culture loss, and the devastation that European diseases and ways of life have had, it is still appropriate for young readers. There is no violence and lots of really good discussion can come from reading it with your class. It is less than 100 pages, and could be read in class in a week easily.	Read with My name is Seepetza. As well as Nicola Campbell's books. Compare and contrast. Journaling Research residential schools and their philosophy and effects.
8-12	<u>Our Story: Aboriginal Voices on Canada's Past</u> ; Tantoo Cardinal, Tomson Highway, Basil Johnston, Thomas King, Brian Maracle, Jovette Marchessault, Rachel A. Qitsualik, Drew Hayden Taylor: 978-0-385-66076-1	Anchor Canada 2005	5		Various	History Language Arts		Every story in this collection is worth reading, though sometimes I found the authors forward to the story even more poignant than the story. These short stories span huge timeframes (from creation to present) and various nations in our history. They are all well told and thoughtful and best of all inspire further research on the part of the reader – you just want to know more. Excellent resource.	- Guiding questions are available with class set through media services.
9-12	<u>Ragged Company</u> ;	Anchor	5	Homelessness				This is the story of 4 homeless people and one other who is	- Compare and contrast with the Book of

	Richard Wagamese: 9780385256940	Canada 2009		Family Hope Money				homeless in heart. It is the story of loss and survival and family, more to the point what makes a family. It poses the question what would you do if money were not an issue for you, as well as what makes us human. We follow these homeless people through their lives, watch them come together and deal with the stresses and emotions of being human. Then they win the lottery and we are able to see what changes and what doesn't. This is an excellent book about people, some of them just happen to be Aboriginal. This book is does refer to prostitution, and some sexual encounters. But mostly with taste and certainly not explicitly, the the F word is often repeated (especially as part of Diggers narrative voice).	<p>Negroes (read side by side)</p> <ul style="list-style-type: none"> - Discuss themes of belonging, money, famiy, pain, hope and hopelessness, freedom, guilt, addiction, literacy, trust, cinema-therapy etc. - Feeling journal while reading - IC's - Illustrate prominent scenes (Digger and his wheel, Amelia with her brother, Timber and the Jade Plant, whatever strikes them).
4-9	<u>Stranger at Home, A, Christy Jordan-Fenton and Margaret Pokiak-Fenton, Liz Amini-Holmes: 978-1-55451-361-1</u>	Annik Press 2011	4.5	Residential Schools Isolation Rejection Loneliness Homecoming	Inuit	Residential Schools Socials Language arts		This is a story that I highly recommend for literature circles (grades 4-8). I would use it with My Name is Seepeeza and Code Talker and War of the Eagles, but it is the follow-up book to Fatty Legs. Many books talk about what happened in residential schools, but this book takes a different look: we see what it was like coming home, and not being recognized, not knowing your own language or being able to play with your family or stomach the food. Well worth the read.	<ul style="list-style-type: none"> - Literary Circles!!! - Character tree (and emotion timeline) - Write a journal from Margaret's mother's or father's point of view - Tell the story of Agnes -
4-9	<u>Fatty Legs, Christy Jordan-Fenton and Margaret Pokiak-Fenton, Liz Amini-Holmes: 978-1-55451-246-1</u>	Annick Press 2010	3.5	Residential Schools Bullying	Inuit	Residential Schools Socials Language Arts		I wasn't really impressed with this book, I found the sequel much better. What is done well is the bullying between students. This is not always addressed in residential school literature. It is not my first choice for a book about residential schools but the sequel is... so to have a better understanding of the sequel this is where to start	<ul style="list-style-type: none"> - Use in a literary circle with other residential school themed books.
6-9	<u>Ghost of Spirit Bear, Ben Mikaelson:978-0-06-009009-8</u>	Harper 2008	5	Bullying Social Change Circle Justice Courage Leadership	Tlingit + Non	Socials English		I liked this book even more than <u>Touching Spirit Bear</u> . The story follows Cole after he returns from his exile on the island in Alaska where he learned what true strength and respect mean. His challenge in this book is to apply that learning in the city. His school is still filled with bullies and he is faced with being a target. The story gives Cole the opportunity to become a leader and change his school, and we see the people around him change as a result of his actions. Excellent book!	<ul style="list-style-type: none"> -Plot diagrams and character trees! -Talks about bullying and how we can ALL make change. - There is a class set as VSB and a readers / teachers guide on the way - Journal writing with themes from the book – apply to self -Write the story from Garvey's point of view – his notes on Cole. -Debate the mascot issue (talk about your own schools mascot as well) in your class. Why is it important. -Discuss homelessness
2-7 RL 3.6 or 23	<u>The Journey, North American Indigenous Games, Lorraine Adams: 978-1-926757-15-5</u>	Eagle Crest Books 2010	4	Sports / Basketball Connecting culturally Low Level Reader	General	Reading		This is a reader, practically. It is 1 of a series that specifically has Aboriginal content at a low reading level to interest older learners that are having trouble reading. I love it not just for the sweet story, but because I have seen a kid that hates to read, is embarrassed about reading "baby books" feel empowered. Nothing super about the story, just its format.	<ul style="list-style-type: none"> -

3-7	<u>Catching Spring</u> Sivia Olsen: 978-1551432984	Orca Books 2004	4	Fishing Low level reader Family Helping and sharing Marbles	Tsartlip			This is a great book for little boys who don't like to read. It is about a 10-year-old boy who works on the weekend at a bait shop / boat rental for a dollar a day (in 1957) to help out his mom and because he loves to fish. There is a contest coming up and the winner can win a bike, but our protagonist doesn't even dream of entering even though he doesn't have a bike, because of the registration fee and because he needs to work. This book highlights how people feel about you when you are kind and well behaved vs. whiny. A lovely read and great book for a boy that doesn't want a baby book, but still needs to be able to sound all the words out.	- Learn about the different fish mentioned. - Talk about manners and consequences - Character Trees / diagrams - Plot diagram - Great book report book - Learn the rules of marbles - Debate including Lucky in the marbles game - Talk about money and responsibility - Journal - Stereotypes regarding females fishing.
6-12	<u>Smiler's Bones:</u> Peter Lerangis: 0-493-34485-9			Kidnapped Aboriginals on display	Inuit			This is the story of the 6 Inuit people who were stolen by the Explorer Robert Peary in 1897. The story is from the perspective of what it is like to become living breathing museum exhibits.	-
6-12	<u>Sweetgrass Basket;</u> Marlene Carvell: 0-525-47547-8			Residential schools Institutional Racism	Mohawk			The story of two Mohawk sisters sent to an off-reservation school after the death of their mother.	-
6-12	<u>Stoney Creek Woman, The Story of Mary John:</u> Bridget Moran: 1-55152-047-6		5		Carrier			This is the extraordinary story of Mary John. She was awarded the Order of Canada in 1997. This is the retelling of her story, the account of racism, sickness, poverty and her personal struggle to rise above those indignities.	-

Compilations of Legends/ Great Teacher Resources

Grade Level/ Reading Level	Title; Author/III ust.: ISBN#	Publisher	Erin's Rating	Key word Theme	Natio n	Subject	S/E Rubric	Blurb	Activities
K-12	<u>Keepers of the Earth;</u> Joseph Bruchac, Michael J. Caduto, John Kahionhes Fadden:0-920079-76-8		5	Creation, Fire, Wind and Weather, Water, SKy, Seasons, Plants, Animals, Life Death Spirit, Unity	Various	Socials English Science		The 25 legends from 20 different cultures selected by Joseph Bruchac, and interpreted by easily understood scientific information and hands-on activities by Michael Caduto makes this a gold mine for teaching important concepts." —Dr. Helen Ross Russell	
K-12	<u>Keepers of the Animals;</u> Joseph Bruchac, Michael J. Caduto		5		Various			All of the books in this series are excellent, introducing topics with tradition stories and then interpreting them scientifically, with activities to go along with them. There are teachers editions available.	
	<u>Keepers of Life;</u> Joseph Bruchac, Michael J. Caduto		5		various	Science Socials Language		18 stories covering such topics as botany, plant ecology, and the natural history of North American plants and plantlike organisms. Following each story is advice on holding a discussion, asking	

						arts		questions, doing related activities, and extending the experience (reading, growing plants, writing and acting out a story, establishing a compost heap, taking a field trip, etc.). There is also a guide for using the book and a glossary and pronunciation key.	
K-12	<u>Keepers of the Plants</u> ; Joseph Bruchac, Michael J. Caduto		5		Various			All of the books in this series are excellent, introducing topics with tradition stories and then interpreting them scientifically, with activities to go along with them. There are teachers editions available.	
K-12	<u>Keepers of The Night</u> ; Michael J. Caduto and Joseph Bruchac: 1-55591-177-3		5	Sky Stars Astrology	Various			This book is for older students, though teachers could adapt or tell the stories for younger ones. It is a treasure of well-written stories to match the constellations in the sky.	
K-12	<u>Dog People, Native Dog Stories</u> ; Joseph Bruchac, Murv Jacob: 978-1-55591-228-1		4.5	Dogs	Various	Socials		This is an illustrated compilation of Native Stories about Dogs. I didn't particularly like the illustrations but the stories are retold expertly and are short enough to do many lessons with – from just sharing to story to doing compare and contrast (they are all about dogs) to acting them out. A great resource.	
K-12	<u>Pushing Up the Sky, Seven Native American Plays for Children</u> ; Joseph Bruchac, Teresa Flavin: 978-0-8037-2168-4		5	Star Sisters Old Man Winter Possum's Tale Duck Dance Pushing the Sky Cannibal monster Strongest One	Abenaki Ojibwa Cherokee Cheyenne Snohomish Tlingit Zuni	Theater Language Arts Socials		This is a collection of 7 plays from various nations written for children to perform. They are all taking a traditional tale and acting it out. It is nicely illustrated, so could also be used as a story book. There are costume and stage suggestions as well. There is a blurb about each nation before the play starts. Great Resource!	
K-12	<u>The Boy Who Lived With Bears, and Other Iroquois Stories</u> ; Joseph Bruchac, Murv Jacob: 987-0-06-021288		5	Rabbits Snow dance Rabbit and Fox The boy who lived with bears Turtle makes war on man. Etc.	Iroquois	Socials Language Arts Science Theater		This is a great compilation of 6 stories. They are short enough to use in the classroom for a variety of activities, illustrating or retelling or acting out. Typical Bruchac brilliance as a story teller.	
K-12	<u>The Woman Who Lives with Wolves and other Stories From the Tipi</u> ; Paul Goble: 978-1-935493-20-4		5		Plains peoples	Socials English Theater Science		This is an illustrated anthology of stories from various Plains nations. The author has done huge amounts of research both for the stories and the illustrations. The stories are easy to read and easy to teach with. The stories are always prefaced with information that makes the reader more invested in the stories.	
	<u>Spirits, Fairies and Merpeople: Native stories of other</u>		3	Legends Stars Good v. Evil	Various			A collection of stories from across North America. Each section is nicely illustrated. The stories are not particularly fancifully told. Each legend is a few pages long and easy to follow.	

	<u>worlds;</u> E.G. Taylor: 978-0-88776-872-9								
	<u>The Enchanted Moccasins and Other Native American Legends;</u> Henry R. Schoolcraft: 978-0-486-46014-7		3.5		Various	Socials History Language Arts Theater		This compilation was originally published in 1864. The author lived with various peoples around the great lakes and into the west, collecting stories. The forward uses offensive terms such as “red children” and Indian, but even so it is a useful book, a primary source and the stories are fun. A grade 7 student read it all and rated it 5...This would be a very good book to work with older Kids retelling and then illustrating the stories.	
3-12	<u>Coyote Stories;</u> Robert A. Roessel, jr., Dillon Platero, George Mitchell: 0-89019-005-4		4.5	Coyote Trickster	Navajo	Socials Theater Language Arts		This book is so much fun. There are 14 Coyote stories, most of which Coyote gets tricked. The illustrations are simple and funny. The book was put together by the Navajo Curriculum Center – Rough Rock Demonstration School Arizona. I found it at a used bookstore (copyright 1974) but when I looked on Amazon there were quite a few copies available.	
K-7	<u>Shishalh Stories, A Literacy Reader;</u> Kelly Toneatto, Roman Joe: BC Ministry of Education, Skills, and Training (no isbn # but copyright 1997)		5	Wolf, Eagle, Salmon, Deserted Bay, Dog, Killer Whale, Beaver, Eagle People, Mink and Wolf, Sun	Shishalh (Coast Salish)- Sechelt area	Literacy Socials		This is a fabulous reader. It has 11 stories. Some are broken into sections for manageability with the younger grades. Each Story has a word list, a few harder vocabulary words defined and about 3-5 story questions. Each section is a little more than a page and the stories are all traditional tales. My only criticism is that there aren't many illustrations- but that is something Kids can do.	
7-12	<u>The Manitou's, The Supernatural World of the Ojibwa;</u> Basil Johnson:978-1-55013-992-4		4.5	Weendigo Kitchi-Manitou Nanabosho PauguK PuKawiss	Ojibwa (Anishnabe)/ Chippewa	Socials Language Arts		This is a very well written collection and explanation of Anishnabe (Ojibwa) spirit legends. I particularly liked that not only was the spirit, or character if you will described but then his/her purpose is put into context with a cultural explanation. Excellent resource for Secondary teachers, but it is so well written that I believe students would not have a problem just checking in out from a library. Would be a great class project	
K-12 (4-7)	<u>Kwulasulwut, Stories from the Coast Salish;</u> Ellen White, David Neel: 978-0-919441-45-9	Theytus Books Ltd 1992	4	Sun, seagulls, ants, salmon, raven, killer whale, sea lions, raccoon	Coast Salish	Socials Science	1a,c,d,e 2a,b,c,f 3b,d	This is an interesting collection of lesser published Coast Salish stories. The illustrations are overly simple, but done in traditional style and use lovely bright colours. The stories have lots of cultural learning ex. The salmon staked through with bbq sticks and the clam shells under it to collect the juice for dipping or to re moisten the fish as it cooks. Useful local collection.	Food prep
K-7	<u>More Than Moccasins, A Kids' Activity Guide to Traditional North American Indian Life;</u> Laurie	Chicago Review Press 1995	5	Everyday life Things to wear Song and dance Games Foods Communication	Various	Socials Art		This book is filled with mostly craft activities and games. It is an excellent resource, but when using it- MAKE SURE YOU USE IT IN CONTEXT. For instance, the word Indian is used, it is also explained in the beginning of the book. Also, for instance if you do the Plains Bonnet, or headdress that it is explained who when and why it was used. That said, it is a wealth of information and the activities are all fairly simple. The games are well explained	Endless.

	Carleson: 978-1-55652-213-0							as well, though I use supplementary materials with this book. = It is a resource, not a lesson plan.	
K-12	<u>Why the Possum's Tail is Bare, And Other North American Indian Nature Tales;</u> James E. Connolly, Andrea Adams: 978-0-88045-069-X	Stemmer House Publishing 1985	4.5	Nature/ Animal Stories (13)	Various but broken into Eastern and Western	Socials Science		This is a compilation, with black and white illustrations of 13 stories from across North America. They are short, concise, funny and easily applied. The forward is very good, raising issues of misrepresentation of Aboriginal Peoples in Hollywood and briefly overviews things like location of the people whose stories are being retold. There are references for all the stories. The stories are simple enough that they can be used for kindergarteners but there is enough information in the book that it would supplement a much older class as well	Read it without the pictures and have students illustrate the stories. Research more about each nation Sequencing (then illustrating) Retell the stories. Introduce science related subjects – animals eating patterns, which animals are where etc.. Reader's theater

Graphic Novels/ Comic Books/ spoken/ online comics and graphic novels

Grade Level	Title; Author/Illustrator: ISBN#	Publisher	Erin's rating	Key word Theme	Nation	Curriculum / Subject	Social Rspsbilty	Blurb
5-12	<u>The Last Voyage of the Black Ship;</u> Michael Nicoll Yahgulanaas: 987-1-895123-15-9		5	Manga Cedar Logging Sustainability	Haida			This is a manga (comic like) book that will get appeal to a lot of pre-teens. A strange visitor is stranded on Earth and watches the rise of the red cedar forests, wanting to harness its energies. In the mythical journey the complex interrelationships in the red cedar ecosystem are revealed and explore the effects of unsound logging practices. A Haida woman, a supernatural being and a blue bear team up to help save the rainforests. There is a bare bum.
7-12	<u>Trickster: Native American Tales A graphic Collection;</u> Matt Dembicki, et al. Anthology: 978-1-55591-724-1		5	Graphic Stories Trickster tales	Various			This is a fabulous collection of trickster stories retold in graphic/comic book form. It is an anthology. These are traditional stories, very well illustrated and cleverly told. I highly recommend that this be in every library, and that teachers take a look at it as well, it's not something that you can read to a class, but the stories are short and could be used one at a time.
6-12	<u>Louis Riel; A Comic-Strip Biography,</u> Chester Brown:1-978-1-894937-89-4		5	Louis Riel Canada History Red River Resistance	Métis	Confederacy Métis Rights Grade 9 History Civics		If I could rate this 10 out of 5, I would. I think that this is possibly the best biography that I've ever read, it reads like fiction, is broken down into 4 parts, includes maps, has 20 pages of notes - broken down by section, an annotated bibliography, a glossary and footnotes, yet it is a black and white comic strip. If I was in charge of Canadian Curriculum, this book would be mandatory reading for Canadian History classes. Kids will read this and learn, enough said. When teaching – make sure to clarify the difference between Resistance and Rebellion!
8-12	<u>The 500 Years of Resistance Comic Book;</u> Gord Hill: 978-1-55152-360-6		4	Warfare History	Various	Socials History Media Arts		This is a powerful picture (s) of the conflicts between Aboriginal people all over the Americas with governments and non-Indigenous groups. It is all black and white, it is angry and one-sided but that one side deserves a voice. The book is well prefaced and includes a suggested reading list. The author uses simple language and images which cover the topics of genocide, rape, torture, displacement, assimilation, massacre and most of all resistance to those things. It is intense, a good resource but counseling should be available while studying this. I think would be checked out of any library, but it is likely to make the readers angry or guilty or depressed... a gamut of emotions. I especially like that incidences that are not commonly studied are given space here, including local events. Local Author.
7-12	<u>The Life of Hellen Betty Osborne, A Graphic Novel;</u> David Alexander Robertson,	Portage & Main Press	5	Racism Violence Dreams		History Social Responsibility		This is a poignant journey that a boy takes as he becomes aware of racism and the history of a young woman who was murdered, just because she was an Aboriginal woman, out alone at night. The book is not graphic in its violence but it very decisively sets the mood. You feel the hope of a community as well

	Madison Blackstone: 978-0-9689653-4-4	2008		Community				as its fear and the hate of racism. Very well done. A MUST have for all libraries though it should be on the older children's shelf in elementary school due to content. There is a teachers guide that can be found at www.pandmpress.com
7-12	<u>7 Generations: Stone</u> ; David Alexander Robertson, Scott B. Henderson: 978-1-55379-227-7	Portage & Main Press 2010	4.5	Suicide Cycles Family Revenge Vision Questing Thirst Dancing	Cree			The 7 Generations cycle are graphic novels that let us into the life of a family. A mother tells her son (Edwin) their family's history so that he can understand his past in order to have a future (he has just attempted suicide). They are extremely powerful in image, word and concept. Stone is about Edwin's ancestor, a young plains warrior and his vision quest, thirst dancing, trials and what he does as a warrior. It is violent. There is a teachers guide that can be found at www.pandmpress.com
7-12	<u>7 Generations: Scars</u> ; David Alexander Robertson, Scott B. Henderson: 978-1-55379-228-4	Portage & Main Press 2010	4.5	Small Pox Family Choices Love	Cree			The second in the 7 generations cycle, in this book we see that Edwin's awakening/ recovery does not happen over night, but we also see and recognize the strength of his mother. She continues the story with White Cloud, an orphan dealing with the smallpox epidemic of 1870-71. There is a teachers guide that can be found at www.pandmpress.com
7-12	<u>7 Generations: Ends/Begins</u> ; David Alexander Robertson, Scott B. Henderson: 978-1-55379-228-4	Portage & Main Press 2010	5	Residential Schools Family Cycles Love	Cree			This is a must have, as we learn more about Edwin's journey and struggles we learn more about the families immediate past. This book is about residential schools. IT is extremely powerful and even difficult to read, as it is so painful. However it is a very real look at residential schools, through a very human lens. Rape is alluded to and physical abuse is portrayed, as are shame and guilt of not seeing. Every secondary school should have this book, and all staff should read it for a better understanding of residential schools and abuse, but I would have a note for the counselor perhaps to track who has checked it out and talk with them about it. Very powerful, and heart wrenching. There is a teachers guide that can be found at www.pandmpress.com
7-12	<u>7Generations:The Pact</u> ; David Alexander Robertson, Scott B. Henderson:	Portage & Main Press 2010	5	Healing Forgiveness Cyclical Depression Guilt	Cree			This is the best resource about the effects of residential schools and their ramifications on future generations. This final installment of the 7Generations series is a must have. If I could by 5 books for every library it would be one of them. There is a teachers guide that can be found at www.pandmpress.com where you can also order the books.
4-12	<u>Timeline: Falling Star</u> ; Robert Cutting, Drew NG: 978-1-897096-72-7	Scholastic 2006	2	Sitting Bull Crazy Horse Wounded Knee Little Bighorn Adoption Stereotype Facetiousness Reservations	Lakota Blackfoot Cheyenne			This is one of a series of historical fiction graphic novels. This is an excellent example of what not to do when teaching Aboriginal Histories . The fact that the chief thinks that the little blond boy (Falling Star) has a great idea, to go on reserve turned my stomach. I feel that this material needed no fictional characters added to it and the way it was done, though I believe with good intentions was offensive. It was as though the authors needed a non-indigenous person to be a savior. The illustrations are great, and I did like that the issue of adoption was broached. This book, if shared with students should be done with an extreme critical thinking approach- perhaps a critique for cultural appropriateness? The book attempts to change the authentic history of the Lakota and creates a story that has a non-native boy providing guidance to the which takes away from the leadership role of Sitting Bull. Someone who does not know the authentic story of Sitting Bull and Crazy Horse would be given false information if read without guidance. As well, in the text Aboriginal people are referred to 'savages' with out any clarification that this terminology is harmful and truly unacceptable. The story also suggest that the Aboriginal people asked to be place on reservations, happy about the possibility and saw them as places that provided their families with food and safety. I'm glad that the subject is being broached about the descent to reservations, and the reasons for it, but this information is inaccurate and Eurocentric. I liked the historical bios throughout, but the information is inaccurate (For instance the monument for Crazy Horse is an artist's idea of what he looked like, as there is no photo of the actual Crazy Horse). It is in many libraries, and, while it is certainly a useable resource (to broach the subjects of both stereotypes, the need for a white savior in literature, as well as the actual subject it professes to teach) please don't let it stand

							alone – critical thinking needs to accompany this book.
4-12	<u>Timeline: Rebel Leader</u> ; Jan Beaver, Mike Rooth:978-1-55448-246-7	Scholastic 2007	3	Louis Riel Music/fiddling Red River Ruperts Land	Métis	Socials	This graphic novel is a much faster read than the Chester Brown’s comic novel. However the terminology used kept me from rating it higher. The Metis People, led by Louis Riel RESISTED they did not rebel as they had never had an allegiance to Canada at that point in time. This needs to be made clear! The language also needs to be addressed: “halfbreeds”, “savages”. The Métis have been labeled rebels for too long and this would be a talking point for both the need to “rebel” and how stereotypes can be hurtful. However, with that said, it is a touching story of a little girl who fiddles (again talk about stereotypes) and learns about Métis history from her grandfather. I feel that the historical material on which it is based is so strong and dramatic, that it didn’t need fictional characters, but can easily be used in the classroom. The history was done well for so short a book and it also includes (as do all the Timeline series) historical clarification pages. This one has a good page regarding the Canadian definition of Aboriginal peoples (Métis, Inuit and First Nations).
4-12	<u>On the Turn: Gambling Awareness</u> ;	The Healthy Aboriginal Network	5	Gambling Stealing Family Values Moving Peer Pressure			This is an excellent tool for talking with kids about addictions of any sort and gambling in particular. It is about a girl who moves to a new city and the kids play poker at lunch. She steals her sisters savings in order to keep playing and ends up working at MacDonald’s to pay off debts. It is out of print for the time being but the full thing is available at http://www.thehealthyaboriginal.net/comics/ot.pdf This is a local organization, the Healthy Aboriginal, all of their novels focus on issues that many of our students are familiar with. They can be contacted for in school presentations.
4-12	<u>An Invited Threat: Diabetes Awareness</u> ; Steven Keewatin Sanderson	The Healthy Aboriginal Network	5	Food Decisions Diabetes Health Family			This excellent graphic novel is about a family’s realization that the food they eat and make available to their community is not good for them. It’s about making healthy decisions now, rather than waiting until it’s too late. It brings in some mysterious/vision like scenes and a trickster-like elder (My guess is Nanabosho but it is not clear). It is out of print for now but the whole novel may be accessed at: http://www.thehealthyaboriginal.net/comics/it.pdf
5-12	<u>Level Up: Staying in School</u> ; Steven Keewatin Sanderson	The Healthy Aboriginal Network 2008	5	Dropping out Video Games Gangster Rap Family			This is another winner from the Healthy Aboriginal Network. The story is about a boy who is thinking about dropping out of school. His mom sends him off to spend some time with his cousin who is a successful game developer. Rather than lecture Terry, Dave makes the importance of school relatable - he compares education to moving up a level in a video game. Great tool for discussion, there is a point where the boy, Terry, lies to his grandfather about homework to avoid chores, and later the grandfather also talks about what education means to him. Unfortunately this one is also out of print for now but the whole novel may be accessed at: http://www.thehealthyaboriginal.net/comics/lu.pdf
5-12	<u>Drawing Hope: Living with FASD</u>	The Healthy Aboriginal Network	4.5	FASD Drinking Difficult conversations Friendships			This book is a compilation of five FASD related comics. They are good for students who have FASD to connect with as well as to educate about not drinking while pregnant. My favorite of them is also available with voiceovers at: http://www.youtube.com/user/HealthyAboriginal and all may be viewed online at: http://www.thehealthyaboriginal.net/comics/fasd.pdf I believe this to be just as helpful for teachers to start identifying FASD learning differences and ways to approach FASD children as for students. It’s not the end all be all for FASD but an engaging resource that kids will also like. Email sean@thehealthyaboriginal.net to order books.
5-12	<u>River Run: Smoking Prevention</u>	The Healthy	5	Smoking Tobacco			This is the story of a group of youth that learn the traditional use of tobacco while on a canoe trip. There are interesting family dynamics. I like that the students are off on a leadership camp

		Aboriginal Network						as a setting. This edition may also be previewed online at: http://www.thehealthyaboriginal.net/comics/rr.pdf Email sean@thehealthyaboriginal.net to order books.
6-12	<u>Darkness Calls: Suicide awareness</u>	The Healthy Aboriginal Network	5	Suicide Teaching – Elder and school Comic influence				This comic is about 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. This edition may also be previewed online at: http://www.thehealthyaboriginal.net/comics/cd.pdf Email sean@thehealthyaboriginal.net to order books.
4-12	<u>Just a Story: Mental Health; Steven Keewatin Sanderson</u>	The Healthy Aboriginal Network 2009	5	Siblings Domestic Abuse Social awkward				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. I particularly like how the teacher connects and reaches out to the girl, and how writing is used as a parallel to her life – a way to express herself. This edition may also be previewed online at: http://www.thehealthyaboriginal.net/comics/cd.pdf Email sean@thehealthyaboriginal.net to order books. There is also a sketched version with voice overs on youtube: http://www.youtube.com/user/HealthyAboriginal#p/c/C401BF80C9B28173
	http://www.youtube.com/watch?v=6PWDQJ4VxFo&feature=mfu_in_order&list=UL	The Healthy Aboriginal Network	5	Teen Pregnancy FASD Life Choices Elder respect Medicines Breast Feeding				This is perhaps the best one yet. I would give it a 10 out of 5 if I could. It fuses visions and teachings in a way with the real issues young pregnant mothers need to have addressed (or any mothers). It is a must see and must have once it has been released in comic form. EXCELLENT!!!!
7-12	http://www.youtube.com/user/HealthyAboriginal	The Healthy Aboriginal Network	5	Gang life Drug dealing Recovery				This touching sketch illustrated voiced over novel is very important for any student thinking about or involved in gang activity. A must watch. It is violent; the gang involved youth is talking with a counselor as an alternate to jail. It is powerful.
7-12	http://www.youtube.com/user/HealthyAboriginal#p/c/2D958CB C1A965CCA/0/UnI5TpyasDM	The Healthy Aboriginal Network	5	Sexual Health				This is an excellent resource, like all Healthy Aboriginal Comics and productions which deals with current issues around sexual health i.e. testing, pregnancy, porn, penis size, myths about testing, HPV shot and homosexuality in an approachable, non-threatening, very youth friendly way. I'd like to see more of these on more specific sexual health issues. Will be a comic soon.
	<u>Adventure of Rabbit and Bear Paws. The Voyageurs; Chad Solomon, Christopher Meyer: 978-0-97399-062-1</u>	Chad Solomon and Little Spirit Bear Productions 2008	4.5	Adventure Lacrosse Trading Canoe	Anishnabe Ojibwe	History		This charming graphic novel is so much fun. It is about two brothers who just find trouble. They go off trading with a friend of their family after losing a lacrosse game. Rabbit REALLY wants to be a great lacrosse player but always seems to mess things up. He ends up saving the day at one point in this fantastic tale. The grand council chief of the 42 communities of the Anishnabek nation says that rabbit and Bear Paws is “ An informative and entertaining way for North Americans of all ages to learn more about First Nations history, cultures and traditions. I just thought it was great fun and my 8-year-old daughter liked it too. It could be extended into lots of lessons and would be fun to read a few pages at a time as a class and then have them summarize.

Coloring / Activity Books

Grade Level	Title; Author/Illustrator: ISBN#	Publisher	Erin's rating	Key word Theme	Nation	Curriculum/ Subject	S/E learning rubric	Blurb
	<u>Bentwood Box, an Activity Book, The</u> ; Nan McNutt, Yasu Osawa and Nathan Jackson: 978-0-9614534-0-0	Nan McNutt 1984	5	Bentwood Box Colouring Story	Tlingit, Haida, Tsimshian Bella Bella	Art Socials		This colouring book also tells a story and even includes a ready made cut out to make a paper bentwood box. I personally think that if used properly the cut-out doesn't trivialize this important cultural artifact / practice, but please be sensitive when discussing bentwood boxes as they lasted for many generations and kept family treasures. They weren't just regular storage but art. The book contains directions on how traditional paint was made as well as ovoid and u-forms and the colouring book illustrates how the boxes were made. Very easy to follow and to top it off the cover, if photocopied, makes a paper box.
	<u>Coloring Book: An Inuksuk Collection</u> ; Elena Rivera MacGregor Michael Chow: 978-0-9784616-1-4		5	Coloring Book Inuksuk	Inuit			This book is a collection of 6 Inuksuk outline images with a description of the name and use for each one. Highly useful in the classroom. There is a map in the back of the Arctic
	<u>Discover the Animals. First Nations and Native Art Couloring and Learning Book</u> : 978-1-55476-184-5	Native Northwest 2010	5	Coloring Book Animals	West coast & Ojibway	Art	3c,b	I hope that every primary teacher buys this book. The animals are Raven, Owl, Eagle, Loon, Crane, Dragonfly, Butterfly, Hummingbird, Thunderbirds, Buffalo, Raccoon, Rabbit, Moose, Beaver, Bear, Wolf, Frog, Turtle, Salmon, Whale, Starfish, Halibut, Seal and Crab. The artists are from the following nations: Squamish, Ojibway, Haida, Tsimshian, Nuxalk, Coast Salish and Kwakwaka'wakw. Each page has a little bit of information about their nation's beliefs about each animal.
	<u>Explore the Animals, Northwest Coast First Nations and Native Art Colouring and Learning Book</u> ; various artists: 978-1-55476-183-8	Native Northwest 2010	5	Colouring book Animals	Northwest Coast	Art		This is the sequel to Discover the Animals and if you liked the first one you will love this one. Animals that are featured in this blacklined colouring book are: Human, Totem, Bear, Wolf, Beaver, Rabbit, Snake, Frog, Turtle, Whale, Salmon, Octopus, Sea Lion, Otter, Dolphin, Sea Creature, Butterfly, Hummingbird, Raven, Eagle, Swan, Thunderbird, Owl and Sun Spirit.
	<u>Learning By Designing, Pacific Northwest Coast Native Indian Art, Volumn 1</u> ; Jim Gilbert and Karin Clark:978-0-9692979-3-9	Raven Publishin g 1987	5	Northwest Coast Art Cultural Context Basic Design How to draw	NorthWest Coast	Art Socials		This is everything you need to know to teach NorthWest coast Art, from drawing and designing to rudiments of carving this book is written by master's level teacher and each page is a readymade lesson. The book includes fabulous maps and everything from ovoids and u-forms to s shapes, lines, profiles and most importantly cultural context! A must have for all art teachers and this books should be in every school library.
	<u>Learning by Designing,, Pacific Northwest Coast Native Indian Art, Volumn 2</u> ; Karin Clark and Jim Gilbert: 978-0-9692979-4-7	Raven Publishin g 2002	5	Northwest Coast Art Design Theory Cultural Context	Northwest Coast Salish Tlingit Haida	Art Socials		This book is less step by step instruction and more design based. VERY informative and still usable. I prefer the Learning by Doing to teach how to but these pages are very easy to use as colouring sheets. It is a companion to Volume 1 and provides a deeper cultural context, including philosophy, a code of ethics and interviews. A lot even discusses Potlatch and creation. 50 examples, 20 designs to draw and a quick reference chart with over 100 designs. The number to order directly is 1-877-333-0723
	<u>Learning by Doing</u> ; Karin Clark and Jim Gilbert: 978-0-9692979-1-2	Raven Publishin g 1987	5	Northwest Art How-to U-forms and Ovioids Curriculum	Northwest Coast Salish Tlingit Haida	Art Socials		This book is mind blowing and the easiest book ever for teaching Northwest Coast art forms. Amazing! It contains step -by-step instructions and illustrations on the basics of drawing, designing, painting and carving in the style of the Northwest Coast. The book is well arranged, 15 educational concepts, from simplest to most complex are taught, each building on the last. This is a ready made unit. Over 300 illustrations and 32 photos. A MUST HAVE! The number to order directly is 1-877-333-0723
	<u>Myths and Legends of the Haida Indians of the Northwest</u> ; Martine J. Reid, Nancy Conkle: 978-0-88388-112-5		4.5	Coloring book Legends	Haida			This book tells the legends, in small print. It is not the easiest to use book for legends but it has the best coloring pages as illustrations that are easy to photocopy.

Grade Level	Title; Author/Illustrator: ISBN#	Publisher	Erin's rating	Key word Theme	Nation	Curriculum/ Subject	S/E learning rubric	Blurb
	<u>Northwest Coast Indian Designs</u> ; Madeleine Orban-Szontagh: 978-0-486-99748-3	Dover 1994	3	Northwest Coast	Northwest rn :See summary	Art Socials		This book is just images. It comes with a CD rom that has the images in a variety of formats that can be easily enlarged and printed off. To teach from this book you will need supplementary materials, but each image in minimally labeled. Tlingit. Bella Coola, Clallam, Nootka, Tsimshian, Haida, Kwakiutl, Makah and Cowichan are all featured.
	<u>Northwest Native Arts: Creative Colors 2</u> ; Robert E. Stanley Sr.: 978-0-88839-533-7		4	Coloring Book Animal Crests	Northwest / Haida			This book gives red and black outlines, with code for the images provided. Each one is named in Nisga'a and English, but no stories accompany the image / crests. 19 image pages.
K-12	<u>S.O.S, A Colourful Story</u> ; System of Sustenance. Collective Echoes		5	Bone Ceremony Environment Ethno-botany Nurse Trees Local Salmon	Coast Salish	Science History		This is one of the best books I've come across as a local usable resource. It is a colouring book with a story told in rhyme about a boy that has a vision. It includes some of the edibles from this area as well as the traditional bone ceremony for salmon. There is a respectful wonderful embracive approach and it is a really good book to begin a botany class or garden with. Hopefully we will get permission to have it reproduced! – endless possibilities for activities – see same listing in picture books.
	<u>Southwestern Indian Designs</u> ; Madeleine Orban-Szontagh: 978-0-486-26985-6	Dover Publications 1992	3.5	SouthWestern Art	Southwest rn: See summary	Art Socials		This book has 250 designs recreated, or copied from baskets, paintings and pots. There is a 1 page publishers note at the beginning that identifies the Nations whose art is reproduced in this book with a 1 or 2 sentence blurb about each Nation. The images are labled by Nation but there are no notes as to the significance of the designs, which was what I was looking for. It could be a useful book, but not my first choice. Nations represented: Acoma, Anasazi, Apache, Cochiti, Hohokam, Hopi, laguna, Mimbres, Navajo, Papago, Pima, Pueblo, San Ildefonso, Santo Domingo, Sikyatki, Zia and Zuni.
	<u>Spindle Whorl, the, A Northwest Coast Indian Art Activity Book</u> ; Nan McNutt: Roger Fernandes, Susan Point: 978-1-5706111-5-5	Sasquatch Books 1997	4.5	Spinning Wool Spindles Family	West Coast	Art Socials		This is such a neat book. It is a story book as well as a craft book with pictures that could be coloured, though not a traditional colouring book. The story is of a young girl who has been given her adult name, Spinning Woman, as she prepares for the visit of her Uncle and his new bride. There is a lot to be learned from this book. Pair with Ystla's Sweater for a very interactive unit.
	<u>Totem Poles to color and cut out vol.2 Tlingit</u> ; Bellerophon Books: 978-0-88388-150-7		5	Coloring Book Totem Poles	Northwest Tlingit			Different style poles from the first book but the same concept and mechanics. Can be easily used without the first one.
	<u>Totem Poles to cut out and put together</u> ; Bellerophon Books: 978-0-88388-081-4		5	Coloring Book Totem Poles	Northwest Tlingit			This book is easy to use, though when photocopying you should probably reduce 75%. The images are huge and often take up two pages, so you need to cut and paste but that is what it was designed for. Each pole has a description and story attached.
	<u>Totem Poles: an Indian Coloring book</u> ; Carol Batdorf, Tracy Cheney: 978-0-88839-248-0		2.5	Coloring Book Totem Poles	Northwest			This book tells a general story of totem poles and what they are used for. The book also describes the tools used and how. Some of the animals that might be on a pole are introduced. I would carefully choose the page to draw though, the Aboriginal people are accurately depicted (felling trees naked is not realistic and is offensive so don't use those pages!)
	<u>Transformation Masks</u> ; Pamela Rae Huteson: 978-0-88839-635-8	Hancock House 2007	5	Masks Northwest Coast	Haida Tlingit Tsimshian Salish Kwakwaka' wakw	Art Socials		I learned so much with this book. The illustrations are easy clean and easy to colour and of a traditional mask. The page then has information about each mask and how it would be used. The book also includes information about mask and their usage in general. Another must have.

Webpages with Aboriginal Content

Website	Rating	Keyword	Nation	S/E Learning Rubric	Description
http://www.cbc.ca/aboriginal/legends_project.html	5	Legends			This little nook inside the CBC link has recordings of traditional stories by the communities where the stories are from. Each recording is about an hour and is introduced with a little bit of geographic information about the communities. There are quite a few stories in each recording so they may be stopped and listened to. My advice is to write down the time when the stories end.
http://www.abo-peoples.org/Features/Declaration/decapd.html	4	History Declaration of Metis and Indian Rights Anthem	Metis		This is an excellent resource for studying Métis history. CAP represents off-reserve Aboriginal and Métis people living in urban, rural and remote areas throughout Canada.
http://www.nativetech.org	4.5	Arts	Eastern Woodlands		An internet resource for indigenous ethno-technology focusing on the arts of Eastern Woodland Indian Peoples, providing historical & contemporary background with instructional how-to's & references. I particularly like the wampum belt section.
http://pse-esd.ainc-inac.gc.ca/pubcbw/catalog-eng.asp	5	Lessons resources	Canadian		The ministry of Indian and Northern Affairs also sends out some helpful information for free, which include activities and ready made lessons and a French language booklist.
http://www.firstpeople.us/	4.5	Treaties Legends Poems/ Prayer			This website has loads and loads of info. First People is a child friendly site about Native Americans and members of the First Nations. 1400+ legends, 400+ agreements and treaties, 10,000+ pictures, free clipart. I particularly like the legends section, but it also includes poems and prayers. The site has artwork and clip art links. My only concerns with this site are that I would like to see bibliography for where the information is obtained as well as the stereotyping that could come out of it – particularly the clip art. I did contact the webmaster for the page, he said that most of them have come from books, but some from elders directly, but he doesn't have a bibliography handy, though some of them do have sources ready, I've read many of the legends and compared them with the sources that I have and I find it pretty consistent.
http://www.nativenews.net/	4	News History			This site has short podcasts, the Aboriginal news of the day as well as an archive and today in history. They often have really interesting interviews as well.

Website	Rating	Keyword	Nation	S/E Learning Rubric	Description
http://www.cbc.ca/news/canada/story/2008/05/16/f-faqs-residential-schools.html	5	Residential schools			This site has a history of residential schools in Canada, frequently asked questions, discussion of both apologies and compensations. There is also a timeline.
http://archives.cbc.ca/society/education/topics/692/	5	Residential schools			CBC's video archives related to residential schools. I would choose my clips before having students watch.
http://home.epix.net/~landis/history.html	4.5	Residential schools			This website particularly takes about the Carlsisle Indian School – which was the model residential schools around the world built upon.
http://www.yvwiusdinvnohii.net/rights-IndianResidentialSchools.htm	4	Residential schools			This is a ready made list of good sites for residential school information.
http://www.fourdirectionsteachings.com	5	Elder teachings Oral traditions Legends protocol	Mohawk Cree Blackfoot Ojibwa Mi'kmaq		Audio narration is provided throughout the site, complimented by beautifully animated visuals. In addition, the site provides free curriculum packages for grades 1 to 12 to further explore the vast richness of knowledge and cultural philosophy that is introduced within each teaching. The curriculum is provided in downloadable PDF and can also be read online through the Teacher's Resource link. Available in English or French. This is an EXCELLENT resource, maybe the best I've seen.
http://www.native-languages.org/home.htm	5	Languages Culture Facts sheets Links	Many Many Many		This is extensive online materials about more than 800 indigenous languages of the Western Hemisphere and the Aboriginal people that speak them. There is so much useful information on this site it is hard to know where to start (except for the Nation) that you are interested in learning about. There are a lot of ads here, but it's worth it. Excellent site.
http://www.aboriginalcanada.gc.ca/	5	Everything	Many-Canadian		This is my first go-to site for information on just about anything. Your imagination is the only thing that will limit you as this page has information and links to anything you will need to know. I don't think that I'm exaggerating.
http://www.ainc-inac.gc.ca/ach/lr/ks/index-eng.asp					
http://www.thehealthyaboriginal.net/	5	Graphic novels	Aboriginal		This site is a place to order fantastic graphic novels that deal with issues particularly pertinent to Aboriginal teens. It also shows the beginning and middle of most of them and in some cases all. Excellent discussion starters. Issues include suicide, social awkwardness, gangs, diabetes/food choices, foster care, FAS etc.
http://www.youtube.com/watch?v=jE81oJVdrq8	5	Rape Healing	Non Ab.		Anita Roberts speaking on, The Transmutation of Suffering into Healing.
http://www.youtube.com/watch?v=VDpuJXgD7Rs&feature=related	5	Gender	Non-Ab.		Bill Pozzobon speaking on, Breaking the Boys' Code of

Website	Rating	Keyword	Nation	S/E Learning Rubric	Description
http://www.youtube.com/watch?v=tRXjqpfOnS0	5	Masculinity Bullying Cutting Suicide Fear / Bravery Homophobia	Universal		Masculinity. Jonah Mowry shares in notecards and obvious emotion his fears about going back to school, about being bullied and about cutting. It is one of the most moving 4 minutes one can spend. Very classroom appropriate grades 5 and up. I follow the video with conversation and then the response of a young woman: http://www.youtube.com/watch?v=X6tD8n2Jbvk&feature=related I suggest getting your classes to also show support – maybe tell their own stories or a class transformation story or just letters to Jonah or their own bully. Or a commitment to not be bullies or simply commentary on his bravery. Excellent teaching tool!
http://curriculum.org/storage/30/1278480166aboriginal.pdf	4				Teacher resource.... Other booklist of Canadian literature.
http://faculty.marianopolis.edu/c.belanger/quebechistory/encyclopedia/biosatdcb.htm	5	Famous Canadian Aboriginal Biographies	Canada		This sight has links to mini biographies for many famous Canadian Aboriginal People.
http://people.senecac.on.ca/patricia.clark/418profile-topics.htm#women					
http://www.sd79.bc.ca/programs/abed/acip/grade8/english8_lessons/creation_story8.html	4.5	Creation Stories Unit	Cowichan Ktunaxa Sinixt		This is a unit plan (3-4 days) with supporting audio links and transcribed stories from the nations listed.
http://www.sd79.bc.ca/programs/abed/acip/index.html	5	Curriculum integration			A number of easy to use lessons with resources.
http://www.salishworld.com/Selish%20Dictionary_online.pdf	5	Language	Salish		English to Salish dictionary. So many classroom uses.
http://talking-feather.com/lesson-plans/	5	Lesson plans	Apache Blackfoot Cherokee Choctaw Crow Iroquois Kwakiutl		

Website	Rating	Keyword	Nation	S/E Learning Rubric	Description
			Navajo Shawnee Sioux Zuni		
http://www.ahf.ca/publications/residential-school-resources	5	Residential Schools	Canada		The best resource so far for Residential schools.
http://bctf.ca/IssuesInEducation.aspx?id=5678	3	Timeline	Canada		A decent timeline of events / decisions that have shaped the Aboriginal reality in the last few hundred years.
http://canadiangenocide.nativeweb.org/intro2.html	3.5	Timeline	Canada		Compare and contrast with the above timeline. Not very detailed but very passionate.
http://www.canadaandtheworld.com/aboriginaltimeline9.html	4	Timeline	Canada		Compare and contrast with the above timelines. I would like it to go back significantly farther. Good resource

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